# COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>TPA 3230 Section 001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>None</td>
</tr>
<tr>
<td>Course Credit:</td>
<td>3</td>
</tr>
<tr>
<td>Course Hours:</td>
<td>3 hours</td>
</tr>
<tr>
<td>College:</td>
<td>Arts and Sciences</td>
</tr>
<tr>
<td>Department:</td>
<td>Visual Arts, Humanities &amp; Theatre</td>
</tr>
<tr>
<td>Supplies:</td>
<td>Internet access for Blackboard, drawing and watercolor paper, 8 ½ x 11 paper, black construction paper, drawing pencils, erasers, paintbrushes, Coloring medium (such as color pencils, watercolor, markers, pastels), 3-ring binder (2-3 inches) w/ outside pockets, 36-40 Plastic sheet protectors, tri-fold display presentation board. This is not an absolute list of what you will need for the class. These are the bare basics for this course. This class carries with it a certain price tag between the book and supplies, but these items are necessary for the practical learning component of the course. You may be required to bring supplies to class in order to participate on hands-on practice.</td>
</tr>
<tr>
<td>Supplementary Text:</td>
<td>Students may need to purchase or make copies of plays</td>
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<table>
<thead>
<tr>
<th>Faculty Name:</th>
<th>Edith Carnley</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term and Year:</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>Place and Time:</td>
<td>MWF 11:15am-12:05pm Rm. 119 Tucker Hall</td>
</tr>
<tr>
<td>Office Location:</td>
<td>Rm. 104 Tucker Hall</td>
</tr>
<tr>
<td>Telephone:</td>
<td>850-561-2841</td>
</tr>
<tr>
<td>e-mail:</td>
<td><a href="mailto:edith.carnley@famu.edu">edith.carnley@famu.edu</a></td>
</tr>
</tbody>
</table>

| Office Hours | Monday: 10am-11am 1:30pm-3pm | Tuesday: 11:00am-12:15m | Wednesday: 10am-11am | Thursday: 11:00am-12:15pm | Friday: 10am-11am | Others hours by appt. |

Please contact me for an appointment if you are unavailable during these office hours.

**FAMU Catalog Course Description**

Sewing, draping, and pattern-making, wardrobe maintenance and management. Crew assignment required.

**Course Purpose**

This course is designed to explore the area of theatrical costume design and the production process. The student will gain understanding of the design process, design rendering techniques, production collaboration, research/analysis processes, and costume and wardrobe practices.
The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term "exemplary" refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.

The Conceptual Framework for the FAMU Professional Education Unit is grounded in a combination of directed, constructivist, developmental, and social learning theories derived from the writings of system theorists, educational philosophers, social scientists, practitioner and developmental theorists. Concepts from these writers and from the varied educational learned societies help form the knowledge base for the unit's curriculum components and principles of its Conceptual Framework.

**DIVERSITY**

- **CF 1**
  - Through this focal area, the FAMU professional education candidate will:

| CF: 1.1 (K) | Understand diverse backgrounds of individuals. | F: 5,6,7 | I: 3 |
| CF: 1.3 (S,D) | Accept and foster diversity. | F: 5,6 | I: 3,8 |
| CF: 1.4 (S) | Practice strategies such as: acceptance, tolerance, mediation & resolution. | F: 5,6 | I: 3 |

**TECHNOLOGY**

- **CF 2**
  - Through this focal area, the FAMU professional education candidate will:

| CF: 2.3 (K) | Know fundamental concepts in technology. | F: 12 | I: 1,6 |
| CF: 2.4 (K) | Understand fundamental concepts in technology. | F: 2,12 | I: 6 |
| CF: 2.7 (S) | Facilitate the use of technology by students. | F: 4,12 | I: 6 |

**VALUES**

- **CF 3**
  - Through this focal area, the FAMU professional education candidate will:

| CF: 3.1 (S) | Work with colleagues in a professional manner. | F: 6 | I: 2,5 |
| CF: 3.3 (S,D) | Show respect for varied (groups) talents and perspectives. | F: 5,6 | I: 3 |
CRITICAL THINKING

Through this focal area, the FAMU professional education candidate will:

- CF 4

| CF: 4.1 (K) | Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance. | F: 4,7 | I: 4 |
| CF: 4.3 (D) | Value critical thinking and self-directed learning as habits of mind. | F: 4 | I: 1,4 |
| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 | I: 4 |

PROFESSIONALISM

- CF 5

- Through this focal area, the FAMU professional education candidate will:

| CF: 5.1 (K) | Know the content | F: 8 | I: 1 |
| CF: 5.3 (D) | Demonstrate commitment to professional growth & development. | F: 3,7 | I: 9 |
| CF: 5.4 (K,S) | Use major concepts, principles, theories & research related to the development of children and adults. | F: 7 | I: 2 |
| CF: 5.7 (S,D) | Display appropriate code of conduct including dress, language, and respective behavior. | F: 9 | I: 5,9 |

Overall Goals of the Course

The student will be able to:

A. Justify the role of Theatre as a socially significant, culturally diverse and collaborative art form.
B. Understand the roles and responsibility of costume designer and wardrobe crews and thereby become an educated individual while being either a participant in, or an observer of, a theatrical event.
C. Examine theatrical productions with an understanding of how the craft and the artistic creations of the individual practitioners contribute to the overall feel and understanding of a work.
D. Make critical reviews that demonstrate understanding of the theatrical content and form inherent in a play script and in a complete production.
E. Analyze plays, research time periods, design costumes, and present designs through renderings, written and visual documentation and oral presentations.

Specific Behavioral Objectives

In accordance with the English section of the Florida Agricultural and Mechanical University Academic Learning Compact (2006-2007), this course is designed to meet the following objectives for Theatre graduates and other graduates enrolled in the Introduction to Theatre course:

A. **Collaboration**: Students should be able to understand the concept of theatre as a collaborative art form and identify the various roles of the collaborative processes of costume design and the wardrobe process.
B. **Communication**: Students should be able to demonstrate proficiency in varied forms of recognized communication. Students should be able to convey design ideas and show evidence of understanding through speech, writing and rendering.
C. **Critical Thinking**: Students should be able to utilize creative and critical thinking; read with critical
comprehension; Students should be able to apply critical thinking skills through research and analysis in order to develop creative ideas for designs and develop problem solving skills; Students should be able to evaluate and interpret works of art orally and in writing, using appropriate terminology; and utilize critically based knowledge in practical/creative projects.

D. **Theatre Design, Theatre Management and Technology**: Students should be able to demonstrate a basic understanding of the principles of design, technology and management.

E. **Cultural Diversity**: Students should be able to describe theatre’s relationship to culture and how cultural diversity manifests itself in theatre today. Students should be able to recognize and show understanding of cultural values for people or groups that are different from them.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>INTASC Standards</th>
<th>FEAPs</th>
<th>FTCE SAE</th>
<th>PEU Conceptual Framework</th>
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<tr>
<td>Designs for Ti-Jean and His Brothers</td>
<td>A,B,C,D,E</td>
<td>1.11,1.12,1.13,1.21,1.23,1.31,1.35,1.36,2,4.13,4.20,4.21,4.34,4.35</td>
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**Interstate New Teacher Assessment and Support Consortium (INTASC) Standards**

**Content Pedagogy - Principle #1:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

1.10 **Knowledge**

1.11 The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

1.12 The teacher understands how students’ conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.

1.13 The teacher can relate his/her disciplinary knowledge to other subject areas.

1.20 **Dispositions**

1.21 The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.

1.22 The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.

1.23 The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.

1.24 The teacher is committed to continuous learning and engages in professional discourse.
about subject matter knowledge and children's learning of the discipline.

1.30 Performances
1.31 The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.
1.35 The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.
1.36 The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

Student Development - Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Multiple Instructional Strategies - Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

4.10 Knowledge
4.13 The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

4.20 Dispositions
4.21 The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.

4.30 Performances
4.34 The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.
4.35 The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

State Standards Addressed in the Course

Florida Educator Accomplished Practices (FEAPs)

CRITICAL THINKING
4.1 The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

4.2 Provides opportunities for students to learn higher-order thinking skills.
4.4 Has strategies for utilizing discussions, group interactions, and writing to encourage student problem solving.
4.5 Poses problems, dilemmas, and questions in lessons.
4.7 Varies her/his role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students' needs, including linguistic needs.
4.9 Modifies and adapts lessons with increased attention to the learners’ creative thinking abilities.
4.10 Encourages students to develop open-ended projects and other activities that are creative and innovative.
4.11 Uses technology and other appropriate tools in the learning environment.

KNOWLEDGE OF SUBJECT MATTER
8.1 The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge

8.2 Communicates knowledge of subject matter in a manner that enables students to learn.
8.3 Increases subject matter knowledge in order to integrate the learning activities.
8.4 Uses the materials and technologies of the subject field in developing learning activities for students.

8.5 Acquires currency in her/his subject field.

8.6 Has planned and conducted collaborative lessons with colleagues from other fields.

8.7 Develops short- and long-term personal and professional goals relating to knowledge of subject matter.

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills

In accordance with the Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills, this course satisfies the following standards:

**Drama 6-12**

3 Knowledge of theatre production and design
2. Identify theatre production terminology.
14. Differentiate between production and design techniques for multimedia and the stage.

4 Knowledge of dramatic literature and criticism
2. Identify and apply elements of plot structure and play analysis.
4. Identify cultural, political, and historical influences on dramatic literature.
5. Identify significant classical and contemporary contributions from diverse cultures.
6. Identify elements of assessment and critical reviewing for performance and production.

5 Knowledge of theatre history
3. Identify major theatre artists (e.g., playwrights, directors, designers, choreographers, performers) and their influences and contributions to scenic design.

6 Knowledge of directing
1. Analyze a script as it pertains to production elements.
2. Identify and interpret staging techniques.
3. Identify sources for researching a production.
4. Identify elements of the directing process.
5. Identify elements of the rehearsal process.

7 Knowledge of playwriting
1. Identify the elements of dramatic form (e.g., plot, character, conflict, resolution, setting, dialogue, and theme) as they scenic design.

8 Knowledge of career opportunities
1. Identify career opportunities in theatre and the entertainment industry.
2. Identify advanced educational opportunities.
3. Identify professional theatre organizations and their functions.

**Topical Outline**

- A. Design Elements
- B. Drawing and rendering practice
- C. Drawing the human figure
- D. Understanding stage costumes
- E. Understanding the play
- F. Script analysis
- G. Play discussions
- H. Researching periods of fashion
- I. Color Theory
- J. Color media techniques
- K. Costume design layout
- L. The costume production team process
- M. The costume technical team process
- N. Costume design for film
Teaching Methods
This is a project-oriented class. The selected projects are chosen to stretch the students current individual design abilities. Instruction is through lecture, demonstration, student hands-on practice, audio-visual enhancements, analytical class discussions, student presentation critiques, and laboratory assignments. Attendance at specific theatrical productions will be required. Lectures may include topics that may not be represented in the text. Students are required to attend all Fall 2010 Essential Theatre productions. Most shows will be performed in the Charles Winter Wood Theatre in Tucker Hall on the campus of Florida A&M University unless otherwise indicated. For more information call 850-561-2425 or visit the box office in Tucker Hall. These shows will be discussed in class and questions about them may appear in exams.

The class will consist of a great deal of reading. Please keep up with the class. Students are expected to read all assignments by the given due date; to participate in class discussion; to be prepared for possible pop quizzes; to submit all assignments when due; and to STUDY FOR ALL TEST!

Grading
The final grade for this course will be based upon the cumulative total of points achieved. All assignments must be fulfilled on the dates assigned. Further details for each assignment will be given in timely manner prior to each assignment. Grades will be based on the instructor’s evaluation of the student’s preparation, analysis, research, class work, and overall progress. Emphasis must be placed on creative designs based on clear and appropriate analysis of the scripts assigned.

A = 880-1000 points   B = 780-879 points   C = 680-779 points   D = 580-679 points

Course Evaluation

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<th>Type</th>
<th>Description</th>
<th>Subtotal</th>
<th>Total</th>
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<tbody>
<tr>
<td>Participation</td>
<td>Attendance, preparedness, involvement</td>
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<td>50</td>
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<tr>
<td>Projects:</td>
<td>1: Design for “French Fries”, from Talking With… by Jane Martin</td>
<td></td>
<td>50</td>
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<td></td>
<td>2: Costume History presentation</td>
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<td>100</td>
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<td></td>
<td>3: Designs for Lion in Winter by James Goldman, 1300s</td>
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<td>4: Designs and Action Chart for Pygmalion by G. B. Shaw, 1910</td>
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<td></td>
<td>5: Designs &amp; Costume Plot for Florence, by Alice Childress, 1949</td>
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<td>100</td>
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<td></td>
<td>6: Designs for Ti-Jean and His Brothers by Derek Walcott</td>
<td></td>
<td>100</td>
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<td>Research Notebook</td>
<td>Binder of period costume research and sketches</td>
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<td>Final Presentation</td>
<td>Visual presentation/end of semester showcase</td>
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<td>Tests:</td>
<td>Test 1: First half of course content</td>
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<td>Test 2: Cumulative with second half of course content</td>
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<td><strong>Total possible points</strong></td>
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Course Policies
Attendance:
Each student is expected to attend all classes. You are allowed THREE (3) unexcused hours of absence. Absences will adversely affect your participation grade (if you are not in class, then you cannot participate). Every unexcused hour of absence thereafter will result in a 10-point reduction from your grade. Three (3) tardies over seven minutes will result in an unexcused 1-hour absence.

8/23/2010
***An excused absence is one that is accompanied by an official excuse note from the Dean of your college. The excuse must be provided to the instructor within 10 school business days.

If you are absent, YOU are responsible for the material covered in class. If you miss a test or assignment, you must have an excuse from the Dean to take a make-up the exam or assignment. All excused make-up work or tests must be completed within 10 school business days; otherwise the student will be given zero grade points for the assignment or test that was missed. There will be no make-up quizzes.

If you know you are going to have an extended absence, please inform your instructor and the dean of your college as soon as possible before leaving, remembering that the only way an absence is excused is through your Dean's Office.

Late assignments:
Turning in assignments late will result in 3-point grade reductions for each school business day the assignment is late. Late assignments will not be accepted after 21 consecutive days from the assignment due date and will result in a zero grade for the assignment. Late assignments will not be after the last day of class for the semester.

Student Conduct:
1. Students are expected to uphold the core values and academic honor policy published in the FAMU Student Handbook in order to create an environment conducive to learning and enlightenment.
2. Cell phones must be turned off and put away during class.
3. Dress appropriately for a classroom environment. This will reduce distractions and discomfort and keep focus on the subject for the day.
4. Plan to have meals or refreshments before or after class.

ADA Compliance/Students with Disabilities:
As per The FANG, the Florida A&M University Student Handbook, “… students who have special needs due to a physical or mental disability, should contact the Special Programs and Services office as soon as they arrive on campus.” This will ensure that appropriate accommodations are made. Students with disabilities covered by the Americans with Disabilities Act should follow these steps: (1) Provide documentation of their disability to the FAMU Center for Disability Access and Resources (CeDAR). (2) The first week of class, bring a statement from CeDAR to your instructor indicating that you have registered with CeDAR services. The statement should indicate the disability and the special accommodations that will be required. For additional information please contact CeDAR at (850) 599-3180, or CEDAR@famu.edu. CeDAR is located at 667 Ardella Court.

Academic Honor Policy The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

Plagiarism: According to Webster’s New Universal Unabridged Dictionary (1983, 2nd Ed.), to plagiarize is “to steal or pass off ideas or words of another as one’s own….to use created productions without crediting the source….to commit literary theft….to present as new and original an idea or product derived from an existing source” (p.1371). The Little, Brown Compact Handbook with exercises Custom Edition for Florida A&M University states: “Plagiarism (from a Latin word for ‘kidnapper’) is the presentation of someone else’s ideas or words as your own. Whether deliberate or accidental, plagiarism is a serious offence. Students in this course will be responsible for authenticating any assignment submitted to the instructor. If asked, you must be able to produce proof that the assignment you submitted is in fact your own work. Therefore, it is recommended that you engage in a verifiable working process on assignments. Keep copies of all drafts of your work, make photocopies of research materials, write summaries of research materials, keep logs or journals of your work on assignments and papers, save drafts or versions of assignments under individual file names on computer storage devices such as a jump drive, etc. In addition to requiring a student to authenticate his/her work, the instructor may employ various other means of ascertaining authenticity—such as engaging in internet searches, creating quizzes based on student work, requiring students to explain their work and/or process orally, etc. Plagiarism is a serious academic offence. If a student is caught cheating they will receive a zero for that assignment. No exceptions will be given. There will be no making up or redoing of the assignment.

Policy Statement on Non-Discrimination It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including
race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

References

NOTE: This syllabus is subject to change by the instructor. Students will be informed of any changes in a timely fashion. By maintaining enrollment in this class, the student agrees to abide by the particulars of this syllabus. Withdrawals and incompletes are not granted automatically. If you stop coming to class, you are responsible for doing the necessary paperwork for official withdrawal; failure to do so will result in an F grade. If for valid reasons under emergency situations, you are unable to complete the course work, you must arrange for an incomplete with the instructor and the dean of your college.

Tentative Course Calendar

Intro to Costumes & Wardrobe (TPA3230.001) Fall 2010 Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>Aug. 23</td>
<td>Mon.</td>
<td>Introduction to class, Review syllabus</td>
</tr>
<tr>
<td>Aug. 25</td>
<td>Wed.</td>
<td>Practice Drawing&lt;br&gt;► Bring drawing Supplies—(pencil, eraser, drawing paper, ruler, tracing paper)&lt;br&gt;Homework: Preview Chapter 4</td>
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<tr>
<td>Aug. 27</td>
<td>Fri.</td>
<td>FAMU President’s Convocation – You should go! – Class suspended</td>
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<tr>
<td>Aug. 30</td>
<td>Mon.</td>
<td>Design elements and principles – chapter 4&lt;br&gt;Homework: Preview Chapters 1 &amp; 2&lt;br&gt;Aug. 31 – FAMU Connection 8p, Lee Hall</td>
</tr>
<tr>
<td>Sept. 1</td>
<td>Wed.</td>
<td>Design elements and principles con’t&lt;br&gt;Understanding Stage Costumes – chapter 1&lt;br&gt;Understanding the play – chapter 2&lt;br&gt;Script Analysis&lt;br&gt;Handout “French Fries” Discuss “French Fries”</td>
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<tr>
<td>Sept. 3</td>
<td>Fri.</td>
<td>Due: Project #1 “French Fries” Design&lt;br&gt;Drawing practice&lt;br&gt;► Bring drawing Supplies—(pencil, eraser, drawing paper, ruler, tracing paper) Homework: preview Chapter 3</td>
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<tr>
<td>Sept. 6</td>
<td>Mon.</td>
<td>Labor Day – No Class</td>
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<td>Sept. 8</td>
<td>Wed.</td>
<td>Library research – Info Literacy session at Coleman Library Rm. 410, (4th floor annex)</td>
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<tr>
<td>Sept. 10</td>
<td>Fri.</td>
<td>Doing Research – chapter 3</td>
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<td>Sept. 13</td>
<td>Mon.</td>
<td>Costume History Presentations</td>
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<tr>
<td>Sept. 15</td>
<td>Wed.</td>
<td>Costume History Presentations</td>
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<tr>
<td>Sept. 17</td>
<td>Fri.</td>
<td>Costume History Presentations&lt;br&gt;Handout Lion in Winter&lt;br&gt;Homework: preview Chapter 6</td>
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<tr>
<td>Sept. 20</td>
<td>Mon.</td>
<td>Rendering the sketch chapter 6&lt;br&gt;Drawing the base figure&lt;br&gt;► Bring drawing Supplies—(pencil, eraser, drawing paper, ruler, tracing paper)</td>
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<tr>
<td>Sept. 22</td>
<td>Wed.</td>
<td>Rendering and drawing continued&lt;br&gt;► Bring drawing Supplies—(pencil, eraser, drawing paper, ruler, tracing paper)</td>
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<tr>
<td>Sept. 24</td>
<td>Fri.</td>
<td>Rendering and drawing continued&lt;br&gt;► Bring drawing Supplies—(pencil, eraser, drawing paper, ruler, tracing paper)&lt;br&gt;Homework: preview Chapter 5</td>
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<tr>
<td>Sept. 27</td>
<td>Mon.</td>
<td>Water color demonstration</td>
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<td>Sept. 29</td>
<td>Wed.</td>
<td>Discuss Lion in Winter&lt;br&gt;Developing the Costume – chapter 5</td>
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<tr>
<td>Oct. 1</td>
<td>Fri.</td>
<td>Practice with watercolor</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Event</td>
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</tbody>
</table>
| Oct. 4 | Mon.    | Research notebook Reminder
Due: Project #3 Lion in Winter Designs
Homework: preview Chapter 7 |
| Oct. 6 | Wed.    | Handout Pygmalion
Choosing Fabrics – chapter 7 |
| Oct. 8 | Fri.    | Discuss Pygmalion
Test 1 review |
| Oct. 11| Mon.    | Test 1
Homework: preview Chapter 8 |
| Oct. 13| Wed.    | Getting the show together – chapter 8 |
| Oct. 15| Fri.    | Getting the show together continued – chapter 8
Handout Florence |
| Oct. 18| Mon.    | Due: Project #4 Pygmalion Designs & Action Chart
Homework: preview Chapter 9 |
| Oct. 20| Wed.    | Designing for Film - chapter 9
Discuss Florence |
| Oct. 22| Fri.    | Design workday
The Exonerated
Homework: preview chapter 10 |
| Oct. 25| Mon.    | Preparing for a Costume Design Career – chapter 10 |
| Oct. 27| Wed.    | Drawing clothing practice
► Bring drawing Supplies—(pencil, eraser, drawing paper, ruler, tracing paper) |
| Oct. 29| Fri.    | Homecoming Convocation – 10:10a – Class suspended |
| Nov. 1 | Mon.    | Due: Project #5 Florence Designs & Costume Plot |
| Nov. 3 | Wed.    | Preparing for a Costume Design Career continued |
| Nov. 5 | Fri.    | Design workday
Since ’76 |
| Nov. 8 | Mon.    | Discuss showcase presentation
Handout Ti-Jean and His Brothers |
| Nov. 11| Wed.    | Veteran’s Day – No Class |
| Nov. 12| Fri.    | Discuss Ti-Jean and His Brothers
Carnival video |
| Nov. 15| Mon.    | Practice drawing fantasy costume
► Bring drawing Supplies—(pencil, eraser, drawing paper, ruler, tracing paper) |
| Nov. 17| Wed.    | Notebook workday |
| Nov. 19| Fri.    | Due: Costume Research Notebooks |
| Nov. 22| Mon.    | Design workday |
| Nov. 24| Wed.    | Design workday |
| Nov. 26| Fri.    | Thanksgiving – no class |
| Nov. 29| Mon.    | Due: Project #6 Ti-Jean and His Brothers Designs
Due: Senior Showcase, setup by 5:30 pm |
| Dec. 1 | Wed.    | Test 2 Review |
| Dec. 3 | Fri.    | Test 2 |
| Dec. 8 | Wed.    | 12:30p |

Note: There will be no makeup on Quizzes.
Bibliography of other sources used as class references:
Drawing the Head and Figure, Jack Hamm
Fashion Sketchbook 4th Ed., Bina Abling
Costume design, Lynn Pecktal
Color: messages and meanings, Leatrice Eiseman
Character costume figure drawing, Tan Huaxiang
2000 Years of Fashion, Francois Boucher and Yvonne Deslandres
Survey of Historic Costume, by Phyllis Tortora & Keith Eubank
The Collection of the Kyoto Costume Institute – Fashion, by Taschen
Dance catalogs such as Dancewear Solutions
Clothing catalogs such as Talbots or JCPenney
Actual drawings, renderings and portfolio, by Edith Carnley
Plays as listed on assignment list
Study helps:

The Study Cycle

Phase 1: **Preview** chapter(s) to be covered in class... *before class.*
(Preview meaning – not a hard straight read, but take a look at what the chapter is about, check out highlights and meanings of words in bold print, etc., anything that helps you get a grasp of the chapter content)

Phase 2: **GO TO CLASS!** Listen actively, take notes, and participate in class.
(Good notes are essential for meaningful learning).

Phase 3: **Review and process** class notes as soon after class as possible.

Phase 4: Make an appointment with yourself to **Implement Intense Study Sessions**.

Repeat

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**Intense Study Sessions**

- 2-5 minutes: Set **Goals**.

- 20-50 minutes: **STUDY with FOCUS and ACTION**.
  (Read your text, create flash cards, create maps and/or outlines, work problems – without peeking at the answers, quiz yourself, etc….)

- 5 minutes: Take a **break**.

- 5 minutes: **Review** what you have just studied.

- Repeat (think of it as like you’re watching a movie for a second time)

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**Useful websites:**

- www.cas.lsu.edu
- www.howtostudy.org
- www.vark-learn.com
- www.drearlbloch.com
- Searches on www.google.com
Period Costume Research/Sketch Notebook Project: Due Nov. 19

Supplies needed:
- 2”-3” ring binder with front sleeve for cover title
- 36 or more sheet protectors
- 18 dividers with tabs for labeling each section
- Scissors for cutting research
- Glue stick for pasting research pieces
- Walking shoes?

Instructions:
1) Collect photos for each of the following 18 periods (and label with date/location/type):

1-Greek (1100-150 BCE) 10-Turn of the Century (1890-1900)
2-Roman (500 BCE- 400 CE) 11- The 1910s
3-Byzantine (330-1453 CE) 12- The 1920s
4-Elizabethan (1550-1625) 13- The 1930s
5-Cavalier (1625-1650) 14- The 1940s
6-Late Georgian (1750-1790) 15- The 1950s
7-Directoire/Empire (1790-1820) 16- The 1960s
8-Crinoline (1845-1870) 17- The 1970s
9-Bustle (1870-1890) 18- The 1980s

2) There must be at least 18 (eighteen) sections. Each of the sections must have its own divider with a tab that has the period name of the section labeled on it.

3) Each of the above sections must have at least three visible pages of photo research and one sketch of that same period. That will require at least 2 full sheet protectors per section; showing something on the front and back of each page.) You may collect as much research as you like; just remember to organize it in the same manner as the rest of your notebook. Date your pictures and make notes as to celebrity names and locale. These notes will be useful for future reference.

4. You must do one pencil sketch for each period. The sketch may be done on 8½” x 11” copy paper, using pencil, and not colored in. Please make sure to write the period and your name on each sketch. Don’t not trace or copy or use stock figures. The sketch must have enough detail to give an idea of the period you are sketching. Do not toil excessively over these drawings. They are to keep you looking, observing the period details, and practicing your drawing.

5. The front of your notebook must be labeled with your name, class and project title.

6. Please remember, this book is primarily about research, and I will be looking for the above mentioned items, not extras. If you want to keep things together, you may put other items in your book that you have collected, such as written information, renderings, etc., but they will not count towards your grade.

How to get research: (Anywhere you can)
- Copies from books or magazines from library, friends, etc.
- Magazine/catalog clippings
- Printed pages from Internet searches
- Family/friends photos
- Art and artifact books

Beware of: (that really means, “things that don’t count”)
Small pictures, they do not show enough details, figures must be 6"±
Contemporary photos of people in period-like costumes
Period photos from movies, (except if movie was made in the same period)
Someone else’s ideas/sketch of what something should look like
Photos of previous productions (this is someone else’s idea of the period)
Drawings done in different period other than period you are looking for
Photos from costume rental dealers

**Grading:**
Notebook grade is worth 100 points.

**Required Amount of Topics (40 pts.)**
(Were the required 18 periods presented, were there any irregular topics)
**Appropriate Sketches (20 pts.)**
(Were sketches appropriate for each of the 18 periods and/or were any missing)
**Organization and Labeling (10 pts.)**
(Were the notebook and sections properly labeled in a coherent manner)
**Appropriate Research (20 pts.)**
(Was the research primary or interpretative; were photos too small, were there too many inappropriate drawings)
**Presentation (10 pts.)**
(Was the notebook or sketches put together in a professional manner or was it put together in a hasty and sloppy manner.)

The notebook will be collected at the end of the term.
Not enough sections, missing research, missing sketches and lateness will reduce your grade.
So – be sure to have all the pieces!

**Extra credit:** You can make 2 extra pts. each week by presenting the instructor with 3 pages of valid pages of photo research each week. (They do not have to be inserted into a notebook, however, it would be wise to get ahead and do so.) This gives you the opportunity to accumulate up to 22pts. by the end of the semester. No other extra credit assignments will be given.