

THEATRE 160 SYLLABUS (First Year Seminar)

Fundamentals of Design

9:00 - 11:00 AM Monday – Friday

1:00 – 3:00 PM Monday - Friday

Armstrong Hall Classroom 124; Office – G46

Instructor: Scott Olinger	Office Hours: Noon-1PM MWF,
Cel 319-361-6349 (you may text up to 11PM)	unless noted in
email: solinger@cornellcollege.edu	class and by appt.
Mentor: Kelli Massey	email: kmassey20@cornellcollege.edu
Student Success Instructor: Jen Barnes	email: jbarnes@cornellcollege.edu

There is no required textbook for the course, although I will provide you with some selections from *Theatrical Design and Production* by J. Michael Gillette, 5th edition. (this is the standard text for the THE 107 Stagecraft course and is referenced in other design courses if you wish to purchase it). All other texts will be provided via Moodle: <http://moodle.cornellcollege.edu/course/view.php?id=2579#section-0>

EMERGENCY PROCEDURES

1. In the event of fire or a building evacuation, please exit through the north side of the building (the “front”) and gather as a group in the grass outside of Merner Hall.
2. In the event of a tornado or severe weather emergency, go to the greenroom hallway.
3. In the event of a medical emergency, call 911 (9-911 from a campus phone) and then call public safety at x4299. Send someone to wait at the front and rear entrances to the building to guide first responders to the classroom.
4. In the event of a violent weapons incident, lock and barricade doors, turn off lights, close window blinds, get low and stay behind cover (desks, walls, etc.). Silence cell phones and stay quiet. Stay put until notified by safety officials that it is safe to leave.

COURSE OBJECTIVES

In the Theatre, the director is generally responsible for the overall vision of the world of the play, but the design team is responsible for the physical, visual and aural presentation of it and assist in telling the story as much as the actors. The skills of the theatrical designer are universal to design, and as such, are transferable to other artistic mediums, such as television, film, live entertainment (concerts, etc.), print and electronic media, industrials, museums, aquariums, etc.

In this class we will explore the role of the theatrical designer by exploring selected individual elements of design first, and then explore the design process through a variety of classroom exercises and homework projects encompassing the work of theatrical

designers. We will practice and develop skills in drawing, painting, model building, critical analysis of text, and critical response to the work of others. A basic knowledge of theatre is useful for this course but is not necessary for success. The understanding that design is a process is crucial; as such, we will work to develop good habits through repetitive daily and weekly projects as well.

The goals of the First Year Seminar program are as follows:

1. Introduce an academic discipline and the concept of a discipline within the context of the liberal arts
2. Provide instruction for academic skills common to all disciplines:
 - Academic Honesty: knowing when to document sources; understanding ethical, legal and professional reasons for documenting sources
 - Critical Reading: restating central points; making inferences; identifying and questioning underlying assumptions; assessing evidence
 - Information Literacy: distinguishing between and evaluating primary and secondary sources; popular and scholarly sources
 - Writing: using write-to-learn assignments to investigate, analyze, and summarize course material
3. Address college-level academic expectations and practices
4. Introduce academic support services

The educational goals of Cornell College that are addressed in this course are as follows:

1. Be able to acquire, analyze, interpret, and communicate knowledge; possess skills including, but not limited to, writing (*short responses and project descriptions*), reading comprehension (*assigned reading and discussion*), critical thinking (*design process and critical response*), quantitative reasoning (*working in scale*), information literacy (*research*), and oral communication (*presentation and design critique*)
2. Integrate and transfer knowledge and skills from one setting to another (*in this case, within the specific discipline, but among different areas of design*).

The learning objective of the Department of Theatre are as follows:

- ***Intercultural Literacy and Inquiry***

Students will analyze and critique the social and cultural context of historical and contemporary theatrical conventions using a range of scholarly methods.

- ***Knowledge and Application***

Students will develop an understanding of theatrical expression through creative application of knowledge in the areas of performance, management, directing, research, analysis, design and technology.

- ***Collaboration***

Students will engage in and support the collaborative nature of the production process and evaluate the artistic choices that contribute to the theatrical event.

- ***Vocation***

Students will discover and prepare for the range of theatrical opportunities and challenges that await them beyond their college experience.

- ***Well-Being***

Students will embrace partnership, empathy, and professionalism in an effort to promote the individual, civic, and social responsibilities necessary for a fulfilling life.

In this course, we will focus on knowledge and application, collaboration, vocation, and well-being.

COURSE STRUCTURE

THE 160 is designed as a series of practical exercises using both traditional media (pencil and paint) and computer applications. Much of the work will begin in class time but will require several hours of work outside of class to complete. Because much of the work requires studio space, the classroom will be available outside of class hours.

You will be evaluated on a series of in-class projects, homework projects, a drawing journal consisting of daily drawing assignments, a response paper, and a final project that is presented in class. While I expect you to practice and develop your painting and sketching skills in this course, you will not be graded based on the quality of these skills per se, but rather on how effectively you can communicate and develop your design ideas, how seriously you consider your development, and apparent improvement. Because of the nature of this work, the grading will be highly subjective. It is imperative that you strive to communicate eloquently and cogently (in your writing and discussion) to justify and explain your ideas on paper and in class. You must also work diligently to express your critical response to other works.

One of the major assignments for the course will be the development of a drawing journal. You are expected to spend *at least one hour each day* developing your drawing skills in series of assignments on paper of no less size than 10" x 14". Most days I will give you specific assignments; on days without assignments you may choose your subject matter freely. Remember to draw to fill the paper. I encourage you to explore other media as you progress – consult with me as you feel ready to explore. You will electronically submit your drawing assignment via Moodle each class period before 1PM; after that time submission will be cut off and drawings will not be accepted. Drawing is a crucial skill; you must practice it to develop, much the same way muscles must be exercised to grow. While I appreciate that many of you have not drawn seriously before, I expect that you will put every effort into this journal and attempt to advance your skills.

Be aware that you will be asked to engage some mature subject material, including adult

language, adult themes and you may be asked to draw a nude model as part of the course work.

CLASS ATTENDANCE

Because much of the work for this class is completed in class and you can only learn from critical discussion of your and your classmates' work, attendance is mandatory and will be taken each period by the instructor. Since the schedule is slightly irregular, you must keep aware of the schedule published on Moodle and to any amendments announced in class. If you come in late, it is your responsibility to make sure the instructor recorded your attendance. Missing more than fifteen minutes of any class will be considered an absence (I reserve the right to reduce that time frame for flagrant repeat offenders). Each absence will result in a loss of one-half letter grade for the course. If you have an excused absence, contact the instructor before the absence if possible, or immediately after missing class in an emergency. Excused absences include serious illness (with valid doctor's excuse), school-sanctioned activities (athletic team travel, theatre production matinee), death in the family, etc. Final approval of absence rests with instructor.

NOTE: Prolonged absences from class, excused or otherwise, will have a detrimental effect on your grade.

ACADEMIC HONESTY

The following is reprinted from The Compass:

Cornell College expects all members of the Cornell community to act with academic integrity. An important aspect of academic integrity is respecting the work of others. A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgment of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty. The procedures regarding how the College deals with cases of academic dishonesty appear in *The Compass*, our student handbook, under the heading "Honesty in Academic Work."

If you are found to be dishonest in your work, the instructor has the right to fail you on that assignment, or for the class in its entirety. Plagiarism will not be tolerated in any form. In this class, plagiarism refers to copying from another work, or claiming another designer's work in part or whole. This can sometimes be a tricky area when using research; if you have any questions about whether or not you may be plagiarizing someone's work, talk to me and we'll discuss the issue. Claiming ignorance after the project is turned in is not acceptable.

GRADING

All grades based on this 100 point scale:

100 - 94	A
93 - 90	A-
89 - 87	B+
86 - 84	B
83 - 80	B-
79 - 77	C+
76 - 74	C
73 - 70	C-
69 - 60	D
59 - 0	F

Grades for the course will break down as follows:

- 1 sketch journal at 20 points	20 points
- 1 costume/rendering project at 10 points	10 points
- 1 costume project design statement at 10 points	10 points
- 1 scenic/white model project at 20 points	10 points
- 1 scenic project design statement at 10 points	10 points
- 1 response discussion at 10 points	10 points
- 1 final collaborative project at 30 points	30 points
-Total points possible	100 points

Because of the size of the class and the number of projects, the majority of feedback on projects will be given as oral comments as part of the class discussion as opposed to written comments. If you wish to discuss comments or if you feel there is a disparity between the comments and assigned grade, please contact the instructor immediately. Unless stated otherwise, work is due at the beginning of class. Late or incomplete work will be devalued at least 50% or not accepted on the instructor's prerogative.

ACCOMMODATIONS

Cornell College makes reasonable accommodations for persons with disabilities. Students should notify the Coordinator of Academic Support and Advising and their course instructor of any disability related accommodations within the first three days of the term for which the accommodations are required, due to the fast pace of the block format. For more information on the documentation required to establish the need for accommodations and the process of requesting the accommodations, see <http://www.cornellcollege.edu/academic-support-and-advising/disabilities/index.shtml>.

Students seeking accommodation for religious observances are asked to contact the instructor during the first three days of the block to discuss a reasonable accommodation.

MISCELLANY

The instructor will try to teach this class as much as possible from the ground up. If you do not understand any of the jargon used in class, please speak up immediately and I will clarify. Students come from diverse backgrounds - do not assume that everyone else knows or understands what was said and you are the only one who doesn't. PLEASE ask.

Professors have varied duties to the college, and teaching in the classroom is but one part of the job. Production work, committee assignments, departmental meetings and other such items fill the day quickly. There are times where the instructor may be hard to find – simply calling my office may not be enough to get me. You may need to come to the building and look onstage or in the shop. You will notice that my cel number is on this syllabus. Please text me there up to 11PM at night if you need to (and after 7:00 AM if needed). Although my schedule is very busy, I will make time to meet with you if you make the best effort to contact me. If all else fails, leave me an email with several times you can meet, remembering that it may take more time to respond. I promise to make time to meet with you, even if its 1AM or 6AM, but you must make a good faith effort to reach me.

INCLEMENT WEATHER

Unless the Dean of the College delays or cancels classes, individual faculty will determine whether classes meet based on their ability to come to campus safely. Faculty will notify students of class cancellations or alternative arrangements for learning during the inclement weather (Moodle assignments/readings, independent study, group work on campus, etc.) via established procedures.

In the event of inclement weather, such as a severe thunderstorm or tornado, listen to your radio for weather service reports. Weather bulletins will announce if the Linn County and/or Mount Vernon areas are under a severe thunderstorm or tornado watch or warning. A watch occurs when conditions exist which make a severe storm or tornado possible. A warning is issued when a severe storm is approaching or a tornado has been sighted. In the event of a tornado or other severe weather warning notification will be sent via the RAM Emergency System. When a warning is issued, take inside shelter immediately. Seek the best possible shelter such as the lowest floor of the building, a small enclosed area in the center of the building, or a space without windows. Large open interior areas should be avoided. During a warning, building managers, Residence Life staff members, The Thomas Commons staff members and other College officials will provide building specific safety instructions. Students are expected to follow these directions for their own safety and for the safety of others.

In the event of heavy snow, listen to local news and radio broadcasts for information regarding class cancellations. Students may also view announcements via e-mail, on the College's web page, or contact the Thomas Commons Information Desk. Due to our residential campus, it is a rare occurrence that classes at Cornell are canceled due to

snow. When snow is present on campus, Facilities Services makes a concerted effort to clear walkways and stairs immediately after snowfall while considering the possibility of continued snowfall. Due to this responsibility, assistance in removing snow from, on, or around vehicles cannot be provided.

LAB POLICIES

The classroom is your lab space for the block. You are welcome to leave materials in the classroom, and I will sign late night passes that allow you to be in the space working at any time provided the privilege is not abused and the space is kept tidy. If you want a late night pass, it is your responsibility to get a pass, have me sign it, then take it to the Dean's office in Old Sem for approval. Security will ask to see your pass; students without a pass after 10PM will be asked to leave the building. You may also not be in other areas of the building than the classroom and computer lab. Failure to obey the rules will result in loss of this privilege.

DO NOT USE ANY AEROSOL MATERIALS IN THE CLASSROOM. If you need to use aerosols, please do so in the scene shop, loading dock, or out in the grassy areas. Overspray will damage the classroom, walls, and other surrounding materials.

Keep working areas clean; clean your table of art materials, pick up your cuttings from model building, etc. If you get paint or other media on the tables or carpet, clean it up immediately before it stains. Use a cutting board at all times; do not cut directly on the tables or floor.

Any materials or projects left in the classroom after the final meeting is completed will be disposed of. The college and/or department will not be responsible for materials left in the classroom during or after the block, but we will make sure the room is locked when class is not in session. If you need the door unlocked, you may call public safety to open it for you.

If the room is left in disarray after the final meeting, I will hold everyone's grade. I expect the room will be reasonably clean at all times during the class, and it will be restored to fully clean condition after the final class meeting. Do NOT spray paint anywhere other than the scene shop or loading dock area, and be sure that it is properly ventilated.

**PLEASE PICK UP YOUR SUBMITTED WORK FROM THE HALLWAY
OUTSIDE MY OFFICE BEFORE THE END OF THE FIRST WEEK OF
SECOND BLOCK OR I WILL RECYLCE IT.**

