

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School Herberger Institute for Design and the Arts Department/School School of Music, Dance and Theatre

Prefix: THF Number: 215 Title: Design and Composition for Theatre and Film Units: 3

Course description: **Introduces the aesthetic principles and practices employed by designers/artists of the stage and screen, including: basic knowledge of the elements and principles of design; conceptualization of design for theatre and film; director/designer collaboration models; methods and modes of visual communication for theatre and film (storyboards, renderings, models, etc.).**

Is this a cross-listed course? No If yes, please identify course(s): _____

Is this a shared course? No If so, list all academic units offering this course: _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a **permanent-numbered** course with topics? No

If **yes**, each topic requires **an individual submission**, separate from other topics.

Requested designation: Humanities, Arts and Design–HU

Mandatory Review: Yes

*Note- a **separate** proposal is required for each designation.*

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2020 Effective Date: October 10, 2019

For Spring 2021 Effective Date: March 5, 2020

Area proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Melissa Dickman E-mail mldickma@asu.edu Phone 480.965.3381

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Heather Landes Date: 10/02/20

Heather Landes, Director, School of Music, Dance & Theatre

Arizona State University Criteria Checklist for
HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	Course Syllabus, Reading List, Assignment List
<input type="checkbox"/>	<input checked="" type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	Course Syllabus, Reading List, Assignment List
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	Course Syllabus, Reading List, Assignment List
<input type="checkbox"/>	<input checked="" type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	Course Syllabus, Reading List, Assignment List
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	Course Syllabus, Reading List, Assignment List
<input type="checkbox"/>	<input checked="" type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	General Studies Designation
THF	215	Design & Composition for Theatre and Film	HU

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	Course covers specific elements and principles of design through lecture and readings. Students virtually visit Assigned Museums to find examples of the Elements and Principles in Fine Art. At this same time students explore each element and the principles through assigned Drawing and Photography Assignments.	<p>Module 1: Weeks 2-5 (syllabus pg. 5)</p> <p>Assignments: Discussion Posts, Emotion Drawings, Sparky in Composition. (syllabus pg. 2)</p> <p>Readings: “Intro to Art – Design, Context & Meaning” Chapter 2 – The Structure of Art Chapter 4 – Describing Art</p> <p>“The Art of Understanding Art” Introduction – The Purpose of Art Chapter 6 – Visual Resources Used to Analyze Art</p> <p>“Photography Foundations for Art and Design”, Chapter 1 – The Frame</p> <p>“Geometry of Design” Chapter 1 – Proportion in Man and Nature</p> <p>“Universal Principles of Art” Chapter 18 – Composition</p>
3	Course covers evolution of Design and Style in Architecture and Fashion through Lecture and Readings. Student's choose an era and culture to find visual research for how the lives of people looked at that time.	<p>Module 2: Weeks 6 & 7 (syllabus pg. 5)</p> <p>Assignments: Discussion Posts, Family Project (syllabus. pg. 2)</p> <p>Readings: “How to Read Buildings: A Crash Course in Architectural Style” Chapter 2 – A Grammar of Style</p>

<p>4B</p>	<p>Course explores use of elements and principles of design in Art and Film/ Theatre through lecture and readings. Student's view film clips to analyze them for their use of Design and how that is impacting the story.</p>	<p>Week 1 Module 1: Weeks 2-5 (syllabus pg. 5) Module 3: Weeks 8-9 (syllabus pg. 5)</p> <p>Assignments: Discussion Posts, Design vs Art Analysis, Design Analysis (syllabus pg. 2/3)</p> <p>Readings: "Theatrical Design & Production" Chapter 5 – Style, Composition & Design "The Art of Theatrical Design" Chapter 4 – Style</p>
<p>4C</p>	<p>The course covers the tools and processes of principle designers for Theatre and Film through lecture and readings. Students are then provided source material and guided through those processes as they envision their own theoretical design.</p>	<p>Module 3: Week 10 (syllabus pg. 5) Module 4: Week 11-15 (syllabus pg. 5)</p> <p>Assignments: Discussion Posts, Final Project - The 7th Story. (syllabus pg. 2/3)</p> <p>Readings: "Unmasking Theatre" Chapter 2 – The Designer's Goal Chapter 8 – Creative Process Ch 12 Section B – Visual Research</p> <p>"The Art of Theatrical Design" Ch. 17, Collaboration</p> <p>"The Dramatic Imagination" Chapter 4 – To a Young Stage Designer</p> <p>"Backward and Forwards" Part 1: Shape</p>

THF215: DESIGN & COMPOSITION SYLLABUS

Instructor Information

Instructor: William Kirkham

Office Location: Lyceum 101

Office Telephone: (480) 965-5352

Email: wkirkham@asu.edu

Zoom address: <https://asu.zoom.us/j/5418936547>

Office Hours: Th/ F – 1:30p-3:00p or as scheduled through email.

Preferred method of contact: Email

Course Description

The description of the course may include course content and goals and amplify key points of methodology, clinical or theoretical approach, course themes and special requirements.

Enrollment Requirements

Prerequisite(s): BA Digital Culture (Theatre) or BA The Arts (Entertainment Design) or BA The Arts (Fashion Design) major OR School of Theatre and Film major

Course Overview

Introduces the aesthetic principles and practices employed by designers/artists of the stage and screen, including: basic knowledge of the elements and principles of design; conceptualization of design for theatre and film; director/designer collaboration models; methods and modes of visual communication for theatre and film (storyboards, renderings, models, etc.).

Student Learning Outcomes

1. Develop an understanding of the elements and principles of design in Art, Theatre and Film.
2. Develop an understanding of composition as it relates to Art, Theatre and Film.
3. Develop an understanding of how design manifested in styles across History.
4. Develop an appreciation for design professions in Theatre and Film, while being introduced to design processes.

Assignments

Unit Quizzes:

After completing all materials for a weekly unit take a short quiz that related to the lectures, readings and any additional videos on Canvas. Unit quizzes are due by Midnight on Sunday.

Discussion Posts:

Every week you will be provided a prompt to respond to on the canvas discussion board. Some prompts will be written responses, others may require to submission of images or other documents. The required word count for every discussion post will be included in the prompt. Extra credit points may be rewarded for engaging with other students by commenting on their discussion posts.

Is Design Art? Analysis:

Based on material covered in lecture and readings state and defend your viewpoint of whether Design is Art. (300-500 words)

Emotion Drawings:

Utilize the provided template to abstractly depict given emotions utilizing specified elements of design. The first assignment will make use of Line and Shape, the second will make use of Value and Color in one half, and Texture and Space in the other. As a final project choose one the given emotions and create a composition utilizing the elements of design to accomplish the principles of design. Write a short 100-200 word statement describing how your work symbolizes your chosen emotion.

Sparky in Composition:

Utilizing assigned compositional techniques take 5 photos with Sparky in the world - each photograph exhibiting a different compositional technique.

Family Project

Choose one of the four options from each of the three columns below:

YEAR	COUNTRY	PROFESSION
1875	SOUTH AFRICA	BANKER
1900	JAPAN	FARMER
1925	RUSSIA	CARPENTER
1950	BRAZIL	SECRETARY

You are the head of a Family in your chosen Era/ Country/ Profession. You live with one other person of your choice - a Spouse/Partner, Parent, or Child. Utilizing visual research methods discussed in class find 3-5 images for each category below, and an additional 3-5 images for the person you live with.

Your Home Exterior

Your Home Interior

Your Clothing

Music

After selecting your final research images compose a short essay. (400-500 words) justifying your choices.

Design Analysis:

1: Watch the provided video of What's Opera Doc for the Principles and Elements of Design – write a short 400-500 word analysis picking out at least 5 moments where the design caught your eye. In your observations connect these moments to the action occurring on screen.

2: Watch provided video clips from 3 movies for how design is shaping and supporting the story – write a brief 200-300 word description of your observations for each clip. Discuss at least two different areas of Design for each analysis (Scenic, Costume, Lighting Sound). In your observations connect these moments to the action that is occurring on screen and conclude with how the design decisions impacted you as the viewer.

Final Project – The Memory Palace:

Using the provided episode of *The Memory Palace* approach the material as a play or film. Analyze the podcast for its events, locations, mood, and any other relevant information to create a **scene breakdown**. Track how characters enter and exit the action and synthesize into a **character plot**. Utilize the breakdown and character plot to find the **research images** that will develop or communicate the design ideas for your play or film.

Research Image Requirements:

3-5 images for every location

3-5 images for every character

5-7 images exploring the use of lighting and/ or media

Compose a **2-3 page description of your design** choices and how you feel they will support and shape the story – do not simply summarize the plot of the story.

Required Materials

- All reading, videos, podcasts will be provided via Canvas.
- A digital camera (a cell phone with a camera is more than adequate)
- Artist's Colored Pencils, 12 Set
- A color printer, or the ability to print up to 10 pages in color over the course of the semester.

Technical Requirements & Support

- You will need a standard laptop or desktop computer to access your classes. A mobile device, tablet or netbook will not provide the access and functionality necessary for ASU Online courses. A webcam and headset (with microphone) may be required for some classes.
- High-speed internet is needed as most ASU Online courses use multimedia tools that are best viewed with high-speed internet, so having the proper connection is essential.
- You should have at least two browsers on your computer. Any browser will work, though preferred browsers are [Chrome](#) and [Firefox](#), which can be downloaded for free online.

- In general, course access and assignments do not require special software, however, certain degrees may require specific software programs (your instructors will notify you if this is the case).
- ASU students have access to Google Drive (My Drive via MyASU), where you can create and share Google documents, presentations, spreadsheets and more. You will also have access to additional software provided at no cost through My Apps at MyASU.
- Be sure to take time to [explore MyASU](#). This will be critical to your success as a student.

Technical Support

Please do not contact your instructor for technical support. The ASU Help Center can assist you with technical questions and issues that may arise in this course.

The ASU Help Center is available 24 hours a day, 365 days a year.

You may reach them anytime via:

- The Help button located in the gray bar along the left edge of every page within Canvas
- The [Service Center on MyASU](#)
- 1-855-278-5080

When contacting support, please be ready to provide:

- The full name of this course (ARS 100: Introduction to Art)
- The title(s) of any assignment(s) you're having trouble with
- A brief overall description of the problem
- Detailed, step-by-step instructions to reproduce the problem

Course Itinerary

	<i>Date</i>	<i>Topic</i>
<i>Intro</i>	<i>8/20 – 8/23</i>	<i>Syllabus Review, Course Expectations</i>
<i>Week 1</i>	<i>8/24 – 8/30</i>	<i>What is Design?</i>
Module 1		
<i>Week 2</i>	<i>8/31 – 9/6</i>	<i>Elements of Design – Line and Shape</i>
<i>Week 3</i>	<i>9/7 – 9/13</i>	<i>Elements of Design – Value, Color, Texture, Space</i>
<i>Week 4</i>	<i>9/14 – 9/20</i>	<i>Principles of Design & Composition</i>
<i>Week 5</i>	<i>9/21 – 9/27</i>	<i>Compositional Techniques</i>
Module 2		
<i>Week 6</i>	<i>9/28 – 10/4</i>	<i>Period Styles – Ancient World to Neoclassical</i>
<i>Week 7</i>	<i>10/5 – 10/11</i>	<i>Period Styles – Neoclassical to Contemporary</i>
Module 3		
<i>Week 8</i>	<i>10/12 – 10/18</i>	<i>Entertainment Design</i>
<i>Week 9</i>	<i>10/19 – 10/25</i>	<i>Design & Storytelling</i>
<i>Week 10</i>	<i>10/26 – 11/1</i>	<i>Meet the Design Team</i>
Module 4		
<i>Week 11</i>	<i>11/2 – 11/8</i>	<i>Design Processes</i>
<i>Week 12</i>	<i>11/9 – 11/15</i>	<i>Text Analysis for Design</i>
<i>Week 13</i>	<i>11/16 – 11/22</i>	<i>Visual Research</i>
<i>Week 14</i>	<i>11/23 – 11/29</i>	<i>Communicating Design</i>

ASSIGNMENT GRADING

Unit Quizzes	300 pts	30%
	<i>20 pts each</i>	
Discussion Posts	150 pts	15%
<i>Weekly Entry</i>	<i>10 pts each week</i>	
Design vs. Art Analysis	25 pts	2.5%
Emotion Drawings	100 pts	10%
<i>Line & Shape</i>	<i>25 pts</i>	
<i>Value & Color/ Texture & Space</i>	<i>25 pts</i>	
<i>Final Composition</i>	<i>50 pts</i>	
Sparky in Composition	25 pts	2.5%
Family Project	75 pts	7.5%
Research Packet	<i>50 pts</i>	
Research Statement	<i>25 pts</i>	
Design Analysis	75 pts	7.5%
What's Opera Doc	<i>25 pts</i>	
Film Clips	<i>50 pts</i>	
Final Project – The 7 th Story	250 pts	25%
<i>Scene Breakdown</i>	<i>50 pts</i>	
<i>Character Plot</i>	<i>50 pts</i>	
<i>Research</i>	<i>100 pts</i>	
<i>Design Statement</i>	<i>50 pts</i>	

RUBRIC

A (90-100) = Outstanding work

- **Mastery** of ideas and methods taught
- **Imaginative** applications and **thorough** solutions to problems and projects
- **Exceptional** growth
- **Timely** preparation and submission of class work
- **Constructive** classroom participation as appropriate to class and subject
- **Regular** attendance

B (80-89) = Above average work

- **Understanding** of ideas and methods taught
- **Workable** applications and **good** solutions to problems and projects
- **Continuous** growth
- **Timely** preparation and submission of class work
- **Regular** classroom participation as appropriate to class and subject
- **Regular** attendance

C (70 - 79) = Average work

- **Variable understanding** of ideas and methods taught
- **Perfunctory** applications and solutions to problems and projects
- **Minimal** growth
- **Sporadic** preparation and submission of class work
- **Some** classroom participation as appropriate to class and subject
- **Regular** attendance

D (60 - 69) = Below average work

- **Little understanding** of ideas and methods taught
- **Incomplete** applications and solutions to problems and projects
- **Limited** growth
- **Unacceptable** preparation and **frequently missed** submission of class work
- **Rare** classroom participation as appropriate to class and subject
- **Poor** attendance

E (0 – 59) = Unacceptable work

- **Little or no understanding** of ideas and methods taught
- **Faulty** applications and solutions to problems and projects
- **No** growth
- **No discernable** preparation and **consistently missed** submission of class work
- **Rare** classroom participation as appropriate to class and subject
- **Poor** attendance

All grades will be rounded to the nearest whole number. Grades that are on the border of a letter grade will be rounded up to the next letter grade. Grades will only be raised by 0.5%.

Late Policy

Late assignments will drop a letter grade for each day they are late, starting with an immediate drop during the day after it is due. Discussion posts must be posted by Sunday at 11:59pm of each week. Late discussion posts will not be accepted.

Requests for extensions must be made in writing at least 24 hours in advance, must demonstrate extenuating circumstances, and are subject to professor approval. Assignment submission requirements will be covered in the class proceeding the deadline, and adhering to those requirements is the obligation of the student.

Course Drop or Withdrawal

If you are unable to complete the course, it is your responsibility to arrange for withdrawal from the class. You will not be automatically withdrawn and unless you are officially withdrawn from the course you will receive a final grade based upon the total points you have earned for the semester. Students are required to pay all tuition and fees for any registered course unless enrollment is officially cancelled during the 100% refund period. Please visit the Academic Calendar to review the withdrawal deadlines for this semester. For more information on Drop/Add and Withdrawal visit: <https://students.asu.edu/drop-add>

Consistent with ASU policy, withdrawals will be handled as per the following guidelines:
Withdrawal before the end of the fourth week: A “W” will be recorded
Withdrawal after the end of the fourth week: A “W” will be recorded if you have a passing grade at the time of withdrawal. An “E” will be recorded if you have a failing grade at the time of withdrawal.

Course Expectations

Online Course Expectations

IMPORTANT: This is an online course delivered entirely via the internet. You should proceed with this course only if you have previous computer and internet experience and you’re willing and able to assume the added personal responsibility of completing an online course.

- It is your responsibility to ensure you have adequate computer resources and fast enough internet service to view course materials, use the required multimedia textbook and course pack, and complete all online activities, screenings, assignments, etc.
- If your computer or internet service malfunctions at any time during the semester, it is your responsibility to locate adequate resources elsewhere or to withdraw from the course.
- It is strongly recommended that you do not wait until the last minute to submit your assignments, just in case of internet service disruptions at your location or other technical problems. Requests for extensions due to computer or internet malfunctions may not be granted.
- If you have technical questions or difficulties with the course site, please do not contact the instructor; instead, contact the ASU Help Center.

Time Management

Online classes provide the flexibility of “attending” class at the time that is most convenient for you, but you should still plan a schedule for each class. Online courses are just as rigorous as in-person courses, so expect your coursework to be challenging but rewarding.

For 15 week sessions, you should plan for 9 hours of coursework per week for every 3 credits.

Attendance & Absence Policy

As an online course participant your attendance and absences are based on active participation in course discussion forums and timely submission of assignments. All due dates and times are in accordance with Arizona time.

Student Conduct Expectations

Students must abide by all the requirements stated in this syllabus. In addition, all students should be aware of their rights and responsibilities at Arizona State University. Please reference the college catalog and student handbook for student rights and responsibilities.

These can be found here:

<https://arizonastateu.sharepoint.com/sites/HIDAstudent/StudentSuccess/Pages/Student-Handbook.aspx>

Academic Integrity and Plagiarism

Students are expected to adhere to the [ASU Student Code of Conduct](#).

Besides academic performance, students should exhibit the qualities of honesty and integrity. Every student is expected to produce his/her original, independent work. Any student whose work indicates a violation of the ASU Academic Misconduct Policy including cheating, plagiarism, and dishonesty will be subject to disciplinary action.

Plagiarism is defined as deliberately passing off someone else’s words or ideas as your own. All necessary and appropriate sanctions will be issued to all parties involved with plagiarizing any and all coursework. Plagiarism and any other form of academic dishonesty that is in violation of the Student Code of Conduct will not be tolerated.

Arizona State University and the Herberger Institute for Design and the Arts expect the highest standards of academic integrity from all students. Failure to meet these standards may result in suspension or expulsion from the university or other sanctions as specified in the University Student Academic Integrity Policy. For more information, please see the ASU Student Academic Integrity Policy: <http://provost.asu.edu/academicintegrity>.

Per ASU policy, a student may not avoid the consequences of academic dishonesty by withdrawing from a course and may be placed back in the course in order to face sanctions resulting from academic integrity violations. You are responsible for abiding by this policy.

In addition, ASU adheres to a university-wide Student Code of Conduct. The philosophy behind this policy states: The aim of education is the intellectual, personal, social, and ethical

development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals. The Student Code of Conduct is designed to promote this environment at each of the state universities.

The ASU student [academic integrity policy](#) lists violations in detail. These violations fall into five broad areas that include but are not limited to:

1. Cheating on an academic evaluation or assignment.
2. Plagiarizing.
3. Academic deceit, such as fabricating data or information.
4. Aiding academic integrity policy violations and inappropriately collaborating.
5. Falsifying academic records.

Student Conduct

You are expected to treat your instructor and your fellow classmates with respect and kindness. In all correspondence and in Discussion Board postings, you should show respect for the viewpoints of others who may disagree with you or see things from a different perspective. Criticizing, ridiculing, insulting, or belittling others will not be accepted. Keep in mind that electronic communications do not have the advantage of nonverbal cues that are so much a part of interpersonal communication. Humor or satire can sometimes be misinterpreted in strictly electronic communication forums.

Online Activity Logs

All course activity is logged by the Herberger Online servers, and those logs are regularly reviewed by Herberger Online during the course of normal business. These logs contain all requests you make while visiting the site: every image, video, web page, etc. Each request is logged with the time, down to the second, when it was made. If you contact your instructor, or Herberger Online, about a technical issue, these logs will be reviewed as part of that process.

Disruptive, Threatening or Violent Behavior

Threatening, violent, or disruptive behavior will not be tolerated in this class and will be handled in accordance with ASU policy. For more information please visit: <https://eoss.asu.edu/dos/srr/PoliciesAndProcedures> and <https://eoss.asu.edu/dos/safety/ThreateningBehavior>.

Sexual Discrimination, Harassment and Retaliation

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any

protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

Title IX

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

Netiquette (Online Etiquette)

Netiquette, a social code that defines “good” online behavior is something to keep in mind during your online course interactions. Writing may be the only means of communication you have with classmates and instructors, so it is especially important to do this effectively. Follow the guidelines below to leave your mark as a knowledgeable, respectful and polite student who is also positioned to succeed professionally. Tips for appropriate netiquette can be found here, <https://asuonline.asu.edu/newsroom/online-learning-tips/netiquette-online-students>.

Intellectual Property Right (Copyright)

You are expected to adhere to intellectual property right (copyright) laws in connection with anything you do in this course. You should not upload to any course shell, discussion board, or website used by the course instructor or other course forum, anything that is not your original work, unless you comply with all applicable copyright laws; I reserve the right to delete materials on the grounds of suspected copyright infringement.

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Books

“Intro to Art – Design, Context & Meaning”, LeMieux, Jeffrey; Sachant, Pamela; Tepkippe, Rita
Chapter 2 – The Structure of Art
Chapter 4 – Describing Art

“The Art of Understanding Art”, Costache, I.D.
Introduction – The Purpose of Art
Chapter 6 – Visual Resources Used to Analyze Art

“Photography Foundations for Art and Design”, Galer, Mark
Chapter 1 – The Frame

“Geometry of Design”, Elam, K.
Chapter 1 – Proportion in Man and Nature

“Universal Principles of Art”, John, A.P.
Chapter 18 – Composition

“How to Read Buildings: A Crash Course in Architectural Style”, Davidson Cragoe, Carol
Chapter 2 – A Grammar of Style

“Unmasking Theatre”, Lynne Porter
Chapter 2 – The Designer’s Goal
Chapter 8 – Creative Process
Ch 12 Section B – Visual Research

“Theatrical Design & Production”, Gillette, J. Michael
Chapter 5 – Style, Composition & Design

“The Art of Theatrical Design”, Malloy, Kaoime
Chapter 4 – Style
Ch. 17, Collaboration

“The Dramatic Imagination”, Jones, Robert Edmond
Chapter 4 – To a Young Stage Designer

“Backward and Forwards”, Ball, David
Part 1: Shape

Articles

What’s the Difference Between Art & Design – Craig A Elimeliah

Design Isn’t Art – T. Tippy

You Can’t Just Say Design isn’t Art – Vladimir & Vladimir

Visit to a Small Planet – E. Fuchs

Videos

Alice Rawsthorn Ted Talk

PBS, How to Critique

PBS, Art is Pretentious

Nerdwriter1, Hopper's Nighthawks – Look through the Window

Nerdwriter1, Las Meninas – Is this the Best Painting in History?

The Cinema Cartography – Composition in Storytelling

The Art of Theatrical Design

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Fall 2016

Introduction to Art: Design, Context, and Meaning

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