

LMC 3062 Syllabus

Film Acting Workshop, Section A, 3 Credits
Fall 2026

Instructor Information

Instructor

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General Course Information

Description

This workshop-based course is intended for the student who is interested in exploring opportunities in the film industry from the actor's point of view, though the course is useful to anyone interested in a creative role in the industry

Topics to be explored include:

- Acting for the Camera
- Script Analysis
- Casting/Auditioning
- The Structure of the Film Industry and the Actor's Place in it
- The History and Techniques of Film Acting

Class sessions will be divided between hands-on workshop sessions, lecture/discussion sessions, and class discussions of completed work. Required work will include both written and performance assignments.

Course Learning Outcomes

Students will:

- Develop their acting skills
- Develop their knowledge of the history of film acting
- Develop their textual analysis skills by analyzing scripts and film performances
- Develop their knowledge of film acting as a profession and part of an industry
- Embrace a respectful and non-judgmental environment in which we can create, experiment, and learn with a sense of both rigor and play.

Required Course Materials

All required readings and materials will be provided by the instructor.

Grading Policy:

This class will not evaluate your “talent” or prior knowledge or experience related to acting. You will be evaluated on the work you do and the progress you make over the semester.

This course is graded on a conventional point system in which 90-100 points equals an A, 80-89 points equals a B, etc. The relative value of the assignments is indicated in the table below.

Assignment	Points
Acting Diagnostic Video 1	5
Acting Diagnostic Video 2 (re-do of 1)	10
Self-Taped Audition 1	10
Script Analysis	25
Film Scene Analysis Presentation	15
Self-Taped Audition 2 (re-do of 1)	15
Two-Person Scene	15
Acting Technique Reflection Paper	25

Description of Graded Components

The assignments listed above combine acting exercises that need to be developed outside of class time and analytical or reflective written work.

Here is a breakdown of the assignments:

Acting Diagnostic 1: You will prepare a 2-3 minute audition video from a script provided by the instructor.

Acting Diagnostic 2: A revision of the video following feedback from the instructor and your classmates.

Self-Taped Audition 1: A 2-4 minute audition video from a script provided by the instructor.

Self-Taped Audition 2: A revision of the video due at the end of the semester following feedback from the instructor and incorporating all the acting techniques you have explored in the course.

Two-Person Scene. You will partner with another class member to perform and film a two-person scene of your choosing.

Script Analysis: You will annotate the scripts for your Filmed Audition and Two-person scene according to instructor’s instructions. Your final performances in these projects should reflect your analysis.

Film Scene Analysis Presentation: You will select a short scene from a film and analyze one actor’s performance.

Acting Technique Reflection Paper: Two weeks of this course are devoted to an overview of the history of film acting. In this paper, you will respond to this question: Out of all of the ideas and specific techniques you have encountered during your tour, which ones stand out to you as being particularly useful for addressing your current needs as an actor?

Rubrics

Each assignment is accompanied by a specific rubric that breaks down how points will be assigned.

Attendance and Participation

Since this is a workshop-based class, attendance is critical. Grading is based on regular attendance and punctuality; enthusiastic participation in daily class activities/exercises; consistent discussion of exercises and presentations; and successful completion of all outside assignments. Any unexcused absences shall impact seriously on your grade.

The policies regarding attendance, punctuality, and participation reflect those of the film industry. If you are cast in a film, you CANNOT arrive on set late, unprepared, or not ready to work if you expect to keep the job and be cast again. Given the emphasis on developing a professional work ethic and responsibility to each other and the work-at-hand, you are allowed only THREE unexcused absences.

- Attendance requirement. You may miss a total of three (3) classes over the course of the semester without penalty. If at all possible, please contact me when you know you will not be in class.
- Reasons for absences. The attendance policy does not make any distinction about the reasons for your absences. Absences for any illness are included in the three permitted. Only absences officially exempted by the Institute (e.g., due to participation in official GA Tech athletics, to religious observance, to personal or family crisis confirmed by documentation from the Dean of Students) will not be counted among your allotted absences.
- Lateness: Lateness up to 20 minutes will count as half of an unexcused absence. Lateness of more than 20 minutes will count as an unexcused absence. If you do come in late, please enter the room discretely and let me know at the end of the class that you were present. If you do not inform me of your presence at the end of the class, you will be marked absent. As with absence, if you know in advance that you will need to arrive late, please let me know ahead of time.
- Early Departure: If you need to leave class early, please let me know ahead of time (even at the start of the class session) and please sit near a door so you can leave discretely. Leaving early will not count as an absence as long as you depart no more than 15 minutes before the end of the class session and you do not leave early more than twice in the semester. If you are facing a situation where you need to leave more than 15 minutes early, please consult with me in person or by email ahead of the class session.
- Responsibility for missed work: Students are responsible for finding out what they may have missed while absent from class and what policy the instructor has for making up missed work. However, if you are not present to participate in a group presentation, you will fail the course.
- Absence penalties: Each additional absence after the allotted number deducts one-half of a letter grade (5 pts) from your final grade. Please click here to see [Georgia Tech's updated institutional attendance policy](#).

Absences in addition to the permitted ones related to illness, emergencies, and required GT business will be excused only if documented by the Dean of Students' Office.

Three unexcused absences beyond the permitted ones or ones documented through the Dean of Students will result in a failing grade for the course. If you miss your turn to rehearse or perform in class due to unexcused lateness or absence, there is no guarantee you will be able to make up the work.

That being said, if you are ill with an easily communicable illness, please do not come to class, as the highly participatory nature of this class makes germ-spreading likely. Instead, reach out so that we can come up with a plan for you to make up work if at all possible.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Course Expectations

Your participation within the studio, as well as your willingness and eagerness to try a new choice will directly influence your final grade. What is required is a true sense of openness and rigor in trying this work. I do not expect anyone to execute exercises or scenes perfectly (nor would I want you to – perfection has no place in art) but I expect you to throw yourselves into this work. It is the only way to learn what the class needs to teach.

During the semester, you will be called upon to work on one or more collective film projects. It is expected that you will embrace these opportunities and participate fully in them.

Pre-Requisite

ENGL 1102 is the prerequisite for this course.

Collaboration, Group Work, and Use of Generative AI

You are permitted and encouraged (and, in one case, required) to assist other students in the class on performance projects. Other work such as papers and presentations are to be entirely your own independent work.

I have no objection to your using generative AI (e.g., ChatGPT) as a research tool to identify sources and topics. However, the ideas you convey and the way they are expressed in all your writing for this course must be 100% your own. If you wish to use text generated by AI, you must treat it as you would any other research source: you must quote or paraphrase it and provide a citation to identify the source. To present ideas or expression generated by AI as if they were your own (that is, without specifically identifying them as produced by AI) is plagiarism and will be treated as such. If I have reason to suspect that any part of your work falls into this category, you will receive a grade of 0 for the assignment, and I will refer the case to the Office of Student Integrity immediately.

Extensions, Late Assignments, & Re-Scheduled/Missed Exams

Missed presentations and performance projects cannot be rescheduled under any circumstance. If you wish to change the date at which you are to perform or present in class, you may do so only by swapping with another student. If you do this, please let me know in a timely fashion. In addition, students who are not prepared to present when called on in class will receive a zero for that activity or performance.

Deadlines are firm, but you may have an extension of 48 hours on one written assignment (i.e., the script analysis or the reflection paper) during the semester if you let me know at least 24 hours before the assignment's deadline. Please note that this policy does not apply to in-class performances and presentations.

Inclement Weather and Digital Learning Days

If a weather-related event affects campus operations, we will probably move to synchronous digital instruction using Zoom via a meeting set up in Canvas. Once modified operations have been put in place, watch your email for instructions.

Student Use of Mobile Devices in the Classroom

The use of laptops and tablets for the purpose of taking notes is permitted, but because of the vulnerable nature of performing I ask that all devices be put away when your fellow actors are sharing their work and when we are working together. The only exception is to use a device to consult the *Actions* book

As is the case in rehearsal and on set, the use of cell phones is not permitted in studio. If you know you are going to receive or need to make an urgent call during class time, please let me know at the start of class and excuse yourself at the appropriate time.

Additional Course Policies

Recordings of Class Sessions and Required Permissions:

Classes may not be recorded by students without the express consent of the instructor unless it is pursuant to an accommodation granted by the Office of Disability services. Class recordings, lectures,

presentations, and other materials posted on Canvas are for the sole purpose of educating the students currently enrolled in the course.

Re-grading and Re-submission

There will be no extra credit opportunities in this course. Although I am happy to discuss your grade with you, it is unlikely I will re-grade any assignment. I will not accept re-submissions of any assignment unless I specifically request one.

Guidelines for Discussion

This course involves open, honest and constructive discussion of each other's work. A framework that ensures civil discourse will be implemented for these sessions.

Food and Drink in the Classroom

Because the premise of this course is that once you enter the classroom you are to focus entirely on your artistic work, food and drink will not be permitted except where mandated by ODS accommodations.

Campus Resources for Students

There are many valuable resources available to you. Please click on the GT Student Resources link in the menu bar to your left on the Canvas website for this course to access a comprehensive list.

Undergraduate Student Academic Success Resources:

A list of resources for undergraduate students' academic success and information about advising can be found at [Success at Tech](#).

- Academic Support: Academic Success and Advising (a unit in the Office of Undergraduate Education & Student Success) provides free support for your courses. Students can attend scheduled supplemental review (PLUS) sessions, stop by Drop-In Tutoring, or schedule a one-on-one appointment through Knack. To explore what options work best for you, please visit us online at success.gatech.edu/tutoring, email us at tutoring@gatech.edu, or come see us at Clough Undergraduate Learning Commons, Suite 283.
- [Academic Resources](#) such as the Communications Center, Language Institute, Library, Catalog, Registrar, resources for conducting research, Advocacy and Conflict Resolution resources, and how to manage unexpected situations that may impact your academic performance;
- [Student Resources](#) such as Campus Services, Child Care/Family programs, Health & Wellness, Career Services, and the Student Resource Guide; and
- [Professional Development](#) such as the programming from the Career Center and other professional development resources and events"]

Student Well-Being

At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A [comprehensive list](#) of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being (student-resource-guide.gatech.edu)

More resources on supporting student well-being on the syllabus and beyond are available through the [Learning Well Initiative](#).