Course Goals and Objectives:
This course aims at guiding the students through the main areas of Scenic Design, from ideas to workshop drawings, from past to contemporary concepts and from developing a vision to working in a team.

Upon successful completion of this course, the student will be able to:
1) Analyze a script for its design possibilities and production needs.
2) Articulate a design concept and support it with research.
3) Communicate a design through drafting, drawings, sketches, paintings, and models.
4) The student will be able to demonstrate increased skills in sketching, drafting and use of multiple mediums.

Department Objectives:
1) Demonstrate an understanding of the individual artist’s place in the role of theater as a collaborative art by learning the role of the Scenic Designer in the production process.
2) Understand and appreciate the process of production through seeing and critiquing department shows.
3) Demonstrate the relationship of theater to world history, societies and cultures by researching specific styles and historical periods associated with design.
4) Master skills, vocabulary and concepts necessary in today’s theater to understand and practice the art of theater by studying the terminology commonly associated with scenic design.

Textbooks:
There will be no textbook for the course, and all the texts listed below are optional. Some readings will be assigned. There will be handouts provided for the classes when needed:

A.S. Gillette – An Introduction to Scenic Design
W. Oren Parker & R. Craig Wolf - Scene Design and Stage Lighting
Oscar G. Brockett & Robert J. Ball - The Essential Theatre

Required Texts: Opera Hansel & Gretel by Engelbert Humperdinck.
Tartuffe by Molière
Aeschylus, Sophocles, Euripides and Aristophanes
**Attendance:** Students must attend all classes. There will be a total of three absences allowed during the semester. After the third absence, final grade will be lowered one letter grade per absence. If extreme circumstances necessitate an absence, students must get the notes or assignments from a classmate. Students are responsible for making up all missed work. Each unexcused absence will automatically result in a 5-point penalty. If you arrive after the first five (5) minutes, you will be counted as absent for the day. If the student can foresee a need to miss a class, it should be brought to the instructor’s attention at the earliest possible date so an assignment for the class to be missed could be given. If you are sick or there is an emergency please try to notify me before the start of the class. No food or cellular phones are allowed in class. No cellular phones are allowed in class. Students are allowed to use laptops and/or smartphones only for research purposes.

**Assignments**

There will be a total number of four graded works and one projects for set design due during the course of the semester. Assignments will not be accepted after the class period in which they are due.

Classes will feature some lecture, supervised studio time, discussions and critiques, and students’ presentations. Students will be given time in class to work on their projects, but they are absolutely expected to work independently outside the class. Please save all process work for the project. Hand in all rough sketches and “studies”. A project without “process work” will be considered incomplete and graded accordingly.

**Main Project: for Set Design**

Students will be asked to create a design for an interior set based on a Greek Theatre. Presentation must include: Ground Plans, ½” Preliminary color-neutral Model, 1/2” or ¼” Final Model in a model house, Elevation Rendering in color.

In addition to the major project numerous small assignments will be given, both in class and as homework. Those surprise small projects are neither tests nor quizzes, and they should not be perceived as such; the projects are conceived as exercises designed to teach students about particular elements of set design.

Maintain a daily drawing journal/sketchbook. You are free to draw anything inspires you, but you have to draw one thing in your sketchbook each day (five per week). For more complicated drawing you are aloud to spend as many days you need. The sketchbook due is every 2 weeks and constitutes 10% of your grade.

**Grading**

Grades will be assigned as follows:

Scenic: #1=20%; #2=20%; #3=20%; #4=30%, Sketchbook= 20%;

Greens Project: Renderings =20%; Model=20%; Plans & Elevations=20%
First concept - 10%; Second concept - 10%; Third concept 10%;
Research book - 10%

Because scene design is subjective: 1) grades will be assigned based on the general level of progression in the class; the level of individual progress and work ethic/attitude will also be considered. 2) The individual student will be graded against himself, or herself, based on personal growth and progress. 3) The objective criteria for each assignment will be the same for all without exception. (3) Variable subjective factors will also affect the grading rubric.

* Schedule & values are subject to change at discretion of instructor. Take notes daily.

MATERIALS

Note: You will not need all the materials from the list on your first day of class. I will spend some time explaining the exact specifications for each item on the list during our first meeting. The list is very general and does not include special materials each of you will need in order to work on your particular design.

(* denotes possible shared items)

Drawing/ Rendering tools & Materials:
- Sketchbook: at least 11”x14”
- Watercolor paper/pad- at least 11” x 14”, masking tape
- At least 4 pencils of varying degrees- 4 or 6B to 4H,
- Color pencils, watercolor pencils, pastels (Prismacolor is recommended)
- Eraser, other drawing tools as needed;
- Mechanical pencil(s), 0.3 or 0.5, with drafting leads (2H, H or HB)
- Watercolor paints or acrylic
- White tempera or gouache

Model supplies/tools:
- Matte board, Bristol board and/or foam core, 3/16” black foamcore – you will need at least four 30x40” or eight 20x30” sheets
- Craft Glue, Tacky glue
- Exacto blades and knives, other model/craft materials as needed
- 12” architect’s scale ruler
- 45 or 30/60/90 degree triangle – 10” side minimum
- Steel ruler

• If these items are cost prohibitive, it is your responsibility to let me know. I can help with materials on an as needed basis. A limited amount of supplies will be available to all, but you may wish to supplement with your own materials

Course Calendar
Assignments are shown and due as noted unless the instructors—who reserve the right to alter it at any time—notified the students timely of such changes.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>Jan. 19 T</td>
<td>Introduction and expectations. Syllabus review. Discussion of the projects: procedures, materials etc.</td>
<td>Start reading Aeschylus, Sophocles, Euripides and Aristophanes</td>
</tr>
<tr>
<td>Jan. 21 TH</td>
<td>What is stage design? The physical stage and its auditorium: a - <em>The Proscenium Stage</em> b - <em>The Thrust Stage</em> c - <em>The Arena Stage</em> d - <em>The Total Stage</em></td>
<td>Lecture, Sketchbook Due</td>
</tr>
<tr>
<td>Jan. 26 T</td>
<td>The relationship between the stage space and the actor</td>
<td>White model - in class work Bring scissors and paper tape for this project Graded work 1 (paper model)</td>
</tr>
<tr>
<td>Jan. 28 TH</td>
<td>Elements of design: line, scale/dimension, movement/direction, light, color, texture, harmony, contrast, variation, pattern/composition and gradation</td>
<td>Project: ”The Wall” begins Sketchbook Due</td>
</tr>
<tr>
<td>Feb. 2 T</td>
<td>Principles in concept-design Description of metaphor, genre and style</td>
<td>Project: ”The Wall” continues</td>
</tr>
<tr>
<td>Feb. 4 TH</td>
<td>Theories and concepts in scenic design</td>
<td>Project “The Wall” ends Graded work 2 (model) Sketchbook Due</td>
</tr>
<tr>
<td>Feb. 9</td>
<td>Perspective drawing</td>
<td>pencils &amp; watercolor paper In class work</td>
</tr>
<tr>
<td>Feb. 11 TH</td>
<td>Perspective drawing</td>
<td>pencils &amp; watercolor paper In class work Sketchbook Due</td>
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<tr>
<td>Feb. 16 T</td>
<td>Project: “Composition in a cube” Begins</td>
<td>In class work</td>
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<tr>
<td>Feb. 18 TH</td>
<td>Project: “Composition in a cube” Continues</td>
<td>In class work Perspecte drawing Due</td>
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</tbody>
</table>
Feb. 23 T  Project: “Composition in a cube” continues

Feb. 25 TH  Project: “Composition in a cube”

Mar. 1 T  General discussion on the Greek’s play
What do we design ?
What are our sources ?
The dramatic text

Mar. 3TH  SETC

Mar. 8 T  Reading and understanding the script
Script analysis
Charting the show

Mar. 10 TH  Developing a first concept Greek Theatre
Research on author

Mar. 22 T  Developing a first concept
Research on historical background

Mar. 24 TH  Developing a first concept
Research on geographical background

Mar. 29 T  Application of research to the space for the play
What kind of space does the play require ?
How does the spatial need and our research affect our thinking about the play ?

Mar. 31 TH  Developing a second concept

Apr. 5 T  Developing a third concept

Graded work 3 (rendering)
Sketchbook Due

In class work

Hansel and Gretel

Project of the Greek Theatre begins
Read chapter 4 in Brockett’s “Essential Theatre”

Deadline: call for the title and author for the Greek project.
(one copy is necessary)

SPRING BREAK! USITT!

First concept due
Playwright Thesis

Second concept due
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr. 7 TH</td>
<td>Scenery material</td>
<td>Sketchbook Due</td>
</tr>
<tr>
<td></td>
<td>Choosing your period</td>
<td>Thumbnail sketches</td>
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<td></td>
<td><strong>Third concept due</strong></td>
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<tr>
<td>Apr. 12 T</td>
<td>Planning Properties</td>
<td>Discussions of thumbnails</td>
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<tr>
<td>Apr. 14 TH</td>
<td>Pictorial Drawings</td>
<td>Rough floor plan and sketch</td>
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<tr>
<td></td>
<td>model</td>
<td>Sketch floor plan and elevation</td>
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<td></td>
<td><strong>Sketchbook Due</strong></td>
<td></td>
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<tr>
<td>Apr. 19 T</td>
<td>Textured and Sculptural Surfaces</td>
<td>Elevation of your major scenic element</td>
</tr>
<tr>
<td>Apr. 21 TH</td>
<td>Mirror Surfaces</td>
<td>Completed elevations and details as assigned</td>
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<tr>
<td></td>
<td><strong>Sketchbook Due</strong></td>
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<tr>
<td>Apr. 26 T</td>
<td>Preparing for the final presentation</td>
<td>Rendering inclass work</td>
</tr>
<tr>
<td>Apr. 28 TH</td>
<td>Preparing for the final presentation</td>
<td>Model making starts on the <strong>Greek Theatre</strong> project</td>
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<tr>
<td></td>
<td><strong>Sketchbook Due</strong></td>
<td><strong>Tartuffe</strong></td>
</tr>
<tr>
<td>May 3 T</td>
<td>Preparing for the final presentation</td>
<td>Model making on the <strong>Greek Theatre</strong> project continues</td>
</tr>
<tr>
<td>May 5 TH</td>
<td>Preparing for the final presentation</td>
<td>Project on the <strong>Greek Theatre</strong></td>
</tr>
<tr>
<td></td>
<td>ends</td>
<td><strong>Sketchbook Due</strong></td>
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<tr>
<td></td>
<td><strong>Project Grade</strong></td>
<td></td>
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<tr>
<td>May 12 TH</td>
<td><strong>Final Exams! Final Exams! Final Exams!</strong></td>
<td></td>
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<tr>
<td>10:15-12:15</td>
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</tbody>
</table>
IMPORTANT DATES *
Semester Class Begins ................................................. 01/19/2016
Last day to add a class (without instructor permission) .......... 01/24/2016
Last day to withdraw completely and receive a 100% refund: ........ 01/31/2016
Last day to drop a course using SalukiNet ....................... 04/03/2016
Last day to file diploma application (for name to appear in Commencement program): ............................................... 02/12/2016
Final examinations .................................................... 05/09–05/13/2016

Note: For outreach, internet, and short course drop add dates, visit Registrar’s Academic webpage http://registrar.siu.edu

SPRING SEMESTER HOLIDAYS
Martin Luther King, Jr’s Birthday Holiday 01/18/2016
Spring Break 03/12–03/20/2016

WITHDRAWAL POLICY – Undergraduate only
Students who officially register for a semester may not withdraw merely by the stopping of attendance. An official withdrawal form needs to be initiated by the student and processed by the University. For the proper procedures to follow when dropping courses and when withdrawing from the University, please visit http://registrar.siu.edu/catalog/undergraduatecatalog.html

INCOMPLETE POLICY – Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student’s grade point average. For more information please visit: http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A, B, C, D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://registrar.siu.edu/catalog/undergraduatecatalog.html

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.siu.edu/about/us/grad-catalog/index.html

DISABILITY POLICY
Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves interviews, reviews of student-supplied documentation, and completion of Disability Accommodation Agreements.
http://disabilityservices.siu.edu/

PLAGIARISM
Student Conduct Code http://srr.siu.edu/student_conduct_code/

MORRIS LIBRARY HOURS
http://www.lib.siu.edu/about

SAFETY AWARENESS FACTS AND EDUCATION
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://safe.siu.edu

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or salukicare@siu.edu, http://salukicare.siu.edu/index.html

EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for students and faculty. The Emergency Response Plan and Building Emergency Response Team (BERT) programs. Emergency response information is available on posters in buildings on campus, available on BERT’s website at www.siu.edu. Department of Safety’s website at www.dps.siu.edu (disaster drop down) and the Emergency Response Guideline pamphlet. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well as an essential preparation for any career. For more information please visit: http://www.inclusiveexcellence.siu.edu/

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website:
Tutoring: http://tutoring.siu.edu/
Math Labs: http://math.siu.edu/courses/course-help.php

WRITING CENTER
The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office’s main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

Additional Resources Available:
SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin
ADVICE: http://advisement.siu.edu/
PROVOST & VICE CHANCELLOR: http://pvcaa.siu.edu/
SIU ONLINE: http://online.siu.edu/

Spring 2016 R O’Rourke