

THTR 332 LIGHTING DESIGN I

Units: 4

Fall 2021—Monday—2:00-4:50

Location: PED 114 or online as necessary.

Instructor: Elizabeth Harper (she/her)

Office: Zoom: <https://usc.zoom.us/j/7539011368>

Physical: JEF 203

Office Hours: Monday – Wednesday 9am-10am Other times are available. **Please always make an appointment.**

Contact Info: heilich@usc.edu

(310) 729-0082 (text preferred)

Emails and calls typically returned within 24 hours, no later than 48.

IT Help: Prakash Shirke, Information Technology Director

Hours of Service: 9am-5pm, Monday – Friday

Contact Info: shirke@usc.edu, (213) 740-1288

Access to PED 114: Alexandra Hypolite, Scheduling Coordinator

Hours of Service: 9am-5pm, Monday – Friday (DRC)

Contact Info: ahypolit@usc.edu, (213) 740-1293

Course Description

This class focuses on planning and executing a lighting design in a theatrical setting using a hands-on approach. It will prepare students to design lighting for a production or collaborate more meaningfully with a lighting designer.

Learning Objectives

Lighting I teaches the technical and dramaturgical skills required to use light as a narrative design element in theatre. Students will learn to measure and calculate lighting accurately and combine technical skill with conceptual artistry. They will communicate design ideas verbally, visually, through writing, and industry-standard drawings and paperwork. The course culminates in a realization of design work using professional lighting equipment.

Prerequisite(s): None

Co-Requisite(s): None

Concurrent Enrollment: None

Recommended Preparation: Please note, this class must be completed to design lighting for an SDA THTR 397/497 practicum. It is strongly recommended to take THTR 409 : Advanced Drafting Vectorworks (offered fall only) if a lighting design assignment is desired.

Course Notes

Blackboard will be the primary method of communication. Each module's resources can be found there. The syllabus is always subject to change based on class needs and modality shifts.

Technological Proficiency and Hardware/Software Required

In the event we must shift to online instruction or if online accommodations are required, students will need a stable computer with a webcam and microphone. Students who require a laptop or hotspot to complete the work can check one out through the [USC Technology Rental Program](#).

Required Readings and Supplementary Materials

- *TJ Loves Sally 4-Ever* by James Ijames (Posted on Blackboard)
- 1'-0"= ¼" scale plan and section of the Scene Dock Theatre (PDFs posted on Blackboard. Requires a large-format printer available in the Bing design lab or most FedEx-Kinkos.)
- Camera (A phone camera is fine)
- Calculator (A phone calculator is fine)
- 24" roll of velum (to share with classmates) or (4) 24"x 36" sheets per person.
- 24" roll of tracing paper, sometimes called "canary paper". Do not buy a pad or sheets.
- Colored pencils (A small set is fine)
- Pencil sharpener
- Mechanical pencils
- Eraser
- "Field Template Rules!" – Imperial Stage Fixtures (Available at Musson Theatrical for \$26.00, **order ASAP**)
- Protractor (A round plastic template measuring angles, not a compass for drawing circles)
- 45/90 degree drafting triangle
- Architect's scale rule (Not engineer. The scales should include ¼" = 1' and ½" = 1')
- Masking tape or drafting dots
- Roscolux Swatchbook (Available for \$9.95 at Adorama or B&H Camera, **order ASAP**)
- Photometrics + App by Jonathan Mulvaney (Optional but recommended, available through the App Store)

Lab days: Close-toed shoes and clothes that allow you to climb a ladder are required. Note that when the lights are turned on in the classroom it can be quite warm in the summer. Bring a C-wrench if you have one.

Should the class need to meet online during the final two sessions, you will need Cue Builder (Web app, available at www.scenicandlighting.com, \$20)

Description and Assessment of Assignments

All projects will be submitted and graded via Blackboard. Grades will be based on technical accuracy, conceptual and creative thinking, craftsmanship and completion of the project. See the attached rubric. 10% of the grade is given for a self-assessment of your work to identify difficulties and questions. The 10% is earned automatically for submitting feedback, you will not be deducting points from your work.

Self-assessments are to be included in Blackboard comments.

Grading Breakdown

Assignment	Points	Percentage of Grade
The selfie project	100	5%
Lighting questions	100	5%
Concept statement & research	100	10%
Elevation	100	5%
Area, needs & conceptual hookup	100	10%
Front/back/top calculations	100	10%
Side calculations	100	10%
Diagonal, specials & set lighting	100	5%

Rough plot	NA	Not graded, feedback only
Final drafting package	100	15%
Final channel hook-up	100	5%
Final magic sheet	100	5%
Final groups list	100	5%
Light lab presentation	100	10%
Total		100%

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 Rubrics

See attached.

Assignment Submission Policy

All assignments are due via Blackboard on the date and time stated, regardless of attendance. Assignments submitted late will lose 5% per day.

All assignments submitted **on time** may be resubmitted at any time. The higher grade will be recorded. You must include a self-assessment with each submission and notify me when you resubmit. See me if an extension or accommodation is needed due to illness, religious holiday, or general calamity.

Grading Timeline

Graded assignments will be handed back no later than one week following the due date.

Additional Policies

Due to the participatory nature of the class, absences are strongly discouraged.

The use of technology, including phones, is necessary for this class. Please be respectful by staying focused and attentive. Please put all alarms and ringers on silent and refrain from using background apps. During light lab presentations, please put away all laptops, phones or light-emitting device.

Please see attachment outlining class discussion norms.

In the online environment, please turn your camera on if possible, speak up and use the chat box.

Course Schedule: A Weekly Breakdown

- Week 1: Aug. 23 **Interactive lecture:** Welcome to the light lab. Learn or review how to hang, focus, and circuit a light and troubleshooting. Understanding optics and sources, measurement of light and power. How to read a cut sheet. The basics of the ETC Ion.
- Assignment:** The Selfie Project. Work with a partner and sign out a light lab key to complete this project. **Due Aug. 30 at 5:00pm.**
- Week 2: Aug. 30 **Interactive lecture:** Color theory and angles of light.
- Assignment:** Read TJ Loves Sally 4-Ever and answer the lighting questions. **Due Sept. 13 at 5:00pm.**
- Week 3: Sept. 6 **LABOR DAY, NO CLASS**
- Week 4: Sept. 13 **Lecture and discussion:** Discuss TJ Loves Sally 4-Ever in class and begin to develop your design. What are concept statements? How do they function in the staging and design of plays? How do you find inspiration? Discuss ways to communicate early lighting ideas.
- Assignment:** Write a concept statement for your production of TJ Loves Sally 4-Ever and bring in at least 4 well-edited pieces of research to sum up your feelings about the play. **Due Sept. 20 at 5:00pm.**
- Week 5: Sept. 20 **Lecture and class work:** Understanding the space. We will discuss masking, lighting positions, and how to read lighting drawings. In class we will develop the set plan for your production of TJ Loves Sally 4-Ever and create an elevation. You will need to bring 1'-0"= ¼" scaled drawings (plan and section) of the Scene Dock theatre to class, as well as your drafting materials from now on.
- Assignment:** Revise your concept statement and research as needed. Finish the set elevation started in class. **Due Sept. 27 at 5:00pm.**
- Week 6: Sept. 27 **Lecture and classwork:** Discuss lighting-specific ways of looking at space: systems and specials, areas and circuiting. Develop a needs list and conceptual channel hook-up based on your research and concept.
- Assignment:** Break down your space into areas. Create a needs list and develop it into a conceptual channel hook up that fits within the available dimmers. **Due Oct. 4 at 5:00pm.**
- Sept. 28, 2-5pm PED 114: Additional opportunity!** Altman lighting is coming to demonstrate new lighting equipment. Please come!
- Week 7: Oct. 4 **Lecture and classwork:** Photometrics I: front to back. How to calculate beam spread and brightness using the section. Review how to build areas into systems. We will begin to work in class.
- Assignment:** Using your conceptual hook-up, attempt to draft the front light and back and/or top light for your production of TJ Loves Sally 4-Ever. (See assignment sheet posted in Module 7 on Blackboard.) **Due Oct. 11 at 5:00pm.**

- Week 8: Oct. 11 **Lecture and classwork:** Photometrics II: side to side. How to calculate beam spread and brightness using the elevation you created in class. Continue discussing areas, systems, layering, and blending.
- Assignment:** Attempt to draft the high side light and any other side light you may want to use for your production of TJ Loves Sally 4-Ever. Revise last week's work. **Due Oct. 18 at 5:00pm.**
- Week 9: Oct 18 **Lecture and classwork:** Photometrics III: Diagonals. How to calculate beam spread and brightness on the diagonal. Discuss lighting the vertical surface and moving lights.
- Assignment:** Attempt to draft all diagonal lights, specials and/or set lighting you have on your needs list. Revise last week's work. **Due Oct. 25 at 5:00pm.**
- Week 10: Oct. 25 **Lecture and discussion:** Putting it together. What goes in a lighting package? What should the final product look like? We will break down a complete drafting package including the plot, section, deck plot and detail drawings.
- Assignment:** Draft the rough light plot on vellum. Revise last week's work. **Due Nov. 1 at 2pm. This assignment is for feedback and discussion only.**
- Week 11: Nov. 1 **Critique:** Rough plot review. Come ready to share your rough plot (in whatever state it's in) and all of your conceptual work with the class. This is an opportunity to ask questions that arise in your work and others'. **Guest TBA. Elizabeth in Tucson for Christmas at Pemberley.**
- Assignment:** Begin to finalize the light plot, section, and deck plot and/or details if necessary. **This is not due until December 10 at 4pm.**
- Week 12: Nov. 8 **Interactive lecture:** Discuss the tech process and strategies for tech. What is lighting paperwork and why do we need it? Begin creating a channel hook-up, magic sheet and groups list for your production of TJ Loves Sally 4-Ever. **Guest TBA. Elizabeth in Tucson for Christmas at Pemberley.**
- Assignment:** Begin to create a channel hook-up, magic sheet and groups list. **This is not due until December 10 at 4pm.**
- Week 13: Nov. 15 **Interactive lecture:** Programming the ETC Ion.
- Assignment:** Group 1 will create a series of cues in the light lab to realize a moment in your design. You will need to sign out a light lab key to complete this project. Work with a partner for safety. **Group 1 due date: Nov. 22 at 2pm.**
- Week 14: Nov. 22 **Presentation and Discussion:** Group 1 will present their cues and discuss their designs with the class.
- Assignment:** Group 2 will create a series of cues in the light lab to realize a moment in your design. You will need to sign out a light lab key to complete this project. Work with a partner for safety. **Group 2 due date: Nov. 29 at 2pm.**
- Week 15: Nov. 29 **Presentation and discussion:** Group 2 will present their cues and discuss their designs with the class.

Assignment: Finalize all materials to create a complete lighting package as outlined in Module 15.

Final: Friday, Dec. 10, 2-4pm

Please note, attending the final is mandatory. It cannot be rescheduled unless your conflict meets specific university requirements. Contact me if you have a conflict as soon as possible.

Presentation and discussion: Present final lighting packages.

EDI @SDA: Professional Development/Mandatory EDI Training

Wednesday, September 15, 2021

As part of our EDI initiatives and call to action, some workshops will be offered to faculty and staff and to students. Competencies that will be included: Anti-Racism (Faculty/Staff) and Equity Mindedness (Faculty/Staff), and then Theater Intimacy & Building Cultures of Consent (Students, Faculty/Staff). More details will follow. NOTE: All SDA classes will be cancelled to support involvement in this effort.

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. 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 Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in GFS 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website for DSP and contact information: (213) 740-0776 (Phone), (213) 814-4618 (Vidoe Phone), (213) 740-8216 (FAX) 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.

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/>).

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: <http://bit.ly/sdasupport>

Please do not skip over this part. I care about you. Contact me any time for assistance finding a qualified professional if you are in crisis.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call
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

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

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, 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

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 Disability Services and Programs - (213) 740-0776

dsp.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

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

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, 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

Non-emergency assistance or information.