AUDITION PREPARATION
THEA 3340.001
Monday/Wednesday 2:00-3:15
Spring 2014

“It’s hard to appear talented if you’re not.
But appearing confident is not all that difficult, and confidence is a factor of talent.” --Charles Strouse

Instructor: Alison Frost
Office Hours: Tuesday/1:00-2:00, Wednesday/11:00-1:00, Thursday/1-3 or by appointment. Make an appointment by signing up for time slots on office door.
Office Location: BH 3.73
Office Phone: 361.825.2500
Instructors’ E-mail: alison.frost@tamucc.edu or alison.frost@gmail.com
Blank book/notebook to serve as journal
Suggested Textbooks: How to Be a Working Actor by Mari Lyn Henry and Lynne Rogers ISBN: 0-8230-8894-4
How to Get the Part without Falling Apart by Margie Haber ISBN: 1-58065-014-7

COURSE DESCRIPTION: This class provides the student with the information and skills needed for auditioning in both professional and educational theatre.

STUDENT LEARNING OUTCOMES: The student will:
1. Identify, locate, and perform suitable selections for audition purposes
2. Understand and perform contrasting audition pieces
3. Develop professional marketing materials: a headshot, résumé, business card, and website
4. Will apply constructive criticism to improve audition techniques in mock audition settings

COURSE GUIDELINES:
1. Clothing: please wear appropriate clothing for the mock audition sessions—to demonstrate that you “get it.” Appropriate clothing will be discussed in class.
2. Supplies: Bring water to each class session—but no other food or drinks.
3. Bring your binder/journal/handouts with pencil to every class meeting.
4. Be respectful. Bodies, voices, and talent are different and will vary from person to person.
5. Due dates must be strictly observed. Assignments are due even if you are absent. If you know you will miss a class, it is your responsibility to turn your work in early. There will be no make-up work unless you have a verified medical emergency.
6. Students must keep duplicate copies of all work submitted.
7. It is the responsibility of each student to let the instructor know of any injury or illness that could in any way impact him/her in classes or in performance. Doctor’s documentation may be asked for verification.
8. Your participation in all discussion and exercises is necessary to the success of the class and to your personal growth.
9. Technology: This is a participation-oriented class. There will be no need for laptops or cell phones. Please leave them in a stored/off position for the duration of the semester.
10. Web Access. Students must have a TAMUCC e-mail account, a preferred email account, and access to the Web. Students should check their email daily.
GRADING EXERCISES:
A. **Reading assignments, written assignments, web assignments, group assignments, quizzes (30%).** You will be required to read handouts, book chapters, and articles. In addition to participation in class discussions, you will also take periodic quizzes to determine your comprehension of the material.
B. **Performances (25%)** Monologues must be typed, double-spaced, marked, memorized, and rehearsed.
C. **Audition Binder (25%)** 20+ monologues, 2 songs, résumé, headshot, business card, and website screenshot.
D. **Midterm/Résumé (10%)**
E. **Final Examination (10%)**

Unprepared students will be given no credit for that assignment.

GRADING SCALE: The final course grade will be based on the student’s earned percentage of total points available.

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- 0-59% = F

ATTENDANCE
Attendance in this course is critical to your success. For purposes of grading, no distinction will be made between excused and unexcused absences (excluding absences for recognized religious holidays, death in your family, doctor’s excuse with documentation, and approved university functions.) Your absence affects the progress of the entire class. Two absences are without penalty; 3 absences will lower the final grade by a letter; and the fourth absence results in an automatic F. Exceptions under extreme circumstances may be made at the discretion of the instructor. You must consult with the instructor immediately to make such an exception viable.

**Being on time:** means being in the classroom ready to work and discuss the coursework.

**Lateness:** Two late arrivals constitute one absence. If you arrive more than ten minutes late you will be considered absent. Time management skills are one of the most significant tools of the profession. The practice and development of these skills is expected.

**Missed Assignments:** No make-up work for quizzes or missed in-class activities. Assignments are due on the assigned deadlines and will not be accepted late. If you know you will be absent, turn the assignment in early. An unexcused absence on the date of an assignment will result in a zero.

SAFE ZONES AND PERSONAL SPACE
It may be necessary for your instructor or fellow classmates to make physical contact with you to determine breathing, muscle tension, alignment, or perhaps in the form of interactive role play. If this ever makes you feel uncomfortable, please let the instructor know immediately.

ACADEMIC INTEGRITY
Any student found guilty of academic dishonesty, such as plagiarism or cheating will receive an “F” for the assignment, and, if the situation warrants it, for the entire course.

STUDENTS WITH DISABILITIES
The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.

PERSONAL COUNSELING: SHORT-TERM COUNSELING SERVICES
University Counseling Center staff provide short-term individual counseling and psychiatric services to help students address personal problems that interfere with meeting the demands of college life and their academic success. Counselors can work with you to aide you in increasing self-awareness, improving self-confidence and acceptance, enhancing your ability to cope during changes and challenges, improving your decision making and communication abilities, and teaching you strategies to replace hurtful or self-defeating thoughts, feelings, and actions with healthy, adaptive, alternatives. Services are available to TAMUCC students who are currently enrolled and whose needs match our services. Walk-ins are welcome 8am to 5pm. Driftwood Bldg. #107  361-825-2703

ACADEMIC ADVISING
The College of Arts and Humanities requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

GRADE APPEAL PROCESS
Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, cla.tamucc.edu/students/studentinfo.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean.
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<td>The Monologue</td>
<td>Syllabus, The Monologue: cutting and sources</td>
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<td>BH 202</td>
<td>Cutting the Monologue</td>
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<td>1.29</td>
<td>BH 202</td>
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<td>Complete Monologue Cuttings Discussion: Global Audition Opportunities</td>
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| Mon | 2.3  | BH 202 | Guideposts 1-3 | QUIZ: Audition Reading Discussion: Shurtleff’s AUDITION Discussion: Fashion & Type | • DUE: Audition: Forward, Prologue, Guideposts 1-3 & Journal Entry  
• DUE: Comic monologue titles due—see form on Blackboard  
• DUE: Worksheet on “Type” |
| Wed | 2.5  | BH 202 | Guideposts 4-6 | QUIZ: Audition Reading Discussion: Shurtleff’s AUDITION & How-to Audition | DUE: Audition: Guideposts 4-6 & Journal Entry |
| Mon | 2.10 | Warren | Mock Audition 1 | Monologue Audition #1: Contemporary Comic Monologues | DUE: 2 contrasting contemporary comic monologues—typed. (Format for submitting typed copy will be provided.) Total Performance Time: 3 minutes |
| Wed | 2.12 | BH 202 | Mock Audition 1 Actor Marketing | Critique Monologue Audition #1 Discussion: Actor Marketing Materials | Bring copy of your own résumé & headshot if you have them. |
| Mon | 2.17 | BH 202 | Guideposts 7-9 | QUIZ: Guideposts 7-9 Discussion: Shurtleff’s AUDITION | DUE: Audition: Guideposts 7-9 & Journal Entry |
| Mon | 2.24 | BH 202 | Research | Monologue swap | |
| Wed | 2.26 | BH 202 | Research | Monologue swap | |
| MON | 3.3  | BH 202 | Networking | | DUE: Dramatic Monologue titles . See form on Blackboard. |
| WED | 3.5  | BH 202 | Networking | | |
| MON | 3.10 | | SPRING BREAK—NO CLASS | | |
| WED | 3.12 | | SPRING BREAK—NO CLASS | | |
| MON | 3.17 | Warren | Mock Audition 2 | In-class pre-audition workshop/free-critique. | |
| WED | 3.19 | Warren | Mock Audition 2 | Monologue Audition #2: Contemporary Dramatic Monologues | DUE: 2 contrasting contemporary dramatic monologues—typed. Total Performance Time: 3 minutes |
| MON | 3.24 | BH 202 | Cold Readings | Discuss Audition #2 Discuss Cold Readings | |
| WED | 3.26 | BH 202 | Actor Marketing | Discussion: alternative marketing materials | Rèsumé DUE: This will serve as your midterm grade. |
| WED 4.2 | Warren | Auditioning for Shakespeare | In-class pre-audition workshop/free-critique. | 2 contrasting Elizabethan monologues: one comic, one dramatic; one of them MUST be by Shakespeare. Typed copy due. Total Performance Time: 4 minutes |
| MON 4.7 | Warren | Mock Audition 3 | **Monologue Audition #3** **Day 1:** Elizabethan Monologues “Burroughs-Mendiola” | DUE: 2 contrasting Elizabethan monologues: one comic, one dramatic; one of them MUST be by Shakespeare. Typed copy due. Total Performance Time: 4 minutes |
| WED 4.9 | Warren | Mock Audition 3 | **Monologue Audition #3** **Day 2:** Elizabethan Monologues “Monroy-Tezzo” | DUE: 2 contrasting Elizabethan monologues: one comic, one dramatic; one of them MUST be by Shakespeare. Typed copy due. Total Performance Time: 4 minutes |

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| MON 4.14 | BH 202 | L.A./NYC Shop Talk / Actor Resources | QUIZ: Casting Directors Discussion: Shop talk/Small Talk & Actor Resources | DUE: YouTube Audition Videos due online by 6:00 p.m. Tuesday 4.16. DUE: YouTube Audition Videos must be posted online by 6:00 p.m. Tuesday 4.16 and the link emailed to Alison.frost@tamucc.edu. |
| TUES 4.15 | | | |  |
| WED 4.16 | BH 202 | L.A./NYC | YouTube Videos critiqued in class. | DUE: Link to personal website to be emailed to Alison.frost@tamucc.edu by noon. |
| MON 4.21 | BH 202 | Catch-up | Q&A / Website viewing | DUE: Link to personal website to be emailed to Alison.frost@tamucc.edu by noon. |
| WED 4.23 | NC | | | DUE: Audition Binder is due to Instructor’s Office by 9 p.m. |
| MON 4.28 | Warren | Mock Audition 4 | In-class pre-audition workshop/free-critique. | 3 different classical monologues. For the purpose of this audition, Classical may be from a variety of historical texts Greek/Roman through 1899—excluding Elizabethan. Typed copies due. Total Performance Time: 4 minutes |
| WED 4.30 | Warren | Mock Audition 4 | **Monologue Audition #4:** **Day 1:** Classical Monologues “Monroy-Tezzo” | DUE: 3 different classical monologues. For the purpose of this audition, Classical may be from a variety of historical texts Greek/Roman through 1899—excluding Elizabethan. Typed copies due. Total Performance Time: 4 minutes |
| MON 5.5 | Warren | Mock Audition 4 | **Monologue Audition #4:** **Day 2:** Classical Monologues “Burroughs-Mendiola” | 3 different classical monologues. For the purpose of this audition, Classical may be from a variety of historical texts Greek/Roman through 1899—excluding Elizabethan. Typed copies due. Total Performance Time: 4 minutes |
HOW TO BE SUCCESSFUL IN AUDITION PREPARATION
THEA 3340

☐ Attend class.
☐ Keep up with your syllabus—and work ahead.
   (It’s always on Blackboard.)
☐ Read the assigned material in advance—and not 30 minutes before class.
☐ Use highlighters and make notes in the margins of everything you read, cut, rehearse, ...
☐ Contribute to class discussions.
☐ Rehearse your auditions aloud—and preferably on a stage.
☐ Get an outside eye to critique you in rehearsal.
☐ Take advantage of the “Dry Run / Free Critique” classes.
☐ Do your actor homework for each audition:
  ☐ Read the play
  ☐ Do a thorough character analysis throughout the process—not 10 minutes before it’s due.
  ☐ Read “about” the play:
    ☐ The history of the play
      ☐ The playwright
      ☐ Reviews of the plays
      ☐ How has the play been received over time?
    ☐ The world of the play:
      ☐ The time period
        ☐ Status roles
  ☐ Beliefs / Faith
  ☐ Music
  ☐ Art
  ☐ Fashion
  ☐ Trends
  ☐ Politics
  ☐ Occupations, Etc...
☐ Keep an audition journal—that is reflective of not just your experiences auditioning, but what you observe of others, questions to ask in class, etc...
☐ Journal your acting experiences / rehearsals:
  ☐ What worked well…and why?
  ☐ What didn’t work well…and why?
  ☐ What do you want to accomplish next time?
  ☐ Does the process of creating truthfulness with specificity get easier for you? Or more difficult? Why/why not?
  ☐ How can you add more specificity to your role?
☐ Meet with the instructor during office hours if you need advice, assistance, dramaturgical help, etc...
  Alison.frost@tamucc.edu / Alison.frost@gmail.com
  Mobile 281.705.7606
I have read the entire syllabus for THEA 3340.001 AUDITION PREPARATION, Spring 2014. I have read and understand the policies and requirements of the course particularly in regard to attendance, readings, exams, cheating, and assignments. I understand the fluidity of the syllabus and that all changes, updates and additions will be posted on Blackboard. I understand that any special provisions or accommodations must be presented in advance of any deadlines and that these accommodations will not be granted retroactively.

____________________________  ______________________
Signature of Student          Date

Student Name (PRINTED)  ________________________________

Student Islander Email  ________________________________
(If your preferred email is something other than Islander, forward your Islander email to that particular address.)

Student Preferred Phone  ________________________________

This sheet must be returned to Alison Frost at the end of the first class day.