**Course Number:** TPA 2210  Section 001  
**Prerequisite(s):** None  
**Course Credit:** 3  
**College:** Arts and Sciences  
**Department:** Visual Arts, Humanities & Theatre  
**Course Title:** Introduction to Production Techniques  
**Course Hours:** 3  

**Supplies:**
1. 3 chip brushes (sizes 1", 2", 3")
2. Small Paint Brush Set (round, filbert, liner, etc.)
3. 1 pack multi-colored construction paper
4. Goggles
5. Painter's Tape
6. Ruler or T-Square
7. 1 mask
8. Tracing, Bristol & Sketch Paper
9. Acrylic paint (1 each of red, blue, yellow, white, black)
10. Water cups or bowl
11. Color Pencils
12. Different types of Glue

**Faculty Name:**

**Term and Year:** Spring 2008  
**Place and Time:**

**Office Location:**  
**Telephone:** 850-561-2841  
**e-mail:**

<table>
<thead>
<tr>
<th>Office Hours</th>
<th>Monday: 10am-11am 1:30pm-3pm</th>
<th>Tuesday: 11am-12:15pm</th>
<th>Wednesday: 10am-11am</th>
<th>Thursday: 11am-12:15pm</th>
<th>Friday: 10am-11pm</th>
<th>Other hours by appt.</th>
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</thead>
</table>

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

**FAMU Catalog Course Description**

To introduce the student to basic stagecraft and elements of technical production, equipment, construction, backstage organization and management; introduction to principles of design.

**Course Purpose**

This course is designed to explore the many areas of theatre production with the express intent for that exploration to lead to understanding and appreciation of the technical production and stage operations of the theatre.
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 |
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 become familiar with the basic vocabulary and terminology of backstage work.
B. To develop the skills of construction and an understanding of technical methods.
C. To gain an understanding of the backstage organization necessary for efficient theatre operation.
D. To become familiar with the tools and mechanical processes inherent in conveying design concepts.
E. To develop sufficient proficiency in each area of technical theatre to become a viable and contributing member of any production crew.
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 demonstrate the concept of theatre as a collaborative art.
   a. Build a creative performance ensemble.
   b. Build a creative design and technical team or crew.
   c. Engage in discussions of production concept to determine strategies for audience development.
   d. Transfer acquired knowledge from group research to others.
   e. Build trust, relationships and skills of conflict resolution.
   f. Identify the various roles of the collaborative process.
B. **Communication**: Students should be able to demonstrate proficiency in varied forms of recognized communication.
   a. Speak while using clear articulation and adequate vocal production. 
   b. Practice nonverbal behavior through physical action of feelings and emotions. 
   c. Develop creative expression through visual arts. 
   d. Utilize electronic and mechanical tools for precise communication. 
C. **Critical Thinking**: Students should be able to utilize creative and critical thinking in their major.
   a. Read with critical comprehension. 
   b. Identify and compare the various historical, social and cultural influences and traditions in the field of arts and entertainment. 
   c. Evaluate and interpret works of art orally and in writing, using appropriate terminology. 
   d. Analyze a work for its production needs and costs. 
   e. 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.
   a. Specify elements of basic lighting design. 
   b. Identify elements of basic costume design. 
   c. Define the elements of basic set design. 
   d. Recognize theatre business-management techniques. 
E. **Cultural Diversity**: Students should be able to describe theatre’s relationship to culture and how cultural diversity manifests itself in theatre today.

<table>
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<th>Assignment</th>
<th>Behavioral objectives</th>
<th>INTASC Standards</th>
<th>FEAPs</th>
<th>FTCE SAE</th>
<th>PEU Conceptual Framework</th>
</tr>
</thead>
</table>

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

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

**TECHNOLOGY**

12.1 The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

12.2 Demonstrates technology competencies as defined by Document 1 (Florida Technology Literacy Profile).

12.3 Uses technology tools on a personal basis.

12.4 Demonstrates awareness of and models acceptable use policies and copyright issues.

12.5 Identifies and uses standard references in electronic media.

12.6 Uses technology in lesson and material preparation.

12.7 Identifies technology productivity tools to assist with management of student learning.

12.8 Teaches students to use available computers and other forms of technology.

12.9 Creates authentic tasks using technology tools and recognizes the need for learner-centered environments.

12.10 Selects and utilizes educational software tools for instructional purposes based upon reviews and recommendations of other professionals.

12.11 Uses digital information obtained through intranets and/or the Internet (e.g., e-mail and research).

12.12 Uses technology to collaborate with others.

12.13 Develops professional goals relating to technology integration.

12.14 The preprofessional teacher uses accessible and assistive technology to provide curriculum access to those students who need additional support to access the information provided in the general education curriculum as available at each school site.

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 theatre safety practices.
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 scene design and scene painting.
6. Identify basic elements and techniques of property design, materials, and construction.
7. Identify basic lighting design, techniques, and equipment.
8. Identify basic sound design, techniques, and equipment.
9. Identify basic elements of costume design and construction.
10. Identify basic makeup design, techniques, and materials.
11. Analyze solutions to facility problems.
12. Identify stage management responsibilities.
13. Identify theatre management responsibilities.
14. Identify production staff and basic crew responsibilities.
15. Identify ways of using computers in theatre production, management, and design.

**8 Knowledge of career opportunities**

1. Identify career opportunities in theatre and the entertainment industry.
2. Identify advanced educational opportunities

**Topical Outline**

A. Backstage and production Organization
B. Basic philosophy and rationale of scenography
C. Introduction of Theatrical Space, Equipment and Terminology
D. Materials for Stage Scenery
E. Wood Joints and Fabrication
F. Theatrical Hardware and Fabrics
Types of Scenery and building and rigging techniques
Introduction to Scene Painting
Introduction to Lighting Instruments and theory
Basic Principals of Electricity
Color Theory and application

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 concepts.
C. Attendance at specific theatrical productions will be required. These will be used as a sound referential basis of instruction.

Field/Clinical Activities:
Students will complete several projects that could be executed in a real situation. Also, 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

Course Evaluation
A. Students will write a minimum 2000 words. This will be accomplished by completing a design concept statement and a critical review of a full-length dramatic production. Each will be a minimum of two typed pages (handwritten papers are not acceptable). These papers MUST be written according to MLA format. Further specific instructions and details will be given by the instructor.

B. Evaluation:
1. Attendance and Class Discussion 15%
2. Tests/Final Project 40%
3. Written Assignments/Creative Activity 30%
4. Quizzes/Take Home Assignments 15%

NOTE: 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.
NOTE: All students enrolled in Stagecraft Production Tech must, also, participate in Stagecraft Production Tech Lab.
NOTE: All students enrolled in Stagecraft Production Tech must, also, participate in both productions this semester for a minimum of fifteen (15) hours per show.

Course Policies
Clothing:
Students must wear suitable work clothes for classes/labs and crews. This is for your safety. Shoes must cover your feet and be at least as sturdy as sneakers. No sandals, high heels, clogs, flip-flops, or slippery soles. Do not wear loose jewelry or short skirts and dresses. If you wear unsafe clothing or inappropriate clothing, you will be asked to leave and will be considered absent.

Students must wear "nice" or suitable clothing during show calls. No T-shirts, jeans or sneakers are allowed for front-of-house duties. Low cut blouses, excessively tight fitted garments, unbelted pants, pants worn below the normal waist or excessively short clothing items are not allowed.

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.
TARDY is defined as arriving after class has begun whether it is a lecture, video or presentation. For every 3 tardies you will be given 1 unexcused absence.

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. If time doesn’t permit make-ups, you will be given a grade of “X” for this missed assignment (except for required Gordon Rule assignments). An “X” grade doesn’t count FOR you nor does it count AGAINST you. The course covers so much territory and is so fast-paced that we generally do not have time for makeup work.

Student Conduct:
1. Students are expected to uphold the core values published in the FAMU Student Handbook in order to create an environment conducive to learning and enlightenment.
2. Cell phones must be turned off 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 Ardelia 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.

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 with 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.