I. Locator Information:
Instructor: Mr. David Griffie
Course # and Name: THEA 403 01 Scene Design
Semester Credit Hours: 3
Day and Time Class Meets: MWF 10:00-10:50 am
Total Contact Hours for Class: 3
Office Location: Butler Building - 269
Office hours: Posted at office
Office Phone: 672-1275
Email address: dgriffie@uncfsu.edu

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.
Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. Course Description:
History and principles of designing the environment for stage and studio productions. Work with the FSU Theatre Company and the TV studio productions where applicable. 
Prerequisite: THEA 337 or consent of the instructor.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.


OTHER REQUIRED MATERIAL:
Architect’s Tri-Beam Scale Ruler
30-60-90 Triangle or 45-45-90 Triangle
Erasing Shield (metal or plastic)
Assorted mechanical pencils (.5mm and .7mm) and White or Mead Erasers
Bow-Compass (for drawing circles and arcs)
**Protractor (for measuring angles)**  
**Velum Drafting Paper 11x17**  
**French Curve (Optional)**  
½” Foam Core for models  
**Bristol Board**  
**Exacto knife and extra blades**  
**Metal ruler (thicker the better)**  
**Tacky Glue (Not Elmers)**  
**Spray fixative**  
**Other assorted items for your design**  
**Cutting Board**

V. **Student Learning Outcomes:**

**Goals and Objectives**

The objective of this course is to introduce the student to the art of scene design. This course will cover all the constituents involved with scene design. Included will be the study of theory, style research, the application of all elements used to develop the design including; planning the production space, script analysis, research, style alternatives, instilling mood, renderings, scale model, drafting of construction elevations, sections and floor plans, color choices and applications, budget considerations, and design presentation.

   a. *Students can create an original theatrical design for a play based on script analysis and historical research.*  
   b. *Students can create the practical application tools necessary to execute a theatrical design.*

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

1. Understand the members of the design team and the timeline and development of a production- the realm in which technical theatre exist.
2. Develop a firm understanding of the elements, principles, and functions of Scene Design.
3. Be able to work independently and in groups on assigned tasks.
4. To practice the application of relevant tools for communicating ideas visually.
5. Further develop analytical and research skills as theatre artist through script analysis and applicable research.
6. Produce theatre technical drawings and their standards including execution of sample drawings of these types by hand.
7. Understand the relationship of the designers and the assorted crews that work under them as part of a team effort to create a production which is an artistic expression composed of many separate parts, which succeed in creating a product which is different and greater than the sum of their individual parts.
8. Trace, generally, the evolution of scenic design from its earliest beginnings to the modern stage.
9. Participate in and observe live stage productions for their use, application, and effectiveness of all design elements and to gain an increased appreciation of the elements of design and how they’re integrated into a production.
Information Literacy Statement

This course has been chosen to participate in Chestnut Library Fellowship as part of information literacy. What is information literacy? As stated in the Information Literacy Competency Standards for Higher Education through the Association of College and Research Libraries, information literacy is the ability to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” While this statement is general in nature it should also be noted that while gathering and using the information effectively, you should also use the utmost ethical practices while disseminating and presenting information.

In addition to objectives, goals, and learning outcomes tied to the specifics of the course, students will have certain performance indicators, objectives, and outcomes that will be assessed throughout the semester on the following ACRL information literacy standards:

**Standard One**

The information literate student determines the nature and extent of the information needed.

**Performance Indicator 2**

The information literate student identifies a variety of types and formats of potential sources for information.

**Outcomes**

- a. Identifies the value and differences of potential resources in a variety of formats (e.g., multimedia, database, website, data set, audio/visual, book)
- b. Identifies the purpose and audience of potential resources (e.g., popular vs. scholarly, current vs. historical)

**Performance Indicator 4**

The information literate student reevaluates the nature and extent of the information need.

**Outcomes**

- Reviews the initial information need to clarify, revise, or refine the question.

**Standard Two**

The information literate student accesses needed information effectively and efficiently.

**Performance Indicator 2**

The information literate student constructs and implements effectively-designed search strategies.
Outcomes

a. Identifies keywords, synonyms and related terms for the information needed
b. Selects controlled vocabulary specific to the discipline or information retrieval source
c. Constructs a search strategy using appropriate commands for the information retrieval system selected (e.g., Boolean operators, truncation, and proximity for search engines; internal organizers such as indexes for books)

Standard Three

The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system.

Performance Indicator 1

The information literate student summarizes the main ideas to be extracted from the information gathered.

Outcomes

a. Reads the text and selects main ideas.
b. Restates textual concepts in his/her own words and selects data accurately.
c. Identifies verbatim material that can be then appropriately quoted.

Standard Four

The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose.

Performance Indicator 1

The information literate student applies new and prior information to the planning and creation of a particular product or performance.

Outcomes

a. Organizes the content in a manner that supports the purposes and format of the product or performance (e.g. outlines, drafts, storyboards)
b. Articulates knowledge and skills transferred from prior experiences to planning and creating the product or performance.
c. Manipulates digital text, images, and data, as needed, transferring them from their original locations and formats to a new context

Performance Indicator 3

The information literate student communicates the product or performance effectively to others.
Outcomes

a. Chooses a communication medium and format that best supports the purposes of the product or performance and the intended audience
b. Uses a range of information technology applications in creating the product or performance
c. Incorporates principles of design and communication
d. Communicates clearly and with a style that supports the purposes of the intended audience

**Standard Five**

The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.

**Performance Indicator 2**

The information literate student follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.

Outcomes

a. Demonstrates an understanding of what constitutes plagiarism and does not represent work attributable to others as his/her own

**Performance Indicator 3**

The information literate student acknowledges the use of information sources in communicating the product or performance.

Outcomes

a. Selects an appropriate documentation style and uses it consistently to cite sources

"A stage designer is, in a very real sense, a jack-of-all-trades. They can make blueprints and murals and patterns and light plots. He can design fireplaces and bodices and bridges and wigs. She understands architecture, but is not an architect,... you can paint a portrait, but you’re not a painter: creates costumes, but is not a couturier. Although we are able to call upon any or all of these varied gifts at will, we are not concerned with any one of them to the exclusion of the others, nor interested in any one of them for its own sake. These talents are only the tools of our trade...the designer in the theatre is "an artist of occasions." Robert Edmond Jones
VI. Course Requirements and Evaluation Criteria

The final grading procedure for this course will be as follows:

A = 100-92
B = 91-82
C = 81-72
D = 71-62
F = 61 and below

All assignments will use a rubric for grading and receive a number grade.

Grading: The grading will be a combination of the following assignments:
1. Attending class regularly and punctually, including the “lecture/discussion” session scheduled to complement the reading of the selected play.
2. Completed projects throughout the semester.
3. Completed scene designs for selected plays/poems. (This is to include script analysis, research, thumb nails, construction drawings, floor plans and sections, paint elevations, and renderings and/or color models.
4. Research projects throughout the semester.
5. Final Portfolio containing all assignments for the semester.

Grading:

Production: 200 points
Research Project (3): 150 points each = 450 pts
Drawing Exercises (5) 40 Points each = 200 Pts
Orthographic drawings: 175 pts
Drafting project: 175 pts
Midterm: 300 pts
Design #1/Poem: 200 pts
Design #2/Final Exam- Student choice: 400 pts
Deadlines for the Final Design (4) 25 points each = 100 pts
Final Portfolio 200 Points

Total: 2400 points divided by 24 for your final grade

Production/Practical Experience: Every student will be involved with each production throughout the semester. You will be responsible for attending technical rehearsals and noting additions and changes that are needed to the aesthetics. This might include shift changes, changes in staging, proportion, color, and texture.

There will be three research based projects throughout the semester:

Architectural Style Research: This assignment will require you to research a specific historical period and gather information that you will present to the class. You will need to compile visual information as well as a written packet that will be given to the other members of the class. This will go into your portfolio at the end of the year.
Specific Design Movement Research: This assignment will require you to research a specific design movement and report on the movement by means of a written three page paper.

Specific Designer Research: This assignment will require you to research a specific designer that has been significant in regards to contributions to the craft.

Drawing Exercises: These exercises are aimed at making the student more proficient at drawing. This will allow the student to express their ideas in a visual format. Ultimately this will help the designer to translate ideas from the head to paper much faster and efficiently.

Orthographic Drawings: These drawings will reinforce your knowledge of how to draft objects showing the top, side, and front views.

Drafting Project: These drawings will demonstrate your knowledge in regards to ground plans, sections, construction elevations and front elevations needed to implement a design.

Midterm: This will consist of information and terminology that has been covered in the first half of the semester.

Design #1: This assignment will require you to design a poem. You will come up with concept research, prelim drawings, a sketch, and a white model or color model in a shoe box.

Final Exam: This will consist of a design of a full length play. The design will include all the elements that are discussed throughout the semester.

Deadlines: There are several deadlines throughout the semester that require you to have certain aspects of the design completed. This is done to keep you on track so you are not overwhelmed.

Please note that the above descriptions are brief. You will receive explicit instructions at the time of each assignment.

Attendance Requirements: Attendance is mandatory!! It is a vital component of learning. You are expected to attend all classes and be engaged during this time. You will be allowed to miss up to 10% of the classes for the semester. Any absences over 10% will result in automatic failure of the class. This comes from the course catalog for 300 and 400 level classes.
*Roll will be taken at the beginning of class.
*Tardiness (after you name is called from the roll) is not acceptable. You will be marked absent until you see the instructor after class to change the absent status to a tardy.
*Two tardies = an absent.
*Dressed improperly or dressed unsafely for the functions in the shop on a particular day will be marked absent for the day.
*You will receive a final grade for your participation in the class (shop hours, projects, etc). Tardiness, not properly dressed, failure to have or ware safety equipment, failure to have or wear tape measure, not have a marking pencil, causing disruption or distractions during class, or found off task will result in a five point deduction for each offense off your final participation grade.
*The use of a cell phone in class will result in five points being taken from your lab grade. If it becomes habitual you will be referred to the dean of students.
Student Behavior Expectations: -The instructor will respect all students and will make every effort to maintain a classroom climate that promotes learning for all students. Students must accept their responsibility for maintaining a positive classroom environment by abiding by the following rules:

1. Students are expected to arrive to class on time, remain in class until dismissed by the instructor, and refrain from preparing to leave class until it is dismissed.
2. Student/teacher relationships, as well as relationships among peers, must be respectful at all times.
3. Students are not permitted to wear headphones or other paraphernalia that may be distracting to the classroom environment.
4. Students must refrain from any activity that will disrupt the class; this includes turning off cell phones and music devices.
5. Students are not permitted to use profanity in the classroom.
6. Students will not pass notes or carry on private conversations while class is being conducted.

Consequences for Failing to Meet Behavioral Expectations: The first time a student violates one of these rules, the instructor will warn him or her privately, either after class or before the next class. (Faculty members reserve the right to warn students publicly if needed.) The second time a student violates the guidelines; the instructor may deduct as many as twenty points from the student’s next exam grade. If a student violates the guidelines three times, the instructor will report the student to the Dean of Students for disciplinary action according to the FSU Code of Student Conduct. For each time your cell phone rings in class it will be a deduction of 5 points from your participation grade.

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will distribute a written amendment to the syllabus.

VII. Academic Support Resources – Information pertinent to this course will be posted on Blackboard for viewing by the students.

VIII. Course Outline and Assignment Schedule

Week 1- Introduction Syllabus Read Chapter 3
Design Consideration, Theatrical Form
Various Types of Stages (Assign Research project #1)
Week 2- Script Analysis, Research/ Period Styles
Stylistic, Metaphoric, and Conceptual Concepts
Drawing Exercise- Bring images of Walls, Doors, Windows
Research Project # 1 due Friday, January 18th
Week 3- No Class Monday MLK
ACRL Information Literacy - Meet in Library January 23rd and 25th
Week 4 From Page to Stage- Incorporating Research to the Stage
From Page to Stage - Thumbnail Exercise
Ground plans and Sections Drawing Exercises – Bring images of chairs and tables
Week 5 Ground plans and Sections cont’d Ground plan Project
Orthographic Projections and Construction Elevations Research Assignment # 2
Week 6  **No Class February 11**
Orthographic Projections Construction Elevations Cont’d  **Assign Orthographic Project**  Ground  **plan Project Due**

Week 7  **Research Assignment #2 Presentation Due February 22**
Creating the Model Box/ Model Pieces

Week 8  Creating the Model Box/ Model Pieces  **Orthographic Project due**
**Midterm Exam March 1st  Assign Poem Design**

Week 9  History of Design  **Read chosen plays for next season**
Famous Designers  **Assign Research Project #3**

Week 10  Presentation of Poem Designs
From Page to Stage/ **Discuss the new plays**

Week 11  **Drawing Exercises Bring images of furnished rooms**
**Research Project #3 Due/ No Class March 29**

Week 12  Work on Final project/ **Research/ style images due April 3**

Week 13  Work on Final project/ **Design Concept due April 8**
**Drawing Exercises/ Bring Images of designs on stage**

Week 14  Work on Final Project/ **Rough Ground plan and section due April 15**
**Drawing Exercises/ Bring Images of designs on stage**

Week 15  Work on Final Project/ **Model Box complete and ready to add pieces April 22**

Week 16  **Final Exam Friday May 3 or during jury time**

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**IX. Teaching Strategies:** Methods will include classroom instruction and practical demonstration. Supplemental handouts will be given to further assist the student on assignments.

**X. Bibliography**