School of Theatre  
THR480.001 & 480L.020  
Lighting Design  
Course Syllabus – Fall 2017

Place: FA113 Other locations will be announced as needed.
Lecture: T/TH 2-3:30 PM
Lab: Must work minimum of 2 hours during open lab time Fridays from 1-4

Instructor: CC Conn  
Phone: 468-1031   E-mail: connccs@sfasu.edu  
Office: FA 220   Office Hours: 1-3 PM M/W or by appointment

Important note about e-mail: I will always expect to contact you through your campus e-mail account. I, in return, am very accessible via e-mail. If you have personal issues with checking your school e-mail account, I suggest you solve them immediately. Communication via e-mail is a general life skill that you should all be learning to manage.

Objective: This course focuses on the process of lighting design. The course will cover concept development, collaboration, implementation, and presentation of a lighting design. The objective is for students to have an overall understanding of the process of lighting design.

Program Learning Outcomes:
Bachelor of Arts:
A1: The student will be able to analyze a script in ways that are necessary to a theatre practitioner or scholar/critic.
A2: The student will demonstrate an understanding of theatre history and a variety of theatrical styles.
A4: The student will demonstrate an understanding of the component areas of theatrical creation, process, production, performance, and study, and their interrelationships.
A5: The student will demonstrate intermediate to advanced competence in one or more theatre specialization(s).

Bachelor of Arts, Teaching Certification
E1: The student will be able to analyze a script in ways that are necessary for a theatre practitioner or scholar/critic.
E2: The student will demonstrate an understanding of theatre history and a variety of theatrical styles.
E4: The student will demonstrate an understanding of the component areas of theatrical creation, process, production, performance, and study, and their interrelationships.
E5: The student will be able to use an understanding of educational psychology and appropriate organizational skills to create a positive and disciplined learning environment for students of theatre.
Bachelor of Fine Arts
F1: The student will be able to analyze a script in ways that are necessary to a theatre practitioner.
F2: The student will demonstrate an understanding of theatre history and a variety of theatrical styles.
F3: The student will demonstrate an understanding of the component areas of theatrical creation, process, production, performance, and study, and their interrelationships.
F4: The student will be able to complete and document a major project as a stage manager, as a designer or technician, or as an actor or director, demonstrating advanced competence in the student’s specialty.
F6: The student will be able to present an effective presentation appropriate to the student’s specialization.

Student Learning Outcomes:
Learning Outcomes:
1) Students will be able to demonstrate clear understanding of the process of lighting design from script to plot. (PLO: A1,A2,A5,E1,E2,F1,F2,F4)
2) Students will demonstrate skill in communicating lighting design concepts to directors and other theatre designers. (PLO: A1,A2,A4, A5, E1,E2,E4, F1,F2,F3, F4)
3) Students will master the paperwork, plotting, and organization needed to complete a lighting design project. (PLO: A1,A2,A5,E1,E2,F1,F2,F4)
4) Students will explore various methods and styles of lighting design. (PLO: A5,E5,F4, F5)
5) The student will execute and present two complete projects which will demonstrate the students’ understanding of the course subject matter and how the full process of lighting is executed. (A1,A2,A4, A5, E1,E2,E4, E5, F3, F1,F2,F4, F6)

Text: *Lighting and the Design Idea* (2nd Ed.) Linda Essig

Course Content:
Projects:
There will be (3) projects done during the semester. All projects will be portfolio quality. The first two projects will each count as 15% of your final grade while the third will be 20% of your final grade.

Reports:
There will be (2) report presentations that combine a 3-5 page research paper with an oral report in front of the class. Each report will count as 5% of the final grade.

In-class Lab Presentations:
There will be (6) lab assignments over the semester which will be worked on and prepared outside of regular course time and presented during class. Each lab assignment will count as 5% of your final grade.
Journal:
There will be a journal assignment that will count as 10% of your final grade. These will have all labs and images/words exercises.

Design Showcase:
Your portfolio of course work MUST be displayed at the Design Showcase on Wednesday of finals week. You must personally attend on that day unless you have a final at that time. Lack of representation at this showcase will cause a letter grade reduction overall.

Course Evaluations: You will be required to log your online course evaluation at the end of the semester. Non-completion of this evaluation will result in a 3% deduction from your final grade. Instructions and further information will be given nearer to that time.

Students with documented disabilities must meet with the instructor to arrange accommodations for that disability.

Attendance: Two (1) unexcused lecture absence and one (1) unexcused lab absence are condoned, after which a final grade reduction of 2% of your final grade will be applied for each additional absence. To have an absence excused, documentation of illness or family emergency MUST be provided. It is the student’s responsibility to provide this documentation, and may be verified by the instructor. Sponsored school events may qualify as excused absences upon the instructor’s discretion. It is the student’s responsibility to obtain any missed notes or assignments from the instructor or a dependable classmate.

Academic Integrity (A-9.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of 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.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp
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.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
THR 480.001 Survey of Historic Costume

Professor Angela Bacarisse
Office: FA 130A phone: 468-1126
e-mail abacarisse@sfasu.edu

Office Hours: as posted on door or by appointment

Class meeting time and place: Griffith Fine Arts room 113, M/W/F 2-3pm

Course Description: The goal of this course is to give the student a working understanding of the history of clothing. The course will cover the social, technological, and cultural events of pre-history thru the 19th century and how each of these has had an effect on the function of clothing. The student will develop a working vocabulary in clothing as well as knowledge of silhouette and detail.

Program Learning Outcomes:
PLO 2 - The student will demonstrate an understanding of theatre history and a variety of theatrical styles.
PLO 5 - The student will demonstrate intermediate to advanced competence in one or more theatre specializations.
PLO 4 - The student will be able to complete and document a major project as a stage manager, as a designer or technician, or as an actor or director, demonstrating advanced competence in the student’s specialty.
PLO 6 - The student will be able to present an effective presentation appropriate to the student’s specialization.

Student Learning Outcomes:
1. The student will begin to master the basic vocabulary of historic clothing. (supports PLO 2 & A5)
2. The student will master the ability to research a specific period and present appropriate vocabulary to those who will construct or wear the costumes. (supports PLO 2, A5, F4 & F6)
3. The student will be able to recognize the clothing styles of various time periods. (supports PLO 2 & A5)
4. The student will present a research paper covering a specific time period or designer. (supports PLO 2 & F4)
5. The student will present their research to the class in a power point presentation including images and vocabulary of no less than 10 minutes. (supports PLO 2, A5, E5, F 4 & F6)
6. The student will present illustrations of the time period including appropriate vocabulary. (supports PLO 2, A5, F4, and F6).

Text: recommended: Survey of Historic Costume, by Phyllis G. Tortora and Keith Eubank
Course Requirements:

Design Students Illustrations: for each set of era’s covered you will submit an illustration of a man’s and woman’s clothing with a minimum of 8 pieces properly labeled. You may repeat a style of illustration no more than twice. The styles to be used are:

- Photocopy of a contemporary illustration (portrait or photo of the period)
- Tracing/hand copy of a contemporary illustration
- Line drawing that conveys the time period
- Fully rendered illustration that conveys the time period

Illustrations are due on the day of the exam. (Total 8 points)

Education, dramaturgy, directing students, Book Report: in the place of illustrations you may choose to write and present a report on one book assigned by meeting with me in my office (4 points written, 4 points presentation)

Grading Policy:

Grades will be assigned as follows

- Exam I b.c. to 1200ad 18 points
- Illustration of period 2 points
- Exam II 1200-1600 18
- Illustration of period 2
- Exam III 1600-1800 18
- Illustration of period 2
- Exam IV 1800-1900 18
- Illustration of period 2 points
- Paper 10 points
- Oral presentation 10

100 Total possible points

Attendance Policy: Regular attendance is imperative to developing the knowledge necessary to pass this course. Any absences above 3 will be deducted from the final grade as 1/3 a letter grade. 10 or more absences will result in an automatic failure in the course.

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Definition of Academic Dishonesty

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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 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 succeed.

Evaluation Criteria
Average (C) Represents achievement that meets the course requirements in every respect. This score does not indicate any shortcoming. All the work was done adequately and completely, and the work showed basic understanding and mastery of the course material.

Above Average (B) Represents achievement that is significantly above the level necessary to meet course requirements. Not only were all the basic expectations met, it exceeded minimum expected quality levels. This work probably showed one or more of the following characteristics: excellent understanding of the class material, excellent application of theory to practice, unusual thoroughness in thought and preparation.

Superior (A) Represents achievement that is outstanding relative to the level necessary to meet course requirements. This work is superior in every respect, and represents the highest level of 4
achievement. Its quality is so good that it would be unreasonable to ask a college student to improve upon it.

**Below Average (D)** Represents achievement that is worthy of credit even though it does not fully meet course requirements. While there was merit to what was done, there were also deficiencies that meant the work did not fully meet the minimal expectations.

**Failure (F)** Represents performance that fails to meet the course requirements and is unworthy of credit. This work shows serious deficiencies in regard to the expectations for the assignment.

**Some people do not work hard enough to earn the grade they want. This is your responsibility.**

**Some people have to work harder than others to earn a certain grade. This may not be fair, but it is a fact of life.**

**A grade is not a gift from the instructor. A grade is earned based on the degree of accomplishment of various tasks.**

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<thead>
<tr>
<th>Date</th>
<th>Introduction &amp; theories of clothing</th>
<th>Sept W 30</th>
<th>Egyptian and biblical</th>
<th>Sept F 1</th>
<th>Egyptian and biblical continue Part one intro, chpt 2</th>
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<td>Greek &amp; Early Europe</td>
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