

**Northern Arizona University, College of Arts and Letters  
Department of Theatre  
TH 218, Introduction to Theatrical Design  
Fall 2015, 3 Units  
Course Prerequisites: ENG105**

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Fine Arts Building, Office #114  
Office Hours, MWF 10am to 11am, by appointment, and open door**

**Course Catalog Description:**

Theatrical Design will provide students with a broad based understanding of design as a theatrical art; the designers, their process, and their responsibilities; the importance of collaboration and communication in theatre; and the skill of articulately presenting their work during oral presentation.

**Course Purpose:**

This is a Liberal Studies course in the Aesthetic and Humanistic Inquiry distribution block. The mission of the Liberal Studies Program at Northern Arizona University is to prepare students to live responsible, productive, and creative lives as citizens of a dramatically changing world. To accomplish the mission of Liberal Studies, Northern Arizona University provides a program that challenges students to gain a deeper understanding of the natural environment and the world's peoples, to explore the traditions and legacies that have created the dynamics and tensions that shape the world, to examine their potential contributions to society, and thus to better determine their own places in that world. Courses in the Aesthetic and Humanistic Inquiry block involve students in the study of the human condition through philosophical inquiry and analysis of the various forms of creative expression. These courses help students develop an understanding of the relationship between context and human creative expression, major conceptual frameworks utilized to make sense of the creative arts, and how human experience and values are expressed through creative endeavors. Students will also develop their capacities for analysis and ethical reasoning along with an understanding of the multiple facets of the human condition. In Introduction to Theatrical Design students will examine the human condition through analysis and conceptualization of the theatrical script through the creative expression of theatrical design. Through the student's analysis of the playwright's story they will develop their individual understanding of the script and in a collaborative framework will present, discuss, and examine their, and other's conceptualization of the visual elements of a production; how costume informs character, scenery creates place and environment, and how lighting and sound creates the illusion of environment and mood.

Through the program students acquire a broad range of knowledge and develop essential skills for professional success and life beyond graduation. In addition to discipline specific skills, this course will emphasize Oral Communication, an essential skill defined in the University's Liberal Studies Program. Effective oral communication is described as influencing, informing, and/or connecting with others by using organizational structures, supporting materials and delivery skills suitable to the topic, occasion and audience. In this course students will both inform and connect with others through collaborative group work and presentations in small groups and to the

full class using both literary and visual research to support and demonstrate their understanding and approach to the assignment topic. They will develop their delivery skills through continued practice modeling a variety of situations in which the theatrical designer presents and defends their work to the design team (small group) and the cast (large group) of a production.

**Student Learning Outcomes: *The student will...***

**Design as a Theatrical Art:**

- 1: Understand and be able to identify and describe the elements and principles of design
- 2: Evaluate how design contributes to the theatrical experience
- 3: Evaluate and apply an appreciation of the different areas of design in Theatre
- 4: Recognize and articulate international design aesthetics and their influence on design in the United States

**The Designer**

- 5: Recognize the process, duties, and aesthetics of the Scenic, Lighting, Sound, and Costume Designers
- 6: Recognize, describe, and implement effective preparation practices for the designer
- 7: Practice effective research and documentation of research in the design process
- 8: Identify and discuss current professional theatrical practices aimed at increasing sustainability
- 9: Integrate design challenges into the design process in order to find creative solutions

**Collaboration and Communication:**

- 10: Practice communication as part of the design process
- 11: Collaborate within groups to prepare and present course work/assignments
- 12: Apply active listening skills
- 13: Practice collaboration and communication as essential to the process of theatre

**Oral Communication:**

- 14: Create presentation outlines as part of the oral presentation process
- 15: Effectively present their work, answer questions, and defend their design and aesthetic choices
- 16: Critique other's presentations in an articulate, pertinent, and thoughtful manner

**Assignments/Assessment of Intended Course Student Learning Outcomes:**

***Baseline Presentation:*** Students will do a baseline presentation assignment to establish their skill and facility with public oral presentation. (20 points)

***Quizzes:*** There will be eleven on line quizzes on assigned readings, due as noted in the course schedule. (10 points each)

***Script Analysis:*** Students will complete a written script analysis, following the outline provided, for each of the three plays read in class. (15 points each)

***Technical Analysis:*** There will be four written technical analysis of the plays read in class, due as noted in the course schedule. (15 points each)

***Literary/Historical Research:*** Students will conduct and document literary and historical research for each of the three plays read in class. (15 points each)

**Research Papers:** There will be two short research papers due, properly documented, on sustainability practices in theatre and on an international designer, both as assigned. Students will present their research papers to the class. (25 points each)

**Production Research/Visual Presentation:** There are eight visual research power point assignments that are due as noted in the course outline. (15 points each)

**Presentation Outline:** Students will have to create an outline for each presentation (ten) they do in class. (10 points each)

**Presentations to the Group:** There will be a total of seven full group presentations. There will be a practice presentation of the midterm (25 points), paper presentations (25 points each), and three design team presentations (15 points each). There will also be a group presentation on a sustainable and international approach to the *Oedipus Rex*. (25 points)

**Midterm and Final Presentations:** Students will present their midterm project (*Water by the Spoonful*) and the final project (*The Three Penny Opera*) in a large group presentation. The final grade will include the final versions of the presentation outline, group power points, and complete bibliography. (100 points each)

**Large Presentation Critiques:** Students will have to complete a rubric based peer critique of presentations to the class. Critiques are due in class the day of the presentation. (5 points each)

**Collaborative Agreement:** Students will have to complete a collaboration and communication agreement outline with their group for the midterm, sustainable/international project, and the final. (5 points each)

**Department Productions:** All students are expected to see both department productions of *The Comedy of Errors* and *Quilters* and be able to actively participate in a discussion of the designs and how they functioned in the productions. (20 points each)

*The Comedy of Errors:* October 16-25

*Quilters:* November 13-22

### Grading System:

1 Baseline Presentation	20 points	20 points
11 Quizzes	10 points each	110 points
3 Script Analysis	15 points each	45 points
4 Technical Analysis	15 points each	60 points
3 Hist/Lit Research	15 points each	45 points
2 Short Research Papers	25 points each	50 points
8 Visual Research PP	15 points each	120 points
10 Presentation Outline	10 points each	100 points
7 Full Group Presentation	varies	145 points
1 Midterm Presentation	100 points	100 points
1 Final Presentations	100 points	100 points
10 Presentation Critiques	5 points each	50 points
3 Collaborative Agreements	5 points each	15 points
2 Department Productions	20 points each	<u>40 points</u>
		1000 points total

1000-900=A

899-800=B

799-700=C

699-600=D

599-000=F

**Timeline for Assessment:** All quizzes, writing assignments and presentations are outlined in the course schedule.

**Course Structure:** This course is a lecture and discussion project based class which focuses on a variety of short written assignments, collaborative work, and oral presentations, both solo and group, designed to provide the student the tools to understand the purpose and practice of design in theatre and how to effectively present their work to a group.

**Readings and Materials:**

**Required:**

- An Introduction to Theatre Design*, Stephen Di Benedetto
- Water by the Spoonful*, Quiara Alegria Hudes
- Oedipus Rex*, Sophocles
- The Threepenny Opera*, Bertolt Brecht

**Recommended Texts:**

- The Dramatic Imagination*, Robert Edmund Jones
- From Page to Stage*, Rosemary Ingham
- The Empty Space*, Peter Brook

**Course Outline: May be subject to Change**

	Due	In Class	Homework
<b>Week 1 The Basics</b>			
8/31/15		Introduction	Read Chapter 3, Take Quiz
9/2/15	Chapter 3, BB Learn Quiz Due	Discuss Elements and Principles, Sample Presentation	Prepare Baseline Presentations
9/4/15		Baseline Presentations	Read Chapter 1 & BB Learn Reading, "The Design Process", Take Quiz
<b>Week 2 The Basics Continued</b>			
9/7/15	<b>Labor Day No Class</b>		
9/9/15	Chapter 1 & Reading, BB Learn Quiz Due	Discuss The Designers job	Read <i>Water by the Spoonful</i> , Take Quiz
9/11/15	<i>Water...</i> , BB Learn Quiz Due	Discuss <i>Water...</i>	Script Analysis & Hist/Lit Research
<b>Week 3 The Basics Continued</b>			
9/14/15	Script Analysis & Hist/Lit Research Due	Discuss Analysis & Research	Read Chapter 4, take Quiz
9/16/15	Chapter 4, BB Learn Quiz Due	Discuss Scenic Design	Visual Research, Scenic Tech Analysis

9/18/15	Scenic Tech Analysis Due	Independent Research	Prepare Research, Create Presentation Outline
<b>Week 4 The Basics Continued</b>			
9/21/15	PP Research and Presentation Outline Due	Small Group Presentations	Read Chapter 5, take quiz
9/23/15	Chapter 5, BB Learn Quiz Due	Discuss Costume Design	Visual Research, Costume Tech Analysis
9/25/15	Costume Tech Analysis Due	Independent Research	Prepare Research, Create Presentation Outline
<b>Week 5 The Basics Continued</b>			
9/28/15	PP Research and Presentation Outline Due	Small Group Presentations	Read Chapters 6&7, Take Quiz
9/30/15	Chapters 6&7, BB Learn Quiz Due	Discuss Lighting and Sound Design	Visual Research, Light/Sound Tech Analysis
10/2/15	Light/Sound Tech Analysis Due	Independent Research	Prepare Research, Create Presentation Outline
<b>Week 6 Midterm Project</b>			
10/5/15	PP Research and Presentation Outline Due	Small Group Presentations	Read Chapter 8, Take Quiz
10/7/15	Chapter 8, BB Learn Quiz Due	Discuss the Collaborative Process	Collaborative Agreement
10/9/15	Collaborative Communication Agreement Due	Group Work	Prepare Presentation
<b>Week 7 Midterm Project Presentations</b>			
10/12/15	Presentation Outline and Research PP Due	Practice Presentations	Revise Presentations
10/14/15		Group work	Finish revised presentations
10/16/15	Finished Outline and PP Due	Group Presentations	Sustainability Readings, posted on BB Learn
<b>Week 8 Sustainability in Theatre</b>			
10/19/15	Sustainability, BB Learn Quiz Due	Discuss Sustainability	Research Sustainability Practice, Write Paper
10/21/15		Research and Writing	Finish Paper, Presentation Outline
10/23/15	Presentation Outline, Paper Due	Presentations	Read Chapter 2, Take Quiz
<b>Week 9 International Designers and Discuss Comedy of Errors</b>			

10/26/15	Chapter 2, BB Learn Quiz Due	Discuss International Design	Research International Designer, Write Paper
10/28/15		Research and Writing	Finish Paper, Presentation Outline
10/30/15	Presentation Outline, Paper Due	Presentations	Read <i>Oedipus Rex</i> , Take Quiz
<b>Week 10 Design Inspired by Sustainability and International Design Practices</b>			
11/2/15	<i>Oedipus</i> , BB Learn Quiz Due	Discuss <i>Oedipus Rex</i>	Script Analysis
11/4/15	Script Analysis Due	Discuss Analysis, Research	Literary, Visual Research, Collaborative Agreement
11/6/15	Collaborative Agreement Due	Group Work	Literary, Visual Research
<b>Week 11 Design Inspired by Sustainability and International Design Practices Continued</b>			
11/9/15	Literary Visual Research Due	Group Work	Presentation Outline, Create Presentation
11/11/15	<b>Veterans Day, No Class</b>		Presentation Outline, Create Presentation
11/13/15	Presentation Outline, PP Presentation Due	Group Presentations	Read and Listen to <i>Three Penny Opera</i> , Take Quiz
<b>Week 12 Three Penny Opera, 1st Production Meeting</b>			
11/16/15	<i>3 Penny</i> , BB Learn Quiz Due	Discuss Play, Music	Literary, Historical Research, Collaborative Agreement
11/18/15	Collaborative Agreement Due	Independent Research	Hist/Lit Research
11/20/15	Hist/Lit Research Due	Group Work	Create Presentation Outline, Presentation
<b>Week 13 Three Penny Opera, 2nd Production Meeting, and Discuss Quilters</b>			
11/23/15	PP Presentation and Presentation Outline Due	Group Presentations, Discuss Conceptual Research	Tech Analysis, Conceptual Research
11/25/15		Independent Research	Tech Analysis, Conceptual Research
11/27/15	<b>Thanksgiving Break, No Class</b>		
<b>Week 14 Three Penny Opera, 3rd Production Meeting</b>			
11/30/15	Tech Analysis, Conceptual Research Due	Group Work	Create Presentation Outline, Presentation
12/2/15	PP Presentation and Presentation Outline Due	Group Presentations, Discuss Visual Research	Area Specific Visual Research
12/4/15		Independent Research	
<b>Week 15 Three Penny Opera, 4th Production Meeting</b>			
12/7/15	Area Specific Visual Research Due	Group Work	Create Presentation Outline, Presentation

	PP Presentation and Presentation Outline Due	Group Presentations	Create Final Presentation
		Group Work	Finish Final Presentation, Presentation Outline
<b>Week 16 FINALS--Three Penny Opera Final Presentations</b>			
12/16/15	7:30-9:30 AM--Final Group Presentations		

### Course Policies:

**Retests:** There are no retests.

**Makeup tests/assignments:** No late work will be accepted from unexcused absences, nor will there be make-up days for unexcused absences. If a student misses a class, and has a documented excuse, then a new due date for that quiz/work will be assigned.

**Attendance:** Attendance is mandatory and students are expected to be in class and prepared to begin work on time. Emergencies, deaths in the family or severe illnesses must be accompanied by proper documentation in order to be excused (Please contact the office of Student Life for assistance). Students must provide an institutional form to the professor for Official University event absences. Students with nine absences (9) MWF will fail the course.

**Academic Integrity:** It is expected that each student shall be responsible for his/her own work. Penalty for an act of fabrication or plagiarism could range from no credit on the assignment to failure of the course to expulsion from the University. For more details, see NAU's list of sanctions found online in the Student Handbook.

**Emergency Textbook Loan Program:** NAU has partnered with Follett to create the Emergency Textbook Loan program. The program is administered by the LEADS Center. The program assists students with unmet financial need in obtaining required textbook(s) and other materials for courses. Students must apply and meet eligibility criteria before textbooks are purchased on their behalf. Textbooks must be returned at the end of the term in which the textbooks were loaned.

More information can be found online:

<http://nau.edu/LEADS-Center/Textbook-Loan-Program/>

### **NORTHERN ARIZONA UNIVERSITY POLICY STATEMENTS FOR COURSE SYLLABI**

#### **SAFE ENVIRONMENT POLICY**

NAU's Safe Working and Learning Environment Policy prohibits sexual harassment and assault, and discrimination and harassment on the basis of sex, race, color, age, national origin, religion, sexual orientation, gender identity, disability, or veteran status by anyone at this university.

Retaliation of any kind as a result of making a complaint under the policy or participating in an investigation is also prohibited. The Director of the Office of Affirmative Action & Equal Opportunity (AA/EO) serves as the university's compliance officer for affirmative action, civil rights, and Title IX, and is the ADA/504 Coordinator. AA/EO also assists with religious accommodations. You may obtain a copy of this policy from the college dean's office or from the NAU's Affirmative Action website [nau.edu/diversity/](http://nau.edu/diversity/). If you have questions or concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU's Office of Affirmative Action (928) 523-3312 (voice), (928) 523-9977 (fax), (928) 523-1006 (TTD) or [aaeo@nau.edu](mailto:aaeo@nau.edu).

## **STUDENTS WITH DISABILITIES**

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), [dr@nau.edu](mailto:dr@nau.edu) (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation ([www.nau.edu/dr](http://www.nau.edu/dr)) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

## **ACADEMIC CONTACT HOUR POLICY**

Based on the Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-224), for every unit of credit, a student should expect, on average, to do a minimum of three hours of work per week, including but not limited to class time, preparation, homework, studying.

## **ACADEMIC INTEGRITY**

Integrity is expected of every member of the NAU community in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded in honesty with respect to all intellectual efforts of oneself and others. Academic integrity is expected not only in formal coursework situations, but in all University relationships and interactions connected to the educational process, including the use of University resources. An NAU student's submission of work is an implicit declaration that the work is the student's own. All outside assistance should be acknowledged, and the student's academic contribution truthfully reported at all times. In addition, NAU students have a right to expect academic integrity from each of their peers. Individual students and faculty members are responsible for identifying potential violations of the university's academic integrity policy. Instances of potential violations are adjudicated using the process found in the university Academic Integrity Policy. The complete policy is in Appendix G of [NAU's Student Handbook](#).

## **RESEARCH INTEGRITY**

The Responsible Conduct of Research policy is intended to insure that NAU personnel including NAU students engaged in research are adequately trained in the basic principles of ethics in research. Additionally, this policy assists NAU in meeting the RCR training and compliance requirements of the National Science Foundation (NSF)-The America COMPETES Act (Creating Opportunities to Meaningfully Promote Excellence in Technology, Education and Science); 42 U.S.C 18620-1, Section 7009, and the National Institutes of Health (NIH) policy on the instruction of the RCR (NOT-OD-10-019; "Update on the Requirement for Instruction in the Responsible Conduct of Research"). For more information on the policy and the training activities required for personnel and students conducting research, at NAU, visit:

<http://nau.edu/Research/Compliance/Research-Integrity/>.

## **SENSITIVE COURSE MATERIALS**

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

## **CLASSROOM DISRUPTION POLICY**



Membership in the academic community places a special obligation on all participants to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive. Instructors have the authority and the responsibility to manage their classes in accordance with University regulations. Instructors have the right and obligation to confront disruptive behavior thereby promoting and enforcing standards of behavior necessary for maintaining an atmosphere conducive to teaching and learning. Instructors are responsible for establishing, communicating, and enforcing reasonable expectations and rules of classroom behavior. These expectations are to be communicated to students in the syllabus and in class discussions and activities at the outset of the course. Each student is responsible for behaving in a manner that supports a positive learning environment and that does not interrupt nor disrupt the delivery of education by instructors or receipt of education by students, within or outside a class. The complete classroom disruption policy is in Appendices of [NAU's Student Handbook](#) .

Effective Summer 2014

Approved UCC – 1/28/14

Approved UGC – 2/12/14