Place: FA100 Other locations will be announced as needed.

Lecture: Tuesday 2:00-3:15
Labs: Thursday 2:00-4:15

Instructor: CC Conn (She, Her, Hers)
Phone: 468-1031 E-mail: conncs@sfasu.edu
Office: FA 223 Office Hours: 1-3 M/W or by appointment

Course Description:
Introduction to the fundamentals of sound technology, including components, sound system set-up and operation, and basic manipulation of playback media. 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:
1) Students will exhibit knowledge of basic theatrical sound equipment operation and safety. (PLO: A5,F4)
2) Students will be able to express the role of sound and its applications to a production both verbally and spatially with schematics and sound plots. (PLO: A4, A5, E4, F3, F4)
3) Students will demonstrate clear understanding of theatrical sound jobs such as the sound designer, sound engineer, sound board operator, and sound crew. (PLO: A5,F4)
4) Students will be able to set-up and operate sound equipment. (PLO: A5,F4, F5)
Text and Materials:
Required:
The Ultimate Live Sound Operator’s Handbook by Bill Gibson

Suggested:
Mixing a Musical: Broadway Theatrical Sound Techniques by Shannon Slaton
Theatre Sound by John A. Leonard

Course Requirements:
Lecture Grading: A written mid-semester and final exam will each represent 20% of the final grade. Make up of these exams 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 project will make up another 20% of your final grade.
Lab Grading: 20% of the final grade will be made up of (4) lab assignments. 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.
Show Assignment: Each student will be assigned to a production during which the student will participate in the load-in, set up, and strike of the sound equipment. This will account for 10% of the course grade and will be determined by attendance, punctuality, attitude, and overall professionalism. 10% of the final grade will be reflected in attendance and participation.

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.

Course Calendar:
History of Sound in Theatre 1 week
Sound Theory 1 week
Analog and Digital Sound Systems 2 weeks
Microphones 1 week
Recording and Playback 2 weeks
Mixing Consoles 2 weeks
Loudspeakers 1 week
Intercom 1 week
SFX and other playback options 2 weeks
Final Project 2 weeks

Grading Policy:
Mid Term Exam 20%
Final Exam 20%
QLab/SFX Project 20%
Lab assignments (3)  30%
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.**

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
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.