

FILM 284-602 Directing II: Casting and Rehearsing

Spring Quarter 2024

Time and Location: Thursday 1:30pm – 4:45pm. Daley LL105

Modality: In person

Professor: Beth Day

Email: eday6@depaul.edu

Office hours: 11:30am - 1:00pm

Office location: Daley 200B

Drop dates and deadlines: <https://academics.depaul.edu/calendar/Pages/default.aspx>

COURSE DESCRIPTION: Each film requires a customized approach to casting and rehearsing. Students will learn to create individualized plans for any size cast (individuals, pairs, ensembles) and strategies that will take them from casting room to table read to set.

LEARNING GOALS:

Upon successful completion of the course students will be able to:

1. Appreciate and respect the casting process in all its stages
2. Design a strategic casting approach that will set up for casting success
3. Constructively evaluate actors based on a multitude of factors which differs role to role
4. Organize and execute a casting session where casting decisions are made
5. Construct rehearsal techniques from improvisation to more detailed character work
6. Create a rehearsal plan catering to the needs of specific roles

SUCCESSFUL COMPLETION: Successful completion of a course is the result of **active** engagement with class material.

Active engagement includes:

1. Completing all required readings, assignments
2. Taking notes on readings and lectures
3. Asking questions, making suggestions and voicing concerns
4. Not being fearful to try new things
5. Helping fellow classmates
6. Setting and respecting boundaries
7. Seeking assistance from an outside expert when necessary

TEXTBOOKS AND TOOLS:

Books: *Directing Actors* by Judith Weston

Scripts: *Sorry to Bother You* by Boots Riley (on D2L)

The Event by Hugo de Sousa (on D2L)

Eternal Sunshine of the Spotless Mind by Charlie Kaufman (on D2L)

Other handouts available in class

Tools: Paper and writing utensil for note taking

D2L (some assignments will be submitted on D2L), read the news, check your grades

EMAIL (*please* use and check email)

Office software for assignments & group work (preferably online, Google docs, etc)

CONTENT WARNINGS: This is an inclusive environment. You may encounter ideas that affirm or undermine your beliefs, which presents a chance for reflection and growth. Learning is uncomfortable, but the disorientation we feel when our world view expands is not the same as trauma response. Engaging with art can be transformative and cathartic, however, traumatic subject matter can trigger fight-or-flight reactions. Such physiological responses impede learning.

Given that traumatic events are the basis of many stories, I will do my best to flag topics of concern in advance, giving students a chance to prepare. We may screen films or read texts that reference subject matter such as: Violence, Sexual assault/rape; Racism; Slurs, Sexism; Transphobia; Homophobia; Ableism; Abuse/neglect; Suicide; Blood; Body Shaming; Death, dying and disease; Flashing lights/epilepsy triggers.

We will explore these topics courageously, respectfully, and honestly as filmmakers. If you need to step out due to something that happens externally or internally in class, go ahead. We can discuss missed work and an alternative way to engage with the course material if needed.

The University Counseling & Psychological Services is an excellent, free resource for students:
[HTTPS://OFFICES.DEPAUL.EDU/STUDENT-AFFAIRS/ABOUT/DEPARTMENTS/PAGES/UCAPS.ASPX](https://offices.depaul.edu/student-affairs/about/departments/pages/ucaps.aspx)

TECHNOLOGY AND CLASS TIME: Cell phones distract from active engagement. Leave them in your bag. during class time. Note-taking on a laptop is not advised. If using a laptop, close all other applications and disconnect from the wifi.

GRADE BREAKDOWN:

1. Pre-Read Casting Session Follow-up	20 points
2. Scene Breakdown Questionnaire	20 points
3. Rehearsal #2 Prep Work	20 points
4. Rehearsal Plan (Your group all gets the same grade)	20 points
5. Final Performance	10 points
6. Individual credit (self-review + attendance, meeting Responsibilities & engagement during process	10 points

Total 100 points

Final Grade: 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.

MISSING & LATE ASSIGNMENTS: You WILL turn in all assignments. I'd rather take them late and give you some credit than give you a zero. Assignments have a purpose, it's part of the learning. If you don't do an assignment, you miss out on a crucial piece of the class and you let your group down. **Don't think of them as homework, think of them as the work you simply have to do on a project in the real world. And in the real world, missing a deadline can lose you a job.** Lateness: In case of illness, technical issues, etc, please contact me PRIOR to the due date. It shows that you care and that you're trying.

ATTENDANCE: Since we do most of the work in class, attendance is mandatory to get the full value of the class. I will take attendance at the beginning of every class. Any absences will result in a reduction of the assignment that week because most assignments include participation. Anyone who misses 3 unexcused classes will automatically fail the class. However, if you are legitimately sick, please stay home AND please email me at eday6@depaul.edu if you are going to miss class. Make-up work is possible, please stay in touch!

SYLLABUS (subject to change)

*Graded Assignments in Yellow

WEEK 1 – April 4: INTRODUCTION TO THE COURSE

- Homework:**
1. Read *Directing Actors*: Chapter 8, section 'Casting from Auditions: Guidelines'
 2. Read *The Event* (short) for use in class over the next 3 weeks

WEEK 2 – April 11: CASTING FUNDAMENTALS; DESIGNING A CASTING APPROACH & PREP FOR MOCK CASTING SESSION

- Homework:**
1. Read *Directing Actors*: Chapter 8, sections 'Casting from Auditions: Procedure' & 'Casting from Self-Submitted Tapes'
 2. Prepare for Mock Casting Session; including appointment emails to actors and necessary paperwork (session sheet, sign in sheet, sides, etc)

WEEK 3 – April 18: MOCK PRE-READ CASTING SESSION

- Homework:**
1. *Post "Pre-Read Casting Session Follow-Up" on D2L due **Thursday April 25 at 1:30pm**
 2. Prepare for Callback Session; including callback appointment emails to actors and necessary paperwork (session sheet, sign in sheet, sides, etc)
 3. Make sure you have read all of the scripts your group can choose from for your final:
Sorry to Bother You (feature)
Eternal Sunshine of the Spotless Mind (feature)

WEEK 4 – April 25: CALLBACKS & REHEARSAL PREP

- Homework:**
1. Read *Directing Actors* – Chapter 9, section 'Rehearsal: Pros & Cons'

WEEK 5 – May 2: REHEARSAL OVERVIEW & CREATING GROUPS FOR FINAL

Groups are set in class: films are assigned, discuss & decide roles, discuss scenes

- Homework:**
1. Read *Directing Actors* – Chapter 9, sections 'Rehearsal: Pros & Cons', 'Goals of Rehearsal'
 2. Re-read your scripts/scene. Take notes! DON'T WATCH or REWATCH the films.

WEEK 6 – May 9: TABLE READS & SCRIPT/CHARACTER BREAKDOWNS

Table read with entire class of both scripts

- Homework:**
1. *Scene Breakdown Questionnaire on D2L due **Thursday May 16 at 1:30pm**
 2. Read *Directing Actors* – Chapter 9, pgs 258-265

WEEK 7 – May 16: REHEARSAL #1 – CREATING THE SAFE & COMFORTABLE SPACE

Group Ice Breakers & Warm-Up's; Open discussions; Getting scenes up and talk through; Impov

- Homework:**
1. *Rehearsal #2 Prep Work on D2L due **Thursday May 23 at 1:30pm**
 2. Read *Directing Actors* - Chapters 4 - 5 & 9 pgs 279-286

WEEK 8 – May 23: REHEARSAL #2 – MECHANICS & KEY SCENE ELEMENTS

Work on memorization, blocking and key scene elements (emotional event; moment beforehand)

- Homework:**
- You design the work and practice: Re-read your scripts, work on memorization, have one group meeting to plan or rehearse, do research as a group, etc.

WEEK 9 – May 30: REHEARSAL #3 & REHEARSAL PLANS

Discuss the rehearsal plan as a class and answer any questions before breaking into groups to work on it.

Work out any outstanding issues or concerns with the scenes

Homework: Work & hone on Rehearsal Plans as a group (template on D2L)

WEEK 10 – June 6: FINAL REHEARSAL; DIRECTOR MEETINGS

Homework: 1. Finalize rehearsal plan and upload to D2L by exam/presentation **Thursday June 13**

One rehearsal plan per group, you must build this together.

2. Start your individual review which is due Thursday June 13

FINALS WEEK – June 13: *PRESENT FINAL SCENES IN CLASS - Rehearsal Plans and Individual Reviews must be uploaded to D2L by time of exam

COURSE POLICIES:

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.

COVID-19 HEALTH AND SAFETY PRECAUTIONS

The ongoing COVID-19 situation requires flexibility in order to prioritize the collective health of the class and our community. We will continue to follow CDC guidelines, DePaul policies, and common sense. Any changes to the course will be communicated via d2l and email.

DO NOT ATTEND class if you have any COVID-like symptoms or if you are waiting on the results of a COVID-19 test. If you show up visibly sick, you will be sent home to complete the work online. If you must attend class from home, communicate with me and we can come up with alternate classroom circumstances.

RESPECT FOR DIVERSITY AND INCLUSION AT DEPAUL UNIVERSITY AS ALIGNED WITH OUR VINCENTIAN VALUES

At DePaul, our mission calls us to explore “what must be done” in order to respect the inherent dignity and identity of each human person. We value diversity because it is part of our history, our traditions and our future. We see diversity as an asset and a strength that adds to the richness of classroom learning. In my course, I strive to include diverse authors, perspectives and teaching pedagogies. I also encourage open dialogue and spaces for students to express their unique identities and perspectives. I am open to having difficult conversations and I will strive to create an inclusive classroom that values all perspectives. If at any time, the classroom experience does not live up to this expectation, please feel free to contact me via email or during office hours.

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.

ACADEMIC INTEGRITY AND PLAGIARISM

This course will be subject to the university's academic integrity policy. All students are expected to abide by the University's Academic Integrity Policy which prohibits cheating and other misconduct in student coursework. Publicly sharing or posting online any prior or current materials from this course (including exam questions or answers), is considered to be providing unauthorized assistance prohibited by the policy. Both students who share/post and students who access or use such materials are considered to be cheating under the Policy and will be subject to sanctions for violations of Academic Integrity.

More information can be found at <https://resources.depaul.edu/teaching-commons/teaching/academic-integrity/Pages/default.aspx>

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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>

PREFERRED NAME & GENDER PRONOUNS: Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the quarter so that I may make appropriate changes to my records. Please also note that students may choose to identify within the University community with a preferred first name that differs from their legal name and may also update their gender. The preferred first name will appear in University related systems and documents except where the use of the legal name is necessitated or required by University business or legal need. For more information and instructions on how to do so, please see the Student Preferred Name and Gender Policy at:

<http://policies.depaul.edu/policy/policy.aspx?pid=332>

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 (312) 362-8002
- Lincoln Park Campus (773) 325-1677
- Email: csd@depaul.edu

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.

ADDITIONAL ACCOMMODATIONS: This course includes instructional content delivered via audio and video. If you have any concerns about your ability to access and/or understand this material in its default format, please notify me within the first week of the course so accommodations can be made.