School of Theatre  
THR480.001 & 480L.020  
Sound Design  
Course Syllabus – Spring 2018

**Place:** FA100  
Other locations will be announced as needed.  
**Lecture:** T/TH 11-12:30

**Instructor:** CC Conn  
**Phone:** 468-1031  
**E-mail:** conncs@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 sound design. The course will cover concept development, collaboration, implementation, and presentation of the sound design. This course also provides a basic understanding of and hands-on experience with sound equipment and sound systems. The objective is for students to have an overall understanding of the process of sound design with the opportunity to experience a show from the sound aspect. Also, the hands-on experience will teach students to work safely with the equipment in the field.

**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.
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 sound design from script to sound plot. (PLO: A1,A2,A5,E1,E2,F1,F2,F4)
2) Students will demonstrate skill in communicating sound 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 sound design project. (PLO: A1,A2,A5,E1,E2,F1,F2,F4)
4) Students will explore various methods and styles of sound design. (PLO: A5,E5,F4, F5)
5) The student will execute and present one complete project which will demonstrate the students’ understanding of the course subject matter and how the full process of sound design is executed. (A1,A2,A4, A5, E1,E2,E4, E5, F3, F1,F2,F4, F6)

Text: Sound and Music for the Theatre (2nd Ed.) Kaye, Deena and James LeBrecht

Supplies:
Any type of editing software

Course Content:
Projects: to be presented in class
#1 Give emotional qualities with sound (5%)
#2 Give emotional qualities to a painting (5%)
#3 Listening exercise (10%)
#4 Express an event with a sequence of sounds (10%)
#5 Create an aural environment (10%)
#6 Soliloquy with underscore sound-scape (10%)
#7 Develop a cue list and create the 5 most prominent cues for You Can’t Take it With You (15%)
#8 Write a concept statement, cue list, and sound collage (that incorporates the 5 most important cues) for The Irresistable Rise of Arturo Ui (15%)
Final Project – Write a concept statement, cue sheet, build a sound collage and 5 cues to play on QLab and draft a sound plot for Macbeth (20%)

**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.

**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](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/.