“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: Tues/Thurs 12:30-2:30, Wed 12:30-1:30 or by appointment.
Office Location: BH 3.36
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 and strategies for audition purposes
2. Understand and perform contrasting audition pieces
3. Develop professional marketing materials: a headshot, resumé, 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 with a note from the physician.
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.
GRADED EXERCISES:
A. Reading assignments, written assignments, web assignments, group assignments, quizzes (25 %.)
B. Performances and Performance-related Paperwork (25 %)
C. Marketing Materials—Website with contemporary headshot (20%)
D. Midterm/Résumé (10%)
E. Final Examination—Performance and Paperwork (20 %)

Unprepared students will be given no credit for that assignment. (Attempting to remember lines during a performance is not acting. Be prepared.)

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. 2 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.

CLASSROOM / PROFESSIONAL BEHAVIOR
Texas A&M University—Corpus Christi has a diverse student population that represents the population of the state. This institution’s goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. It is expected that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated by TAMUCC.

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

Academic Misconduct is engaging in an act that violates the standards of the academic integrity policy as described in the Student Code of Conduct and Procedure for Academic Misconduct Cases. In addition, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct.

a. **CHEATING:**
Cheating is intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise.

**Examples of Cheating:** Copying from another student's paper or receiving unauthorized assistance during a quiz, test or examination. Using books, notes, note cards, or other devices (e.g., calculators, cell phones, or computers) when these are not authorized. The acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff. Unauthorized collaboration on exams.

b. **PLAGIARISM:**
The intentionally, knowingly or carelessly presenting the work of another as one's own. Exception is made when the ideas, information, etc. are common knowledge.

**Examples of Plagiarism:** Using another's work from print, web or other sources without acknowledging the source. Quoting from a source without citation. Using facts, figures, graphs, charts or information without acknowledgement of the source.

c. **MULTIPLE SUBMISSIONS:**
The submission of substantial portions of the same work (including oral reports) for credit more than once without authorization from instructors of the class for which the student submits the work.

**Examples of Multiple Submissions:** Submitting the same paper for credit in two courses without instructor permission. Making minor revisions in a credited paper or report (including oral presentations) and submitting it again as if it were new work.

d. **COMPLICITY:**
Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

**Examples of Complicity:** Knowingly allowing another to copy from one's paper during an examination or test. Distributing test questions or substantive information about the material to be tested before a scheduled exercise. Deliberately furnishing false information.

e. **FABRICATION, FALSIFICATION, OR FORGERY:**
The intentional and unauthorized altering or inventing of any information or citation that is used in assessing academic work.

**Examples of Fabrication, Falsification, or Forgery:** Inventing, counterfeiting or omitting data and/or results such that the research is not accurately represented in the research record. Falsely citing the source of information. Altering the record of or reporting false information about practicum or clinical experiences. Altering grade reports or other academic records.

Adapted from Florida State University Academic Honor Policy, used with permission of and our thanks to Dr. Jennifer Buchanan, Associate Dean of the Faculties Reference: Florida State University, Academic Honor Policy - http://academichonor.fsu.edu/policy/policy.html
Disabilities Accommodations
The Americans 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 call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Academic Advising
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. The last day to drop a class with an automatic grade of “W” this term is April 10th, 2020.

Grade Appeals
As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are accessible through the University Rules Web site at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
<table>
<thead>
<tr>
<th>DAY</th>
<th>DATE</th>
<th>ROOM</th>
<th>FOCUS</th>
<th>IN CLASS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed</td>
<td>1.22</td>
<td>BH 201</td>
<td>The Monologue</td>
<td>Syllabus, The Monologue: cutting and sources</td>
</tr>
<tr>
<td>Mon</td>
<td>1.27</td>
<td>BH 201</td>
<td>Cutting the Monologue</td>
<td>How to cut a monologue&lt;br&gt;<strong>DUE:</strong> 1-page Handout on Global Audition Opportunities</td>
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<tr>
<td>Wed</td>
<td>1.29</td>
<td>BH 201</td>
<td>Cutting the Monologue</td>
<td>Due/QUIZ: Cates Chapter 4&lt;br&gt;<strong>DUE:</strong> Monologue cuttings</td>
</tr>
<tr>
<td>Mon</td>
<td>2.3</td>
<td>BH 201</td>
<td>Global Audition Opportunities &amp; Actor Type &amp; Fashion</td>
<td>Discussion: Global Audition Opportunities / NETC&lt;br&gt;<strong>DUE/QUIZ:</strong> Cates Chapter 3</td>
</tr>
<tr>
<td>Wed</td>
<td>2.5</td>
<td>BH 201</td>
<td>Guideposts 1-3</td>
<td>Discussion: Type&lt;br&gt;<strong>DUE:</strong> AUDITION: Forward, Prologue, Guideposts 1-3 &amp; Journal Entry&lt;br&gt;<strong>DUE:</strong> Worksheet on “Type”</td>
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<td>Mon</td>
<td>2.10</td>
<td>BH 201</td>
<td>TBA</td>
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<tr>
<td>Wed</td>
<td>2.12</td>
<td>BH 201</td>
<td>Guideposts 4-6</td>
<td>Discussion: <strong>AUDITION:</strong> Dos and Don’ts, The Slate, The Look&lt;br&gt;<strong>DUE:</strong> Audition: Guideposts 4-6 &amp; Journal Entry</td>
</tr>
<tr>
<td>Mon</td>
<td>2.17</td>
<td>Theatre</td>
<td>Mock Audition 1/Day 1</td>
<td>Mock Audition #1&lt;br&gt;A-J / Link to video will be emailed to you for self-critique.</td>
</tr>
<tr>
<td>Wed</td>
<td>2.19</td>
<td>Theatre</td>
<td>Mock Audition 1/Day 2</td>
<td>Mock Audition #1&lt;br&gt;K-Z / Link to video will be emailed to you for self-critique.</td>
</tr>
<tr>
<td>Mon</td>
<td>2.24</td>
<td>BH 201</td>
<td>Actor Marketing Guideposts 7-9</td>
<td>Critique Monologue Audition #1&lt;br&gt;Discussion: Actor Marketing Materials&lt;br&gt;<strong>DUE:</strong> Bring copy of your own résumé &amp; headshot if you have them.&lt;br&gt;<strong>DUE:</strong> <strong>AUDITION:</strong> Guideposts 7-9 &amp; Journal Entry</td>
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<tr>
<td>WED</td>
<td>2.26</td>
<td>BH 201</td>
<td>Guideposts 10-12 Networking</td>
<td><strong>DUE:</strong> <strong>AUDITION:</strong> Guideposts 10-12 &amp; “Some things an Actor...” &amp; Journal Entry</td>
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<td><strong>GENTLEMAN’S GUIDE 3.2-7</strong></td>
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<tr>
<td>MON</td>
<td>3.2</td>
<td>BH 201</td>
<td>Mock Audition 2</td>
<td>In-class pre-audition workshop/free-critique.&lt;br&gt;<strong>DUE:</strong> Have at least one monologue prepared for in-class practice.</td>
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<tr>
<td>WED</td>
<td>3.4</td>
<td>BH 201</td>
<td>Mock Audition 2</td>
<td>In-class pre-audition workshop/free-critique.&lt;br&gt;<strong>DUE:</strong> Have at least one monologue prepared for in-class practice.</td>
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<tr>
<td>MON</td>
<td>3.9</td>
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<td>SPRING BREAK</td>
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<tr>
<td>WED</td>
<td>3.11</td>
<td></td>
<td></td>
<td>SPRING BREAK</td>
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<tr>
<td>MON</td>
<td>3.16</td>
<td>Theatre</td>
<td>Mock Audition 2/Day 1</td>
<td>Mock Audition #2&lt;br&gt;K-Z / Link to video will be emailed to you for self-critique.</td>
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<tr>
<td>WED</td>
<td>3.18</td>
<td>Theatre</td>
<td>Mock Audition 2/Day 2</td>
<td>Mock Audition #2</td>
</tr>
<tr>
<td>DAY</td>
<td>DATE</td>
<td>ROOM</td>
<td>FOCUS</td>
<td>IN CLASS</td>
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<tr>
<td>MON</td>
<td>3.23</td>
<td>BH 201</td>
<td>Actor Marketing Cold Readings</td>
<td>Discuss Audition #2 DUE: Self-Critique from video viewing of Mock Audition 2. Discussion: Alternative Marketing Materials &amp; Cold Readings</td>
</tr>
<tr>
<td>WED</td>
<td>3.25</td>
<td>BH 201</td>
<td>Cold Readings</td>
<td>DUE: Cold Reading auditions (Audition specifics will be posted on Blackboard Tuesday evening.) DUE: Résumé: This will serve as your midterm grade.</td>
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<tr>
<td>MON</td>
<td>3.30</td>
<td>BH 201</td>
<td>Auditioning for Shakespeare</td>
<td>Discussion: Auditioning in Verse/Shakespeare (Shakespeare Bootcamp Refresher)</td>
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<tr>
<td>WED</td>
<td>4.1</td>
<td>BH 201</td>
<td>Auditioning for Shakespeare</td>
<td>Mock Audition #3 Workshop Day 1: Shakespeare Festival Graded In-class rehearsal and workshopping of monologues.</td>
</tr>
<tr>
<td>MON</td>
<td>4.6</td>
<td>Theatre</td>
<td>Mock Audition 3</td>
<td>Mock Audition #3 Day 1: Shakespeare Festival “K-Z”</td>
</tr>
<tr>
<td>WED</td>
<td>4.8</td>
<td>Theatre</td>
<td>Mock Audition 3</td>
<td>Mock Audition #3 Day 2: Shakespeare Festival “A-J”</td>
</tr>
<tr>
<td>MON</td>
<td>4.13</td>
<td>BH 201</td>
<td>L.A./NYC Shop Talk / Actor Resources</td>
<td>Instructions for Online Audition. Completion of Audition PowerPoint.</td>
</tr>
<tr>
<td>WED</td>
<td>4.15</td>
<td>BH 201</td>
<td>LA/NYC Shop Talk/ Actor Resources</td>
<td>QUIZ: Cates Chapter 2 &amp; Blackboard article on Casting Directors</td>
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<tr>
<td>MON</td>
<td>4.20</td>
<td></td>
<td>Online Audition</td>
<td>Mock Audition #4: YouTube Videos Class time available to film YouTube audition.</td>
</tr>
<tr>
<td>WED</td>
<td>4.22</td>
<td>BH 201</td>
<td>Online Audition The Business of Show</td>
<td>Mock Audition #4: YouTube Videos critiqued in class. DUE: YouTube Audition Videos must be posted online by 10:00 a.m. and the link emailed to <a href="mailto:Alison.frost@tamucc.edu">Alison.frost@tamucc.edu</a>. QUIZ: Cates Chapters 5-6</td>
</tr>
<tr>
<td>MON</td>
<td>4.27</td>
<td>BH 201</td>
<td>Grad School</td>
<td>URTA Strategy Session</td>
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<tr>
<td>WED</td>
<td>4.29</td>
<td>BH 201</td>
<td>Marketing Materials Website Presentation</td>
<td>Q&amp;A / Website viewing DUE: Link to personal website to be emailed to <a href="mailto:Alison.frost@tamucc.edu">Alison.frost@tamucc.edu</a> by noon. No late web submissions will be accepted.</td>
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<tr>
<td>MON</td>
<td>5.4</td>
<td>TBA</td>
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<td>Catch-up</td>
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<tr>
<td>WED</td>
<td>5.6</td>
<td>TBA</td>
<td></td>
<td>Improv</td>
</tr>
<tr>
<td>WED</td>
<td>5.13</td>
<td>Theatre</td>
<td></td>
<td>FINAL EXAM: 1:45-4:15 Mock Audition #5: <a href="http://www.urta.com/">http://www.urta.com/</a></td>
</tr>
</tbody>
</table>
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 “Practice session”
   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
I have read the entire syllabus for THEA 3340.001 AUDITION PREPARATION, Spring 2020. 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.