

Master Course Syllabus

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

Semester: Spring

Year: 2025

Course Prefix: THEA

Course and Section #: 2513 002

Course Title: Introduction to Design for Stage and Screen

Credits: 3

Course Description

Studies the design process associated with costumes, scenery, and lighting. Uses research, conceptual renderings, models, and drafting. Introduces perspective drawing, figure drawing, three dimensional model building, and standard drafting practices.

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: Shannon Hutchins

Student Learning Outcomes

- Identify elements and principles of design.
 - Utilize script analysis to collect appropriate research for a given design area.
 - Develop skills in visual communication including drawing and storyboarding.
 - Describe the design process for theatrical design disciplines such as scenic, costume, lighting, and sound design.
 - Synthesize design research into clear storytelling via in-class presentations.
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Course Materials and Texts

- *Much Ado About Nothing* by William Shakespeare (any edition).
- SketchUp (a 3D modeling program). This is installed on the computers in our classroom, which are available when other classes are not meeting in the space. Students may wish to acquire a personal copy for their own devices. A free web-based version is available from www.sketchup.com, but

students may wish to purchase an upgraded version with fewer limitations. Any version of the program will work for the purposes of this class.

- 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.
 - Sheets of posterboard or foam core (to be discussed)
 - Various drawing and rendering supplies (to be discussed)
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Course Requirements

Course Assignments, Assessments, and Grading Policy

Class assignments must be completed by the start of the class period, whether you are in attendance or not. Most assignments will be submitted entirely or in part to the class Canvas page. If there are multiple presentation days for an assignment, your submission is due at the start of the first presentation day, regardless of what day you are presenting. Incomplete or late work will be penalized 10% of full credit per class day late. This means that you have up to ten class days or until the last day of classes to submit for possible partial credit, whichever comes first.

All written assignments should adhere to rigorous standards of spelling, grammar, and clarity. Any instance in which material is cited from a source must be documented using MLA formatting.

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, you must credit the source.

All assignments that have a research component must be accompanied by a list of sources submitted to Canvas. For written research, cite the source as you would on a works cited page. For visual research, list the following, in this order:

-Source

-What it is an image of (the Coliseum, 1976 Paris fashion show, *American Gothic*, a Waring brand blender, etc.). Be specific.

-The designer/artist/creator(s) of the thing being shown

-Photographer (if applicable)

-Year that the item and/or image was created

Personal Reflection Papers

During the semester, students will compose three 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 of 2-3 pages 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 had half a semester's worth of experiences in class, in 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? What would you do the same and what would you do differently presented with similar situations?
- 3) The third paper may cover many of the same topics and questions as the second, but should also look back to your first paper and reflect on such questions as: Did I meet my goals for the semester? Have my goals changed? What do I wish to improve on or pursue after this semester, and how can I 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. I am 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.

Design Response Papers

Students are required to see two of the following shows during the semester. Recorded performances are available through our library (Databases > Drama Online > Video) for those who are involved in the live productions. Tickets for live shows are available through the UVU box office for \$2.

Required Live Options:

The Whole Story, UVU Bastian Theatre

Little Women, UVU Bastian Theatre

Optional Live Option:

Scaredy Kat Presents, UVU BB Jones Theatre

Recorded Options:

Twelfth Night, National Theatre

wonder.land, National Theatre

The Cherry Orchard, National Theatre

She Stoops to Conquer, National Theatre

For each production, students will write a three-page response paper (750 word minimum) exploring how the design was used in the production to enhance storytelling.

Guidelines for Written Assignments

For all writing-based assignments, including personal reflection papers and design response papers, the following guidelines apply:

- Papers will be in 12-point font with 1” margins on all sides and double-spaced.
- The first page will have a header including your name, the name of the class, and the title of the assignment.
- All assignments should be proofread for spelling, grammar, and structure.

Grading for written assignments will be subjectively based on the following criteria:

- Does the paper address the topic adequately and thoroughly?
- Has the student put adequate thought into examining the topic?
- Does the paper meet the length and formatting requirements?
- Is the paper crafted in a clear and coherent way?
- Does the paper contain spelling or major grammatical errors?

Grading:

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

Syllabus Quiz	10
Elements and Principles 1: Elements and Principles 1:	15
Script Analysis:	35
Preliminary Contextual Research:	80
Lighting Mood Board:	80
Costume Inspiration Board:	80
Costume Sketches:	30
Scenic Research Board:	100
Preliminary Scenic Sketches:	30
Final Scenic Sketches:	30
Sound Samples and Scoring:	70
Final: Cohesive Design Concept:	80
Personal Reflection Paper 1	130
Personal Reflection Paper 2	30
Personal Reflection Paper 3	30
Design Response Paper 1	30
Design Response Paper 2	30
Participation:	30
	80

Your numerical 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

Required or Recommended Reading Assignments

Click here to enter text.

General Description of the Subject Matter of Each Lecture or Discussion

Day	Date	Topic	Due
Monday	Jan 6	Review Syllabus, Design as Storytelling	
Wednesday	Jan 8	Elements and Principles of Design	DUE: Syllabus Quiz DUE: Read <i>Much Ado About Nothing</i>
Monday	Jan 13	NO CLASS – MLK Day	
Wednesday	Jan 15	Elements and Principles of Design 1 - Presentations	DUE: Elements/Principles 1 DUE: Personal Reflection 1
Monday	Jan 20	Script Analysis for Designers	
Wednesday	Jan 22	Elements and Principles of Design 2 -	DUE: Elements/ Principles 2
Monday	Jan 27	Elements and Principles of Design 2 Presentations, continued Assign Design Concepts	
Wednesday	Jan 29	Research for Designers	DUE: Script Analysis
Monday	Feb 3	Lighting Basics, Emotional cues; design as creator of mood, Color Theory	
Wednesday	Feb 5	Lighting Design, continued	
Monday	Feb 10	Research Presentations	DUE: Preliminary Contextual Research
Wednesday	Feb 12	Research Presentations, continued	
Monday	Feb 17 NO CLASS	President's Day	
Wednesday	Feb 19	Lighting Mood Board Presentations	DUE: Lighting Mood Board

Monday	Feb 24	Costume/Makeup Design Basics	
Wednesday	Feb 26	Costume Sketch Basics; Figure Drawing & Fabric	
Monday	March 3	Costume Research Presentations	DUE: Costume Research
Wednesday	March 5	Costume Research Presentations, Continued	
Monday	March 10	NO CLASS – Spring Break	
Wednesday	March 12	NO CLASS – Spring Break	
Monday	March 17	Costume Sketch Presentations	DUE: Costume Sketches DUE: Design Response 1
Wednesday	March 19	Scenic design basics, Environment, Time, and Place	
Monday	March 24	Scenic Research Presentations	DUE: Scenic Research Board DUE: Personal Reflection Paper 2
Wednesday	March 26	Scenic Research Presentations Continued, Introduction to Sketchup	
Monday	March 31	Conveying visual information: drafting, rendering, modeling, mockups, samples	
Wednesday	Apr 2	Scenic Sketch Presentations	DUE: Preliminary Scenic Sketches
Monday	Apr 7	Continued Scenic Sketch Presentations;	
Wednesday	Apr 9	Final Scenic Sketch Presentations	DUE: Final Scenic Sketches
Monday	Apr 14	Sound Design Basics, Intro to QLab	
Wednesday	Apr 16	Sound and Score Presentations,	DUE: Sound Effects and Scene Scoring
Monday	Apr 21 LAST DAY OF CLASSES	Unifying the Design	DUE: Personal Reflection Paper 3 DUE: Design Response 2
Wednesday	Apr 30	Final Exam Period; 11:00a-12:50p	DUE: Cohesive Design Concept

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. At the same time, you should learn how to use AI and in what instances AI can be helpful to you. The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Creating the entirety of your final design projects or images
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

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). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty. Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

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.