Course Description
Experience both digital and traditional methods and materials to enhance the planning stages and the realization of theatrical design.

Learning Objectives
- Students will expand their knowledge and proficiency of theatrical materials, artistic craft, and current digital technology used to aid the design process and enhance communication of their designs. By deepening their understanding of the basic materials, methods and techniques utilized within the industry of entertainment design students can better strategize fabrication needs during the design and production process.

Required Readings and Supplementary Materials
(access via Blackboard & ARES)
Designer Drafting and Visualization for the Entertainment World, 2nd Edition by Patricia Woodbridge
Folding Techniques For Designers by Paul Jackson
The Art of Manipulating Fabric by Colette Wolff
Drawing & Rendering for Theatre by Clare P. Rowe
Model Making: Materials & Methods by David Neat

Online References
LinkedInLearning tutorials
Blackboard links to resources in Class Content Folder
Eco Sets www.ecosetconsulting.com
The Green Theater www.thegreentheater.org
Broadway Green Alliance www.broadwaygreen.com
The Center for Sustainable Practice in the Arts www.sustainablepractice.org
Supplies

- Fabric samples (TBA, a small cost may be necessary per student)
- Sketchbook/notebook
- Various model building supplies as needed, to be discussed per week, no need to purchase all at once
  - Table/workspace, cutting matte, Exacto knife & blades, cutting rail ruler, architect’s scale ruler
  - Paper products will include Bristol paper, chip board, matt boards, foam core
  - Glue, push pins, drafting tape
- Computer (Mac or PC) ideally should be able to run several graphics programs at same time.
- Extra monitor for your computer is going to be very helpful when using software while in class.
- Software: Adobe Creative Cloud (Photoshop, InDesign, Bridge), Rhino 6 or 7 Educational edition, AutoCAD educational edition, Vectorworks Educational

Technological Proficiency and Hardware/Software Required
Digital tools and software that will be used throughout the semester include: Google Drive, Zoom, Adobe Creative Cloud (Photoshop, InDesign, Bridge), AutoCAD, 3d modeling (Rhino/Sketchup/Vectorworks). It is necessary to have access to a computer or computer lab with sufficient capabilities to use these programs as well as for virtual access to class/class presentations. If you do not have access to a personal computer, maintaining a functioning Bing Design lab account will be sufficient to utilize all digital tools and software available.

Grading Criteria and Assessment of Assignments
FILE NAMING SHOULD FOLLOW THIS PROTOCOL:  S2020_241_Assignment_Name.filetype
Work in class will be, project-based work. All projects will be graded using a point system. Assigned readings will be expected to be completed for the following class session.

Late assignments, projects, exams, papers, or exercises shall be accepted if previously discussed between the student and the teacher or unless exceptional circumstances occur. Grades will be lowered by at least one letter grade if they are not turned in by the assigned deadline.

If your work in class is unsatisfactory, you will be warned about your grade when midterm grades are due. I am available to discuss your progress in class. I encourage you to make an appointment to meet with me at least once during the semester. Cell phones must be turned off and put away during classes. Please take notes on paper/sketchbooks or laptops/tablets.

The final course grade is based on the following scale:
A=100-94; A-=93-90
B+=89-86; B=85-84; B-=83-80
C+=79-76; C=75-74; C-=73-70
D=69-60; F=59 or below.
Point values are assigned to individual projects/assignments. Final grades will be based on points accumulated (90% of final grade) as well as class participation and attendance (10% of final grade). There shall be no unexcused absences.

Grading Scale for SDA:  A indicates work of excellent quality; B of good quality; C of average quality; D of below average quality; and F indicates inadequate work. See p.5 rubric chart for more details.
Assignments/Quizzes

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Pleating Assignment</td>
<td>10pts</td>
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<tr>
<td>Soft Goods &amp; Theatrical Fabric Quiz</td>
<td>10pts</td>
</tr>
<tr>
<td>Photoshop Wall Elevation</td>
<td>10pts</td>
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<tr>
<td>InDesign Assignment</td>
<td>10pts</td>
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<tr>
<td>Digital Large-Scale Printing Assignment</td>
<td>10pts</td>
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<tr>
<td>Digital Fabrication – 3d model</td>
<td>10pts</td>
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<tr>
<td>Final Project</td>
<td>40 pts</td>
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</tbody>
</table>

10 Prelim Design, Research, materials list, steps, etc
10 3d Model, rendering, orthographic drawings
10 Scaled Physical model mock up, revisions
10 Finished prototype and Final presentation

Assignment Submission Policy
Assignments will be turned in to the instructor during class sessions. For assignments that are digital files, the student should upload the file(s) to the class Google Drive folder. Files names should have the following format: S2020_241_Assignment_Name.filetype

Final Examination Date:
Thursday, May 5, 2-4pm  PRESENTATION OF FINAL PROJECT
Final projects must include digital fabrications techniques, hand fabrication techniques, surface treatment and use at least 2 different materials.
# THTR 241 Syllabus

**Weekly Schedule is Subject to Change!!!!!!**

| Week 1  | Jan. 13 | Course Intro  
Paper Pleating Exercise  | Read: Gilette excerpt (on Blackboard)  
Folding Paper Techniques Ch 1 & 2 |
|---------|---------|------------------------------------------------------------|-----------------------------------------------|
| Week 2  | Jan. 20 | Pleating & folding to achieve shapes  | Read: Art of Manipulating Fabric pdf  
Assign: Folding Paper Challenge |
| Week 3  | Jan 27  | Theatrical Fabric Lecture  | Read: all Rosebrand Theatrical Fabrics resources online  
Assign: Photoshop tutorial |
| Week 4  | Feb. 3  | Specialty fabric, Drapery specifications  
Drape exercise, Bing Lab resources  | Assign: Photoshop tutorial, study for quiz  
Read: Rowe, Ch 15-18 |
| Week 5  | Feb. 10 | **Fabrics Quiz**  
Photoshop demo and work  | Assign: Photoshop Wall Elevation  
Read: Rowe, Ch 19-21 |
| Week 6  | Feb. 17 | Photoshop work  | Due: Paint Elevation, upload to Google Dr  
Assign: InDesign tutorial |
| Week 7  | Feb. 24 | In Design Work  
Use Adobe InDesign to create a research document and/or portfolio page.  | Assign: InDesign Assignment  
Read: Large Format Printing Article |
| Week 8  | March 3 | Large Format Printing  | Due: InDesign Assignment |
| Week 9  | March 10 | Lecture: Digital Fabrication Techniques  
CNC Cutter Demo &/or Laser Cutter Demo  
TBD Location  | Due: Large Format Print Assignment  
Read: Woodbridge Ch.16, Digital Design, and Rowe ch 5 |
| Week 10 | March 17 | **No Class -- Spring Break** |
| Week 11 | March 24 | Rhino 3d  
CNC Cutter Demo &/or Laser Cutter Demo  
TBD Location  | Assign: Rhino tutorial, Research and design of Final Project  
Read: TD&T article on Digital Design |
| Week 12 | March 31 | Rhino 3d Demo  
3D printing Demo  
TBD Location  | Assign: Prelim ideas for Final Project  
Assign: Print 3d object |
| Week 13 | April 7 | Building from 3d Model/Orthographic Drawings  | Due: 3d model exercise |
| Week 14 | April 14 | **TBD Location** TBD Soldering Workshop!  | Due: 3d model of Final Project  
Assign: Orthographic Drawings of Final Project, Revisions and File Prep |
| Week 15 | April 21 | Discuss necessary revisions of physical models. File Prep for Laser Cutting and CNC Cutting.  | Due: 1:1 Physical mock up |
| Week 16 | April 28 | 3D Printing/CNC work  
TBD Location  | Due: Revisions to Physical mock up, revised drawings for fabrication of final project |
| FINAL EXAM | May 5  
2pm | Present Final Projects  | Due: Fabricated Final Project and Presentation |
<table>
<thead>
<tr>
<th>Rubric &amp; Corresponding Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creativity</strong></td>
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<tr>
<td>Work is exceptional, unique, decisive. Shows evidence of deep understanding of material and concepts introduced in class. Creativity shown in completion of assignment.</td>
<td>Work is generally unique and thoughtful in approach. Evidence of understanding of material and concepts introduced in class. Some creative risks taken in completion of assignment.</td>
<td>Work is somewhat unique and shows a basic level of conceptual thinking. Few creative risks taken in completion of assignment, opportunities missed.</td>
<td>Work is occasionally unique but shows a lack of conceptual thinking. Very few or no creative risks taken.</td>
<td>Work is not unique and lacks conceptual thought. Does not show original ideas.</td>
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<tr>
<td><strong>Exploration of Tools and Skills presented in class</strong></td>
<td>Work shows exceptional understanding of technical elements and application of the tools learned in class.</td>
<td>Work shows good understanding of technical elements and application of the tools learned in class.</td>
<td>Work shows a basic understanding of technical element and application of the tools learned in class.</td>
<td>Work shows little understanding of technical elements or application of the tools learned in class.</td>
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<tr>
<td>Work is done with exceptional care and attention to detail.</td>
<td>Work is done with good care and attention to detail.</td>
<td>Work is done with only some care and attention to detail.</td>
<td>Work is done with little care and details are not considered.</td>
<td>Work is done carelessly.</td>
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<tr>
<td>Assignment is followed. All work is complete and on time.</td>
<td>Assignment is generally followed. Most work is complete and on time.</td>
<td>Assignment is generally followed but most of the work is incomplete or late.</td>
<td>Assignment is not followed and inadequately completed.</td>
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<tr>
<td>Work shows exceptional focus, effort and planning. Participated in all class discussions.</td>
<td>Work shows good focus, effort and planning. Participated in most class discussions.</td>
<td>Work shows some focus, effort and planning. Participated in some class discussions.</td>
<td>Work shows minimal focus, effort and planning. Barely participated in class discussions.</td>
<td>Work shows a lack of focus, effort and planning. No participation in class discussions.</td>
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EXTRA-CURRICULAR COMMITMENTS AND ISPS

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.

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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/).
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

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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 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
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.