

Portland Community College

TA 111: Fundamentals of Technical Theatre

(4 credits / 20 lecture / 40 lecture/lab hours)

Technical Theatre 1

Offered through the PCC Dual Credit Program 2018 - 2019

For a Yearlong Course

Glencoe High School
2700 NW Glencoe Road
Hillsboro, OR 97124

The course meets every other day in the auditorium for 90 minutes

Instructor: Lori Lee Daliposon, daliposl@hsd.k12.or.us, 503-844-1900

Office Location: Behind the auditorium in room 150

Office Hours: 7:45 – 8:15 or by arrangement

Course website: Google classroom will be used for this course

COURSE MATERIALS

Text: None requires

Other Required Materials: Ruler, sketchbook, pencils, colored pencils

COURSE INFORMATION

Course Description: Covers basic principles and techniques of technical theatre such as stage design, lighting, properties and stage management. Explores the role of the technician in the theatre organization. Lecture and lab allows flexible scheduling. Audit available.

Addendum Course Description: Fundamentals of Technical Theatre is designed to introduce elements of technical theater including practical hands-on experience of stage design, set construction, lighting design, sound design, properties management, and stage management. The lecture/lab format provides time for individualized projects.

Course Outcomes: The course outcomes can be found at the link below.

<http://www.pcc.edu/ccog/default.cfm?fa=ccog&subject=TA&course=111>

Course Prerequisites: none

Attendance Policy: Students are expected to attend each class meeting. If a student is absent, it is the student's responsibility to find out what was covered in class and get the work completed in a timely manner.

Course Grading: *Grading & Plagiarism*

Each project is worth 50-100 points (Unit designs, play review papers, and other design-related projects). In addition, points are earned for the following:

Class performance/participation in building, painting or other hands-on activities (Essential Skill of Personal management)

Journals/Reflections/Short papers (Essential Skills of Reading and Writing)

Quizzes over stage terms will be approximately 25 points each

The final grade is what is derived from taking total points earned divided by points possible, and letter grades are assigned as follows, based 80% or more on design work, quizzes, and completion of in-class technical projects (summative assessments).

A = 80%

B = 60% – 79%

C = 40% - 69%

D = 20% - 39%

F = less than 20%

Late Work Policy: Late work will be accepted up to one week after its due date.

Presentations must be done on the day called to present, or a zero will be given for that presentation, as presentation standards cannot be measured in other ways.

Make-up Work Policy: Students with long-term absences will be given alternate projects when group work is required. They will be handled on a case-by-case basis. Play review information will be given months in advance of the due date, and no late play reviews will be accepted.

Academic Dishonesty: Students are encouraged to converse and assist with other students when it is in a manner that is not inconsistent with testing or assignment instructions.

Assisting others is prohibited, however, when it would constitute academic dishonesty. Prohibited events include, but are not limited to, using or sharing prohibited study aids or other written materials on tests or assignments. Academic dishonesty also includes sharing, collaborating, or communicating with others on tests or assignments, before or during tests or assignments, in violation of direction of the class instructor. Academic dishonesty may also include knowingly sharing false information or knowingly misleading another to reach a false answer or conclusion. Plagiarism, or using ideas or writings of another as your own, will not be tolerated. Students who engage in academic dishonesty may complete an alternative assessment at the discretion of the instructor. A student may not get better than a C on that assignment or assessment. Discipline may involve the District prohibiting the student from participating in school-sponsored activities or events; detention, denial, or revocation of school-conferred titles, distinctions, honors or privileges; or suspension or expulsion.

Course Content – Technical Theatre 1

The course is divided into a series of projects. This course is intended to be entertaining and challenging. It will require dedication and energy, but the pay-off will be designs that make students proud and that the class will enjoy. This class' work will be a vital part of GHS' productions. This class will be enriching and memorable for students and will go between work on current productions and learning about and trying theatrical design. Potential units are as follows:

Week:	In Class:	Homework or Assignments:	Points:
1-3	Safety work and basics of design and set building	Work on the Fall play set, safety quiz, and first design concept (theme to visual)	25 points each
4 - 8	Work on scaled ground plans, scaled front elevations, and perspective drawings of fall play set and begin design for next year's play. Complete production work for Fall play	Complete all 3 drawings using theatre drafting standards and do crew work for the Fall Play	50 points for drawings, 25 points for crew work
9 - 16	Design a set for next year's fall play, reading and analyzing the play, completing a sketchbook of images and ideas, and doing a full set of scaled drawings for the design.	Sketchbook, ground plan, front elevation, perspective drawing, and a design write-up	Sketchbook – 50 points, Drawings and write-up – 100 points
12 - 18	Complete set-work for the musical and learn theatre terms and norms	Build, paint, and take a quiz over theatre terms	Set work – 50 pts, Quiz – 25 points
19 – 25	Complete a costume design project for next year's Fall play and work on set/props/costumes as needed for productions	Costume design, including costume drawings, a costume plot, and a costume design statement, Crew work with team	Costume design – 100 points, Crew work – 50 points
25 - 32	Complete, with a small group, a lighting design and practice running that design. Learn "Technical Challenge" activities and compete in groups (rope tie, sewing a button, hanging and focusing a lighting instrument, setting up a sound system, etc.)	Complete a lighting design (including magic sheets, a cue sheet, a concept statement, and run a lighting show. Participate in a Technical Challenge team/class competition	50 points for lighting design 50 points for Tech Challenge
32 – 36	Complete a project of choice (sound, publicity, props, or other)	Project elements depend on the project selected	50 points
Paper due in May	Field Trip to see a professionally produced play (or see play outside of class)	Written critique of a professional or college level production	50 points

POLICIES

Grading Guidelines: <https://www.pcc.edu/resources/student-records/grading/>

Registration Deadlines: <http://www.pcc.edu/prepare/head-start/dual-credit/calendar.html>

Academic Integrity Policy: <http://www.pcc.edu/resources/academic/standards-practices/academic-integrity.html>

Student Rights and Responsibilities: <http://www.pcc.edu/about/policy/student-rights/>

Additional Dual Credit Student Responsibilities: Students are required to view and

Comply with the regulations set forth in the PCC Dual Credit Student Handbook. The

Student Handbook is available online at: <https://www.pcc.edu/dual-credit/wp-content/uploads/sites/37/documents/student-handbook.pdf>

Attendance Policy: Students are expected to attend each class meeting. If a student is absent, it is the student's responsibility to find out what was covered in class and get the work completed in a timely manner. See the make-up policy above.

High School's Code of Conduct Policy:

https://www.hsd.k12.or.us/cms/lib/OR02216643/Centricity/domain/4/documents/catalogs_handbooks/StandardsofStudentConduct.pdf

Flexibility Statement:

The instructor reserves the right to revise the class calendar, modify content, and/or substitute assignments in response to institutional, weather, or class situations.

Instructional ADA Statement:

Dual Credit Students: Federal law requires that high schools provide disability services for students with a documented disability (through either an IEP for 504 accommodation plan), including those students who are taking Dual Credit classes at their high school location.

On-campus students: PCC is committed to ensuring that classes are accessible. Disability Services (www.pcc.edu/disability/) works with students and faculty to minimize barriers. If students elect to use approved academic accommodations, they must provide in advance formal notification from Disability Services to the instructor.

Title IX Non-Discrimination Statement:

Dual Credit Students: The high school is responsible for providing access, accommodations, flexibility, and additional/ supplemental services for special populations and protected classes of students.

On-campus student: PCC is committed to creating and fostering a learning and working environment based on open communication and mutual respect. If you believe you have encountered sexual harassment, sexual misconduct, sexual assault, or discrimination based on race, color, religion, age, national origin, veteran status, sex, sexual orientation, gender identity, or disability please contact the Office of Equity and Inclusion at (971) 722-5840 or equity.inclusion@pcc.edu.

Sanctuary College Statement:

PCC is a sanctuary college. For more information and resources, see www.pcc.edu/resources/undocumented-students/

PCC DUAL CREDIT www.pcc.edu/dualcredit

This course is offered for Dual Credit through Portland Community College. In addition to earning high school credit for this class, you may also register for this class through PCC and earn the college credits. The PCC credit for this class is offered to you free of charge, which is a cost savings of \$111/ per credit in tuition, plus fees and book charges!

If you want to register for this class with PCC, you first need become a Portland Community College student by completing the admissions application and selecting "PCC High School Dual Credit" as your admission type (if you have not done so already). You will be assigned a PCC email and ID #, and may also obtain a PCC ID card upon request.

COURSE EVALUATION SURVEY

At the end of the term you will receive notification to your PCC email account with instructions on how to complete the course evaluation survey. The survey is not required, though if you choose not to complete it you will have a course evaluation hold on your PCC account. This hold will not prevent future registrations, but will delay the availability for you to view your final grade on you PCC transcript until the week following finals week for the applicable PCC term (see: <https://www.pcc.edu/enroll/registration/academic-calendar.html>)

PCC RESOURCES FOR STUDENTS

As a PCC Dual Credit student you are able to access PCC facilities and services, just like an on-campus student. See below for more information on resources available to PCC Dual Credit students. (<http://www.pcc.edu/resources>)

Dual Credit classes can help you develop college skills.

Please be informed that:

- Dual Credit classes are PCC college classes that are part of your official college transcript.
- College classes, including Dual Credit classes, may impact college GPA, along with scholarship, financial aid, and athletic eligibility.
- You can find out how this course can fulfill requirements at PCC visit <http://catalog.pcc.edu/>.
- You can find out how this course can fit at other colleges and universities by contacting their admissions office.

You will need to consider the above information before you sign up for this PCC course.

