



San Bernardino

Valley College

DISTANCE EDUCATION ADDENDUM

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| COURSE ID: | THART 132: Lighting Design Fundamentals |
| DEPARTMENT: | Theatre Arts |
| SUBMITTED BY: | Melinda Fogle |
| DATE SUBMITTED: | 6/01/20 |

For additional resources on completing this form, please visit the DE Website:

www.valleycollege.edu/onlinefacultyresources

- 1. Please select the distance education method that describe how the course content will be delivered. Check ALL methods that will be used for offering this course, even if previously approved.**

- FO – Fully Online
- PO – Partially Online
- OPA – Online with In-Person Proctored Assessments
- FOMA – Fully Online with Mutual Agreement

- 2. In what way will this course, being offered in distance education format, meet the needs of the campus? (Ex: Student Access, Campus Strategic Plan, Campus Mission Statement, Online Education Initiative (OEI), Student Equity, Student Needs). Please be specific.**

Offering THART 132 online will provide increased student access to the course, as well as fills a gap from an Equity perspective in offering another General Education course online which can be taken by students who prefer or need online classes.

- 3. Will this course require proctored exams?**

- No
- Yes - If yes, how?

- 4. How will the design of this course address student accessibility? Are you including any of the following?**

- Captioned Videos
- Transcripts for Audio Files
- Alternative Text for Graphics
- Formatted Headings
- Other – If other, please explain.



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5. **Provide a specific example of how the instructor will provide synchronous office hours for distance education students? (Ex: Online Conference Tool, Cranium Classroom, Zoom, Pisces, Skype, etc.)**

Office Hours will be provided at least once-a-week in synchronous format, either through Zoom, telephone, or in-person. It should be noted that instructor preference is not limited to these three options, as they may use comparable alternative tools with the advisory being "in real time." Email is not considered synchronous in this context.

6. **Provide a specific example of how this course's design ensures regular and effective instructor-student contact? (Ex: Threaded discussion forums, weekly announcements, instructor prepared materials, posting video and audio files, timely feedback on exams and projects, synchronous online office hours, synchronous online meetings, synchronous online lectures, etc.)**

Specific examples of regular and effective instructor-student contact in this course include the use of weekly threaded discussions that are moderated regularly by the instructor with timely feedback, weekly announcements of upcoming content and deadlines sent by the instructor with comments by students enabled in threads, at least one hour of synchronous commitment by the instructor in office hour form or webinar, timely feedback on exams and projects, and other scenarios made by the instructor.

<https://www.valleycollege.edu/online-classes/faculty-resources/reg-effective-contact.php>

7. **Provide a specific example of how this course will ensure regular and effective student-student contact? (Ex: Threaded discussion forums, assigned group projects, threaded discussions, Notebowl, peer-to-peer feedback, synchronous online meetings, etc.)**

The course will utilize synchronous online full-class meetings, threaded discussions for students to engage and learn with each other, Zoom discussions as a class and through Breakout Rooms, Zoom peer feedback sessions, and other methods the instructor sees fit for students to communicate with each other.

8. **Describe what students in this online version of the course will do in a typical week on this class. Include the process starting after initial log in.**

Students will attend Zoom meetings during which they will learn and practice performance techniques. Students will participate in weekly discussions with each other, quizzes, and projects which will focus on textbook readings and lecture materials. Students will present performances and offer peer feedback during Zoom meetings.

9. **Provide a sample statement that could be included in the syllabus for this course that communicates to students the frequency and timeliness of instructor-initiated contact and student feedback.**

Instructor will post weekly assignment checklists, provide timely input on threaded discussions, and provide individual feedback on exams, written work and performances in a timely manner. Students may message the instructor directly through LMS messenger or email questions or concerns, which will be responded to within a 24-hour period.



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10. Provide a specific example of how regular and effective student-student interaction may occur in this online course.

Students will interact with each other in threaded discussions. Students will also interact with each other in Zoom discussions and Zoom feedback sessions.

11. Provide a specific example of how regular and effective instructor-student interaction may occur in this online course.

Faculty will provide timely feedback on written work, performances and exams. Faculty will interact with students during Zoom discussions, rehearsals, and feedback sessions. Students may participate in online office hours via Zoom.

12. Does this course include lab hours? No Yes – If yes, how are you going to accommodate the typical face to face activities in an online environment?

13. How will you accommodate the SLO and Course Objectives in an online environment?

Student Learning Outcomes:

Upon successful completion of the course, the student should be able to:

1. Identify, define, and describe terminology commonly associated with theatrical lighting design and execution
Online students will learn theatre terminology through class lectures, synchronous class meetings, and class readings. Students will demonstrate their knowledge of theatre terminology in quizzes, class discussions, synchronous class meetings and presentations.
2. Recognize and explain the different types of drawings and paperwork commonly used in theatrical lighting design
Online students will learn about the drawings and paperwork commonly used in theatrical lighting design through class lectures, synchronous class meetings, and class readings. Students will demonstrate their knowledge of theatrical lighting design paperwork in quizzes, class discussions, synchronous class meetings and presentations.
3. Produce the paperwork necessary to implement a lighting design
Online students will learn about the drawings and paperwork commonly used in theatrical lighting design through class lectures, synchronous class meetings, and class readings. Students will create drawings and lighting design plans.



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Course Objectives:

Upon successful completion of the course the student should be able to:

- a. Identify, define, and describe terminology commonly associated with theatrical lighting design and execution
Online students will learn theatre terminology through class lectures, synchronous class meetings, and class readings. Students will demonstrate their knowledge of theatre terminology in quizzes, class discussions, synchronous class meetings, and presentations.
- b. Identify the functions of theatrical lighting
Online students will learn about the functionality of theatrical lighting through class lectures, synchronous class meetings, demonstrations, video recordings, and class readings. Students will demonstrate their knowledge of lighting functionality in quizzes, class discussions, synchronous class meetings, and presentations.
- c. Identify the controllable qualities of theatrical lighting
Online students will learn about the controllable qualities of theatrical lighting through class lectures, synchronous class meetings, demonstrations, video recordings, and class readings. Students will demonstrate their knowledge of the controllable qualities in quizzes, class discussions, synchronous class meetings, and presentations.
- d. Recognize and explain the different types of drawings and paperwork commonly used in theatrical lighting design
Online students will learn about the drawings and paperwork commonly used in theatrical lighting design through class lectures, class meetings, and class readings. Students will demonstrate their knowledge of theatrical lighting design paperwork in quizzes, class discussions, synchronous class meetings, and presentations.
- e. Identify and distinguish the responsibilities of the Lighting Designer and Master Electrician
Online students will learn about the responsibilities of the Lighting Designer and Master Electrician through class lectures, synchronous class meetings, and class readings. Students will demonstrate their ability to identify and distinguish the responsibilities of the Lighting Designer and Master Electrician in quizzes, class discussions, synchronous class meetings, and presentations.
- f. Calculate the capacity of electrical wire gage and safe current flow
Online students will learn how to calculate the capacity of electrical wire gage and safe current flow through class lectures, class meetings, demonstrations, video recordings, and class readings. Students will demonstrate their knowledge of the controllable qualities in quizzes, class discussions, synchronous class meetings, and presentations.
- g. Demonstrate an understanding of the function of various theatrical lighting instruments
Online students will learn about the function of various theatrical lighting instruments through class lectures, synchronous class meetings, and class readings. Students will demonstrate their understanding of the function of various theatrical lighting instruments in quizzes, class discussions, synchronous class meetings, and presentations.



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- h. Recall and practice safety information concerning electrical hazards
Online students will learn about the safety information concerning electrical hazards through class lectures, synchronous class meetings, and class readings. Students will demonstrate their knowledge of safety information in quizzes, class discussions, synchronous class meetings, and presentations.
- i. Participate in the hanging, circuiting, focusing, and operation of theatrical lighting equipment
Online students will learn about the process of hanging, circuiting, focusing, and operating theatrical lighting equipment through class lectures, class meetings, demonstrations, video recordings, and class readings. Students will participate in the process virtually, using apps and software designed for that purpose.
- j. Demonstrate an understanding of style, color, texture, angle, and mood as they relate to theatrical lighting design
Online students will learn how style, color, texture, angle, and mood relate to theatrical lighting design through class lectures, synchronous class meetings, demonstrations, and class readings. Students will demonstrate their knowledge of the relationship between style, color, texture, angle, and mood and lighting design in quizzes, class discussions, synchronous class meetings, and presentations.
- k. Produce the paperwork necessary to implement a lighting design
Online students will learn about the drawings and paperwork commonly used in theatrical lighting design through class lectures, synchronous class meetings, and class readings. Students will create drawings and lighting design plans.

14. Are modifications needed to SLOs or Course Objectives in order to teach this course in the online modality?

No Yes – If yes, please explain the changes needed.

(It is advised that if you are changing course content or objectives that you speak with the Curriculum Co-Chair or Articulation Officer for guidance moving forward.)

To be completed by a member of the Curriculum Committee Review Team:

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| CURRICULUM CHAIR REVIEWED: | | <input type="checkbox"/> YES <input type="checkbox"/> NO |
| DE REVIEW: | | <input type="checkbox"/> YES <input type="checkbox"/> NO |



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| CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED: | | <input type="checkbox"/> YES <input type="checkbox"/> NO |
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