School of Theatre  
DRAM4150.008  
Lighting/Sound Design  
Course Syllabus – Fall 2023

Place: Locations and times are dependent upon assignment. Schedules must be discussed immediately at the beginning of the semester. Designers will be expected to schedule and maintain a weekly tutorial with CC.

Instructor: CC Conn  
Phone: 468-1031  
E-mail: connct@sfasu.edu  
Office: McKibben 404B  
Office Hours: 1-3 T/TH 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 a specific assignment within the areas of Sound and Lighting. Possible assignments are: Lighting Design or Sound Design for the Student Productions.

Course Contact Hours and Study Hours
Theatre Projects are typically 1 credit hour unless otherwise discussed with professor to extend for larger projects. This represents one hour of face-to-face meeting/work with the professor and additional hours spent independently working on and completing the assigned project. Due to the nature of the work and its typical ties to a theatrical production, the number of hours is dependent upon the job being completed. Your grade is dependent upon the communication, documentation, team-work, completion and quality of the work done.

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 or sound design from script to plot. (PLO: A1,A2,A5,E1,E2,F1,F2,F4)
2) Students will demonstrate skill in communicating lighting or 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 realized lighting or sound design. (PLO: A1,A2,A5,E1,E2,F1,F2,F4)
4) The student will execute a realized lighting or sound design fully produced and documented for a portfolio. (A1,A2,A4, A5, E1,E2,E4, E5, F3, F1,F2,F4, F6)

Text: No text required.

Course Content: Must satisfy Requirements of specific assignment.

Lighting Designers will submit within one week of strike:
1) Journal reflecting total process
2) Paperwork and plot for design
3) Research materials for design
4) Photos from photo call
5) Reflective paper discussing the process and product.
Sound Designers will submit within one week of strike:

1) Journal reflecting total process
2) Paperwork and sound plot/speaker assignments for design
3) Research materials for design or clear description of research process
4) CD of finished sound cues
5) Reflective paper discussing the process and product.

Course Calendar:
Week 1: Schedule assignment and tutorial.
Week 2- Assignment Completed: Meet for weekly tutorial. Make all meetings and production deadlines for show.

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

Attendance: Any missed meetings or lateness to any work calls will be reported to the advisor and become part of the grading determination.

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 (4.1)
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/student-academic-dishonesty-4.1.pdf.

Withheld Grades Semester Grades Policy (5.5)
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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Mental Health and Wellness
SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students' mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFA Counseling Service www.sfasu.edu/counselingservices
Health and Wellness Hub (corner of E. College and Raguet)
936.468.2401

SFA Human Services Counseling Clinic www.sfasu.edu/humanservices/139.asp
Human Services, Room 202 936.468.1041

Crisis Resources:
Burke 24-hour crisis line: 1.800.392.8343S
National Suicide Crisis Prevention: 9-8-8
Suicide Prevention Lifeline: 1.800.273.TALK (8255) Crisis Text Line: Text HELLO to 741-741

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.