

# LMC 2661-A: Theatre Production I Syllabus

3 Credit Hours | Fall 2026

## Instructor Information

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**Instructor:** Melissa Foulger

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**Office Hours:** Tuesdays, 11 am – 1 pm in person and via Zoom

## General Course Information

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### Description

This course introduces students to the fundamentals of scenic construction and painting. The course consists of two integrated components: online lectures and a practical lab. Lectures provide foundational knowledge, while the lab offers hands-on experience applying these concepts in a production setting.

### Course Learning Outcomes

By the end of the course, students will be able to:

- **Describe and explain** fundamental principles of scenic design and construction
- **Apply and demonstrate** technical skills and concepts from lectures within a practical, production-based lab environment
- **Analyze and evaluate** the effectiveness of scenic elements in DramaTech productions based on design and production criteria

### Required Course Materials

• Gillette, J. Michael. *Theatrical Design and Production* (available via Perusall and the GT Bookstore)

### Grading Policy:

This course uses an alternative grading model that prioritizes learning, engagement, and reflection over traditional grading metrics. Students are expected to focus on the quality and completeness of their work rather than numerical scores.

### **Assessment Structure**

- Feedback is provided through written comments and detailed rubrics
- Each assignment includes clear expectations and evaluation criteria
- Students are responsible for completing all work according to assignment guidelines
- Any assignment can be resubmitted after receiving feedback for a better grade

### **Self-Reflection**

Students will complete structured reflections at designated points during the semester to assess their learning, progress, and overall performance in the course.

### **Module Evaluation Scale**

Each module is evaluated on a completion scale:

- **3** – Exceeds expectations
- **2** – Meets expectations
- **1** – Incomplete or below expectations
- **0** – Not submitted

These scores provide ongoing feedback; final course assessment is based primarily on student reflection and demonstrated engagement.

### **Final Grade**

The course is graded on a **Pass/Fail** basis:

- **Pass:** 75% or higher
- **Fail:** 74% or below

### **Description of Graded Components Lab Hour Completion**

Students must complete **24 lab hours** during the semester.

- Regular lab sessions: Saturdays (1:00–5:00 PM) or one weekday evening (TBD) in the DramaTech Black Box Theatre
- Additional work calls will be posted via Slack

## Important Notes:

- Students are expected to plan ahead and complete hours consistently
- No lab hours will be offered after the production opens (November 6) until strike (November 22)

## Padlet Assignments

Short responses tied to lecture content. These may include brief written responses, images with captions, or targeted prompts.

## Perusall Assignments

Students will actively engage with assigned readings by annotating and commenting. Expect to spend approximately **20–30 minutes** per assignment.

## Course Policies

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### Attendance and/or Participation

Students have flexibility in scheduling their lab attendance; however, all required lab hours must be completed.

Certain dates near production will be designated as **high-need days**. While attendance on these dates is strongly encouraged, reasonable conflicts will be accommodated. Students are expected to make every effort to participate during these critical periods.

### Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

### Core IMPACTS

[Core IMPACTS](#) is the University System of Georgia's General Education curriculum. If you are teaching a course that counts towards Core IMPACTS, you should include a syllabus statement about the Core area and associated [career competencies](#). [This resource](#) developed by the Center for Excellence in Teaching

and Learning and Online Education at Georgia State University includes template syllabus statements for each of the Core IMPACTS areas that you may adapt for your course.

### **Accommodations for Students with Disabilities**

Students requiring accommodations should contact the Office of Disability Services and provide documentation as early as possible. Please also communicate directly with the instructor to coordinate support.

### **Student-Faculty Expectations Agreement**

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

### **Pre- &/or Co-Requisites**

There are no pre- or co-requisites for this course.

### **Extra Credit Opportunities**

Students may attend a DramaTech performance of *Orlando* and submit a **2–3 page response**. This may replace:

- One module, or
- One work party requirement (4 hours)

### **Collaboration, Group Work, and Use of Generative AI**

#### *a) Collaboration and Group Work*

Theatre is a collaborative discipline, and active participation is essential. Students are expected to:

- Take initiative and seek additional tasks when work is completed
- Remain engaged, present, and responsive during lab sessions
- Assist promptly when help is requested

Students must also maintain awareness of safety protocols, including responding to standard backstage calls (e.g., “heads,” “winch coming in”). A commitment to teamwork, communication, and safety is essential to the success of the production.

## *b) Use of Generative AI*

Generative AI tools may be used for research and idea generation. However:

- All submitted work must reflect the student's own ideas and writing
- AI-generated content must be properly cited
- Failure to attribute AI-generated material constitutes plagiarism

## **Extensions, Late Assignments, & Re-Scheduled/Missed Exams**

Flexibility may be granted in cases of extenuating circumstances; however, this requires **timely and proactive communication**.

- Late work without prior communication will incur a **5% deduction per week**

## **Inclement Weather and Digital Learning Days**

This course adheres to Georgia Tech's official inclement weather and emergency procedures.

- If campus closes: all course activities are canceled or rescheduled
- If operations are modified: activities may shift online or be adjusted
- If campus remains open but conditions are unsafe: students should prioritize safety and notify the instructor

Students are responsible for monitoring official Institute communications and course announcements.

## *Attendance and Participation*

Absences due to hazardous weather conditions, travel disruptions, or safety concerns will be treated with flexibility. Students will be given reasonable opportunities to make up missed work or participation.

## **Technology and Classroom Conduct**

- No recording or photography without permission
- Devices should not be used for non-course activities
- Disruptive behavior will not be tolerated

## **Additional Course Policies**

Students must adhere to all safety protocols:

- Wear closed-toe shoes and appropriate clothing
- Tie back long hair and remove loose jewelry

- Ask for guidance before using unfamiliar equipment
- Report unsafe conditions immediately

Instructional staff will provide training and supervision to ensure safe practices.

### **Common Courtesy:**

Students are expected to maintain a respectful and professional learning environment:

- Engage respectfully in discussions
- Avoid disruptive behavior
- Dispose of food waste properly

### **Campus Resources for Students**

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#### **Undergraduate Student Academic Success Resources:**

Academic Success and Advising (a unit in the Office of Undergraduate Education & Student Success) provides free support for your courses. Students can attend scheduled supplemental review (PLUS) sessions, stop by Drop-In Tutoring, or schedule a one-on-one appointment through Knack. To explore what options work best for you, please visit us online at [success.gatech.edu/tutoring](https://success.gatech.edu/tutoring), email us at [tutoring@gatech.edu](mailto:tutoring@gatech.edu), or come see us at Clough Undergraduate Learning Commons, Suite 283.

#### **Teaching Philosophy**

I believe that access to quality education is a fundamental human right. As an educator, my goal is to foster an environment in which knowledge expands perspectives and inspires curiosity and creativity. I am committed to supporting students in the development of critical thinking skills, empowering them to question, interpret, and create meaningful narratives both individually and collaboratively. Central to my teaching is the belief that every student's voice has value, and I strive to help students recognize and effectively use that power.

My pedagogical approach emphasizes active and applied learning. I believe students learn most effectively when material is introduced in manageable segments and then reinforced through practical application. I also value the importance of engagement and enjoyment in the learning process. Striking a balance between rigor and creativity encourages deeper understanding and sustained motivation. Theatre, in particular, offers a dynamic framework for developing transferable skills such as collaboration, communication, organization, and relationship-building—competencies that are essential across professional fields.

I am dedicated to creating a learning environment that is inclusive, supportive, and respectful of diverse backgrounds, perspectives, and experiences. I view the unique identities and lived experiences that students bring to the classroom as strengths that enrich the collective learning experience. Course materials and activities are designed to reflect all members of the class. I welcome and encourage student feedback and suggestions, and I am committed to continuously improving the course to better meet the needs of all learners.

### **Student Mental Health and Wellbeing**

Success in this course program depends heavily on your health and well-being. Recognize that stress is an expected part of the college experience, and it often can be compounded by unexpected setbacks or life changes outside the classroom. Your instructors and I strongly encourage you to reframe challenges as an unavoidable pathway to success. Reflect on your role in taking care of yourself throughout the term, before the demands of exams and projects reach their peak. Please feel free to reach out to me about any difficulty you may be having that may impact your performance in your courses or campus life as soon as it occurs and before it becomes too overwhelming. In addition to your academic advisor, I strongly encourage you to contact the many other support services on campus that stand ready to assist you. A [comprehensive list of wellness related resources](#) has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being ([student-resource-guide \(gatech.edu\)](#)).

### **Course Schedule**

Read the course schedule carefully and make a note of important dates. I highly recommend that you frequently review this schedule to ensure that you are managing your time wisely and prepared to participate in activities and submit assignments by the recommended due date.

#### **Key Deadlines**

- **Pre-midterm work due:** October 4 • **Post-midterm work due:** December 6

<b>Module Open Date</b>	<b>Activity or Description</b>	<b>Recommended Due Date</b>
Monday, August 24	Course Introduction Student Introduction Turn in Waiver	Sunday, September 6, 10 pm
Monday, August 31	<b>Module 1 – Production Organization And Management</b>	

Perusall Reading and Padlet Assignment Sunday, September 13, 10 pm

Monday, September 15

**Module 2 – Tools and Materials**

Perusall Reading and Padlet Assignment Sunday, September 27, 10 pm

Monday, September 29

**Module 6 – Student Reflections**

Midterm Self-Reflection Sunday, October 4, 10 pm

Midterm Course Reflection (ungraded) Sunday, October 4, 10 pm

***All above assignments and 8 lab hours must be completed for full credit by Sunday, October 4 at 10 pm. Anything turned in after this date will be considered late and lose 5% points per week.***

Monday, October 5

**Module 3 – The Stage and Its Equipment**

Perusall Reading and Padlet Assignment Sunday, October 18, 10 pm

Monday, October 19

**Module 4 – Scenic Construction and Technology**

Perusall Reading and Padlet Assignment Sunday, November 1, 10 pm

Monday, November 2

**Module 5 – Scenic Painting**

Perusall Reading and Padlet Assignment Sunday, November 15, 10 pm

Final Self-Reflection Sunday, December 6, 10 pm

*Extra Credit for ORLANDO* Sunday, December 6, 10 pm

***All above assignments and 20 lab hours must be completed for full credit by Sunday, December 6 at 10 pm. Anything turned in after this date will be considered late and lose 5% points per week.***