School of Theatre  
THR 242.001, 242.020  
Lighting Technology  
Course Syllabus – Fall 2019

Place: FA 300  Other locations will be announced as needed.
Lecture: Tuesday 11:30-1:45
Labs: Thursday 11:30-1:45

Instructor: CC Conn (Pronouns: She, Her, and Hers)
Phone: 468-1031  E-mail: conncs@sfasu.edu
Office: FA 223  Office Hours: 2-4 T/TH or by appointment

Important note about e-mail: I will always expect to contact you through your campus d2l account. You need to go to d2l settings and make sure your d2l mail is being forwarded to your titan account or any other account that you will actually CHECK on a regular basis. 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.

Course Description:
Introduction to the fundamentals of modern lighting craft, including basic electricity, principles of light, instrumentation and functions. Laboratory procedure and application

Program Learning Outcomes:
Bachelor of Arts:
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
E4: The student will demonstrate an understanding of the component areas of theatrical creation, process, production, performance, and study, and their interrelationships.

Bachelor of Fine Arts
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 exhibit knowledge of basic theatrical lighting equipment operation and safety. (PLO: A5,F4)
2) Students will be able to express the role of lighting and the properties of light verbally and graphically with schematics and plots. (PLO: A4, A5, E4, F3, F4)
3) Students will demonstrate clear understanding of theatrical lighting jobs such as the lighting designer, master electrician, board operator, and crew. (PLO: A5, F4)
4) Students will exercise hands on operation of lighting equipment. (PLO: A5,F4, F5)
5) The student will execute a final project which will demonstrate the students’ understanding of the course subject matter and how the full process of lighting is executed. (A4, A5, E4,F3, F4, F6)

Text and Materials:

Drafting supplies – You will need the following kit from Dick Blick:
https://www.dickblick.com/products/alvin-drafting-kit/
This is for stagecraft as well as lighting. If you go to BlickU at https://www.dickblick.com/lists/find-blicku/
and search for “Stephen F. Austin State University” and find “Intro to Lighting” it should cost $39.93.

Designing With Light by J. Michael Gillette, 5th or 6th edition, Suggested
Most course materials will be available on the D2L system
I recommend steady attendance and strong note taking

Course Requirements:

Lecture Grading: A written mid-semester exam will represent 20% of the final grade. Make up of this exam is permitted only in the case of a documented excused absence and must be made up within one week of a student’s return to class from that absence.

Final Project: A final drafting project will count for 20% of the final grade.

Lab Grading: 10% of the final grade will be made up of lab assignments and Tophat participation points. Missed labs cannot normally be made up. Therefore, students with excused absences from a lab will have fewer grades to be averaged into the final grade. Unexcused absences result in a zero for that lab.

Programming: There will be three programming skills projects assigned during the semester. Each assignment will count for 5% of your final grade for a total of 15%.

Production assignment: Students in this class are required to work on an assigned production for either Mainstage or Downstage public productions. Fulfillment and quality of performance of this assignment will make up 10% of your grade.
Lighting Journal: You will be required to keep a journal throughout the semester. It will be explained what you should be keeping in this journal. The journal will be due at the end of the semester but also checked in regular intervals and will make up 10% of your final grade.

Final Exam: A final exam will count for 15% of your final grade

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.

Grading Policy:
Mid-Term Exam 20%
Final Project/Drafting 20%
Final Exam 15%
Programming 15%
Lighting Journal 10%
Production Assignment 10%
Labs/Attendance 10%

Attendance Policy:
One (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.

Appropriate Lab Dress: Bare feet or open toed (or heeled) shoes are never allowed in the theatre work areas. Some of the labs may require climbing. Skirts and dresses should generally be avoided during the lab periods. Non-skid shoes should also be worn. Long hair should be tied up and dangling jewelry should not be worn.

Diversity and Inclusion Statement: This class may engage in material covering a diverse range of race, color, religion, national origin, sex, age, marital status, familial status, sexual orientation, and disability. While I encourage you to formulate and express your thoughts and opinions throughout the semester, discriminatory remarks will not be tolerated and may constitute disruptive behavior under the student code of conduct.

Academic Integrity (4-9.1)
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/](http://www.sfasu.edu/disabilityservices/).

**Children in Classroom**
Currently, the university does not have a formal policy on children in the classroom. The policy described here is just a reflection of my own beliefs and commitments to students, staff, and faculty parents.

1) All exclusively breastfeeding babies are welcome in class as often as is necessary.
2) For older children and babies, I understand that unforeseen disruptions in childcare often put parents in the position of having to miss class to stay home with a child. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable. Please communicate with me via email as soon as the need to bring a child to class arises. Based on the course content,
age of the child, and needs of other students, I reserve the right to ask you to not bring the child to class. In this case, we will make other arrangements for you to make up the missed material.

3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

4) In all cases where babies and children come to class, please sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their needs have been met.

5) While I maintain the same high expectations for all students in my classes regardless of parenting status, as a parent, I understand the demands of parenting. Therefore, I am happy to problem-solve with you about time management, course work, or course assignments in a way that makes you feel supported as you strive for school-parenting balance.