DRAM 3160 – Principles of Design

Name: Professor Angela Bacarisse
Office: GFA 101
Office Hours: M/W 11-12 & T/R 12:30-2pm or by appointment

School of Theatre & Dance
Email: abacarisse@sfasu.edu
Phone: 468-1126

Class meeting time and place: Monday 9am, GFA 307 Design studio

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.

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

Course Contact Hours and Study Hours:
Class meets on Monday from 9-9:50am. You will be expected to complete readings, create different art projects related to design, and presentations for approximately 2 hours per week outside of class.

Text and Materials: (book and plays available at the book store)

AN INTRODUCTION TO THEATRE DESIGNı by Stephen Di Benedetto

Plays: A SOLID HOME (supplied on D2L Brightspace)
DISGRACED, by Ayad Akhtar
BLUES FOR AN ALABAMA SKY, by Pearl Cleage

Basic Art Supplies that will be used:
Pencil, sharpener, eraser, sketch paper, color pencils, scissors and glue stick.

Supplies you MAY want to use: Ruler or straight edge, x-acto knife, white glue, markers, good art paper or multi use sketch book, tape

Course Requirements:
1 Regular and prompt attendance.
2 Arrive at class prepared. Have readings/projects completed. Have your tools ready.
3 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.
4 Attendance at and written critiques of two mainstage theatre/dance presentations. Handouts will be given on the topic on which the critique is to focus.
5 Visual image notebook. This should include your response or thoughts on the visual images. A handout will be given with specific requirements.
6 One oral design presentation with coordinating collage and written statement
7 Final collaborative design project presentation
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Text Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 22</td>
<td>class organization / Play Analysis for design/ developing concepts and Collages</td>
<td>Read Chpt. 1 &amp; 2</td>
</tr>
<tr>
<td>Jan. 29</td>
<td>elements of design: Line, Space, Mass and Shape</td>
<td>chpt 3</td>
</tr>
</tbody>
</table>
| Feb. 5    | more elements: Texture and Color  
Discuss *A Solid Home*                                           | Read *A Solid Home*                             |
| Feb. 12   | Principles of Design: Unity, Variety  
*A Solid Home* - visual collage due | chpt 3                                          |
| Feb. 19   | more principles: Balance, Emphasis  
DANCE production Paper due |                                               |
| Feb. 26   | more principles: Rhythm; Proportion and Scale                              |                                                |
| March 4   | Design for Dance  
39 STEPS production Paper due |                                                |
| March 18  | Design and Collaboration  
Discussion of *Disgraced*  
Read Chpts 4 & 5  
Read *Disgraced* |                                                |
| March 25  | Design and Collaboration  
Image Journal Due  
Read Chpts 6 & 7 |                                                |
| April 1   | Production styles And Theatre Spaces  
Read Chpts 1 & 2 |                                                |
| April 8   | *Disgraced* - visual collage and written statement due  
Presentations |                                                |
| April 15  | Working the Design- Collaboration  
Discussion of *Blues for an Alabama Sky*  
*Blues for an Alabama Sky* |                                                |
| April 22  | Collaborative work in Class- style and space due at end of class  
RWHC production Paper due |                                                |
| April 29  | Collaborative Work in Class- individual statements and collages due |                                                |
| Finals Week- | Wed. May 8th, 8-10am Group presentations- each student will have a written statement and a design area that they will represent as part of the group |                                                |
| Final Exam | Online through Brightspace D2L-complete by NOON, WED. May 8th |                                                |

**Grading Policy:**
Play One Collage 10pts
Play Two collage & statement 15pts
Play Two presentation 5pts
Production #1 Response 10pts
In class projects 10 pts
Production #2 Response 10pts
Final Project 15pts
Final exam 15pts
Image Journal 10 pts
Extra credit-designer 5pts

Grading Scale:
A  90-100
B  80-89
C  70-79
D  60-69
F  59 or below

Production Response Papers: May be written on REPERTORY Dance Concert, 39 STEPS, or REAL WOMEN HAVE CURVES. Pick 2

Evaluation Criteria:
Average (C) – Represents achievement that meets the course requirements in every respect. This score does not indicate any shortcoming. All the work was done adequately and completely, and the work showed basic understanding and mastery of the course material.

Above Average (B) – Represents achievement that is significantly above the level necessary to meet course requirements. Not only were all the basic expectations met, it exceeded expected quality levels. This work probably showed one or more of the following characteristics: excellent understanding of the class materials, excellent application of theory to practice, unusual thoroughness in thought and preparation.

Superior (A) – Represents achievement that is outstanding relative to the level necessary to meet requirements. This work is superior in every respect, and represents the highest level of achievement. Its quality is so good that it would be unreasonable to ask a college student to improve upon it.

Below Average (D) – Represents achievement that is worthy of credit even though it does not fully meet course requirements. While there was merit to what was done, there were also deficiencies that meant the work did not fully meet the minimal expectations.

Failure (F) – Represents performance that fails to meet the course requirements and is unworthy of credit. This work shows serious deficiencies in regard to the expectations for the assignment.

Some people do not work hard enough to earn the grade they want. This is your responsibility.

Some people have to work harder than others to earn a certain grade. This may not be fair, but it is a fact of life.

A grade is not a gift from the instructor. A grade is earned based on the degree of accomplishment of various tasks.
Attendance Policy:
Each absence over (1) will result in a final grade reduction of 2 points. (4) absences will result in a failing grade (F). 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 (4.1)
The **Code of Student Conduct and Academic Integrity** outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**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 in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Discussions
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.

Students experiencing food insecurity and student-parents in need of baby- and toddler-related items:

The Pantry is a food pantry at SFA, located in the Health Center, that works to help alleviate hunger among students. Baby and toddler-related items are also now available for distribution.

You do not need to PROVE need, you only need to show a student ID to gain access. Students in the dorm may participate as well as students who live off campus.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
The Health and Wellness Hub  "The Hub"
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

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

Program Learning Outcomes:
1. The student will be able to analyze a script in ways that are necessary to a theatre practitioner or scholar/critic.
3. The student will demonstrate collaborative and/or leadership competencies appropriate to participate or take a leadership role in an effective theatrical production.
4. The student will demonstrate an understanding of the component areas of theatrical creation, process, production, performance, and study, and their interrelationships.
6. The student will demonstrate intermediate to advanced competence in one or more theater specialization(s).
8. 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.
9. 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 1.
2. Student will gain an aesthetic appreciation and basic understanding of the principles and elements of design. Supports PLO 4.
3. Student will increase skills of observation, perception and evaluation of design experiences. Supports PLO 4.
4. Student will be able to articulate ideas about theatrical design effectively through development of writing skills and oral communication. Supports PLO 4, 6, 8.
5. Student will present design concept statement and project. Supports PLO 3, 4, 6, 8.