School of Theatre
THR 360.001
Principles of Design for the Theatre
Course Syllabus – Fall 2018

Place: FA 113 Other locations will be announced as needed.
Lecture: Thursday 12:30-1:45

Instructor: CC Conn (Pronouns: She, Her and Hers)
Phone: 468-1031 E-mail: conncc@sfasu.edu
Office: FA 220 Office Hours: 1-3 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.

Course Description:
Principles of color; elements of design; basics of 3-D composition, development of imagination and application of principle to theatre design and technology; design aesthetics.

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.
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
A1: The student will be able to analyze a script in ways that are necessary to a theatre practitioner or scholar/critic.
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
F1: The student will be able to analyze a script in ways that are necessary to a theatre practitioner or scholar/critic.
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. Student will work to analyze a script as a designer. Supports PLO A1, E1, F1.

2. Student will gain an aesthetic appreciation and basic understanding of the principles and elements of design. Supports PLO A4, E4, F3.

3. Student will increase skills of observation, perception and evaluation of design experiences. Supports PLO A4, E4, F3.

4. Student will be able to articulate ideas about theatrical design effectively through development of writing skills and oral communication. Supports PLO A4,5, E4, F3,4.

5. Student will present design concept statement and project. Supports PLO A4,5, E4, F3,4,5.

Text and Materials:

Collaboration in Theatre:A Practical Guide for Designers and Directors

by Rob Roznowski and Kirk Domer

Other course materials will be provided via D2L

Course Requirements:

- Complete all online readings and assignments
- Prompt and complete assignments. Late work will be marked down one letter grade per day. No project will be accepted more than 1 week late.
- A final studio project will be assigned and due at the time of the final.
- Attendance at and written critiques of two mainstage theatre presentations. Handouts will be given on the topic on which the critique is to focus.
- Presentation of group project at Design Showcase

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:

- Participation (Discussions) 20%
- Production #1 Response 25%
- Production #2 Response 25%
- Collaborative Project 30%

(Individual Report 5%, Group Presentation 10%, Individual Work/Presentation 15%)
**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.**

**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 (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/.

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.
<table>
<thead>
<tr>
<th>DATE</th>
<th>ASSIGNMENT /TASK DUE</th>
<th>TOPIC IN CLASS</th>
<th>School Of Theatre EVENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 24</td>
<td>Intro/Syllabus, Team Assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 31</td>
<td>RED/LINE/PROPORTION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 7</td>
<td>BLUE/SHAPE/VA RiE T</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 14</td>
<td>GREEN/FORM/UNITY</td>
<td></td>
<td>US1, DS1</td>
</tr>
<tr>
<td>February 21</td>
<td>ORANGE/COLOR/MOVEMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>February 28</td>
<td>YELLOW/TEXTURE/EMPHASIS CC at SETC</td>
<td></td>
<td>US2, One Acts</td>
</tr>
<tr>
<td>March 7</td>
<td>PURPLE/S PAC E/BALANCE</td>
<td></td>
<td>DS2</td>
</tr>
<tr>
<td>March 14</td>
<td><em>Asian One Acts</em> Response DUE</td>
<td>REPETITION/RHYTHM/PATTERN Discuss Collaboration Project Analysis/Prep</td>
<td>US3</td>
</tr>
<tr>
<td>March 21</td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>March 28</td>
<td>Scenic Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 4</td>
<td>Pre-planning Report DUE</td>
<td>Costume Design</td>
<td>US4, DS3</td>
</tr>
<tr>
<td>April 11</td>
<td>Scenic Plan DUE</td>
<td>Lighting Design</td>
<td>US5</td>
</tr>
<tr>
<td>April 18</td>
<td>Costume Plan DUE, <em>Oklahoma</em> Response DUE</td>
<td>EASTER BREAK</td>
<td></td>
</tr>
<tr>
<td>April 25</td>
<td>Lighting Plan DUE</td>
<td>Sound Design</td>
<td><em>Cat on a Hot Tin Roof</em></td>
</tr>
<tr>
<td>May 2</td>
<td>Sound Plan DUE</td>
<td>Presentation/Composition</td>
<td>US6</td>
</tr>
<tr>
<td>May 9</td>
<td><em>Cat on a Hot Tin Roof</em> Response DUE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 15</td>
<td>DESIGN SHOWCASE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 16</td>
<td>Final Presentation (Oral)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

US1 = *The Lady of Larkspur Lotion*  
US2= *The Craft*  
US3= *Canvas*  
US4= *The Answer is in the Cube*  
US5= *This Way to the Goatman*  
US6= *You’re Invited*  

DS1= *Crazy Eights*  
DS2= *Zoo Story*  
DS3= *Postponing the Heat Death of the Universe*