ART 492.002 Professional Practices for Filmmaking/Theatre 422.001 Acting for the Camera
Spring 2020
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Class: M/W 11:00 – 1:40 pm (Acting students from THR412 will attend Mondays 12:00 – 12:50 pm and Wednesdays 12:00 – 1:40)

Office Hours: Mondays through Thursdays 4:00 – 5:00, Fridays by appointment

492. Professional Practices - Three semester hours. This course is designed to immerse film/acting students in practical issues related to their future professional life.

School of Art Film and School of Theatre students will be given six projects/assignments during the semester to direct or act in monologues and scenes to enable them to learn filmmaking from on-set experiences. Students will also learn the business side of professional filmmaking with two group project assignments relating to the history of film, budgeting and survival, and a complete breakdown of a feature length previously produced feature film.

Program Learning Outcomes (PLO):
1. Undergraduate students will demonstrate proficiency in filmmaking/acting skills as they relate to the elements and principles of film/video production.
2. Undergraduate students will exhibit a high level of proficiency in the use of film production, techniques and various kinds of media.
3. Undergraduate students will demonstrate understanding of contemporary film production issues through exploration of synthesis of content, problem solving and creativity.
4. Undergraduate students will define and exhibit an understanding of Film History.

Student Learning Outcomes (SLO): Students enrolled in ART 492.002 should be able to demonstrate through the successful completion of projects and other coursework (including possible exams, quizzes, readings, and writing samples) the acquisition of the following:
   - Proficiency in the technical skills related to professional practices
   - The ability to articulate key concepts and terminology related to professional practices
   - The ability to navigate the logistics of exhibiting/marketing of film.

Course Outline: A typical class day will consist of lecture, demonstration, and studio time, in that order. It is expected that students will need to spend up to six hours outside of class each week working on their assignments.

Projects:
Acting/Directing
- Monologue (Student choice)
- Commercial Copy
- Sitcom (two-person scene)
- Network Television Dramatic Series (multiple character scene)
- Cable Television Comedy or Drama
- Feature Film Monologue
Group Assignments: choice of two

Written or PowerPoint Public Presentation:
  Career Destination
  Pick a city/area to live in.
  Describe the plus and minus qualities of your decision.
  Create a budget for living there.
  How will you survive?
  Where will you live?
  How long will you commit?
  House or apartment?
  List all production companies or studios in area.
  Map of your preferred (affordable) location in relation to jobs.

Breakdown of feature-length film script
  Budget
  Locations
  Cast
  Makeup
  Costumes
  Props
  Stunts
  Extras
  Crew
  Positions

The History of Media (Film/Television/Social)

The History of Acting Styles/Methods in Film/Video

Suggested texts for assignments:
  The Age of the Image, Stephen Apkon
  Writing Screenplays That Sell, Michael Hauge
  Directing for Film and Television, Christopher Lukas
  Invisible Ink, Brian McDonald
  Save the Cat, Blake Snyder
  Acting for the Camera, Tony Barr
  An Actor’s Business, Andrew Reilly
  Change Your Brain, Change Your Life, Daniel G. Amen
  The Writer’s Journey, Christopher Vogler
  True and False, David Mamet
  Audition, Michael Shurtleff
  Understanding Film Theory, Ruth Doughty
  1001 Movies You Must See Before You Die, Steven Jay Schneider

Grading and Attendance:
Formal evaluation of coursework will proceed as follows: Grades will be assigned on a scale of 0-4, 0 being low and 4 being high. Merit will be based on quality of craftsmanship, creativity/ambition, and precision in fulfilling any given assignment. Each project will be compared to the grading rubric (see below). I reserve the right to assign occasional readings, including written responses, and
administer quizzes and/or exams as I see fit and will include the grades of such along-side project grades. Since this class is based largely on studio experience, attendance is mandatory. I expect students to arrive to class on time, every time, just as I expect for myself. Students who miss class will fall behind and the ultimate result will show in poorly executed assignments. As an additional incentive to attend class, students with perfect attendance will be given the opportunity to raise their lowest project grade one whole step (for instance from a B to an A). I reserve the right to decide whether or not I will repeat lectures and or demonstrations for students who missed them by not coming to class. At the end of the semester, all project/exam/written assignment grades will be averaged to determine the final grade. Below is the grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>3.5 – 4</td>
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<tr>
<td>B</td>
<td>2.5 – 3.4</td>
</tr>
<tr>
<td>C</td>
<td>1.5 – 2.4</td>
</tr>
<tr>
<td>D</td>
<td>0.5 – 1.4</td>
</tr>
<tr>
<td>F</td>
<td>0 - .4</td>
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**Grading Rubric:**

An assignment receiving a grade of “A” represents the best possible example of that assignment. The work is excellent. There are no technical problems. The parameters of the assignment, such as they are, have been met with exactness. Content is both creative and ambitious and goes well beyond simple imitation of the demonstration. The work exhibits a sound understanding on the part of the student.

An assignment receiving a grade of “B” represents work that is good but could be better. The work has some technical errors, but overall is satisfactory and above average. Possibly not all of the parameters of the assignment have been fulfilled, but most have. The content is thought out to a certain point, but it is slightly evident that further inquiry could have been used on the part of the student.

An assignment receiving a grade of “C” represents work that is average. The work has several errors, both technical and conceptual. The work betrays a general lack of understanding on the part of the student. Not all parameters have been met. The assignment lacks creativity beyond the demonstration of the assignment.

An assignment receiving a grade of “D” represents work that is below average and that is in need of reconsideration. There are many glaring errors in both technique and conceptual rigor. The work doesn’t satisfy the parameters of the assignment but should be given some credit based on a low level of effort. The work displays that the student does not grasp the assigned content very well at all.

An assignment receiving a grade of “F” represents the type of work that can in no way be accepted for credit. The parameters of the assignment are not met. The technical errors are gratuitous. The portrayed attitude is one of “blowing off.” The work should be redone.

While attendance won’t be factored formally in to the grading, students will be required to sign in and out on a designated sign-in sheet each day as a matter of record keeping. Students should refer to the university attendance policy in dealing with managing absences (see below):

Class Attendance and Excused Absence

Original Implementation: November 9, 1981 Last Revision: July 19, 2011
Class Attendance
Regular and punctual attendance is expected for all classes, laboratories, and other activities for which a student is registered. Attendance policies shall be stated in the syllabus. For those classes where attendance is a factor in the course grade, an accurate record of attendance shall be maintained. Regardless of attendance, the student is responsible for course content and assignments.

Excused Absences
Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Students are responsible for providing satisfactory documentation in a timely manner to the instructor for each absence. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with acceptable excuses may be permitted to make up work for a maximum of three weeks’ worth of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make up work must be completed as soon as possible after returning from an absence in accordance with the course syllabus.

In the case of absences caused by participation in university-sponsored events, announcement via mySFA will constitute official notification. Faculty members sponsoring activities that require their students to be absent from other classes must submit to the provost and vice president for academic affairs an explanation of the absence, including the date, time and an alphabetical listing of all attending students. If approved by the provost and vice president for academic affairs, this information will be posted on mySFA.

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom.

Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Academic Policies:
Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. For more information visit http://www.sfasu.edu/policies/academic_integrity.asp
Students with disabilities: No qualified student with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any postsecondary education program or activity. [Federal Rehabilitation Act of 1973, Section 504, 84.43] and an institution shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discrimination on the basis of handicap, against a qualified handicapped applicant or student. For more information visit http://www.sfasu.edu/policies/academic_accom_stu_disab.asp.

Instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students.

Withheld Grades Semester Grades Policy (A-54): Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Course Evaluations:
Near the conclusion of each semester, students in the School of Art electronically evaluate courses taken within the COFA. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COFA faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!
In the School of Art, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

Pregnancy Clause:
If you are pregnant or should become pregnant while taking this course, or have a medical condition that could increase your sensitivity to chemical exposure, it is important for you to take all precautions concerning your own personal safety. While reasonable measures have been taken to insure your safety, there is a risk in this class of exposure to materials that could prove harmful to persons at risk. Please contact the professor should you have questions or concerns. Students who need accommodations for certified disabilities should work through the Office of Disability Services and then your professor.