



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring
Course Prefix: THEA
Course Title: Stagecraft I

Year: 2025
Course and Section #: 1513 002
Credits: 2

Course Description

Surveys all elements of theatre and film production including sets, lighting, sound, properties, and costumes. Offers experience in the construction, painting, dressing, and striking of sets and props; the hanging, focusing and gelling of lighting instruments; the preparation of sound effects; and the operation of sound and lighting control equipment. Utilizes lecture, demonstration, films, and observation of working production facilities and personnel.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Graham Whipple

Student Learning Outcomes

1	Use basic terminology of theatre architecture, set construction and production.
2	Identify back stage skills required to plan and produce scenery, props, lighting and sound for theatrical productions.
3	Employ safety procedures of theatrical production.
4	Use construction and production techniques.
5	Explain the history of stagecraft and how it can be adapted to contemporary use.
6	Work with technical crews on UVU productions.

Course Materials and Texts

-Backstage Handbook, 3rd edition

-I and You by Lauren Gunderson

-Architect's scale rule. Be careful not to get the very similar-looking engineering scale rule. An architect's scale rule will have markings in fractions, such as 1/4, 3/8, 1/2, etc.

-Safety Glasses

Course Requirements

Course Assignments, Assessments, and Grading Policy

Homework / Projects:

Class assignments must be completed by the start of the class period. Late work will be penalized 5% of full credit per calendar day late (not to extend past the end of the semester).

All written assignments should adhere to rigorous standards of spelling, grammar, and clarity. Plagiarism in any form will not be tolerated and is subject to disciplinary action by the University. Be aware that plagiarism extends not just to the written word, but also to visual communication and design concepts. If you are referencing other work, or using machine learning/algorithms to generate work, you must credit the source.

Quizzes

Over the course of the semester, three quizzes will be given out. Students are encouraged to consult the Backstage Handbook, their own notes, and any other available resources. The purpose of these is not necessarily to test what you can memorize (although that's certainly helpful), but your ability to know your resources and find accurate information when needed. Each quiz will constitute 5% of your final grade.

Vocabulary Assignments

Over the course of the semester, three vocabulary assignments will be given out. Students are encouraged to find terms that are unfamiliar to them through these assignments. These are not simply busy work, but an opportunity to become familiar with industry standard terms and to learn that everything in theatre has a specific name.

Personal Reflection Papers

In the course of the semester, students will compose two personal reflection papers. These are intended as a gauge by which students and their instructor can assess students' personal and artistic growth. These should be at least 700 words in length and should address the student's own perspectives on their personal journey.

1) The first paper may be a good place to assess where you are at as the semester begins – what are your strengths, what areas do you need to grow in? What are the gaps in your knowledge that you would like to explore? What are your plans for pushing your journey forward?

2) By the time of the second paper, you will have a semester's worth of experiences in class, life, and perhaps in production work. How have these things affected you? What has helped you grow? What setbacks have you experienced? Were your solutions to challenges effective? Did you meet your goals for the semester? How have your goals changed? What do you wish to improve on or pursue after this semester, and how can you do that?

These papers are important tools for personal growth, and it is important to take them very seriously. Please do not assume what your instructor wants to hear and present only that.

Your instructor is as interested in what did not work for you as what did. These are different from other kinds of academic papers, but they are not informal journal-writing.

They require forethought, analysis, and consideration of structure. They require proofreading. They are a tool for you to consider your progress and for your instructor to understand your goals and help you move toward them. Assessing our strengths,

weaknesses, successes, and challenges is the most important development tool we have, so take time with these to let them be a truly useful tool.

Production Response Papers

Students are expected to see all departmental Mainstage shows during the semester and will write a short (600-1000 word) paper responding to the technical elements of the show. This is an opportunity to apply the knowledge acquired in this class to real-life scenarios and demonstrate an understanding of technical theatre ideas.

Students are responsible for acquiring their own tickets to these shows. A full calendar of show dates and times is available through the department's website. If a student is involved with the show, they should respond to the prompt from their own experience, not necessarily from an audience's point of view.

Guidelines for Writing Assignments

For all writing-based assignments, including personal reflection papers, essays for tests, project reflection papers, and certain kinds of group project components, the following guidelines apply:

- All written assignments must be submitted through Canvas as either a Word document (.docx) or as a PDF (.pdf).
- Each page must have a header including your name, the name of the class, and the page number.
- Documents should be double-spaced.
- Font size should be no larger than 12 point and no smaller than 10 point.
- All assignments should be proofread for spelling, grammar, and structure. Points will be deducted for spelling and grammar errors beyond two instances.

For grading, I will be using the following Reflective Writing Rubric designed by the National Council of Teachers of English and the International Reading Association (NCTE/IRA):

Skills	5	4	3	2	1
Depth of reflection	Demonstrate a conscious and thorough understanding of the writing prompt and the subject matter. This reflection can be used as an example for other students.	Demonstrate a thoughtful understanding of the writing prompt and the subject matter.	Demonstrate a basic understanding of the writing prompt and the subject matter.	Demonstrate a limited understanding of the writing prompt and subject matter. This reflection needs revision.	Demonstrate little or no understanding of the writing prompt and subject matter. This reflection needs revision.
Use of textual evidence and historical context	Use specific and convincing examples from the texts studied to support claims in your own writing, making insightful and applicable connections between texts.	Use relevant examples from the texts studied to support claims in your own writing, making applicable connections between texts.	Use examples from the text to support most claims in your writing with some connections made between texts.	Use incomplete or vaguely developed examples to only partially support claims with no connections made between texts.	No examples from the text are used and claims made in your own writing are unsupported and irrelevant to the topic at hand.
Language use	Use stylistically sophisticated language that is precise and engaging, with notable sense of voice, awareness of audience and purpose, and varied sentence structure.	Use language that is fluent and original, with evident a sense of voice, awareness of audience and purpose, and the ability to vary sentence structure.	Use basic but appropriate language, with a basic sense of voice, some awareness of audience and purpose and some attempt to vary sentence structure.	Use language that is vague or imprecise for the audience or purpose, with little sense of voice, and a limited awareness of how to vary sentence structure.	Use language that is unsuitable for the audience and purpose, with little or no awareness of sentence structure.
Conventions	Demonstrate control of the conventions with essentially no errors, even with sophisticated language.	Demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language.	Demonstrate partial control of the conventions, exhibiting occasional errors that do not hinder comprehension.	Demonstrate limited control of the conventions, exhibiting frequent errors that make comprehension difficult.	Demonstrate little or no control of the conventions, making comprehension almost impossible.

Grading:

Your final grade for the course will be out of 1000 point, broken down as follows:

Syllabus quiz 10

Take-home quizzes 150

Vocabulary Assignments 150

Carpentry Project 150

Personal Reflection Papers 140

Production Response Papers 150

Final Project 150

Participation and Safety 100

Your percentage grade will be translated to a letter grade and a point grade as follows:

NUMERICAL LETTER POINTS

92-100 A 4.0

90-91.9 A- 3.7

88-89.9 B+ 3.4

82-87.9 B 3.0

80-81.9 B- 2.7

77-79.9 C+ 2.4

72-76.9 C 2.0

70-71.6 C- 1.7

67-69.9 D+ 1.4

62-66.9 D 1.0

60-61.9 D- 0.7

0-59.9 F 0.0

Grades will be updated on the class Canvas page as assignments are graded.

Required or Recommended Reading Assignments

Click here to enter text.

General Description of the Subject Matter of Each Lecture or Discussion

Week	Day	Date	Class Topic	Assignments Due
1	Monday	1/6/2025	Review Syllabus and Types of Theatre	
	Wednesday	1/8/2025	Theatre Jobs and Basic Theatre Vocabulary	
2	Monday	1/13/2025	Shop Safety, Scenery Tools, Measurements	Syllabus Quiz
	Wednesday	1/15/2025	Drafting and Working in Scale	Personal Reflection 1
3	Monday	1/20/2025	Martin Luther King Jr. Day - NO CLASS	
	Wednesday	1/22/2025	Begin Carpentry Project	
4	Monday	1/27/2025	Continue Carpentry Project	
	Wednesday	1/29/2025	Scenery Basics: Flats, Stairs, Wagons, Soft Goods	
5	Monday	2/3/2025	Design Communication and Process: Drafting, Renderings, Mockups, Research	
	Wednesday	2/5/2025	Continue Carpentry Project	Quiz #1
6	Monday	2/10/2025	Finish Carpentry Project	
	Wednesday	2/12/2025	Costume Design and Tech	
7	Monday	2/17/2025	President's Day - NO CLASS	
	Wednesday	2/19/2025	Computer Networking or Carpentry	

8	Monday	2/24/2025	Properties	Vocabulary Assignment #1
	Wednesday	2/26/2025	Color Theory, Scenic Art, Practical Paint	Carpentry Project
9	Monday	3/3/2025	Run Crew	Quiz #2 Production Response 1
	Wednesday	3/5/2025	Class Online - USITT	USITT
10	Monday	3/10/2025	SPRING BREAK - NO CLASS	SPRING BREAK

	Wednesday	3/12/2025	SPRING BREAK - NO CLASS	SPRING BREAK
11	Monday	3/17/2025	Sound Design and Tech	
	Wednesday	3/19/2025	Practical Sound and QLab	
12	Monday	3/24/2025	Lighting Design and Tech	Vocabulary Assignment #2
	Wednesday	3/26/2025	Practical Lighting	
13	Monday	3/31/2025	Discuss Final Projects and Form Groups	Quiz #3
	Wednesday	4/2/2025	Rigging and Fly Systems	
14	Monday	4/7/2025	Projections and Special Effects	
	Wednesday	4/9/2025	Stage Management	
15	Monday	4/14/2025	The Theatre Industry	
	Wednesday	4/16/2025	Flex Day	
16	Monday	4/21/2025	Production Meeting: Final Project	Personal Reflection 2 Vocabulary Assignment #3
	Wednesday	4/23/2025	Interim Day - NO CLASS	Production Response 2
17	Wednesday	4/30/2025	Final Project Presentations 11:00-12:50pm	Final Project (<i>I and You</i>) Production Response 2

Required Course Syllabus Statements

Generative AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. Responsible and appropriate use of AI can help your workflows and develop a skill to use in the future. AI work is allowed in this course under the following limitations.

AI may be used to generate and organize initial ideas, preliminary research, and for checking grammar and style.

AI may not be used for writing entire sentences, paragraphs, or papers; creating final renderings; or replacing your own artistic efforts.

As with any material that you are using or referencing that you did not create, proper citation is important. For any submitted AI work, you must list the AI tool that was used and the prompt it was given. You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). If you have any questions or concerns about the use of AI in this course, please speak with your instructor.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status,

pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.