

**MTWR 10 am The Costume Shop 216 McConnell**

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Office Hours: MTWR 9 am and Afternoons by appointment

Course Description:

This is the foundational course for all other courses in Costume Design and Costume Technology. The techniques you learn in this course will become your building blocks for all other courses in this area of study. The skills samples provide an opportunity for hands-on practice of standard costume construction methods.

**Course Objectives:**

**Assessments:**

<ul style="list-style-type: none"> <li>• Introduce student to basic skills, theory and practice of costume construction, through creative application of skills learned in the course.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will prepare a sample resource binder of projects completed and be evaluated on thoroughness and accuracy, and use it in the implementation of their final project</li> </ul>
<ul style="list-style-type: none"> <li>• Introduce students to the costume shop—its operating procedures, organizational structure, and personnel.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to describe roles of personnel and work within the protocol of the shop verbally and on short quizzes.</li> </ul>
<ul style="list-style-type: none"> <li>• Develop skill in team work and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Students will work in a lab environment and be required to schedule equipment usage as part of the classroom team.</li> </ul>

**REQUIRED TEXT:** Rosemary Ingham and Liz Covey, The Costume Technician's Handbook

Required Reading: [www.cwu.edu/~robinsos/ppages/resources/costxt/](http://www.cwu.edu/~robinsos/ppages/resources/costxt/)

**SUPPLIES:**

- 1 pair fabric sheers (generic Fiskars will do nicely, & are affordable)
- For your final project: Fabric (probably about 3 yards), notions and pattern
- Three-ring Binder for Samples and Handouts

**PREREQUISITES:**

- TH 107 Introduction to Theatre
- TH 166 Theory of Play Production

**Students With Disabilities**

If you have a disability that may prevent you from meeting course requirements, contact CWU Disability Support Services immediately, develop an Accommodation Plan; then, meet with the instructor to work out arrangements of the Accommodation Plan. Course requirements will not be waived but reasonable accommodations will be developed to help you meet the requirements. You are expected to work with the instructor and the CWU Disability Support Specialist to develop and implement a reasonable Accommodation Plan.

**COURSE CONDUCT:**

- **Role of the instructor:** I will facilitate your accomplishment of the course objectives by presenting information and demonstrating techniques. I will assess your progress with short quizzes, verbal feedback during lab sessions and with written evaluation of your skills samples during the quarter.
- **Role of the student:** You are expected to take personal responsibility for your learning through regular attendance, thorough preparation for class, participation in classroom learning opportunities and timely completion of all homework, lab work and projects. It is your responsibility to be aware of deadlines and to meet them.
- **Time commitment:** There is some light reading (perhaps 1 to 2 hours per week). The final project will require some time outside of the regularly scheduled classroom hours, and will vary with the complexity of the project.
- **Final project:** In addition to the scheduled class time, you can work on your final project in the costume shop during regularly scheduled costume shop hours. This quarter, the costume shop is open Monday through Thursday from 1:30 p.m. to 5:30 p.m. and Friday from 10am to 5pm. Other times may be available as needed. I will help you select an appropriate final project that suits your acquired skill level.

- **Preparation/Homework:** You will have some light reading in preparation for the projects you will be doing in each class. Please be prepared in advance of the class period!! You will find a schedule (including reading assignments, skills, project deadlines & production dates) in this packet.
- **Class structure:** This course is hands-on and project-oriented. There are a few brief quizzes and no written papers. There will be some lecture-demonstration, generally at the beginning of the class period. You will have the remainder of the period to complete the scheduled skill or project. I will be available to answer questions throughout the class period.
- **Attendance:** Given the hands-on nature of this course, regular attendance is essential. Your engaged, aware presence each class period is the easiest way to be successful in this class. The skills introduced during the first two-thirds of the class build upon each other. It is in your best interest to be present and participating in order to keep up with the material being covered. I have scheduled the skills lessons & projects to allow enough time to comfortably complete them within the regular class time. I must caution you that it is very easy to fall behind if you miss class, and difficult to catch up! Give yourself the benefit of regular attendance.
- **Consequences for poor attendance.** Penalties for absences (for any reason) are as follows:
 

1 to 3 absences	no penalty	
3 to 4 absences	-5%	
4 to 5 absences	-10%	
6 or more absences		-15%
- **Tardiness.** Being late counts as an absence.
- **Absences:** If you must be absent, I expect you to be courteous & responsible. I expect you to call or email either ahead of class time or as soon as is reasonably possible, to advise me of an absence. It is your responsibility to make arrangements to catch up on the lesson(s) you have missed. You are responsible for the content of the class – whether or not you are absent. If an absence can be anticipated, please let me know in advance.
- **Attitude:** I expect you to come to class prepared to learn. That means rested and alert, with a positive attitude. We have a small shop, and much to accomplish. We need to work together harmoniously. We need to share equipment. You can make a big difference in how well this class works, with your positive attitude and with your willingness to be responsible.
- **Shop Courtesy:** When working in the Costume Shop, please be courteous of the production work load. It is ESSENTIAL that you clean up your work area at the end of the class period, so that the Costume Shop personnel can begin their work day with a clean workspace. In the Costume Shop Office you will find shelves where you can store your projects between classes.
- **The Fun Factor:** Making stuff is the coolest! We get to do that for the whole quarter and get credit for it besides! What a deal!
- **Communicate!:** If you have special needs or circumstances, or if you have questions or concerns that are not addressed to your satisfaction in class, please let me know as soon as possible. I don't know unless you tell me.

#### REQUIRED COURSE ACTIVITIES AND ASSIGNMENTS:

The hands-on class room activities are broken into two components: an initial construction skills section (8 weeks) and a final project (2 weeks). The final project will afford an opportunity for you to apply the construction skills you have learned.

- **Skills:** Representing 50% of your final grade, the Costume Construction Skills is the largest single component of this course. The complete skills checklist will be distributed today. You will need to keep the checklist with your skills samples, stored in the Costume Shop Office. You will submit Part I of the skills samples - Foundational Skills - for grading on 10/16/01 (organized and attractively presented in your 3-ring binder). You will submit Part II of the skills samples - Intermediate Skills and Hand Stitches - for grading on 11/6/01 (organized and attractively presented in your 3-ring binder). The final skills segment - Advanced Techniques - is due 11/15/01.
- **Lab Component:** You will be required to attend 10 hours, or more in the costume shop lab working on the current term productions. Failure to complete the lab portion (10 hours of production work) of your class will

result in the lowering of your grade by one full letter grade. If you are taking Theatre Lab Four hours may be counted toward fulfilling this requirement.

- **Final project:** The final project will be a garment for yourself or someone else, constructed from a commercial pattern. You will select a final project in the 7<sup>th</sup> week of the quarter. I will help you choose a project that is appropriate to your skill level. The wearer will model the garment during the final exam period, so that we can observe the fit of the garment.

#### EVALUATION:

Final grades will be calculated using the following formula:

Costume Skills Checklist	50%
Final Project	30%
Quizzes	10%
Improvement	5%
Attendance/participation	5%
Total	100%

Evaluation is based on class participation, sincere effort, level of craftsmanship exhibited in your completed projects and improvement of skills. As we complete major sections of the course, I will evaluate those sections and return them to you with my written comments and your cumulative point count to date. I will make every effort to be prompt in my grading practices. In addition to regular, formal evaluation, I will also provide daily assessment of your development in the form of verbal feedback.

#### Grade Scale Employed:

95% & above	A	Superior Work
90% to 94.99%	A-	
% to 89.99%	B+	
83% to 86.99%	B	Above Average Work
80% to 82.99%	B-	
77% to 79.99%	C+	
73% to 76.99%	C	Average Work
70% to 72.99%	C-	
66% to 69.99%	D+	
63% to 65.99%	D	Below Average Work
60% to 62.99%	D-	
Less than 60%	F	Unacceptable Work

#### Theatre Arts Mission Statements and Teaching Philosophies

##### Mission Statements:

University Mission; "Docendo Discimus" (By Teaching We Learn)

Department Mission; "The Theatre Arts Department provides an interactive program of academic and production experiences in preparing students for advanced training in graduate school, careers in education, professional theatre, and related fields. The theatre as a uniquely collaborative art form integrates curriculum and production elements in preparing students through study and participation; students are therefore expected to participate in academic research and investigation as applied through the department's performance schedule. The theatre season presented by the department is the core of this learning philosophy. It provides the catalyst and the laboratory for the application of principles established through a thorough yet diverse academic program. Center for Teaching and Learning Theme; "facilitators of learning in a diverse world"

##### Teaching Philosophy:

The Theatre Arts Department supports and practices constructivism as a teaching philosophy. Indeed, it may be argued that it has used this philosophy in almost all of the diverse areas within the discipline since the art of theatre was created by human beings. Teachers of Theatre Arts practice tenets from the three forms of constructivism exhaustively covered in the Conceptual Framework; Developmental, Social, and Sociocultural. As a result, we apply the views commonly and generally held by constructivist teachers;

Learning opportunities are best when accompanied by high levels of active engagement with tasks that characterize them.

Formal knowledge is valued and made available to the learner, but the learner is encouraged to reflect on it and be skeptical about it, rather than simply accept it.

Multiple examples and a variety of representations of content enable learners to derive meaning.

Critical thinking, reflection, and problem solving are prized and encouraged.

Interaction and conversation with others in the learning environment can improve the learner's ability to state her case, can widen perspective, and can motivate learning.

Multiple and authentic measures of assessment provide richer insight into the learner's construction of knowledge.

Verbal explanations can and should be supplemented by experiential learning.

It should be noted that each teacher applies these precepts in diverse ways, according to their particular area within the discipline.