

ACTING FOR FILMMAKERS
DC 449 - Lab/Discussion/Lecture
Spring 2019
14 East Jackson, LL107
Thursdays 5:45-9:00pm

Instructor: Andrew Gallant

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Office Hours: 4pm-5:30pm, location TBA

Note: I will read/respond to emails within 24 hours. If you have a more immediate or pressing issue, please text me on the above number.

Course Description:

This course is designed to provide students who plan to work with actors in any aspect of cinema or interactive media, with a foundation in the actor's craft. This will be a hands-on, practical class in which all students will be required to participate fully in the exercises and scene work. Topics to be covered include: relaxation, concentration, trust, listening, sensory work, physical actions, improvisation, imagination, needs, circumstances, objectives, obstacles, scene analysis and scene work. The course will culminate in a staged scene to be presented in class.

Class Goals/Learning Outcomes:

- To develop an in-depth understanding of the craft of acting.
- To experience the acting process from first rehearsal to performance.
- To gain fluency in the language and vocabulary of acting, its history and theorists in order to communicate effectively with actors.
- To unlock the ability to turn intellectual scene analysis into actionable choice and interpretation.
- To develop a practical set of tools to empower actors to fulfill direction in the moment on set.
- To apply directing tools to scene work.

Prerequisites: None.

Required Text:

- *Acting: The Basics* by Bella Merlin - ISBN-13: 978-0415461016

Recommended Texts:

- *The Sanford Meisner Approach: Workbooks 1-4* by Larry Silverberg
- *The Actor and the Target* by Declan Donellan
- *The Actor's Art and Craft* by William Esper
- *Respect for Acting* by Uta Hagen

Attendance:

As this is a three-hour process oriented class, meeting only once a week, attendance is crucial. Students are expected to attend each class and to remain for the duration. Coming 15 minutes late or leaving 15 minutes early constitutes an absence for the student. The overall grade for participation drops one-third after any absence. Two absences for any reason, whether excused or not, may constitute failure for the course.

Assignments:

- In-class Participation, Discussion, Readings and Exercises - 25%
- Monologue Performance/Preparatory Work - 20%
- Mid-term Reflection - 10%
- Scene Performance/Preparatory Work - 20%
- Assistant Directing Packet for undergrad scene - 15%
- Comprehensive End of Class Reflection - 10%

**For each major assignment, an individual assignment description will be given out in class and posted on D2L.

Grading:

A = 100 - 93, A- = 92 - 90, B+ = 89 - 88, B = 87 - 83, B- = 82 - 80, C+ = 79 - 78, C = 77 - 73, C- = 72 - 70, D+ = 69 - 68, D = 67 - 63, D- = 62 - 60, F = 59 - 0.

A indicates excellence, B indicates good work, C indicates satisfactory work, D indicates unsatisfactory work, and F is a failure to demonstrate an understanding of course concepts.

Course Calendar (subject to adjustment):

WEEK 1 - (4/4)

Defining Acting. The Reality of Doing and Introduction to the Repetition Exercise

Reading: Read chapters 1 & 2. Read Larry Silverberg's Workbook Packet.

Homework: 10 minutes per day of "Taking the First Thing".

WEEK 2 - (4/11)

Deepening Repetition. Attention, Point of View, Impulse and Expression

Reading: Read chapters 3 & 4. Read Silverberg Packet.

Homework: "Where Exercise" preparation.

WEEK 3 - (4/18)

Introduction to Environment, Sensory and Activity Work

Reading: Read Chapter 5.

Homework: Bring Joyous Object to Week 4. Find 3-5 Monologue Options and email to Andrew by Sunday, 4/14.

WEEK 4 - (4/25)

Introduction to Emotional Preparation and Meaning

Reading: Read Chapter 6.

Homework: Write out Monologue (by hand) and read it several times per today.

WEEK 5 - (5/2)

Emotional Preparation and Monologue Rehearsal

Homework: Craft parallel personal circumstance for monologue. Memorize monologue. Mid-term Reflection is due on 5/9.

WEEK 6 - (5/9)

Monologue Rehearsal – Personalization

Reading: Provocative Phrase/Key Fact Packet.

Homework: Write Working Script for scene.

WEEK 7 - (5/16)

Introduction to Scene Rehearsal Process – Mechanical and Working Reads

Reading: Spine Phrase Packet.

Homework: Begin writing Provocative Phrases and Key Facts.

WEEK 8 - (5/23)

Scene Rehearsal – Adding in Emotional Preparation

Reading: Beats and Doings Packet.

Homework: Memorize Scene. Gather all props, necessary costumes for scene. Continue writings.

WEEK 9 - (5/30)

Scene Rehearsal – On Feet Rehearsal

Homework: Mark out beats and Actions. Rehearse scene with partner outside of class on feet. Continue writings.

WEEK 10 - (6/6)

Scene Rehearsal – On Feet Rehearsal

Homework: Assistant Directing Packet due by Final Performance. Rehearse scene with partner outside of class as well as with undergrad group. Continue writings.

FINALS WEEK - (6/13)

Final Scene and Monologue Performance

Homework: Class Reflection Due Monday, 6/17 by 5pm

Desire to Learn:

The course uses D2L to post notes and assignments. Please visit <https://d2l.depaul.edu> and use your campus connect ID to enter the site.

Changes to Syllabus:

This syllabus is subject to change as necessary during the quarter. If a change occurs, it will be thoroughly addressed during class, posted under Announcements in D2L and sent via email.

Student Class Preparation:

Please dress in comfortable clothing you can move around in. Bring paper and writing utensils to every class for note taking and in-class exercises. Students are expected to complete all assigned work listed on the syllabus.

Discussion Board:

Please post any questions you have about assignments, the course, logistics, etc. on the FAQ discussion board. Students are required to subscribe to this board (see d2l for instructions).

Handouts and Assignment Copies:

Handout and assignment copies are available on d2l.depaul.edu. Written assignments will be submitted to a folder on d2l.

Academic Integrity and Plagiarism:

This course will be subject to the university's academic integrity policy. More information can be found at <https://resources.depaul.edu/teaching-commons/teaching/academic-integrity/Pages/default.aspx>.

Academic Policies:

All students are required to manage their class schedules each term in accordance with the deadlines for enrolling and withdrawing as indicated in the [University Academic Calendar](#). Information on enrollment, withdrawal, grading and incompletes can be found at: <http://www.cdm.depaul.edu/Current%20Students/Pages/PoliciesandProcedures.aspx>

Incomplete Grades:

An incomplete grade is a special, temporary grade that may be assigned by an instructor when unforeseeable circumstances prevent a student from completing course requirements by the end of the term and when otherwise the student had a record of satisfactory progress in the course. All incomplete requests must be approved by the instructor of the course and a CDM Associate Dean. Only exceptions cases will receive such approval. Information about the Incomplete Grades policy can be found at

<http://www.cdm.depaul.edu/Current%20Students/Pages/Grading-Policies.aspx>

Students with Disabilities:

Students seeking disability-related accommodations are required to register with DePaul's Center for Students with Disabilities (CSD) enabling them to access accommodations and support services to assist with their success. There are two office locations:

- Loop Campus – Lewis Center #1420 – (312) 362-8002
- Lincoln Park Campus – Student Center #370 – (773) 325-1677 Students who register with the Center for Students with Disabilities are also invited to contact Dr. Gregory Moorhead, Director of the Center, privately to discuss how he may assist in facilitating the accommodations to be used in a course. This is best done early in the term. The conversation will remain confidential to the extent possible.

Please see <https://offices.depaul.edu/student-affairs/about/departments/Pages/csd.aspx> for Services and Contact Information.

Class Discussion:

Student participation in class discussions will be measured in two ways. First, students are highly encouraged to ask questions and offer comments relevant to the day's topic. Participation allows the instructor to "hear" the student's voice when grading papers. Secondly, students will be called upon by the instructor to offer comments related to the reading assignments. Students must keep up with the reading to participate in class discussion.

Attitude:

A professional and academic attitude is expected throughout this course. Measurable examples of non-academic or unprofessional attitude include but are not limited to: talking to others when the instructor is speaking, mocking another's opinion, cell phones ringing, emailing, texting or using the internet whether on a phone or computer. If any issues arise a student may be asked to leave the classroom. The professor will work with the Dean of Students Office to navigate such student issues.

Civil Discourse:

DePaul University is a community that thrives on open discourse that challenges students, both intellectually and personally, to be Socially Responsible Leaders. It is the expectation that all dialogue in this course is civil and respectful of the dignity of each student. Any instances of disrespect or hostility can jeopardize a student's ability to be successful in the course. The professor will partner with the Dean of Students Office to assist in managing such issues.

Cell Phones/On Call:

If you bring a cell phone to class, it must be off or set to a silent mode. Should you need to answer a call during class, students must leave the room in an undistruptive manner. Out of respect to fellow students and the professor, texting is never allowable in class. If you are required to be on call as part of your job, please advise me at the start of the course.

Online Course Evaluations:

Evaluations are a way for students to provide valuable feedback regarding their instructor and the course. Detailed feedback will enable the instructor to continuously tailor teaching methods and course content to meet the learning goals of the course and the academic needs of the students. They are a requirement of the course and are key to continue to provide you with the highest quality of teaching. The evaluations are anonymous; the instructor and administration do not track who entered what responses. A program is used to check if the student completed the evaluations, but the evaluation is completely separate from the student's identity. Since 100% participation is our goal, students are sent periodic reminders over three weeks. Students do not receive reminders once they complete the evaluation. Please see <https://resources.depaul.edu/teaching-commons/teaching/Pages/online-teaching-evaluations.aspx> for additional information.