

**THEA 3342**  
**LIGHTING DESIGN I**  
**Spring 2025**  
*(Subject to Change)*

Instructor: Hideaki Tsutsui

Class Time: TUE & THU 9:00am - 10:20am

Office: Fox Fine Arts D371-A

Cell Phone: 915-329-2107

Office Hours: Wed 9:00am - 10:30am (for most weeks) or by appointment

Classroom: FFA075

Office Phone: 747-7874

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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-4pm Monday-Friday. Please do not contact me on my cell in the evenings or weekends by text or call. You can also make an appointment. I can set up a video chat or a phone call as needed.**

**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.

**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.
- **Attendance Policy:** Students are allowed three unexcused absences. If you make more than three (3) absences, from the fourth absent, each absent will be count as minus 25 points and it will be subtracted from your final grade. For example, if you miss total of six classes, 75 points will be deducted from your final grade.
- **Late Policy:** If students come to class after attendance were taken, students will be marked as **Late**. When students have 3 lateness, it will count as one absent.
- In case of serious illness such as contracting Covid-19, students can obtain **an excused absence**. To utilize this option, student must present **doctor's note** or positive test results within 10 days from the absent date. Otherwise, this class will be count as an absent.
- Students can email a doctor's note for the case of absences caused by illness.
- 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: EXCUSED ABSENCES AND/OR COURSE DROP POLICY

## 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](mailto: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](mailto: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/>

### UTEP Title IX Information

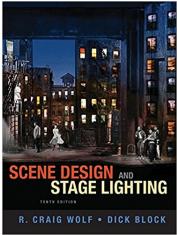
The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Students who become pregnant or have parenting responsibilities may also request reasonable accommodations. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. The UTEP Center for Accommodations and Support Services (CASS) will process requests for accommodations based on a disability, pregnancy, or parenting. Contact the Center for Accommodations and Support Services at 915-747-5148, email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the CASS portal.

For more information, please visit: <https://www.utep.edu/titleix/pregnancy-and-parenting.html>

## Class Materials

### Required (For Majors) 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; 10<sup>th</sup> edition

ISBN-13: 978-1111344436

ISBN-10: 1111344434

### Required Programs and Software:

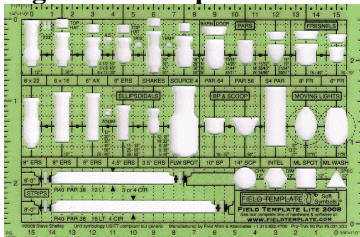
Microsoft Office and PDF (PDF is built in for Microsoft Office) will be needed for the class. Vectorworks and Lightwright 6 can be used for students who will be drafting by using CAD.

\*These software are provided in the computers in the theatre computer lab (D075)

### Required Material:

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

1. 1 x Scale ruler (All Students) : Must be **Standard (Architectural)**  
**\*\*DO NOT BUY METRIC!! (Engineering)\*\***
2. 1 x Protractor (All Students)
3. **Light Plot Template for hand drafting – Majors Only**



Choose one from below for the Template –

- **1/4" Plan Lite Field Templates are \$7.00 + shipping**

Company: Barbizon

Contact:

Mark Orosz [morosz@barbizon.com](mailto:morosz@barbizon.com)

Phone: 303-394-9875 ext.7114

**\*\* if you order three or more, they will take care the shipping\*\***

4. Drawing paper - can be purchased at local craft stores, Wal-Mart etc.
5. A Flashlight
6. Drafting paper (Vellum: Size 19.5 inch x 25.5 inch or larger)  
**\*You don't need this paper if you are using Vectorworks or Project #6 for Non-Major**  
**\*You can purchase drafting paper at -**

- Art Center  
3101 E Yandell Dr  
El Paso, TX 79903
- Local Hobby Lobby store (19.5" x 25.5" - \$2.99/sheet)

**Assignments:** Students are responsible of turning in the assignments on time, even if you are absenting on the due day. Projects will be submitted online or in person. The online portal will close after the deadline. Students can turn in projects early, if approved by the professor. Please refer to the Syllabus Schedule for due dates and time.

- **Late work will not be accepted.**
- **If your work looks like it was done as a group or a partner, you will all receive a zero and turned over to student conduct.**

### Assignments and Projects:

**Project #1-A: Quality of Light Photos** – Based on the lecture of *Quality of Light* in class, each student will take five photographs or videos of qualities of light. **You are not allowed to use any pictures prior to this class or taken from an Internet.** It is an exercise for you to search the qualities of light from your environment. Please discussed with the professor ahead of time if you are going to choose to create your own light studio. The camera should be minimum 5 megapixels or higher. If you have a smartphone, more than likely the quality will be good enough for the project. You must utilize different locations and variations of environment for this assignment. “Movement” would be a good quality of light to use video. Example is on Blackboard. **Please use PowerPoint to put them all together.**

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

1. What camera and methods used to take the photos?
2. When did you take these photos?
3. Where did you take these photos?
4. Why did you take this photo?
5. Give a word based on emotion.
6. 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**

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

**Project #2: Direction of light: There are two parts to this project.**

Student will find two Paintings from researching online. Student should choose realistic paintings with reference of light. **Pictures must show aspects of light 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:**

- A. **Print out or Digital files (PDF) of two paintings in color**

- 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).

### **B. Overhead View with Mini Plot**

- 1) Must draw an overhead view of your paintings. Identify the location of the light sources (Primary and Fill)

***\* This can be done by digital drawings***

- 2) **Identify fixture types, gel colors and intensity.**

*\*Do the best estimate you can from Rosco Gel book or their website*

*\*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*

- **Most paintings will have a background. Choose lighting fixtures to light the background.**  
**\*Note - if the background is black, use dark blue as a background**
- 3) Indicate Purpose for each light (example: sun light, candle reflection of water etc.)
  - 4) Turn the overhead into mini plot \*see example on Blackboard

**\*Please make sure to turn in two items for each artwork you choose:**

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.**
- 2A. Adding the choice of lighting fixtures with Field Angles and approximate number of fixtures as **“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 (see example 1) or can be standing up (see example 2). Be inventive and imaginative. Show off your artistic and problem-solving skills!

*\*This project will be presented in the light lab.*

#### 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 (single light source). It can be the light on your smartphone. Take 5 pictures from the front as if you are an audience with 5 different angles/directions of light with five different colors. (such as Front, Back, Left or Right Side, Top, Up light etc.) \* Please list the colors (for example: R60) and angles on the presentation document. Students may need an assistant to hold a light. Please explore and experiment different angles.
4. Put this all together with detailed notations of colors and angles in PowerPoint.
5. Turn into Blackboard

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

***\*All five pictures must be taken from the front to represent “Audience” perspective.***

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 for #1-5. Then, for #6-10, give **a scenario**. For example, #6: Cold Fall Day in El Paso, #7: Summer in LA and excited for new start in life, or #8 Feeling lonely winter day in NYC apartment, and so on.

- 1 Combined two angles of light with different colors and intensity of your choice
- 2 Combined two angles of light with different colors and intensity of your choice
- 3 Combined two angles of light with different colors and intensity of your choice
- 4 Combined two angles of light with different colors and intensity of your choice
- 5 Combined two angles of light with different colors and intensity of your choice
- 6 Combined three angles of light with different colors and intensity of your choice
- 7 Combined three angles of light with different colors and intensity of your choice
- 8 Combined three angles of light with different colors and intensity of your choice
- 9 Combined three angles of light with different colors and intensity of your choice
- 10 Combined three angles of light with different colors and intensity of your choice

### Colors:

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

Please use variety of colors and find the closest match in the Virtual Swatch Book. Please indicate those identified colors with each picture such as R80, R32 etc.

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

If you would like to see the full selection colors, please go to below link to view “Roscolux” colors:

Link: <https://us.rosco.com/en/products/catalog/roscolux>

### **What you turn in:**

Please put those ten screen-shots with your emotional words and scenario, and indicate the matching color (gel) numbers for each light as a complete package in Office Word or PowerPoint. \* See example on Blackboard

### **Project #5: Script Treatment (This is a written project):**

You can ***choose one*** from below:

***The Curious Incident of the Dog in the Night-Time***

*Or*

***PIPELINE*** by Dominique Morisseau

The scripts and examples are on Blackboard. You will need to read the script and come up a written statement known as “Script Treatment” for the entire play. It must explain the theme and concept of the play, overall conceptualize approach of your lighting design, and scene-by-scene lighting design ideas.

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:**

1. Give one word to describe the entire play
2. Theme (your main idea of the play) of the play
3. Concept of the play: Your idea and approach of the play (example: Where, When and Why)
4. Explain overall lighting concept and approach.
5. Give an emotional word to describe each scene.
6. Lighting approach for each scene and explaining each scene/location and approach to your lighting design.
7. Research: With above (#6), support with **visual research/inspiration photos** (Every scene must have minimum two research photos)\***Use photos from online to describe your lighting approach or AI Image Generator can be used to create images to help support your lighting ideas.**

### **Project #6 for Majors: Light Plot**

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

**\*Let me know if you will have issues working with VW and Lightwright6 at home. Software can be installed for free. For Lightwright 6, download the Demo version.**

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

LW6: <https://www.mckernon.com>

### **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

## **Project #6 for Non-Major: Written Paper Minimum 5 pages**

### **Topics that must be addressed are:**

- Global pandemic effects on Theatre and Live event industry: beginning of pandemic, now and into the future.
- Your ideas and perspective on ED&I (Equity, Diversity, and Inclusion).
- What is your role in the world?

### **Detailed Questions (Paper must address all topics below)**

1. What did happen to the Broadway theatres and the live entertainment industry worldwide as well as professionals in those industries from the pandemic?
2. What kind of support were provided to the industry and gig workers during the pandemic?
3. What did theatre managers and producers has done during the pandemic to bring back the audience?
4. Did live entertainment and theatre industry change post pandemic? If so how?
5. What is the future of theatre and live entertainment industry?
6. What does theatre and arts offer during the crisis like we have experienced?
7. What is theatre to you?
8. Listening to Podcast such as “Changing the Landscape”, what do you think the role of theatre for diversity and what theatre can do to contribute to ED&I (Equity, Diversity, and Inclusion) initiative?
9. How do you see your role in the world?
10. What are your future goals?
11. What are your contributions to the community and the world?
12. List your Cited Research Source. (\*Please use MLA Format)

### **Some example resources:**

\*Warning some articles may require subscriptions to read. It is not necessary to purchase subscriptions, but you should be able to find them at UTSP library Database. Simply find other research sources.

#### **Why theatre is essential for democracy by Oskar Eustis**

[https://www.ted.com/talks/oskar\\_eustis\\_why\\_theater\\_is\\_essential\\_to\\_democracy?language=en](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>

<https://www.nytimes.com/2021/09/13/theater/broadway-reopening.html>

<https://www.nytimes.com/2020/11/16/nyregion/nyc-tourism-covid.html?smid=url-share>

#### **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>

#### **The Washington Post**



[https://www.washingtonpost.com/entertainment/theater\\_dance/new-york-city-cant-rebound-without-broadway-and-broadways-road-back-is-uncertain/2020/09/07/f3933444-e939-11ea-970a-64c73a1c2392\\_story.html](https://www.washingtonpost.com/entertainment/theater_dance/new-york-city-cant-rebound-without-broadway-and-broadways-road-back-is-uncertain/2020/09/07/f3933444-e939-11ea-970a-64c73a1c2392_story.html)

<https://www.washingtonpost.com/brand-studio/wp/2021/12/09/feature/brave-new-digital-world/>

[https://www.washingtonpost.com/entertainment/independent-movie-theaters-expanding/2021/10/19/5b06f83a-0758-11ec-a266-7c7fe02fa374\\_story.html](https://www.washingtonpost.com/entertainment/independent-movie-theaters-expanding/2021/10/19/5b06f83a-0758-11ec-a266-7c7fe02fa374_story.html)

### **The Hollywood Reporter**

<https://www.hollywoodreporter.com/lifestyle/arts/broadway-reopening-pandemic-new-york-city-1235046751/>  
<https://www.hollywoodreporter.com/lifestyle/arts/broadway-reopening-pandemic-new-york-city-1235046751/>

### **TDF**

<https://www.tdf.org/stages/article/2371/broadway-whats-closed-canceled-or-rescheduled>

### **Reuters**

<https://www.reuters.com/world/us/first-broadway-play-opens-ny-since-lengthy-pandemic-shutdown-2021-08-05/>

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

<https://www.americantheatre.org/2020/07/21/three-on-the-aisle-side-with-hope/>

### **Paper Projects:**

**Podcast Review Journal (20pts each)** Write 1-2 page (500 words) review

**#1: 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

**#2: In 1: the podcast / Changing the Landscape**

Episode4 – Barrier To Entry

<https://in1podcast.com/changing-the-landscape-episode-4-barrier-to-entry/>

### **Lab Hours (10hrs):**

To provide a hands-on learning experience, students will participate in lighting work calls. The weeks of January 27, February 24, March 3, 7, and 14 are excellent opportunities to join in for light hanging and focusing.

### **Attending Shows/Play Reviews (30pts Each):**

Students must see UTEP Theatre and Dance department produced shows. Student will see TWO productions: *Plumas Negras* and *The Miraculous Journey of Edward Tulane*. Write minimum 500 words/1page review to receive points. If you are theatre students and working on the productions, you can write your experience and involvement with the production.

#### **The Monomyth: A Dance Journey**

At Wise Family Theatre

7:30 PM Performances

February 20\*, 21, 22, 2025 (\*Discount Performance - All Tickets \$10)

2:00 PM Performance

February 23, 2025

#### **Quixote Nuevo**

7:30 PM Performances

May 2, 3, 9 & 10<sup>th</sup>, 2025

2:00 PM Performance  
May 4, 11. 2025

UTEP Theatre and Dance Website: <https://www.utep.edu/liberalarts/theatre-dance/about/prices.html>

\*Tickets are available on campus ticket center or online through Ticketmaster

**PLEASE NOTE FOR ALL REQUIRED SHOWS AND EXTRA CREDIT SHOWS AT UTEP:**

You may be required to sign in an attendance sheet at the end of the performance. You do not have to sign in at the end of the performance since you are writing a paper.

**Extra Credits Options (Total 50 pts Max)**

**1. Lab Hours (up to 50 pts)**

Each student is allowed to put in up to 50 hrs of lighting and sound work call. One hour is worth one point. You can participate between 12:30pm to 5 pm work call Mon-Fri at Wise theatre or June Studio theatre.

- **Time Sheet (Can be located on Blackboard)**
- **No paper required for this option.**

There is a binder in the scene shop that you can keep your time sheet. **Do not carry the time sheet with you.** If you lose the time sheet, you will need to start over the hours.

**\*\*Your last day to finish your hours is the last class before dead**

**2. Podcast review (10pts/episode) – Write one-page (500 words) review**

**In 1: the podcast / the lives of theatrical designers.**

<https://in1podcast.com/>

**Example Episodes:** Episode #47: Howell Binkley

**3. UTEP Dinner Theatre Show (30pts) - Write one-page (500 words) review**

Students can see another UTEP Productions such as UTEP Dinner Theatre, student productions, etc.

Submitting ticket or program may be required depend on the show. Students must write min 500 words review to receive points.

**UTEP Dinner Theatre:**

<http://www.utep.edu/liberalarts/udt/index.html>

**4. In Class Video Review Paper (10pts each):**

Students might see filming of theatre productions in class. Students can write one-page (500 words) review of the videos (Example: *Frankenstein and The Container*) viewed in class. As part of extra credits, they are all due last day of regular class (Please refer to the Syllabus Schedule).

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

\*Students are encouraged to turn in the extra credits before the due date. Consider the due date as your **Deadline**.

\* Students can do **up to 50 points** combined for extra credits

**Grading Calculations:**

Project #1-A	50
Project #1-B	50
Project #2	100
(20 each for front views, 30 each for top/mini-plot)	
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)	
Participation and Professionalism in class	30
Photometrics and Paperwork in class	20 (10 each)
Podcast: in 1 episode #75	15
Podcast: in 1: Changing the Landscape	15
Play review #1	30
Play review #2	30
Lab Hours 10hrs total	10

**Total Points** **800**  
(A: 720, B: 640, C: 560, D: 480)

*\*Extra Points (50pts Max) can be added to your final score*

### Subject Matter:

The performing arts have a power to stir strong emotions, or touch on subjects you might not feel comfortable seeing on stage. If you have concerns about viewing or discussing specific subjects, please see the professor as soon as possible to discuss 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:

**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.

**Leaving the classroom:** A Student walks out of classroom too often, and interrupt lectures.

**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. There will be no group project. If your work looks like it was done as a group or a partner, you will all receive a zero and turned over to student conduct.

**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.

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