

1. EXT. OUTSIDE - DAY

Talking head interview. INTERVIEWEE 1 is wearing a Harvard sweatshirt and looks very intelligent.

INTERVIEWER

Wow, you're going to Harvard!
That's so cool.

INTERVIEWEE 1

Yeah, it was my backup school.
I ended up having to decide between
the Ivies.

Interviewee looks annoyed.

INTERVIEWER

That's it? No public schools? UCs?

Interviewee pauses. Looks off into the distance sadly.

INTERVIEWER

Are you okay? Should I repeat the
question?

INTERVIEWEE 1 (forlornly)

I uh...

Beat.

Interviewee murmurs unintelligibly.

INTERVIEWER

Sorry, could you repeat that?

Interviewee is contemplating.

INTERVIEWEE 1

I DIDN'T GET INTO ANY UCS OK!!!

2. INT. ROOM - DAY

Interviewee sits at a desk, working.

INTERVIEWEE 2

During the college admissions process I picked up some new hobbies. All the ones I had before were for the purpose of getting into college so now that that's done I dropped them all.

INTERVIEWER

Could you give me some examples of the hobbies you picked up?

INTERVIEWEE 2

Sure! The main one is checking my email. Checking the mail is also super fun. I get so much joy out of refreshing my inbox over and over again. I love the rush of adrenaline when a new email pops up.

Interviewee looks pleased, recalling happy memories of checking their email.

INTERVIEWEE 2

I also started collecting some things.

INTERVIEWER

Oh, that's fun! What do you collect?

INTERVIEWEE 2

Mostly letters, postcards. Of the college and university variety.

B-roll of a towering stack of college mail.

INTERVIEWEE 2

I read all of them very thoroughly! I love receiving mail from colleges I've never heard of and have no interest in.

Beat.

INTERVIEWEE 2

They sent me SO much mail, it made me

feel popular and really good about myself. I ended up applying to some of them just because they seemed to want me so desperately.

Beat. Interviewee looks upset.

INTERVIEWEE 2

They led me on like they liked me and really wanted to be with me, but then...

Beat.

INTERVIEWEE 2 (cont.)

I was rejected. Tossed aside like the letters they sent me meant nothing.

3. EXT. OUTSIDE - DAY

INTERVIEWER

I'd like to talk a bit about college essays. Can you walk me through what you wrote?

INTERVIEWEE 3

Sure! I wrote about my experience winning a Nobel Peace Prize as well as my experience caring for my 10 younger siblings and raising 1 million dollars for charity. I blended my topics together with use of complex metaphors and the overarching theme of overcoming adversity and fulfilling my true potential.

4. EXT. INSIDE - ROOM

INTERVIEWEE 4

Yeah, I wrote about rocks.

INTERVIEWER

Fascinating! Are you interested in geology? Are the rocks a metaphor for something?

INTERVIEWEE 4

No. I just like rocks. I wrote about my
pet rock, Steve.

B-roll of the rock essay. Example sentence "I like rocks. I think
I am like a rock because I am also cool and shiny. Rocks ROCK!"

INTERVIEWER

Do you think your essay was successful?

INTERVIEWEE 4

I think so. I got into like all the colleges.
So yeah, I guess. It rocked.

5. EXT. OUTSIDE - DAY

INTERVIEWER

Hello and welcome to the first trial
of the new version of the SAT. You will
be participating in a variety of

Interviewer pauses to word their statement properly.

"tests" to uh, enable us to assess your
knowledge.

INTERVIEWEE

Interviewee hesitantly raises their hand to ask a question

Wh- why are we outside? I thought this
was an academic test?

INTERVIEWER

Interviewer looks stunned at the question/accusation

It is, let's just begin.

Pans to a tacky obstacle course.

INTERVIEWEE

This doesn't look very academic. It looks like an obstacle course.

INTERVIEWER

It's not, it's a Super Awesome (T)obstacle course

Pan to horrified student.

Student completes the obstacle course tripping and crying.

~~6. EXT. INT - DAY~~

~~Two ADMISSION OFFICERS are looking over applications at a desk.~~

~~ADMISSION OFFICER 1~~

~~So this applicant...has the perfect GPA, many extra curricular activities, and these essays have...so much depth to them.~~

~~ADMISSION OFFICER 2~~

~~I agree and she seems like she'd be a fantastic candidate for our abroad programs...how many languages did she say she spoke?~~

~~Admission officer 1 grabs one of the papers and scans it for answers.~~

~~ADMISSION OFFICER 1~~

~~Twelve.~~

~~Admission officer 2 shrugs and nods his head approvingly.~~

~~ADMISSION OFFICER 2~~

~~Pretty good. Well, we only have space for one more from that area. Is she the last one?~~

HUMOR RUBRIC

Copy and paste this rubric to the end of your script, in *FirstName_LastName-Humor Script*.
 When you submit your recorded *Humor Project*, go back to this rubric and complete your usual self-evaluation (highlight the grid and add a grade or grade range at the bottom).

	Level 1	Level 2	Level 3	Level 4
Focus	<p>Point of humor is unclear. Writing does not connect with the audience. Audience may laugh out of unintended awkwardness. Piece may feel more like an inside joke.</p> <p><i>*Piece violates ground rules of the project. (This is usually only an issue if you go off of the pre-approved proposal / script)</i></p>	<p>Point of humor is clear, but unoriginal or derivative. Some writing connects with the audience and elicits a few laughs, but the piece needs to employ more varied types of humor to appeal to more audience members.</p>	<p>Point of humor is clear and somewhat original. While some elements may feel obvious or cliché, most of the writing connects with the audience and elicits laughter. Writer uses an appropriate range of humor to engage much of the audience.</p>	<p>Humor is clear and undoubtedly original. Writer uses a very effective range of humor to engage the entire audience (or nearly), eliciting consistent laughter throughout the performance.</p>
Style	<p>Language is crude, reckless, or simply shows no clear preparation. Language doesn't establish comedic tone or pacing. Techniques are not labeled on the script, or they are largely mis-identified.</p>	<p>Language is somewhat inventive and works in parts to establish comedic tone and pacing. Techniques are labeled on the script, but they are either limited or inaccurately identified.</p>	<p>Obvious thought has been put into the use of diction (word choice) and syntax (sentence structure) to establish comedic tone and pacing. Techniques are labeled accurately on the script, but could be more varied.</p>	<p>Comedic tone and pacing established through the writer's sophisticated use of diction and syntax, as well as comedic techniques (see Comedy Toolbox). Techniques help the writer make a creative point about the topic and entertain the audience. Techniques are effectively varied, and all techniques are labeled accurately on the script.</p>

<p>Recording</p>	<p>Recording shows little – if any – planning or practice. No clear explanation of comedic influences or process.</p>	<p>Recording obviously needs more planning/practice, although some significant preparation was apparent. Explanation of comedic influences or process is limited. Overall recording obviously does not respect the maximum length range of 5-6 minutes.</p>	<p>Recording is fairly polished, showing some planning/practice, but some delays/pacing/misspoken lines, etc. created some minor disruptions or distractions. Explanation of comedic influences is clear but could be more insightful. Overall recording exceeds the 5-6 minute maximum length, or the time frame of the project or explanation was noticeably shorter than appropriate.</p>	<p>Recording is polished, showing obvious planning/practice. Explanation of comedic influences and process is clear and insightful. Overall recording respects the 5-6 minute maximum length.</p>
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Grade: 93%