



THEA 4103 – Set Design

Course Syllabus – Spring 2017

Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, (678) 466-5445, disabilityservices@mail.clayton.edu.

Course Description:

Number and Title:

THEA 4103 (CRN 20258)
Set Design

Credit Hours:

3.0 semester credit hours (3-0-0)

Catalog Description:

A study of the principles and practices, history and practical applications in set design.

Course Prerequisites and Co-requisites:

THEA1700 or 2100 with a grade of C

Computer Requirement:

Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student's academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to

<http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy>.

Computer Skill Prerequisites:

- Able to use the Windows™ operating system
- Able to use Microsoft Word™ word processing
- Able to send and receive e-mail using the Clayton State University email system using Outlook™ or Outlook Express™
- Able to attach and retrieve attached files via email
- Able to use a Web browser.

Only use your CSU email account or the email system included in D2L to communicate academic information to your instructor.

In-class Use of Student Notebook Computers:

Student notebook computers will be used occasionally in the classroom in this course. Notice will be provided on the schedule or at least one week in advance via email when computers will be used. Computers will be required to access course materials and to communicate with your instructor.

Your Clayton.edu email address is the primary means of communication for this course. Important information and changes to the syllabus will be communicated via email. You should check your email frequently and regularly. The easiest way to do this is by pushing your emails to your phone. If you do not know how to do this The HUB can do it for you. You will not be exempt from expectations or penalties in this course because you “didn’t check your email.”

Desire2Learn (Online Classroom):

On-line activity will take place in Desire2Learn, the virtual classroom for the course. Posting of your work in D2L and Pinterest is a course requirement.

You can gain access to Desire2Learn, by signing on to the SWAN portal and selecting: "D2L" on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor's name.

Major Student Activities:

Reading and studying from the course text book and supplemental texts
Taking notes during class
Answering and asking questions during class
Watching and participating in demonstrations
Completing practical projects designed to develop marketable skills in design

Program Learning Outcomes:

Bachelor of Arts in Performing Arts Outcomes

- Demonstrate competence in artistic performance and interpretation
- Apply theoretical literacy and historical scholarship in performance in the student’s field of concentration
- Utilize critical thinking and listening skills, communicate effectively (both orally and in writing about the performing arts)

Theatre Concentration Outcomes:

- Demonstrate competent oral and written communication skills in one or more of the following areas: acting, directing, playwriting, technical theatre
 - Assess and employ theatrical concepts in decision-making and critical aesthetic judgments.
 - Recognize and demonstrate practical skills required in professional theatre settings.
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Course Learning Outcomes:

Upon completion of this course undergraduate students will be able to:

- Understand and articulate terms, concepts and principles relative to set design.
 - Analyze dramatic literature in order to develop a scenic concept
 - Demonstrate various visual communication media toward the completion of a design.
 - Describe the traits and skills needed to work as a scenic designer.
 - Identify USITT Drafting standards for scenic design
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Term:

Spring Semester 2017

Instructor Information:

Instructor:

Derrick Vanmeter M.F.A.
office phone: (678) 466-4715
e-mail: DerrickVanmeter@clayton.edu
website: <http://www.clayton.edu/faculty/dvanmeter>

Pronouns: He/Him/His

Office:

Arts and Sciences Building G130

Office hours:

Monday/Wednesday 10:00 am -12:00 pm

Tuesday/Thursday 2 - 3 pm

Other times by appointment

Class Meetings:**Classroom:**

Arts and Sciences Building G116

Class times:

12:45 p.m. - 2:00 p.m., Tuesday and Thursday

Textbook Information:**Text:**

Doubt by John Patrick Shanley (Required)

Other texts provided via D2L under fair use

Non-Textual Required Supplies:

Architect's Scale Rule

Sketchbook

Drawing and Drafting Pencils of your choice (I recommend mechanical pencils in 0.5, 0.7, and 0.9 as well as Prismacolor Ebony pencils)

I also highly recommend a set of blending stubs.

Students are encouraged to use PriceLoch.com to comparison shop for textbooks.

Evaluation:

See the end of the syllabus for a detailed description of each graded assignment

| | |
|--|-------------|
| Social Contract/Participation at Midterm | 100 |
| Social Contract/Participation at End of Semester | 100 |
| Doubt Analysis | 50 |
| Doubt Research | 50 |
| Doubt Groundplan | 50 |
| Doubt Section | 50 |
| Doubt Elevation | 50 |
| Doubt Paint Elevations | 50 |
| Doubt Model | 100 |
| Doubt Final Presentation | 100 |
| Off Campus Show Response | 100 |
| Pinterest Morgue | 100 |
| Sketch Journal | 100 |
| TOTAL | 1000 |

Grading:

| | |
|----------|------------|
| A | 900 - 1000 |
| B | 800 – 890 |
| C | 700 - 790 |
| D | 600 – 690 |
| F | below 600 |

Mid-term Progress Report:

The mid-term grade in this course, which will be issued on February 27, reflects approximately 30% of the entire course grade. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, or withdraw on-line using the Swan by mid-term, which occurs on March 3. [Instructions for withdrawing are provided at this link.](#)

The last day to withdraw without academic accountability is Friday, March 3, 2016

Course Schedule:

| Date | Topic | Read |
|-----------------------|---|--|
| Jan 10 | Introduction/Syllabus | |
| Jan 12 | Perspective Drawing | Wenhai Ma on D2L |
| Jan 17 | Introduction to AutoCAD | Computers Required |
| Jan 19 | Analysis | E.F.'s Visit to A Small Planet |
| Jan 24 | <i>Doubt</i> Discussion | <i>Doubt</i> |
| Jan 26 | Research | |
| Jan 31 | Putting Research to Work | |
| Feb 2 | Groundplans | Sketch/Morgue Check 1 |
| Feb 7 | Groundplans | |
| Feb 9 | Sections | |
| Feb 14 | Sections | |
| Feb 16 | Elevations | DOUBT ANALYSIS AND RESEARCH DUE |
| Feb 21 | Elevations | |
| Feb 23 | Paint Elevations | Sketch/Morgue Check 2 |
| Feb 28 | NO CLASS Work Day on Doubt | |
| Mar 2 | NO CLASS Work Day on Doubt | |
| FRIDAY MARCH 3 | LAST DAY TO WITHDRAW WITH GRADE OF W | |
| Mar 7 | NO CLASS SPRING BREAK | |
| Mar 9 | NO CLASS SPRING BREAK | |
| Mar 14 | Paint Elevations | DOUBT GROUNDPLAN/SECTION/ELEVATION DUE |
| Mar 16 | Advanced Photoshop | |
| Mar 21 | Advanced Photoshop | |
| Mar 23 | Advanced AutoCAD | |
| Mar 28 | Advanced AutoCAD | Sketch/Morgue Check 3 |
| Mar 30 | Building Models | |
| Apr 4 | Building Models | |
| Apr 6 | Advanced Sketchup | DOUBT PAINT ELEVATION DUE |
| Apr 11 | Advanced Sketchup | |
| Apr 13 | In Class Work on Doubt | |

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|--------|------------------------------|----------------------------------|
| Apr 18 | In Class Work on Doubt | |
| Apr 20 | In Class Work on Doubt | |
| Apr 25 | In Class Work on Doubt | Sketch/Morgue Check 4 |
| Apr 27 | In Class Work on Doubt | Off Campus Show Response Due |
| May 2 | Final Exam Period 12:30-2:30 | MODEL AND FINAL PRESENTATION DUE |

Course Policies:

General Policy

Students must abide by policies in the Clayton State University Student Handbook, and the [Basic Undergraduate Student Responsibilities](#). The Student Handbook is part of the [Academic Catalog and Student Handbook](#), which begins on page 6.

University Attendance Policy

Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students' ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

Course Attendance Policy

Students are expected to attend each class period on time and prepared for the day's work. Class will begin promptly at 12:45. An attendance sheet will be on the wall. This sheet will come down when class begins. Student who are more than 5 minutes late will be counted absent for the day. Absences will deduct 10 points from your participation grade. You must be fully present (both physically and mentally) and engage in class discussions and activities. Merely showing up does not constitute participation, which is a part of your final grade. You must also have read the assignment in its entirety or brought required materials to fully participate. Arriving late, leaving early, sleeping in class, and engaging in activities not relevant to class will negatively affect your participation grade..

Missed Work

Work is due at the beginning of the class period on which it is due. Late work will not be accepted. Failure to turn in an assignment on time will result in a zero.

Exceptions to Attendance and Missed Work policies are available ONLY under extraordinary circumstances (cases of emergency, death of close relative, university sponsored events, religious observance, professional activity, court appearances, or other circumstances approved by the instructor). Whenever possible, notice must be given at least one week in advance. In the event of an unforeseen emergency, please contact the instructor as soon as possible. When you return, please provide documentation for the circumstance such as a note from the emergency room or an obituary in the case of a family death. I will not request this documentation. Failure to turn in documentation of extraordinary circumstances within two weeks of your return will forfeit this exception and you will be responsible for any penalties incurred.

Academic Dishonesty

Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will be reported to the [Office of Community Standards](#). Judicial procedures are described beginning on page 19 in the section of the [Academic Catalog and Student Handbook](#) titled, Procedures for Adjudicating Alleged Academic Conduct Infractions.

- Copying and pasting **ANY** writing or work that is not your own is plagiarism. If you didn't write it directly from your head without any consultation of any source, it is NOT YOUR WORK and using it without citation IS PLAGIARISM.
- Turning in a paper you've used for another class is plagiarism.
- Copying just one sentence that "sounds good" without proper citation is plagiarism.
- Using a definition from a source without citing it is plagiarism.
- Paraphrasing a source without citation is plagiarism.
- Plagiarism will not be tolerated. **ALL** instances of plagiarism will be reported.

Increasing your word count with tiny white text is academic dishonesty

I do not care if you knew what you were doing was plagiarism/academic dishonesty. It is **YOUR** responsibility as a student to know what does and does not constitute plagiarism and academic dishonesty. If you are unsure of what does or does not constitute plagiarism and academic dishonesty there are numerous websites and tutorials on the internet. You can also visit the writing studio. You can also ask your professor.

Sanctions for plagiarism and academic dishonesty range from loss of a letter grade to full failure of the course depending on severity. **Don't do it.**

IT IS BETTER TO ASK FOR AN EXTENSION OR TURN IN HALF FINISHED WORK THAN TO PLAGIARIZE!

Plagiarism Detection Software.

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You should submit your papers in such a way that no identifying information about you is included.

Disruption of the Learning Environment

Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

More detailed descriptions of examples of disruptive behavior are provided in the Clayton State University [Academic Catalog and Student Handbook](#) starting on page 14.

Writing Assistance

The Writers' Studio 224 is located in the A&S building, room 224. There you can talk with trained writing consultants about your writing projects. They are available to work with you at any stage of your paper, from generating ideas to organizing your paper to understanding how to format it correctly. The service is free; you may drop in and wait for a consultant or sign up for a regular appointment. But remember: you, not your consultant, are ultimately responsible for the quality and content of the papers you submit.

Aside from meeting with consultants one-with-one, you can also participate in writing workshops. In these workshops, faculty and consultants will guide you in discussions and activities important to academic writing topics. You will be identify, analyze, integrate, and synthesize writing principles through a series of writing exercises. Remember that we are here to collaborate with you as you develop your own experiences as a student-writer.

Visit our website for more information: <http://clayton.edu/writersstudio>.

There you will find a link to register for appointments online: <http://clayton.mywconline.com>

You will need to do a one-time registration. Simply click on the "Click here to register" link once at MYWCONLINE.

Hardship Withdrawal

Students who experience an unexpected event or circumstance beyond their control that directly interferes with their ability to continue to make satisfactory progress in classes, such as serious illnesses or unexpected major life events, may petition the Dean of their major for a hardship withdrawal from all classes. In order to be considered for a hardship withdrawal, the student must have been passing all courses at the time that the emergency or other hardship arose and notify his or her instructors or other University officials about the hardship situation as soon as possible after it arose (per University and BOR policy, —passing is defined as a grade of —D or above). Hardship requests that are not filed in a timely manner are subject to denial even if the student was passing and the hardship was legitimate. Students who attend any classes through the end of a term and complete all course requirements (i.e. final project or exam) are not eligible for hardship withdrawal. If you have taken a final exam in any of your courses, you may not request a hardship withdrawal. For more information go to <http://www.clayton.edu/registrar/Withdrawal>

Other Policies

NOTES ON GRADING

It is *your* responsibility to keep all assignments until you have received your final grade. Should a mistake in the calculation of your grade occur, for any reason, you will want to be able to show your work. Be sure to keep digital copies of EVERYTHING you hand in until you have received your final grade in the course. You should save those digital copies in multiple locations (network, flash drives, e-mail attachments).

Grades will not be discussed until 24 hours after you have received the assignment back in your hands. Grades will not be discussed via email or immediately before or after class. You must wait 24 hours, then schedule an appointment with your instructor in order to discuss grades. You must schedule this discussion within two weeks of the assignment being handed back in class. These discussions are not grade negotiations, but strategy sessions on how to improve your work in the future. If there is an error in arithmetic, please bring that to the instructor's attention ASAP. You do not need to wait 24 hours for an arithmetic error.

ADULT CONTENT

Theatre is a reflection of the human condition in all its sublime complexities, both beautiful and grotesque. Some plays and materials in this course may express adult or controversial themes as well as strong language. If this presents a problem for you, please see the instructor immediately to address your concerns.

EXTRA CREDIT

Extra Credit may come available from time to time. These are opportunities to enhance your learning as well as your grade. Extra Credit IS NOT a band-aid for poor work. **Do not ask** for extra credit opportunities.

GUIDELINES FOR WRITTEN WORK

All work handed in must follow MLA format (8th edition) which includes but is not limited to:

- Typed
- Times New Roman, 12 Point Font (Not 12.5)
- 1" Margins on all four sides
- Double spaced (without extra space between paragraphs or in the heading)
- Left-aligned (not centered or justified)
- Normal character spacing (not expanded or condensed)
- **PROOFREAD**
- When I say 2 pages, I mean two full pages of double spaced written text. MLA format contains a header which takes up 5 lines on the page. Therefore a two page paper should go at least 5 lines onto the third page.

Operation Study

At Clayton State University, we expect and support high motivation and academic achievement. Look for Operation Study activities and programs this semester that are designed to enhance your academic success such as study sessions, study breaks, workshops, and opportunities to earn Study Bucks (for use in the University Bookstore) and other items. See the following site for details:

<http://www.clayton.edu/operation-study>

Description of Assignments

Social Contract / Participation: I expect you to attend class regularly and attentively. You should be prepared for class, having read all materials beforehand and fruitfully contribute to the class discussion/work. There is no such thing as an excused absence. Whether your reasons for missing class are flippant or extraordinary you are not present and participating in the class period. Your participation grade is not an attendance grade and depends on more than your physical presence. **If you miss a class period, you are responsible for contacting other students in the class to catch up on missed material.** Do not ask me to tell you what was covered in classes you've missed. You will receive two separate participation grades, one at the midterm grade report and one at the end of the semester.

Sketch Journal: Beginning on Tuesday January 17, you will begin to keep a sketching journal. You must complete at least one 30 minute sketch each week. Select your subject, set a timer, and sketch. You are working for accuracy, speed, and detail in that order. Your sketches should feature arrangements of space, architectural details, and furniture. This assignment is all about individual development and personal growth. Practice is the name of the game. Your journal should be presented with your sketch on the right and your reference photo on the left. I will check your journals at each Sketch Journal Checkpoint and at the end of the semester on April 25. This is separate from anything related to *Doubt* (ie you cannot count a sketch for *Doubt* as a weekly sketch).

Research Morgue: Throughout the 16 weeks of the semester, you will gather images into a research morgue. You should post these images to a Pinterest Board named "(First Name)'s Scenic Toolbox." You should collect 3 images per week. The first should be an arrangement of space, the second should be an architectural detail, and the third should be a texture. You should evaluate these images using the principles and elements of design found in Stephen DiBenedetto's *Introduction to Theatre Design*. Please sign your initials at the end of your annotation. At the end of the semester you should have a total of 48 images. I will check your morgues at each Sketch Journal Checkpoint and at the end of the semester on April 25. This is separate from the research for *Doubt*.

Off Campus Play Response Essay:

At some point in the semester, you must see a show at a Professional or University theatre that is not on CSU's campus. A list of suggested shows will be posted on the bulletin board and on D2L. Shows not included on this list must be approved prior to viewing in order to use it for the assignment. After seeing this show, you will write a 1000 word critical response about the production using the prompt below and the information found on "Writing a Play Review" on D2L.

- I. Intro- Use the format found in "Writing a Play Review" to write an exciting introduction complete with a thesis statement. Include information about the scenic designer. Are they a student, faculty member, or professional? What have they directed before?
- II. Paragraph 1- In this paragraph you will discuss the design concept
 - a. Describe the design concept as you understand it based on the director's note, the design choices, and what you observe in the production
 - b. Evaluate whether the design was successful in supporting the production's storytelling. Do not make suggestions for improvement, merely evaluate.
- III. Paragraph 2- In this paragraph you will discuss the use of color, line (shape/form), and texture
 - a. Describe a specific example of the use of color
 - b. Evaluate the aesthetic value/effectiveness of that choice
 - c. Describe a specific example of the use of line/shape/form
 - d. Evaluate the aesthetic value/effectiveness of that choice
 - e. Describe a specific example of the use of texture
 - f. Evaluate the aesthetic value/effectiveness of that choice
- IV. Paragraph 3- In this paragraph you will discuss the connection between the world and the performances
 - a. Describe a specific moment on stage which was especially riveting
 - b. Evaluate how the actor's work contributed to that moment
 - c. Evaluate how the scenic designer's work contributed to that moment
- V. Conclusion- Use the format found in "Writing a Play Review" to write a conclusion that succinctly summarizes all of your points and resists introducing new information. Articulate your thought provoking conclusions about what you saw.

Your **Play Response** will be evaluated using the following rubric:

| | |
|--|-------------|
| Proofread and free of typographical errors? | _____ of 10 |
| Avoids rule based errors (grammar/spelling/etc) | _____ of 10 |
| Essay is well organized | _____ of 10 |
| Paragraph 1 is thorough and completely answers prompt | _____ of 15 |
| Paragraph 2 is thorough and completely answers prompt | _____ of 15 |
| Paragraph 3 is thorough and completely answers prompt | _____ of 15 |
| Intro and Conclusion are thorough, complete, and effective | _____ of 15 |
| Essay is turned in on time | _____ of 10 |

Doubt Project:

This is a large project that is spread in bite size pieces across the semester. You will have a great deal of time to work on this project in class, do not squander that opportunity. Over the semester, you will design scenery for a production of *Doubt* by John Patrick Shanley. Under no circumstances should you watch the film version of this play during this semester. The film is quite different from the play and we are focused on theatrical design. You should avoid looking up photos of a production as well. The culmination of this project will be a “science fair” style presentation of your design during the final exam period. This presentation will be publicized and open to the campus community. You will complete:

- A research morgue of 100 images
- A 3-4 page analysis utilizing E.F.’s Visit to a Small Planet as a guide
- A groundplan drafted by hand, Sketchup, or AutoCAD
- A section drafted by hand, Sketchup or AutoCAD
- A front elevation drafted by hand, Sketchup, or AutoCAD
- A paint elevation of the floor, and any elevated scenic surfaces
- A color/painted cardstock model or digital model

All of the above elements should be arranged onto a trifold board and 3’ of table space.

Deadlines are listed in the schedule for the individual elements of the project.