

THEA 3342
LIGHTING DESIGN I
Fall 2020
Online Version
(Subject to Change)

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Contact via email on blackboard or by cellphone (texting is allowed. You must state your name and which class you are in). All communication is to be done between 9am-3pm Monday-Friday. Do not contact me on my cell in the evenings either by text or call. You can also make an appointment during the office hours. I can set up a video chat or a phone call as needed.

***If you have an issue with your computer and have to log off and log back in, you can text me to let me know that you are logging back in. During the class, I may not notice the waiting room.**

Course Direction for Online Learning:

To accommodate the current health crisis and world pandemic, this class is now offered as online. To adjust the style of this class from Face to Face/Hands on to online, this course will introduce new learning outcomes and assignments to help the students. The goals are to offer new learning process and methods to be able to complete the course for all students.

The assignments and objectives are designed to adjust ever changing social and lifestyle conditions we face. If you have any questions or concerns, do not hesitate to contact me.

Course Objectives:

- From this class, students will learn and understand the basic knowledge of theatrical lighting design.
- Students will develop the understanding of the mechanics and equipment for the stage lighting.
- Students will learn about the process of organization, paperwork, cueing and the final execution of lighting design.
- Students will discuss and communicate critical view of their ideas and concept through class projects.
- Students will analyze today's social condition and effect on live entertainment.
- Students will examine global effect of this pandemic and how the industry should strategize for the future
- Students will evaluate how theatre and arts can contribute today's social condition
- Students will assess what is a theatre artist means to you and how you can contribute to the industry and society after the pandemic

Student Conduct and Discipline: The University of Texas at El Paso expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding student conduct and discipline, which is contained in both print and web version of the Handbook of Operating Procedures: Students Affairs. These regulations and policies can be found online and in the "Catalog" of the University of Texas at El Paso.

Attendance and Responsibility

- It is the responsibility of the student to fulfill all the requirements to the best of their abilities. If a student is unclear about anything on the syllabus, they should seek clarification from the instructor.
- Students must behave in accordance with all rules put forth by the Handbook of Operating Procedures of the University of Texas at El Paso.
- Please also look at the instruction under Covid-19 Precautions section.

Getting Help

Technical Support

If you do not know how to use Blackboard or have technical issues with Library access – go to Tech Support Room 300 at Library immediately. Do not wait until you do not understand until you are having problems. You can contact Help Desk via email, helpdesk@utep.edu, by phone 747-5257. Hours are M-F 7a-8p, Sat 9a-10p and Sun 12-4p.

Copyright Statement <https://www.copyright.gov/title17/92chap5.html>

Some of the materials in this course are copyrighted. Copying of textbooks is not “fair use” under the Copyright Act. Your cooperation is expected.

Student Conduct/Scholastic Dishonesty/Final Exams and Plagiarism

Refer to the [Handbook of Operating Procedures: Student Affairs](#).

Due to the nature of an online class, proper online etiquette is critical.

Students with Disabilities Policy:

If you have or suspect a disability and need an accommodation, you should contact The Cass Office at 747-5148 or at cass@utp.edu or go to Room 106 Union East Building.

UTEP Writing Center

To get help with writing please check out the writing center – their procedure has changed due to the virus and you must plan ahead. <https://www.utep.edu/uwc/>

Required (*Majors only*) Text:

If you are non-major, the book is optional

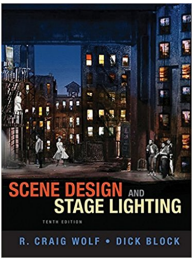
Scene Design and Stage Lighting

By W. Oren Parker, R. Craig Wolf, Dick Block

Publisher: Wadsworth Publishing; 10th edition

ISBN-13: 978-1111344436

ISBN-10: 1111344434



Required Programs and Software:

Microsoft Office and PDF (PDF is built in for Microsoft Office) will be needed for the class.

Required Material:

***Please allow yourself enough time to buy these materials below.**

1. 1 x Scale ruler: Must be **Standard (Architectural)**

*****DO NOT BUY METRIC!! (Engineering)******

2. 1 x Protractor

You must list the following about the photos: 1pts each

- What camera and methods used to take the photos?
- When did you take these photos?
- Where did you take these photos?
- Why did you take this photo?
- Give a word based on emotion
- Photo (5pts)

Project #1-B: Photo to Art – Student will give a word (such as “Passion” or “Decadence” etc.) that describes feelings or emotions of the photos from Project #1-A. Then, student will search photograph of art (paintings, sculptures etc.) online that matches with the words you gave to describe the photos.

You must list the following for the paintings: 1pts each

- Artist
- Name of the Painting
- Any additional information regarding the artwork (Size, Mediums etc.)
- Explain why you chose the art
- Artwork (6pts)

Project #2: Direction of light: Student will find two Paintings from researching online. Student should choose realistic paintings with reference of light. **Pictures must show aspects of light source and directions.** It is recommended that the paintings to have a relatively simple image with figures/objects in a close-up view. Some suggested painters are: Caravaggio, Rembrandt, Johannes Vermeer, Anthony van Dyck, Frederic Church, Albert Bierstadt, Georges de la Tour, Giovanni Paolo Panini, Canaletto, Hopper, etc.

Direction of light Instruction:

- **Print out or Digital files (PDF) of two paintings in color**
- A) Identify the direction of the primary and fill light sources. Use a marker to draw arrows on the painting showing the directions of the light. Then, determine the colors of both sources by compare them with color swatch book(Rosco website in the Blackboard).
- **Overhead View & Mini Plot**
- A) Must draw an overhead view of your paintings. Identify the location of the light sources (Primary and Fill) and list intensity of the light.
- B) Identify fixture types, gel colors and intensity.
 *Do the best estimate you can from Rosco website and videos
 *Specify the name of the lighting fixtures (including the Field Angle) List how many you are using. Do not use LED lights. Use ERS, PAR, Fresnel and Cyc lights
- C) Most paintings will have a background. Use lighting fixtures to light the background.
 *Note - if the background is back, use dark blue as a background
- D) Put intensity for the lights.
- E) Indicate Purpose for each light (example: sun light, candle reflection of water etc.)
- F) Turn the Overhand into mini plot *see example on Blackboard

What you turn in:

- 1) Print out of TWO paintings with arrows identified as “Primary and Fill” lighting directions and also indicate the choice of color by the gel number
- 2) Overhead drawings indicate as “Primary and Fill” lighting directions and also write down the choice of color by the gel number and estimated intensity. Drawings must have **great details with highlight and shadows**
- 3) Use above drawings and make “Mini plot” for both of the Overheads with lighting fixtures and colors

Project #3: Lighting a 3D Object

Student would pick a word that describes emotions, situations or environment (for example: Love, Happy, Sadness, Lost, Serene, Decadence, Divide, etc.) or word used in Project #1. Based on that word, you will create a sculpture using materials that can be found around the house. Not necessary to go out and buy materials. Be creative. It can lay flat on a table as well if you don't have a glue (see example 1), or can be standing up (see example 2). Be inventive and imaginative. Show off your artistic and problem-solving skills!

Steps for the Project:

1. Make a sculpture
2. Write up (One page max) to describe material used, methods and your conceptual idea about the sculpture.
3. Take pictures of your sculpture by using a flashlight. It can be the light on your smartphone. Take 5 pictures of the sculpture with 5 different angles/directions (such as Front, Back, Left or Right Side, Top, Up light etc.)
4. Put this all together in a Word document or PowerPoint
5. Turn into Blackboard

***Be sure your room/environment is dark so you can see your light(flashlight).**

Examples for sculpture:

1. Word: Lost



2. Word: Separation



Project #4: Color in Virtual Light Lab

Go to link: <https://scenicandlighting.com/lightlabs/>

Scroll down and under Open Education Resources, choose “Color Lab”

There are three angles: Right, Back and Left.

Three bars indicate from the top: Color, Saturation, and Intensity.

Student will take following **screen shots**. Please give each photos an emotional “word” that best describe the “look” you created.

- 1 Right with White color
- 2 Backlight with White color
- 3 Left with White Color
- 4 Right with a color of your choice
- 5 Backlight a color of your choice
- 6 Left with a color of your choice
- 7 Combined two angle or more lights with different color
- 8 Combined two angle or more lights with different color
- 9 Combined two angle or more lights with different color
- 10 Combined two angle or more lights with different color

Colors:

Under the same Open Education Resources, there is a Virtual Swatch Book.

Those colors you used for the Virtual lighting above (#4-10), find the closest match in the Virtual Swatch Book. Please indicate those identified colors with each picture.

- Please note, Virtual Swatch Book does not list entire gel collection.

If you would like to see the full colors, please go to below link and be sure to select “Roscolux” on the left of the page under Band/Group

Link: <https://us.rosco.com/en/mycolor>

What you turn in:

Please put those ten screen shots with your emotional words in Office Word or PowerPoint indicate the matching colors as a complete package when you turn in. * See example on Blackboard

Project #5: Script Treatment: *Our Town* by Thornton Wilder (This is a written project)

1. Student will read *Our Town* by Thornton Wilder. The script is on Blackboard. Then student will conceptualize the play and design by writing a Concept Statement known as “Script Treatment” for the entire play. It must explain scene-by-scene lighting design ideas. Please note, the script is not divided into scenes. Students can divide the play into different scenes by the location changes.
2. Paper Format: 12pt Times New Roman font, double-spaced with 1” margins top, bottom, right and left. No extra spaces between paragraphs. You must turn in your paper via Blackboard using **Microsoft Office Word**.
***If I cannot open your file, the project will not be accepted.*

What you turn in as a part of concept statement should include following:

Script Treatment” should include following:

- a) Give “A Word” for the play
- b) Theme of the play
- c) Concept of the play: Your idea of Where, When and Why
- d) Discuss overall lighting concept and approach
- e) Lighting Approach Research: Explanations of each scene/location and approach to your lighting design support with visual research/Inspiration Photos (Every scene must have minimum two research photos of visual ideas)

***Please see examples on Blackboard.**

Project #6 for Non-Major:

**“Global Pandemic Effects on Theatre and Live Event Industry” written paper.
(Minimum 4-page Paper).**

Your paper must address and analyze following:

1. *What is happening to the Broadway theatres and the industry worldwide as well as professionals in the industry from this pandemic?*
2. *What are the solutions to support the industry currently?*
3. *What do you hope to see and happen after this pandemic is ended?*
4. *What do you think theatre managers can do to bring back the audience once this pandemic is ended?*
5. *What does theatre and arts offer during the crisis like we are experiencing?*
6. *What is theatre to you?*
7. *What is your role in the world?*
8. *What are your future goals and you have a different strategy to achieve your goals?*

Some resources for Project #6:**Why theatre is essential for democracy by Oskar Eustis**

https://www.ted.com/talks/oskar_eustis_why_theater_is_essential_to_democracy?language=en

The New York Times:

<https://www.nytimes.com/2020/03/06/arts/covid-19-movies-theaters-concerts-museums.html>

Forbes:

<https://www.forbes.com/sites/bradadgate/2020/03/24/covid-19-will-movie-theaters-fill-up-again/#18d46ea369ef>

The Guardian

<https://www.theguardian.com/world/2020/mar/16/covid-19-prompts-more-cultural-institutions-to-shut-doors>

Playbill

<https://www.playbill.com/article/actors-equity-launches-emergency-curtain-up-fund>

<https://www.playbill.com/article/as-covid-19-precautions-continue-boston-area-theatres-join-others-in-shutting-down>

<https://www.playbill.com/article/broadway-goes-dark-amid-coronavirus-concerns>

Podcast – American Theatre: Off Script from July 21,2020 “Three on the Aisle Side with Hope

Project #6: For Majors:

You can use Vectorworks, if you prefer over hand drafting.

**Let me know if you will have issues working with VW and LW6 at home. Both software can be installed for free.*

VW Education Portal: <https://student.myvectorworks.net/home>

LW6: https://www.mckernon.com/downloads/downloads_lw6.html

Play: *Real Women Have Curves***What you turn in:**

- 1) Script Treatment
 - 2) Mini Plots for each Acts with light fixture notations
- *This can be rough lighting ideas/hand sketch and do not have to be in scale)

- 3) Light Plot ¼" = 1'0" (Max fixture number 70)
- 4) Working Section ¼" = 1'0"
- 5) LW6 Paperwork (Channel Hook Up and Instrument Schedule submit with PDF)
- 6) Magic sheet

Podcast Review Journal: Write one-page (500 words) review

in 1: the podcast / the lives of theatrical designers.

<https://in1podcast.com/>

Episode #75: Direct from Broadway (1989) with Tharon Musser, Peggy Clark, Abe Feder & Jeff Davis moderated by Ken Billington

Extra Credits Options (All 10pts each):

Write one-page (500 words) review of listed below

1. Podcast review

in 1: the podcast / the lives of theatrical designers.

<https://in1podcast.com/>

or Podcast phone App.

Choice 1 – Episode #47: Howell Binkley

Choice 2 – Episode #87: Clifton Taylor

2. KTEP State of the Arts (9/5-9/26) for our *ReUnion rEvolution New Play Festival*.

You can listen to show live or catch the podcast via the webpage link.

Pick two to listen to.

- *Masterclass* will air on 9/5 at 11:30am
- *El Toro y La Niña* will air on 9/12 at 11:30am
- *Borderline* will air on 9/19 at 11:30am
- *A Farm for Meme* will air on 9/26 at 11:30am

3. UTEP Production of *Into The Beautiful North*

This is part of the NEA Big Read, the Department of Theatre and Dance will be hosting various events and virtual performances during the month of October. Must attend all three scenes and pick one technical area of your choice.

Scenes:

- Scene #1 Streams 10/3 – 10/5
- Scene #2 10/6-8
- Scene #3 10/13-15

Technical:

- Costume Presentation 10/16
- Set Design Presentation 10/19
- Lighting Design Presentation 10/22
- Sound Design Presentation 10/23

4. THE UTEP DINNER THEATRE BROADWAY IN CONCERT – STREAMING LIVE!

November 14, 2020 at 7:30pm

- The UTEP Dinner Theatre will stream live over the internet this special evening of songs from Broadway’s biggest hit musicals.
- Will star our talented Musical Theatre Majors/Dinner Theatre Performers who will be performing live on the dinner theatre stage in this special theatrical event while observing social distancing guidelines.
- Will be streamed over Facebook and YouTube for the enjoyment of our UDT audience.

5. *Christmas Carol En La Frontera – The Radio Play*

Times and Dates TBA

Due to COVID the Department of Theatre and Dance had to take our holiday classic and move it into a safer format for both the production team and the audience. We decided a radio play would be a beautiful tribute to the past and tradition of sitting around radio and listening to mysteries, ghost stories and holiday specials. KTEP will be airing the program in partnership with us.

*All Extra credits are due on the last day of the class (Thursday before dead day)

* Students can do up to **40 points** for extra credits

Grading Calculations:

Project #1-A	50
Project #1-B	50
Project #2 (20 each for front view, 30 each for top)	100
Project #3	100
Project #4	100
Project #5	100
Project #6	150
(Majors - 1.Script Treatment: 20pts, 2.Mini-plot: 20, 3.Light Plot 40pts, 4.Section 40pts, 5. Magic Sheet 10pts, 6. Paperwork: 20pts)	
Attendance and Participation	30
Photometrics in class	10
Podcast Journal in 1 #75	10

Total Points

700

(A: 630, B: 560, C: 490, D: 420)

***All information on this syllabus can be subject to change**

Subject Matter:

The performing arts have a power to stir strong emotions, or possibly touch on subjects you might not feel comfortable seeing on stage. If you have concerns about viewing or discussing specific subjects, please see the person in charge of your section as soon as possible to discuss possible accommodations. As we will respect your individual's rights to choose what shows you want to see, we expect all our discussions—including any that may occur outside of class—to be conducted in a respectful and professional matter.

Professionalism:

Late work: **Late work will not be accepted.** All assignments are due at the beginning of class period or due time specified on Blackboard.

Cell Phone Policy: The use of cell phones is strictly prohibited in class, unless approved by the instructor previously. Please set your phone to vibrate. Taking a call or texting in class could result in being asked to leave the class and taking absence for the day. My cell will be turned on for class in case of a family emergency. If you have such a situation, please contact me asap.

Email: Students must write proper and respectful emails. Whether if that is submitting projects or simply asking questions, there is a certain etiquette to follow. If a student does not demonstrate the proper etiquette, the professor is not obligated to answer the email. In addition, if student emails his/her projects, file name must have student's name. Professor will not respond emails after 5pm, weekends or holidays.

Projects and Conditions: As students turn in projects (drafting, drawing etc.) The condition of projects and materials should be clean and organized. For example, edges of drawing papers should be trimmed off. All projects must have your name on it and stapled or put in a binder. No name no grade.

Student Behavior: If a student acts disrespectful and disruptive in class, the student can be withdrawn from the class with "F".

Grading Guidelines:

Grading is a complex procedure which gauges the quality of the work you produce, your willingness to contribute the time to prepare our work at hand, and your participation in the class exercises and discussions. Although it is largely subjective, here are some additional guidelines I use for grading.

A: (Outstanding) Student understands the theories and materials of the class and has demonstrated a high level of commitment to the class. Has exhibited outstanding intellectual and creative growth. Has completed all assignments, attends class regularly and works in a consistently focused manner. Demonstrates excellent work ethics, enthusiastically participates in class activities. Exhibits unvaried excellence. Has developed and demonstrated excellent analytical and creative skills. Project must be complete.

B: (Excellent) Student understands the theories and materials of the class and has demonstrated a high level of commitment to the class. Has exhibited above average intellectual and creative growth. Has completed all assignments, attends class regularly and works in a focused manner. Shows potential but needs to work harder on assignments or needs to become more expressive with creativity, more skilled in techniques, show more intellectual curiosity and participate more in class. Project may be missing one minor element.

C: (Average) Student shows some understanding of the basic theories and materials of the class, and had demonstrated some commitment to the class. Has exhibited some intellectual and creative growth. Has met the minimum requirements of class projects. Shows potential, yet has satisfactorily completed the course with minimal insight, or with minimal willingness and/or ability to take creative leaps. Quality of work is fair.

D: (Poor) Student shows little or no understanding of basic theories or materials and is unwilling or unable to show creative growth or has failed to complete course assignments satisfactorily. Exhibits little involvement with course activities.

F: (Failing) Student has not met requirements for the course.

I: (incomplete) Given only in cases of extreme hardship or illness when most of the work has been completed and there is clear exception on the part of the student and the instructor that the remaining work can be successfully completed within a reasonable amount of time.

Syllabus Schedule
(Subject to Change)

Date	Class Work	Material Covered	Assignment
8/25	Introduction to the course / Review Syllabus		
9/1	What is Light? Quality and Function of light	Ch 14	Talk about Project #1
9/8	Reflection, Fixtures, lamps and gobos	CH17, 18 & 23	
9/15	Lighting Direction of light and how to choose fixtures (angles, mixing colors choices/Frost and positions)	CH15 & 24	*Project #1 Due Talk about Project #2
9/22	Lighting Mechanics: Gels and Color - M&M with Console	CH 16 & 19	
9/29	Theatre Tour, Power, Dimmer, Cables and electricity Light Position and Stage weight system - Video	Ch 21 & 22	*Project #2 Due Talk about Project #3
10/6	Lighting Mechanics Power, Dimmer, Cables and electricity, CH, DMX, Universe and, Soft Patching - Video	Ch 21 & 22	
10/13	Q&A Class		*Project #3 Due Talk about Project #4
10/20	What is Lighting? Who is in Lighting Team? Concept and Process, plot and section (Tile Block, Key, Legend) How to read a plot and circuits	Ch 20	
10/27	Concept and Process, plot and section (Tile Block, Key, Legend) How to read a plot and circuits *Magic Sheet: Lighting Design Steps	Ch 20	*Project #4 Due Talk about Project #5
11/3	TV Lighting and Film Lighting Other Lighting Design - Dance, Concert, Industrial etc.	Ch 24	
11/10	Photometrics in class project– Bring a Scale ruler and a Protractor		*Podcast Journal Due
11/17	Photometrics in class project– Bring a Scale ruler and a Protractor Paperwork		Talk about Project #6
11/24	TBA / Thanksgiving Week		*Project #5 Due
12/1	Q&A (Last Class)		All Extra Credits Due
12/10 (THU)	Project #6 Due “Turn in” by 11:59pm		

COVID-19 PRECAUTIONS

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 *Health and Safety* and Section 1.2.2.5 *Disruptions* in the UTEP Handbook of Operating Procedures.

(classes with on-campus meetings) Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.

COVID-19 Accommodations

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

(classes with on-campus meetings) Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact [Center for Accommodations and Support Services](#) (CASS) to discuss temporary accommodations for on-campus courses and activities.

CLASS RECORDINGS

The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.

- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

EXCUSED ABSENCES AND/OR COURSE DROP POLICY

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.