



**THTR 230:**  
**Communicating Theatrical Design Concepts**  
**Units: Three**  
**FALL 2021—Fridays—10:00am-11:50am**

**Location: KAP 164**

**Instructor: Tom Buderwitz**  
**Office Hours:** upon request  
**Contact Info: e-mail:** tbuderwi@usc.edu  
**Contact cell:** 213.709.9044 (text messages)  
**slack:** @Tom Buderwitz

### **Course Description**

The visualization and communication of design ideas through free-hand and mechanical drawing and model making, including sketching, plan drafting, rendering and 3D computer modeling.

### **Learning Objectives**

Design and Communicate Scenic and Costume Designs for different types of theatrical production by creating Sketches, Text Analysis, Research, Renderings, Plans and Models for Gunderson's "I and You" and Shakespeare's "Hamlet."  
Present Designs to the class explaining choices and reinforcement through research and text analysis

**Prerequisite(s):** none

**Co-Requisite(s):** none

**Concurrent Enrollment:** none

**Recommended Preparation:** rest, the creative spirit and an open mind

### **Course Notes**

Grading type (Letter). The course will utilize blackboard for announcements and content uploads.

We will also have our own slack channel (discussion + messaging) for easier access.

### **Technological Proficiency and Hardware/Software Required**

~~Being in online modality, all classes will be conducted synchronously via zoom meeting. Zoom meeting (recurring) link will be accessible through blackboard and posted in blackboard announcements. Zoom class sessions will all be recorded and asynchronously available along w/ transcripts upon request.~~

~~We will also utilize Trimble Sketchup software for some of our design projects— We will cover Sketchup, web access, download options and learning Sketchup in class sessions.~~

### **Required Readings and Supplementary Materials**

Suggested reading (optional) The Dramatic Imagination by Robert Edmond Jones  
 Required text: "I and You" by Lauren Gunderson (PDF file provided via blackboard)  
 Required text: Folger Library Edition "Hamlet" by William Shakespeare ISBN: 0-671-04286-6  
 Hamlet text also available online at: <https://shakespeare.folger.edu/shakespeares-works/hamlet/>

**Description and Assessment of Assignments**

We will be working on Scenic and Costume designs for two plays this semester. "I and You" by Lauren Gunderson and "Hamlet" by William Shakespeare. Assignments include set and costume sketches, text analysis, research, drafting, costume rendering and physical 3D (computer) model creation. All assignments will be submitted via e-mail to: [tbuderwi@usc.edu](mailto:tbuderwi@usc.edu). Formats for assignment submissions will be included with each assignment upon instruction and will vary depending on assignment type.

**Grading Breakdown**

Assessment Tool (assignments)	Points	% of Grade
"I and You" thumbnail sketch	4	4%
"I and You" text analysis (words list)	4	4%
"I and You" research boards	4	4%
"I and You" black + white costume sketches (2 characters)	3	3%
"I and You" scale ground plan	5	5%
"I and You" color costume renderings (2 characters)	4	4%
"I and You" 3D Computer set model	8	8%

"Hamlet" thumbnail sketch	5	5%
"Hamlet" text analysis (words list)	5	5%
"Hamlet" research boards	6	6%
"Hamlet" color poster project	6	6%

"Hamlet" black + white costume sketches(12 characters)	5	5%
"Hamlet" scale ground plan	7	7%
"Hamlet" color costume renderings (4 characters)	6	6%
"Hamlet" 3D Computer set model	10	10%
"Hamlet" final exam (model presentation)	6	6%
Class participation	12	12%

### Grading Scale

Course final grades will be determined using the following scale

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59 and below

### Assignment Submission Policy

Assignments are due no later than two hours prior to class beginning. (Special allowances for deferred completion of assignments may be available upon request ahead of time)

### Grading Timeline

I will do my best to grade and submit feedback within one-week of class that assignment was assigned for.

### Additional Policies

Late assignments will receive less than full marks and may not receive any marks depending on timing/level of work. ~~Missed classes should all be made up asynchronously via zoom recording links provided.~~ You are expected to attend all classes. ~~Our live zoom~~

classes are to be treated just as live classroom classes would be. Make sure you are in a safe/secure environment as free from distraction, disruption as possible and w/ maximum Wi-Fi. Please be on a computer as opposed to a cell phone for your zoom connection. Zoom etiquette is to keep your microphones muted at all times until being called up, using the raise hand function and adhering to all USC policies for conduct, behavior and decorum. Please refrain from private chatting during the class session. I might not be able to respond to your Chat messages during class—but I will do so afterwards. Alternatively, I will ask one or more of you to volunteer as my Chat monitor, who will respond to your urgent Chat, when needed. Or, simply raise the question to me during class time.

It is highly suggested that ALL students turn their cameras “ON” for maximum engagement and assessment by the teacher to assess understanding, delivery and discussions. Virtual zoom backgrounds are allowed and creativity there is encouraged.

### Course Schedule: A Weekly Breakdown

EDI @SDA: Professional Development/Mandatory EDI Training  
Wednesday, September 15, 2021

All SDA students are welcome to join an interactive community building experience that explores how we integrate core values of equity, diversity, and inclusion into our educational and artistic journey at SDA. Competencies that will be covered will include, but not limited to, Anti-Racism as Everyday Practice; Equity-Mindedness (w/colleagues from USC Race & Equity Center); and Theatrical Intimacy & Building Cultures of Consent. More details will follow. NOTE: All SDA classes will be cancelled to support involvement in this effort. We encourage all to participate.

- **Week #1 Friday August 27, 2021**

Overview of THTR 230 / Review of Syllabus / Review of Assignment Types + Structure / Review of “thumbnail” sketches.

**Assignment:** Read “I and You” by Lauren Gunderson (PDF provided in Blackboard) Be prepared to discuss themes/ideas/motifs and play structure in class on 9/3/21

**Assignment:** Create a thumbnail (initial gut-reaction) scenic pencil sketch for “I and You” by Lauren Gunderson. Sketch should be on 8-1/2” x 11” white paper (horizontal) and should be whatever you envision the environment to look like based on what you saw “in your mind’s eye” upon reading the play. I do not care how well you can draw. Do the best you can to draw what you see. Sketch in pencil. Include your name and play title. Scan or clean photograph your sketch (be careful of shadows) and e-mail submit file. Sketches are due prior to class 9/3/21

- **Week #2 Friday September 3, 2021**

In Class discussion of “I and You” by Lauren Gunderson re: themes/ideas/motifs and play structure. In Class discussion of words lists for design (text analysis) for “I and You” by Lauren Gunderson.

In Class review of thumbnail sketches

In class review of drawing/sketching technique for drawing humans/costume sketches

**Assignment:** Create a design words list for “I and You” by Lauren Gunderson. Words list to feature words, lines, quotes w/ descriptive qualities within the play. Look for adjectives, adverbs, metaphors, similes, unique words/use of language that may help illuminate the “world” of the play. Words list due prior to class 9/10/21

**Assignment:** Create two black and white pencil sketches one for each of the two main characters. I do not care how well you can draw. Do the best you can to draw what you see. Sketch in pencil. Include your name and play title. Scan or clean photograph your sketch (be careful of shadows) and e-mail submit file. Sketches are due prior to class 9/10/21

- **Week #3 Friday September 10, 2021**

In Class review of words lists / b+w costume sketches

In Class discussion of research boards / assembling research imagery

**Assignment:** Create a research board(s) for Scenic and Costume ideas for “I and You” by Lauren Gunderson. Boards should include literal and metaphoric imagery. They should be organized by group i.e. scenic: literal (girl’s rooms) scenic: non-literal (poetry/music/medical) costume: literal (teenager clothing) costume: non-literal (poetry/music/medical) Boards can be created digitally as pdf from Powerpoint, in Photoshop or Illustrator, in Word or as physical boards. Boards are due prior to class 9/17/21

- **Week #4 Friday September 17, 2021**

In Class review of research boards

In Class discussion of scale ground plans / ~~accessing and working in 2D in Sketchup~~

**Assignment:** Create a working scale ground plan for your set design for “I and You” by Lauren Gunderson ~~in Sketchup~~. Blank Theater ground plans to be provided as pdf file in blackboard. Students must ~~import blank pdf plan, scale properly in blackboard and~~ create a full 2D ground plan view showing location of all set elements (walls/doors/windows/furniture/masking) Plans should include a how to do the scenic change at the end of the play. Ground Plans are due prior to class 9/24/21

- Week #5 Friday September 24, 2021**  
 In Class discussion of ~~3D modeling in Sketchup~~ Physical model construction and Color Costume Rendering  
**Assignment:** Create two color Renderings (one for each of the two main characters) in “I and You” by Lauren Gunderson. I do not care how well you can draw/paint. Do the best you can to draw/paint what you see. Renderings are due prior to class 10/1/21  
**Assignment:** Create a physical white model of your set design ~~in Sketchup~~. Models must be based off of your 2D ground plan. Models are to include furniture and actors and have a solution for the scenic change at the end of the play. Models are due prior to class 10/1/21
- Week #6 Friday October 1, 2021**  
 Student presentations of “I and You” set designs and Color Costume Renderings (This is essentially our midterm exam)  
**Assignment:** Read “Hamlet” by William Shakespeare  
 Be prepared to discuss themes/ideas/motifs and play structure in class 10/8/21  
**Assignment:** Create a thumbnail (initial gut-reaction) scenic pencil sketch(es) for “Hamlet” by William Shakespeare. Sketch(es) should be on 8-1/2” x 11” white paper (horizontal) and should be whatever you envision the environment to look like based on what you saw “in your mind’s eye” upon reading the play. I do not care how well you can draw. Do the best you can to draw what you see. Thumbnail sketch(es) are due prior to class 10/8/21
- Week #7 Friday October 8, 2021**  
 In Class discussion of “Hamlet” by William Shakespeare re: themes/ideas/motifs and play structure. In Class discussion of words lists for design (text analysis) for “Hamlet” by William Shakespeare.  
 In Class review of submitted thumbnail sketches  
**Assignment:** Create a design words list for “Hamlet” by William Shakespeare. Words list to feature words, lines, quotes w/ descriptive qualities within the play. Look for adjectives, adverbs, metaphors, similes, unique words/use of language that may help illuminate the “world” of the play. Words list due prior to class 10/22/21 (two weeks)
- Week #8 Friday October 15, 2021**  
**NO CLASS – FALL Recess**
- Week #9 Friday October 22, 2021**  
 In Class review of student words lists  
 In Class continued discussion of “Hamlet” by William Shakespeare re: themes /ideas /motifs and play structure.

- In Class discussion of research boards / assembling research imagery
- **Assignment:** Create a research board(s) for Scenic and Costume ideas for “Hamlet” by William Shakespeare. Boards should include literal and metaphoric imagery. They should be organized by group i.e. scenic: literal (castle’s interior/exterior) scenic: non-literal (themes) costume: literal (period clothing) costume: non-literal (themes) Boards are due prior to class 10/29/21
- **Week #10 Friday October 29, 2021**  
In Class review of student research projects  
In class discussion of poster design (based on individual research)  
**Assignment:** Create a poster for your production of “Hamlet” by William Shakespeare. Posters can be hand drawn/colored or computer generated. Designs MUST be original. Posters are suggested to be in a Vertical format and at least 11” x 17” in size. Posters are due prior to class 11/5/21
- **Week #11 Friday November 5, 2021**  
In Class review of submitted Hamlet poster designs  
In Class review of assembling black+ white costume (group) roughs  
**Assignment:** Create 12 costume sketches (roughs) assembled together on one page (minimum size 11”x17”) for: Hamlet, Horatio, Ghost, Claudius, Gertrude, Polonius, Ophelia, Laertes, Rosencrantz, Guildenstern, Gravedigger and Fortinbras. 12 Costume sketches are due prior to class 11/12/21
- **Week #12 Friday November 12, 2021**  
In Class review of submitted Hamlet black+ white costume (group) roughs  
In class review and discussion of Unit Sets  
In Class discussion/review of 2D scale ground plans / creating Ground Plans in Sketchup  
**Assignment:** Create a working scale ground plan for your set design for “Hamlet” by William Shakespeare in Sketchup. Blank Theater ground plans to be provided as pdf file in blackboard (different theater file than “I and You” project). Students must ~~import blank pdf plan, scale properly in blackboard~~ and create a full 2D ground plan view showing location of all set elements (walls/doors/steps/levels/furniture/masking) Plans should include a how to do All of the scenes within the play. Ground Plans are due prior to class 11/19/21
- **Week #13 Friday November 19, 2021**  
In Class discussion of ground plans / Sketchup / 3D modeling  
**Assignment:** Create first pass at a scenic design model of your set design for “Hamlet” in Sketchup. Models must be based off of your 2D ground plan. Models are too include furniture and actors and have a solution(s) for

All of the scenes within the play. Working Models are due prior to class 12/3/21 (two weeks)

- **Assignment:** Create 4 color costume renderings: (one for each of these characters: Hamlet, Ghost, Gertrude or Ophelia, 4<sup>th</sup> rendering your choice) in “Hamlet” by William Shakespeare. I do not care how well you can draw/paint. Do the best you can to draw/paint what you see. Use color to help convey character, mood, enforce themes. Include details that illuminate character. 4 color costume renderings are due prior to class 12/3/21 (two weeks)
  
- **Week #14 Friday November 26, 2021**  
**NO CLASS – Thanksgiving recess**
  
- **Week #15 Friday December 3, 2021**  
In Class discussion of ground plans / model construction  
In Class review of selected student color costume renderings  
Final in Class discussion of ~~3D modeling in Sketchup~~ – review of physical designs/models in process  
**Assignment:** Create your FINAL color Sketchup set model for “Hamlet” by William Shakespeare for our Final Exam Presentations on Monday December 13, 2021. Models must be for the theater space provided. Must include scale actors and include solution(s) for All of the scenes within the play. ~~3D Sketchup models (files) MUST be submitted to me via e-mail no later than two hours prior to Final exam, so that I can download, check format and prep for zoom presentation~~
  
- **Week #16 Friday December 13, 2021**
- **(FINAL EXAM) Monday May 13, 2021 \*\*\* (8:00am) \*\*\*\* note time!!!**  
In Class Presentation of Individual “Hamlet” ~~3D Sketchup~~ set design models. Each student will have approx. 5 minutes to communicate their design ideas and choices as ~~I share your 3D design models~~. Be prepared to discuss reinforcement of themes and to have answers for specific solutions to various scenes within the play.

## **SDA PRODUCTIONS, ISPS, AND EXTRACURRICULAR ACTIVITIES**

SDA productions, ISPs and Extracurricular Activities\* will not excuse you from any class work. There will be no exceptions made for absences in class, missed or delayed assignments, homework or lack of class participation resulting from your involvement in any of the above. Your grade will reflect your work in this class, independent from work in any other class or activity.



\*Activities that have been officially sanctioned by the larger university (such as marching band, song girls, or varsity sports) are exempt. You must submit official documentation to your professor regarding your participation in an event prior to your absence.

### **Statement on Academic Conduct and Support Systems**

#### **Academic Conduct:**

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

#### **Statement for Students with Disabilities**

Any student requesting academic accommodations based on a disability is required to register with Office of Student Accessibility Services (OSAS) each semester. A letter of verification for approved accommodations can be obtained from OSAS. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. OSAS is located in GFS 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website for OSAS and contact information: (213) 740-0776 (Phone), (213) 814-4618 (Vidoe Phone), (213) 740-8216 (FAX) [ability@usc.edu](mailto:ability@usc.edu).

#### **Emergency Preparedness/Course Continuity in a Crisis**

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university’s site on Campus Safety and Emergency Preparedness.

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#### **Health and Participation in Class**

You are expected to complete your Trojan Check screener daily and, as your instructor, I may ask you to show your daily screening in class. Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you must follow the instructions on Trojan Check. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. I will ensure that you can continue to participate in class remotely so that your education is not disrupted.

To reduce the spread of COVID-19, USC requires that face coverings (masks) be worn indoors including in classrooms. Face coverings must cover your nose and mouth and be worn throughout the class session. A mask with a valve is not considered an adequate face covering and should not be used, as it can expel exhaled air, increasing the risk to others. Eating or drinking during class is prohibited because

of the risk posed by removing your mask for these activities. Failure to comply with these requirements will result in your being asked to leave the classroom immediately. Requests for accommodations related to the face covering and eating/drinking policies should be directed to the Office for Student Accessibility Services (<https://osas.usc.edu/>).

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### **SDA Student Support & Reporting Form:**

To facilitate a supportive environment of accountability, SDA has created an internal system of reporting for students to address issues/concerns and to offer feedback or suggestions for improvement. This mechanism provides a pathway for reporting and offering feedback without fear of retaliation or judgment. Any submission filed through this form will be reviewed and processed accordingly through SDA Office of Equity, Diversity, and Inclusion.

To file a report, please visit: <https://bit.ly/SDAstudentreporting>

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### **Support Systems:**

*Counseling and Mental Health - (213) 740-9355 – 24/7 on call*  
[studenthealth.usc.edu/counseling](https://studenthealth.usc.edu/counseling)

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

*National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call*  
[suicidepreventionlifeline.org](https://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press "0" after hours – 24/7 on call*  
[studenthealth.usc.edu/sexual-assault](https://studenthealth.usc.edu/sexual-assault)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED) - (213) 740-5086 | Title IX – (213) 821-8298*  
[equity.usc.edu](https://equity.usc.edu), [titleix.usc.edu](https://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*

[usc-advocate.symplicity.com/care\\_report](https://usc-advocate.symplicity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

*The Office of Student Accessibility Services - (213) 740-0776*

<https://osas.usc.edu>

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Campus Support and Intervention - (213) 821-4710*

[campussupport.usc.edu](http://campussupport.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*

[diversity.usc.edu](http://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu), [emergency.usc.edu](http://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*

[dps.usc.edu](http://dps.usc.edu)

Non-emergency assistance or information.