



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: Scenic Design I

Year: 2025

Course and Section #: 3571 001

Credits: 3

Course Description

Focuses on the application of advanced principles of scenic design for sets and properties. It involves completion of project designs featuring elevation drawing and drafting, rendering, and model building with an emphasis on development of conceptual ideas based on script and director's concept. Student designers for UVU productions may be selected from this class.

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: Richard Lorig

Student Learning Outcomes

1. Design theatrical scenic solutions through application of analysis and research.
 2. Communicate design ideas through drawings, plans, and models using USITT standards.
 3. Apply terminology for theatrical materials, hardware, and staging in scenic designs solutions.
 4. Generate presentations for multiple design projects.
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Course Materials and Texts

Required Text:

- *The Craft and Art of Scenic Design* by Robert Klingelhoef

Recommended Computer Programs

- Either **Vectorworks** or **AutoCAD**. (Installed on all computers in GT-541). Both offer free student licenses.

- **SketchUp.** (Installed on all computers in GT-541). Free access is also available via browser.
 - **Photoshop.** (Installed on all computers in GT-541). If you would like to have it on your personal computer, it is available for license from www.adobe.com
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Course Requirements

Course Assignments, Assessments, and Grading Policy

HOMEWORK / PROJECTS

This course will include a variety of in-class activities and projects to be completed outside of class as well as a handful of reflective writing assignments. **You should anticipate that this course work will regularly require a minimum of 6 hours/week** outside of class and plan your projects accordingly to account for other classes and production assignments. Unless otherwise indicated by your instructor, class assignments must be completed by the start of the class period they are due.

Incomplete or late work will be penalized 5% of full credit per class day late. We are practicing professionalism in this course to prepare you for work in real-world situations, where missing deadlines has a cascading effect on the work of others. If you are not present on a due date, evidence of your work must be submitted electronically via Canvas or email by the start of the class period. Instructions for all assignments can be found in Canvas.

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.

I want to encourage your growth as a designer, so if you are unhappy with the outcome of a project and/or grade, I will allow revision and resubmission for all design projects except for the final (but only if the assignment was submitted by the original deadline).

Required Play Attendance

As a member of the UVU Theatre community, I expect you to attend both main stage productions. You are required to attend and respond to two theatrical productions this semester. You may respond to area productions (professional or semiprofessional) with the instructor's approval.

- *The Whole Story* (Bastian Theatre) Opens 2/21
- *Little Women* (Smith Theatre) Opens 4/4

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.

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 broken down as follows:

Participation 5%

Development Projects/Reflection Papers 15%

Production Responses 15%

Project 1: Research/Concept/Development 20%

Project 2: Unit Set 20%

Project 3: Final Project 25%

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

PERCENTAGE LETTER POINTS

94% A 4.0

90% A- 3.7

86% B+ 3.4

83% B 3.0

80% B- 2.7

76% C+ 2.4
 73% C 2.0
 70% C- 1.7
 66% D+ 1.4
 63% D 1.0
 60% D- 0.7
 <60% E 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

Day	Date	Content	Due
MON	JAN 6	<ul style="list-style-type: none"> • First Day • Syllabus • Course Supplies 	
WEDS	JAN 8	<ul style="list-style-type: none"> • Calendar • Discussion: The Nature of Craft • Review: Elements & Principles of Design • <i>Assign: Research a Designer</i> 	CHAP 1
MON	JAN 13	<ul style="list-style-type: none"> • Discussion: Scenic Design – Then and Now • Discussion: Aesthetics • Review: Elements & Principles of Design Cont. 	CHAP 2 1st Half SUPPLIES
WEDS	JAN 15	<ul style="list-style-type: none"> • TEAMS! (Check Canvas for link) • Discussion: Collaboration • Discussion: Working with Directors 	CHAP 3 Research a Designer Due
MON	JAN 20	<ul style="list-style-type: none"> • NO CLASS – MLK Jr Day 	

WEDS	JAN 22	<ul style="list-style-type: none"> • Presentation: Research a Designer • <i>Assign: READ Trifles</i> 	
MON	JAN 27	<ul style="list-style-type: none"> • Discussion: Text & Play Analysis • <i>ICP: Script Analysis Assignment</i> • <i>Assign: Sound Project</i> 	CHAP 4 TRIFLES Due
WEDS	JAN 29	<ul style="list-style-type: none"> • Discussion: The Creative Process • Discussion: Ideation/Concept Generation • <i>ICP: Brainstorming Techniques</i> 	CHAP 6 1st Reflection Due

MON	FEB 3	<ul style="list-style-type: none"> • Discussion: Using Space • Discussion: Theatre Arrangements • <i>ICP: Create a Simple Scene/Thumbnails</i> • <i>Assign: Project I</i> 	CHAP 7
WEDS	FEB 5	<ul style="list-style-type: none"> • Presentation: Sound Project • <i>Quiz Show! (1st Half)</i> 	Sound Project Due
MON	FEB 10	<ul style="list-style-type: none"> • Discussion: Research • Discussion: Period & Styles • <i>ICP: Research Skills</i> 	CHAP 5
WEDS	FEB 12	<ul style="list-style-type: none"> • Discussion: Drawings and Purpose • Discussion: Drawing/Rendering • <i>ICP: Hand Lettering</i> • <i>Assign: Hand Lettering Project</i> 	CHAP 9
MON	FEB 17	<ul style="list-style-type: none"> • NO CLASS – President’s Day 	

WEDS	FEB 19	<ul style="list-style-type: none"> • Discussion: Drafting Basics • Discussion: Drafting Tools & Standards • Discussion: Nota Bene 	Hand Lettering Project Due
MON	FEB 24	<ul style="list-style-type: none"> • Presentation: Project 1 (Group A) 	Project 1 Due (ALL)
WEDS	FEB 26	<ul style="list-style-type: none"> • Presentation: Project 1 (Group B) 	Midterm Reflection Due 2nd Half SUPPLIES
MON	MAR 3	<ul style="list-style-type: none"> • Discussion: Design Process • Discussion: Designing is Refining • Discussion: Unit Sets • <i>Assign: Project 2</i> 	CHAPTER 8 & 10

WEDS	MAR 5	<ul style="list-style-type: none"> • Guest/Video: Drawing in Perspective • <i>Assign: Perspective Practice</i> 	
MON	MAR 10	<ul style="list-style-type: none"> • NO CLASS – Spring Break 	
WEDS	MAR 12	<ul style="list-style-type: none"> • NO CLASS – Spring Break 	
MON	MAR 17	<ul style="list-style-type: none"> • Discuss: Drawing in Perspective • Discuss: Model Building – Tools & Materials • Demo: Model Building – Tools • <i>ICP: X-Acto Practice</i> 	Perspective Practice Due

WEDS	MAR 19	<ul style="list-style-type: none"> • Demo: Model Building – Tips & Tricks • <i>ICP: Project 2 Questions</i> • <i>Assign: Project 3</i> 	Project 2 Questions
MON	MAR 24	<ul style="list-style-type: none"> • Discussion: Digital Model Building • Demo: SketchUp 	
WEDS	MAR 26	<ul style="list-style-type: none"> • <i>ICP: Project 2 (Working Day)</i> 	
MON	MAR 31	<ul style="list-style-type: none"> • Presentation: Project 2 (Group A) 	Project 2 Due (ALL)

WEDS	APR 2	<ul style="list-style-type: none"> • Presentation: Project 2 (Group B) 	
MON	APR 7	<ul style="list-style-type: none"> • Discussion: Multi-Unit Sets • Discussion: Scenic Elements • <i>ICP: Project 3 Questions</i> 	CHAPTER 11
WEDS	APR 9	<ul style="list-style-type: none"> • Discussion: The Produced Design • Discussion: Scenic Package • <i>ICP: Project 3 Questions</i> 	CHAPTER 12 Project 2 Questions
MON	APR 14	<ul style="list-style-type: none"> • <i>Quiz Show! (2nd Half)</i> 	3rd Reflection Due

WEDS	APR 16	<ul style="list-style-type: none"> • AMA: Rick's Portfolio • <i>ICP: Project 3 (Working Day)</i> 	
MON	APR 21	<ul style="list-style-type: none"> • <i>ICP: Project 3 (Working Day)</i> 	
WED	APR 23	<ul style="list-style-type: none"> • NO CLASS – Interim Day 	
WED	APR 30	<ul style="list-style-type: none"> • FINAL Project Presentations (ALL) 1:00 PM – 2:50 PM 	Project 3 Due

Foundations

Design Concepts & Process

Tools & Skills

Projects & Presentations

Required Course Syllabus Statements

Generative AI

The relationship between AI and scenic design is still relatively new. We will consider potential benefits and pitfalls, and I anticipate that we will have lively discussions about AI, communication, and creativity. For this course, it is expected that all final submissions should be the students' own, unaided work, except when specified by the instructor. This is especially true for reflective writing, which is required to be the students own work. For design projects, you made be asked to submit evidence of specific steps in your process and any AI contributions must be properly documented and cited.

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.