

**THEATRE 278: ACTING FOR FILM AND TELEVISION**

FALL 2014

INSTRUCTOR: Elise Forier Edie

CLASS HOURS: M 6:45-10pm (HLRC 115)

OFFICE HOURS: M 4-6:00pm, TR 11-12:30pm (FA 102)

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**WELCOME**

This semester, you will work on understanding the craft of acting for the camera. You will develop your acting technique as you master a vocabulary and basic skill set needed for on camera acting. Your involvement in performing and analyzing scene work in class will build critical thinking skills, an understanding of human emotions, and motivations as expressed through a variety of scripts. You will also learn and practice the fundamentals of working on a TV/film set including hitting marks, targeting, and physical positioning for the camera. The goal is for you to become a better actor, and develop a greater appreciation for the actor's craft by the end of this course.

**COURSE DESCRIPTION**

The basic fundamentals of acting for the camera are explored.

Demonstration, exercises and improvisations are used to practice the techniques. Scenes are practiced, taped and critiqued.

**TEXTBOOK**

Acting for the Camera

Tony Barr

**STUDENT LEARNING OUTCOMES & OBJECTIVES**

Students demonstrate the basic fundamentals of acting for the camera:

Talking and listening, basic preparation and script analysis, audition protocol

Students demonstrate fluidity and familiarity with basic cinema terms, such as mark, boom, dolly, mixer, gaffer, slate, prop, shot

Students practice critical thinking by commenting and evaluating on their work and others, both in written form and oral form

Students practice rasaboxes techniques for emotional preparation

Students explore and perform a variety of texts, including television, film and commercial scripts

**INSTITUTIONAL LEARNING OUTCOMES**

**Critical Thinking:** Evaluation of successful on-camera performances. Analyze positive and negative aspects of a scene and group discussion

**Communication:** Create effective, compelling acting scenes in collaboration with classmates that are videotaped, reviewed and analyzed.

**Self-awareness/Interpersonal Skills:** Apply self-awareness strategies as students review and critique their videotaped performances. Prepare scenes and participate in exercises and improvisations with a variety of students from diverse backgrounds.

**Technical Competence:** Use competent technique in on camera performance. Distinguish between the demands of stage and film required of an actor, and utilize camera specific techniques.

**Cultural Diversity:** Respectfully engage with other cultures in an effort to understand them in the collaborative art form of acting.

**Ethics:** Practice and demonstrate standards of personal and professional integrity, honesty and fairness; apply ethical principles in submission of all college work.

**Aesthetics:** Use multiple approaches to produce creative, artistically satisfying acting performances.

## **COURSE REQUIREMENTS AND ASSIGNMENT GUIDELINES**

### Scene work and exercises

This is a performance based class and a majority of your grade will be based on your participation in exercises and scenes that will be rehearsed, then provided with instruction and feedback regarding on camera acting technique. Grade will be based on improvement, proficiency, and willingness to participate. Scenes will be regularly taped and played back to provide feedback. There will also be some lecture and demonstration. Scene projects include

- Five to ten line scene for type
- Highly emotional scene
- Partner scene
- Cold reading

### Written self evaluations

Each student must complete a written, typed self evaluation for ALL performance projects, which must be turned in the week AFTER the final performance. (Format provided by instructor)

### Scene Analysis

For TWO of the performance projects, students are required to do analysis for Facts, Conditions and Preparation. These typed analyses must be turned in on the day of performance, before performing. (Format provided by the instructor)

### Quiz

At the end of the semester on terms and vocabulary in your book

### Late Assignments

Each student is allowed ONE late written assignment. It must be turned in by the next class meeting to receive credit and the grade will be reduced by one letter grade. DO NOT e-mail me your written assignments. They will not be accepted. Other late assignments will not be accepted.

NOTE: There are NO late performance assignments. If you miss a performance assignment, please see the instructor as soon as possible about possible make up work

### Attendance

Because class discussions and scene work are an integral part of this course, attendance is mandatory. Up to 3 absences are allowed. After that, you could be dropped. Students are expected to attend every class meeting, to arrive on time and stay throughout the class period. Excessive absenteeism will lower your grade, as well as walking in and out of class. 3 tardies = 1 absence.

### Walking In and Out of Class

When you arrive to class, make sure you have used the restroom, had a chance to eat, checked your messages, etc. Walking in and out is rude and disruptive. If you need to leave early, or have some other problem, you need to notify me in advance.

### Preparedness

You are expected to arrive on time. You will come to each class session prepared having rehearsed scenes, made an attempt at memorization, and done required reading and writing assignments.

### Cell Phones, iPods, etc.

Turn them off and put them away when class begins! Although it may not seem possible, you can survive without talking and texting on your cell phone, or listening to your iPod. Talking and texting on cell phones not only distract you, but they are a distraction for me and your peers.

### Contacting Instructor

E-mail is the best and quickest way to contact me. You may also call me. Thanks to modern technology, my e-mail is linked to my phone. If you have a problem, do not let it snowball. Contact me immediately. Students are expected to ask questions and obtain help from instructor via email and/or during office hours.

## **COLLEGE POLICIES**

### Academic Integrity (Plagiarism)

In accordance with code 9803.28, academic dishonesty is prohibited and will not be tolerated in this class. Violations of academic integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one's identity for the purpose of enhancing one's grade. Academic dishonesty of any type, such as cheating or knowingly furnishing false information, by a student provides grounds for disciplinary action by the instructor or college. In written work, no material may be copied from another without proper quotation marks, footnotes, or appropriate documentation.

### Student Conduct

According to code 9803.15, disruption of classes or college activities is prohibited and will not be tolerated. Refer to the catalog and the Standards of Student Conduct in the Schedule of Classes for more information.

### Recording Devices

State law in California prohibits the use of any electronic listening or recording device in a classroom without prior consent of the instructor and college administration. Any student who needs to use electronic aids must secure the consent of the instructor. If the instructor agrees to the request, a notice of consent must be forwarded to the Vice President of Academic Affairs for approval (WLAC College Catalog)

## **CAMPUS RESOURCES**

As stated earlier in this syllabus, if you are having problems, don't let them snowball. Come and talk with me and check out some of the campus resources available to you.

Office of Disabled Student Programs and Services (DSP&S)

Heldman Learning Resources Center (HLRC), Room 119 | (310) 287-4450.

West Los Angeles College recognizes and welcomes its responsibility to provide an equal educational opportunity to all disabled individuals. The Office of Disabled Students Programs and Services (DSP&S) has been established to provide support services for all verified disabled students pursuing a college education. DSP&S students may qualify for: priority registration, registration assistance, special parking permits, sign language interpreters and assistive technology (WLAC College Catalog).

### Instructional Support (Tutoring) & Learning Skills Center

Heldman Learning Resources Center (HLRC) | (310) 287-4486

Improve your reading, language, vocabulary, spelling, math fundamentals and chemistry knowledge with convenient, self-paced computer-aided courses in the Learning Skills Center. Increase your knowledge and learning success: sign up for tutoring in various college subjects (WLAC College Catalog).

### Library Services

Heldman Learning Resources Center (HLRC) | (310) 287-4269 & (310) 287-4486

The WLAC Library provides instruction on how to use the online catalog, periodical and research databases. In addition to a large collection of books, periodicals and videos the WLAC Library

has course textbooks which students may use while in the Library. Web access is available in LIRL as well as meeting rooms. The upper floors provide a beautiful view ideal for study (WLAC College Catalog).

**GRADING:**

Attendance - 125 points  
 Scene work – 100 points (4 scenes, each 25 points)  
 Written Self Evaluations – 100 points (4 scenes, each 25 points)  
 Scene analysis – 50 points (2 scenes, each 25 points)  
 Quiz – 25 points  
 Proficiency and improvement – 100 points

**FINAL GRADES:**

A: 470-500, A- : 451-469, B+: 435-450, B: 415-434, B-: 400-414, C+: 385-399, C: 370-384, C-: 351-383, D+: 335-350, D: 315 – 334, D-: 300-314. Anything below 300 is a fail.

**DAY TO DAY SCHEDULE**

**(Subject to change at Instructor's discretion)**

**MONDAY, Sept 29:**

In class:

On camera – introduction of type

Go over and practice a slate

Homework:

Find a FIVE TO TEN LINE SCENE from TV or a movie centering on a character of your type (you would have five to ten lines, no more).

Hint: Look for two person and three person scenes.

Hint: If the scene is much more than two pages it is too long

Transcribe the scene in proper format, (see page 333 in your book for format), (typed, not hand written) and bring TWO (2!!!) copies to class

Memorize all of your lines BY ROTE (without expression) PERFECTLY

You will be using this scene on camera in a mock audition BE PREPARED

READ: p 59-79 in "Acting for the Camera" – Preparation and Facts and Conditions

**MONDAY, Oct 6:**

In class:

Analyze the script you have chosen for Facts and Conditions and Preparation

On camera: "Audition" for the part with slate

Analyze performances

Homework: Read p 40-53 "The Emotions" p 80-82 "Imagination" p 116-121 "The Need"

For those who performed - Fill out a self evaluation sheet and turn in to instructor in class.

**MONDAY, Oct 13:**

In class:

GUEST SPEAKER Robert Wuhl and "Assume the Position"

**MONDAY, Oct 20:**

**BRING WORKOUT CLOTHES TO CLASS FOR PHYSICAL WORK**

In class: Practice rasaboxes, explore imagination

Homework: Analyze provided scene for Facts and Conditions and Preparation. Decide who your character is and what is happening to them. Write a detailed analysis and bring it in to class.

Memorize lines from provided scene. Know all of your lines BY ROTE (without expression) PERFECTLY

MONDAY, Oct 27:

BRING WORKOUT CLOTHES TO CLASS FOR PHYSICAL WORK

Guest Speaker: Anya Adams, First Assistant Director from "Blackish"

In class: Practice rasaboxes with text.

Homework: Prepare your highly emotional scene for camera work. This means you memorize the lines perfectly and prepare as instructed. It does not mean you practice the lines a certain way.

MONDAY, Nov 3:

In class:

Mock auditions for highly emotional scenes (on camera)

Discuss how they look and went

Homework:

Read p 19-26 "Listening"

For those who performed - Fill out a self evaluation sheet and turn in to instructor in class.

MONDAY, Nov 10:

In class:

Finish up mock auditions for highly emotional scenes, if needed

Begin working with partners on repetition

Guest Speakers: Professional actors Damien Washington and Patrick Donahue, author of "So You Want To Be An Actor in Los Angeles."

Homework:

Read – p 171-191, "Some specifics of film"

For those who performed - Fill out a self evaluation sheet and turn in to instructor in class.

MONDAY, Nov 17:

In class:

Go over terms from the reading

Work with partners on talking and listening on camera.

Receive two person scenes

Homework:

Study two person scene to memorize lines completely

MONDAY, Nov 24

In class: Begin work with partners on two person scenes

Blocking the scene, marking the scene

Homework: Memorize and prepare your scene with your partner

Read p192-254 "Shooting a Scene"

MONDAY, Dec 1

In class: Perform 2 person scenes (on camera)

Homework: For those who performed - Fill out a self evaluation sheet and turn in to instructor in class.

MONDAY, Dec 8

In class: Mock "cold reading" audition

Determine who got the part?

Homework:

For those who performed - Fill out a self evaluation sheet and turn in to instructor in class.

Homework: study terms for quiz

MONDAY, Dec 15 (FINAL EXAM)

Test on terms: Please show up on time, as class will be short.

Student Acknowledgment  
(Please return this sheet to the instructor)

“I \_\_\_\_\_, have completely read this syllabus and understand and agree to the course requirements.”

Please indicate below, any special needs or circumstances that may have some impact on your work in this class, and for which you may require special accommodations, including but not limited to physical or mental disabilities, inability to arrive in class on time or need to leave class early, observance of religious holidays, etc.

Special needs or circumstances:

Signature: \_\_\_\_\_

Date: \_\_\_\_\_