COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>TPA 4060 Section 001</th>
<th>Course Title:</th>
<th>Scene Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>Stagecraft Production Tech</td>
<td>Course Credit:</td>
<td>3</td>
</tr>
<tr>
<td>Course Credit:</td>
<td>3</td>
<td>Course Hours:</td>
<td>3 hours</td>
</tr>
<tr>
<td>College:</td>
<td>Arts and Sciences</td>
<td>Required Text(s):</td>
<td>Plays TBA</td>
</tr>
<tr>
<td>Department:</td>
<td>Visual Arts, Humanities &amp; Theatre</td>
<td>Supplies:</td>
<td>Internet access, see below for more details</td>
</tr>
<tr>
<td>Faculty Name:</td>
<td>Ruben Arana-Downs</td>
<td>Term and Year:</td>
<td>Fall 2008</td>
</tr>
<tr>
<td>Office Location:</td>
<td>117 Tucker Hall</td>
<td>Place and Time:</td>
<td>MWF 10:10a-11am Rm. 119 Tucker</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Monday 1p-3p</td>
<td>Telephone:</td>
<td>850-412-5534</td>
</tr>
<tr>
<td></td>
<td>Tuesday 3p-5p</td>
<td>e-mail:</td>
<td><a href="mailto:ruben.aranadowns@famu.edu">ruben.aranadowns@famu.edu</a></td>
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<td>Wednesday 3p-5p</td>
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<td>Thursday 1p-3p</td>
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<td>Saturday</td>
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**FAMU Catalog Course Description**
Principles of design for stage script analysis, concept development, drafting and drawing techniques, and model construction.

**Course Purpose**
This course is designed to acquaint the student with the broad demands and objectives of the theatrical performance from concept, through development, to the final performance objective. The ultimate goal is to develop a knowledge base that will allow both the fundaments of a possible career in theatre or develop the understanding to appreciate the art as an audience member.

**Conceptual Framework**

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 form 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 |

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 |

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 |
| CF: 3.4(D) | Be committed to individual excellence. | F: 3,9 | I: 5,9 |
| CF: 3.5(D) | Recognize the importance of peer Relationships in establishing a climate for learning. | F: 7,2 | I: 5,10 |

CRITICAL THINKING

- CF 4
  - Through this focal area, the FAMU professional education candidate will:

| 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. To appreciate the aesthetics of design.
- B. To understand the theories of design.
- C. To be able to concisely communicate a design concept to another person.
- D. To become familiar with the tools and mechanical processes inherent in conveying design concepts.
- E. Examine theatrical production 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.
- F. Write critical reviews which demonstrate understanding of the theatrical content and form inherent in a play script and in a complete production.

**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 and identify the various roles of the collaborative process.
- B. **Communication**: Students should be able to demonstrate proficiency in varied forms of recognized communication.
- C. **Critical Thinking**: Students should be able to utilize creative and critical thinking; read with critical comprehension; 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.

**Assignment** | Behavioral objectives | INTASC Standards | FEAPs | FTCE SAE | PEU Conceptual Framework |
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<tbody>
<tr>
<td>Critical Review on Designed Play</td>
<td>Collaboration, Communication, Creative Critical Thinking</td>
<td>1.13,1.21,1.36, 4.13,4.21,4.35</td>
<td>4.1,4.2,4.5,4.7, 4.10,8.1,8.2,8.3, 8.4,8.5,8.7</td>
<td>3.1,3.2,3.3,3.4, 3.14,4.1,4.2,4.3, 5.3,6,1,6,6,7.1, 8.1,8,8,3</td>
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<tr>
<td>Analyze a Set Design Using Elements And Principles of Design.</td>
<td>Cultural Diversity, Creative Critical Thinking, Collaborative Communication</td>
<td>1.11,1.12, 1.13, 1.21,36,4.13, 4.21,4,35</td>
<td>4.1,4,2,4,5,4,7, 4.10,8,1,8,2,8,3, 8.4,8,5,8,7</td>
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</tr>
<tr>
<td>Read and analyze published Critical essays on design</td>
<td>Collaboration, Communication, Creative Critical Thinking</td>
<td>1.13,1.21,1.36, 4.13,4.21,4.35</td>
<td>4.1,4,2,4,5,4,7, 4.10,8,1,8,2,8,3, 8.4,8,5,8,7</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 pre-professional 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**

1. Identify basic elements of scenic design.
2. Identify theatre production terminology.
3. Interpret basic ground/floor plans and elevations.
4. Identify basic elements of set construction and materials.
5. Identify basic elements and techniques of property design, materials, and construction.
14. Differentiate between production and design techniques for multimedia and the stage.

4 **Knowledge of dramatic literature and criticism**

1. Identify basic theatre styles and genres.
2. Identify and apply elements of plot structure and play analysis.
3. Identify the influences of major authors, designers and theorists and their works.
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**
1. Identify major periods in world theatre history design.
2. Identify the influence of the major periods of world theatre on the design of the performance space.
3. Identify major theatre artists (e.g., playwrights, directors, designers, choreographers, performers) and their influences and contributions to scenic design.
4. Identify major periods in American theatre 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.
6. Identify the legal responsibilities of the scenic designer.

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. Tools, Standards and Basic Techniques
B. Comparing the Living Stage and the Silver Screen
C. Set Design vs. Scenic Design
D. The Design Process
E. Multi-view Drawings
F. Specialized Techniques
G. Model-Building
H. Mechanical Drafting
I. Style and Composition
J. Color Theory
K. Theatre Applications

Teaching Methods
A. Instruction is through lecture, demonstration, critique, audio-visual enhancements and laboratory assignments.
B. Hands-on creation and project analysis and development will also be performed by the student to assist them in communicating their design concept.
C. The tools to critically analyze a script and turn this analysis into a viable design will be taught.
D. Attendance at specific theatrical productions will be required. These will be used as a sound referential basis of instruction.

Course Evaluation
Evaluation:
   i. Attendance
   ii. Participation
   iii. Tests
   iv. Written Assignments
   v. Quizzes
   vi. Projects

Grade will be the sum of all assignments.

Participation: If student is not in class student cannot participate. See attendance policies.
Test/Final: Students can expect to take at least five written test, midterm and one cumulative final. Tests will cover the lectures and chapters that are discussed in class. Courses covered are listed in Topical Outline section of this syllabus.  
(FTCE 2:1, 4:1, 4:2, 4:6, 4:7, 5:3, 6:2)

Written Assignments: Due to the Gordon Rule, all written papers and/or reviews must be satisfactorily completed in order to receive a passing grade. Incomplete grades are discouraged and will be assigned only in EXTREME emergencies. The student’s required attendance at theatrical productions and subsequent critiques, both written and oral, yield an exciting clinical experience in practical and constructive aesthetic and technical criticism. Students may be required to critique speeches or formal presentations by guest lecturers, debates and television or other recorded presentations. Ticket stubs are to be attached to your Critique when turning them in. These critiques are to be at least 2 full pages in length. Subject matter will be given in class.  
(FTCE 2:1, 4:1, 4:2, 4:6, 4:7, 5:3, 6:2)

Projects: Students will be given a topic to research. This research will be in great detail surrounding the given topic. Students will present their findings in class in the form of a display board and oral presentation. Project topics are as follows: Japanese Theatre, Harlem Renaissance,

Quizzes: Students should be prepared to be quizzed on assigned readings and Supplemental materials at all times. Quizzes will test your critical thinking skills, so please, read all assignments.  
(FTCE 2:1, 4:1, 4:2, 4:6, 4:7, 5:3, 6:2)

Grading

Grading Criteria:
The student’s final grade will be the sum of all assignments given in class. Each student is required to complete all assignments. For example:

Take the sum of all assignments:

1. Attendance and Class Discussion 10%
2. Tests/Final Project 40%
3. Written Assignments/Creative Activity 30%
4. Quizzes/Take Home Assignments 20%
   Academic Total Percentage 100%

Course Policies

Attendance:
This is a 3 hour course. By University directives (see your University Catalog) you are allowed three unexcused hours in this course. If you accumulate 3 hours of absence, your final grade will not be affected. No questions asked.

For 4 UNEXCUSED absences, your final grade will be dropped one step (example: from a B+ to a B). For each additional UNEXCUSED absence, your final grade will be lowered another step.

EXCUSED ABSENCES: This type of absence MUST be presented on the official excused absence form available from the Office of the Dean of your college. Informing your instructor of your absences as soon as possible is appreciated, but the only way an absence is excused is through the Dean’s Office.

If you miss an assignment and do not have an excused absence, you will automatically be given a grade of “F”.
If you miss an assignment and do have an excused absence, talk to your instructor about making up the work. The course covers so much territory and is so fast-paced that we generally do not have time for makeup work.

NOTE: All official excused absence forms must be turned in to the professor within 2 weeks from the day of absence or they will not be accepted.

Plagiarism: According to Webster’s New Universal Unabridged Dictionary (1983, 2nd Ed.), to plagiarize is “to steal or pass of 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). 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, learn to save drafts or versions of assignments under individual file names on computer diskettes, 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. If a student is caught cheating they will receive a zero for that assignment. No exceptions will be given.

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.
**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.

**ADA Compliance** To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180

**References**
- Play Analysis
- Design History
  [http://www.hatii.arts.gla.ac.uk/MultimediaStudentProjects/98-99/9500131l/project/html/history.htm](http://www.hatii.arts.gla.ac.uk/MultimediaStudentProjects/98-99/9500131l/project/html/history.htm)
  [http://www3.northern.edu/wild/ScDes/sdhist.htm](http://www3.northern.edu/wild/ScDes/sdhist.htm)

**Tentative Course Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>AUGUST 25</td>
<td>M</td>
<td>Class Orientation</td>
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<tr>
<td>27</td>
<td>W</td>
<td>Class Orientation</td>
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<tr>
<td>29</td>
<td>F</td>
<td>President’s Convocation</td>
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<tr>
<td>SEPTEMBER 1</td>
<td>M</td>
<td>LABOR DAY HOLIDAY</td>
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<tr>
<td>3</td>
<td>W</td>
<td>Discuss the Scenic Designer and His/Her Process</td>
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<tr>
<td>5</td>
<td>F</td>
<td>Discuss Chapters 2 &amp; 3</td>
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<td>8</td>
<td>M</td>
<td>Discuss Tools &amp; Use and Title Blocks</td>
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<td>W</td>
<td>Critique of 4.1</td>
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<td>12</td>
<td>F</td>
<td>Continue Critique and Review</td>
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<td>15</td>
<td>M</td>
<td>Test covering Chapters 1, 2, 3 &amp; 4</td>
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<td>17</td>
<td>W</td>
<td>Discuss Geometric Construction</td>
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<td>19</td>
<td>F</td>
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<td>22</td>
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<td>Critique of 5.1</td>
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<td>24</td>
<td>W</td>
<td>Discuss Line Weights</td>
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<tr>
<td>26</td>
<td>F</td>
<td>Review for Exam</td>
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**TPA 4060: SCENE DESIGN SECTION 001**

**DAILY SCHEDULE-FALL 2008**

**MWF 9:05-9:55am**

**PROFESSOR SYRHEDA L. REED-LEO**
Note: Pop Quizzes may apply---Be sure to read the chapters before the class that they will be discussed.

FINAL EXAMINATION: The week of December 8-12th

REQUIRED ATTENDANCE:
Students are required to see all FAMU Essential Theatre Productions. All shows are performed in Charles Winter Wood Theatre, Tucker Hall on the campus of Florida A&M University unless otherwise indicated. For more information call 850-561-2425 or visit our website at www.essentialtheatre.us or visit the box office in room 111 in Tucker Hall.

EXTRA CREDIT OPTIONS:
All productions performed outside of FAMU are eligible for extra credit. You may attend such productions at any of the theatres/venues in or out of town. Critique papers are due along with the ticket stub from viewed show. All extra credit papers are due by the last day of class—no exceptions. A maximum of two (2) extra credit options per student worth 15 points toward your final grade will be allowed.

**Materials**

1. T-square (at least 36” size)
2. Triangles (one 30/60, one 45/90; both at least 8” size)
3. Protractor
4. Architect’s Scale & Metal Ruler with cork backing
5. Mechanical Pencils and replacement lead (.05mm, .07mm)
6. #2 Pencils with erasers
7. Erasers (one art gum, one regular) and Eraser Shield
8. Ames Lettering Guide (optional)
9. French Curves (optional)
10. Masking Tape
11. X-acto Knife & replacement blades
12. Glue (types may vary)
13. Spray Mount
14. Compass (at least 6” size with center adjustment)
15. Various shape and furniture Templates (optional)
16. Tracing & Sketch Paper
17. Drafting Vellum (24” x 36”)
18. **Additional Supplies** (to be purchased on an as needed basis)