Mission Statement:

Our mission is to serve as a leading center of Christian thought and action providing an excellent education from a biblical perspective and global context in pivotal professions to equip Christian leaders to change the world.

COURSE SYLLABUS
UNDERGRADUATE STUDIES

REGENT UNIVERSITY
SCHOOL OF COMMUNICATION

THEU 227
MAKE UP FOR THE STAGE
SPRING 2011
Mondays & Wednesdays – 10:30 – 11:50 AM
COURSE LOCATION: MAIN STAGE DRESSING ROOMS

All students are required to read and have a thorough understanding of the syllabus. Any questions or concerns need to be addressed to the instructor.

Students, please place your initials below to indicate that you have read and understood the requirements outlined in this syllabus. Cut and paste this shaded section and email to your professor the first week of the course.

___________________
Student initials
SECTION 1 - OVERVIEW

YOUR INSTRUCTOR FOR THIS COURSE:

Instructor: Judy Holland Geary  
Telephone: (757) 352 - 4536 / Costume Shop  
Local Phone: (757) 777 - 5429 – to be used only in emergencies  
Fax: (757) 352 - 4279  
E-mail: judihol@regent.edu  
Office Hours: by Appointment only  
Office Location: COM 123 / Costume Shop

Welcome to Make-Up for The Stage. This is one of those ‘good news, bad news’ classes. The good news is that you will have no exams, the bad news is we will work very hard and hopefully have a lot of fun. Make Up labs occur weekly and the pace is fast, but you will learn a great deal.

QUALIFICATIONS OF THE INSTRUCTOR AND SHORT BIO –

Ms Holland has been designing costumes and make-up for the stage for almost 40 years. She has a BA degree in theatre from the University of Maryland, Baltimore County and an MFA from Brooklyn College, New York. Jude spent time at the New York Shakespeare Festival as a stitcher, junior draper & wardrobe supervisor. She has also designed costumes for various theatres, dinner theatres & films throughout the Baltimore Washington area since her junior year of college. Jude loves being at Regent University and thanks God every day for being here.

BEST TIMES AND METHODS FOR CONTACTING THE PROFESSOR

Ms Holland is available by appointment only.

INSTRUCTOR POLICY ON CELL PHONES, PAGERS, AND OTHER ELECTRONIC DEVICES

The use of laptops is encouraged in class. Cell phones and pagers are not allowed. There is a break during the class where you may return your calls or messages. No eating is allowed in class, only bottled water can be brought into the dressing rooms.

COURSE DESCRIPTION

Affords the student the opportunity to gain expertise in designing and applying a variety of stage make-ups including: corrective, fantasy, animal, special effects, and old age. The course includes the introduction of latex prosthetic pieces. Students are required to purchase a personal makeup kit. Prerequisite: THEU 101 or instructor approval.
DESCRIPTION OF HOW FAITH AND LEARNING IS INTEGRATED IN THIS COURSE

Theme Scripture:

As crafts persons and designers we participate with God to incarnate the word - to give it life and breath, meaning and definition. Madeleine L’Engle in her book Walking on Water says,

I believe that each work of art, whether it is a work of great genius, or something very small, comes to the artist and says, 'Here I am. Enflesh me. Give birth to me.' And the artist either says, 'My soul doth magnify the Lord,' and willingly becomes the bearer of the work, or refuses.

To become the bearer of such important work, the Christian artist must work diligently to become a master craftsman. The purpose of this course is to clarify and deepen our understanding of any design technique so that we may more excellently avail ourselves of the creative calling placed before us by our God.

LEARNING OBJECTIVES

Upon completion of this course, students should be able to:

1. To expand and deepen your knowledge of make-up through practical application
2. To examine different types of make-up and prosthetics and discover which application will best serve each venue and/or character
3. To have the opportunity to practice application on themselves and a partner
4. To design and produce make-up on a per character basis

PROGRAM GOALS

This course contributes to the fulfillment of the following program goals:

1. Know and understand a variety of make-up methods
2. Be able to plan, design and apply make-up for a variety of character types
3. Complete and possess a make-up morgue; a collection of photographs/clippings of various styles of make-up for continued use as a reference
4. Know and understand how to apply wigs and false hair pieces; beards, moustaches and eyebrows
5. Have a working make-up kit and know how to use it

SECTION 2 – COURSE REQUIREMENTS

REQUIRED COURSE MATERIALS

Students are responsible for acquiring the following books and materials for this course by the time the course begins:

- A Ben Nye student make-up kit or comparable make-up kit – please check with the instructor
- Mascara – either dark brown or black
- Soap and Moisturizer
- Washing flannel or facecloth and towel
- Old shirt or smock
- Headband
- Colored pencils are useful, but not required

*Class text is also available as an e-Book

The School of Undergraduate Studies has partnered with the Regent Bookstore to have textbooks available for purchase for all students, including distance students. Items may be ordered using the secured online catalog found at www.regentbookstore.net.

GENERAL COURSE REQUIREMENTS

In order to succeed in this course, you will need to fully understand the following:

1. **Attendance and Participation:** Your attendance and participation are important means for the instructor to assess your skills, quality of thought, and growth as a student. The attendance policy and procedures are described below. When applicable, requirements for your participation in Blackboard discussions—important both for your learning and for your instructor's evaluation of your progress in the course—are described below (see “Requirements regarding Blackboard Discussions”).

2. **Assignments:** Pay close and timely attention to reading assignments and other assigned work posted in the syllabus and Blackboard. You are responsible for preparing assigned readings carefully by the date listed on the schedule below and to complete tests, projects, and other assignments by the date listed. Out of fairness to all, late assignments are penalized as described below under “Late Assignments.”

3. **Policies and Procedures:** Carefully follow course policies and procedures regarding writing, academic honesty, submission of assignments, formatting, and other matters, as specified below or through Blackboard. Since following directions is a crucial skill for university graduates—and since the smooth operation of our course depends on all of us meeting each other’s expectations—adherence to policies can positively or adversely affect a student’s grade.

4. **Writing:** All papers and essays at Regent University must follow the writing style format required by the degree specialty for which they are being written. The writing style to be used in this course is MLA.

5. **Course Completion/Incompletes:** All courses require extensive engagement (with other students, the instructor, and with the course materials) as well as timely completion of assignments. Many assignments are due weekly. Thus, keeping up with the schedule is essential to your success. Some work is difficult or even impossible to make up (such as discussion with others), so you must plan your schedule carefully. Be sure you can complete this course in the scheduled period. Grades of “Incomplete” will be granted only for true emergency situations, not for poor planning. The policy for grades of “Incomplete” can be found in the School of Undergraduate Studies Catalog, found online.

6. **Blackboard:** Students are expected to check the Announcements section of Blackboard each week beginning one week before the start of the course. Students must keep their e-mail address current in Blackboard; they are expected to check their Regent e-mail daily to ensure timely receipt of messages from the professor.

7. **Internet and Software:** You must have continuous access to a working and dependable Internet provider as well as reliable e-mail software that can send and receive attachments. You must also have access to Microsoft Word 2000 or later for writing assignments.
BLACKBOARD INFORMATION AND REQUIREMENTS

Blackboard has four primary purposes in our courses: (1) to provide a means for students to receive timely information about the course in general, assignments, grades, and announcements from the instructor; (2) to promote thoughtful interaction between the instructor and students and among students themselves as they work through course materials; (3) to provide a means for students to complete quizzes and other forms of evaluation; and (4) to enhance the learning process by providing a variety of materials.

For courses with online discussions, they will be posted in Blackboard. Unless otherwise instructed, the parameters for a student’s postings are 200 words (please keep the word count in this range). The purpose of these parameters is to promote writing that is both thorough and concise. The instructor will post questions and activities weekly. Discussion questions will be posted in advance. Since not everyone will see things identically, students are to review one another’s postings in order to further their insight and learning. This is an important benefit of dialogue.

If you want to share short posts of encouragement and support, use the discussion board tool for this.

Note that the expectations for quality work in the Blackboard group discussions differ from the minimal requirements for attendance.

Please check the Resources link in Blackboard for University Library information and Academic Support information, Blackboard Tutorials and Resources, Academic Honor Code, Writing Styles, Discipline Policies, and Disability Services.

If you have technical problems with Blackboard and/or are not able to log in, please contact the Help Desk/IT department. You can e-mail the Help Desk at: helpdesk@regent.edu or call at (757) 352-4076.

SECTION 3 – POLICIES AND PROCEDURES

COURSE PROCEDURES

Submission of Assignments
All assignments (unless otherwise instructed) for this course should be submitted via the “Assignment Link.” Papers should be in MS Word format (.doc). When saving your document, the file name should include your name and assignment, in that order—for example, “John Smith, Learning Styles (LSI) and DISC Inventory Essay.” When sending your document, give your name and assignment. This makes it easy for your instructor to track your work. See the “Completing and Submitting an Assignment” section of Blackboard online tutorials for further instructions.

Every assignment must have your name on it, and, if it is more than one page, each page must be numbered. To do that, you will need to know how to use the Header and Footer option under the “View” button in Microsoft Word.

Late Assignments

Emailing Your Instructor
The subject line of all e-mail messages related to this course should include the course number (e.g., GENE 101), the location of the course (e.g., VB, DC, DE) and the name of the student (For example, SUBJECT: GENE 101 DE, John Smith). Following these directions enables the professor to identify quickly the student and course, facilitating a timely response. Students should always include their first and last name at the end of all e-mail messages.
Because instructors often need to reach students, all students are required to keep their mailing address, e-mail address, and telephone numbers up to date in GENISYS.
http://www.regent.edu/general/student_orientation/tutorials/genisys.cfm

ATTENDANCE AND PARTICIPATION POLICY (School of Undergraduate Studies)

Regent University recognizes the importance of class attendance and participation for students’ learning. While attendance alone does not guarantee learning, engagement with the class through regular attendance and participation is essential to learning, both to the individual student and to the class itself as all benefit by others’ contributions. At Regent University, class attendance, understood as the act of being present, is considered to be separate from participating in the class, understood as active engagement through discussion and other forms of interaction. Both are valuable to student learning.

Like other institutions of higher education, Regent University is required to maintain accurate attendance records by the U.S. Department of Education.

Attendance is tracked weekly. **For any week (7 days from Monday to Sunday) in which a student does not attend class time or, for online classes, log into the course in Blackboard, the student will be marked absent in the Blackboard grade book.** The standard by which a final date of attendance in the class is measured will be the last date on which the online student logs into the course in Blackboard or the on campus attends the on-campus class for a course, whichever is more recent. Students should be aware that this date could affect their financial aid and financial obligations.

Normally, expectations for participation—such as those for quality work in the group discussions (including those in Blackboard)—differ from the minimal requirements for attendance. Thus, at the instructor’s discretion, a student who is present or absent might lose participation points. Instructors determine whether students may gain back lost participation points (for example, through additional work). Students should be aware that instructors follow their posted policy for receiving late work from students. Work turned in late (papers, discussion board posts, etc.) could result in the loss of participation points or other components of the final course grade. Instructors are responsible to maintain accurate records regarding attendance and to follow course policies for grading student work, including students' participation. Students are responsible to attend and participate in class and to follow campus policies.

UNIVERSITY WITHDRAWAL

Students who have not attended or logged into a class, will, at the end of the second week of the session/semester—in accordance with university practice—be assumed to have unofficially dropped and will be administratively dropped from that class.

UNIVERSITY ACADEMIC HONOR CODE

Students are on their honor to complete assignments with honesty and integrity. Academic dishonesty involves intentionally or unintentionally stealing the intellectual property of others. Students are expected to be familiar with the university’s policy on academic integrity found in both the University **Student Handbook** and **School of Undergraduate Studies Catalog** (http://www.regent.edu/general/catalog/) and to follow it. As an academic and Christian community, Regent University takes seriously the call for integrity and penalizes breaches of of academic integrity.

Students should be aware that submitted papers may be checked using Safeassign (Blackboard’s plagiarism detection feature. This feature will determine the percentage of the submitted paper that matches other sources and will generate a report. Scores below 15% include quotes and few common phrases or blocks of text that match other documents, these papers indicate no evidence of the possibility of plagiarism. Scores between 15% and 40% include extensive quoted or paraphrased material or may...
include plagiarism and will require further review. Scores over 40% indicate a high probability the text in
the paper was copied from other sources and should be reviewed for plagiarism. The professor or
instructor will contact the student if plagiarism is a concern.

SECTION 4 – SCHEDULE AND EVALUATION

COURSE SCHEDULE

The schedule below includes the due dates for all assignments in this course. It is recommended that
you place this Course Schedule in a convenient place and refer to it each week of the course. You need
to follow it closely, as late assignments are subject to a grade reduction. Students are expected to spend
fourteen to seventeen hours of classwork per week (OR seven to eight and a half for on-campus) (to
include online work, homework and study time, and, for on-ground students, in-class time) for a three-
credit hour class. All courses use group discussion questions on Blackboard. Postings cannot be made
up once the week is over, as the rest of the class will have moved on to the next topic.

Assigned readings in the textbook(s) are to be completed each week along with any additional articles,
audio clips, and PowerPoint presentations as found in the Course Materials or Assignments section of
Blackboard.

Assignments for each week should be completed by end of class where they will be photographed
for your morgue. Picture research is to be provided for all Labs. A Make-Up map will be done with
and for all labs. If you do not come to class with a research photo, you will fail that lab.

Week One: January 3 & 5 / read pps – 10 - 39
  ▪ Introduction to the Course, create Make-up maps, Discussion of corrective make-up
    techniques & role of the Make-Up Artist, Shading & Highlighting Lab

Week Two: January 10 & 12 / read pps – 40 – 65

For this exercise – you MUST have some family photos as research
  ▪ Straight & Corrective Make-Up lab & application, Middle Age Character make-up lab
    and application

Week Three: January 17 & 19
  ▪ Old Age Make-Up / Character Make-up Lab, Old Age Stipple, Latex Methods of Aging
    Lab

Week Four: January 24 & 26 / Tech Week – “The Runner Stumbles” / read pps – 124 - 131
  ▪ Girls as Boys / Boys as Girls / Application of False eyelashes

Week Five: January 31 & February 2 / read pps – 80 - 93
  ▪ Restoration Make-Up Lab / 2 Labs
Week Six: February 7 & 9 / read handout to be provided

- Stylized Make-Up – 1940’s, 1960’s 1980’s / 2 labs

Week Seven: February 14 & 16

- Bald Cap demonstration / Wigs and Hairpieces (CJ Hill)

Week Eight: February 21 & 23

- Children’s Make-Up / Face Painting

Modular Week – February 28 – March 6 / 2011

Week Nine: March 7 & 9 – Tech Week – “Medea”

- Good Girl / Boy / Bad Girl / Boy
- Who Do You Want to Be?

Week Ten: March 14 & 16 / read pps – read pps 74 – 79 & handout to be provided

- Special Effects / Blood – Demonstration & Lab
- Prosthetics – Demonstration & lab

Week Eleven: March 21 & 23

- Degeneration – PAPER DUE – this brief paper will describe the story of your three part degeneration; the beginning, middle and the end. As with all of your labs, you will provide photographic examples of what you plan to do.
- Applying false hair / crepe hair

Week Twelve: March 28 & 30 / read pps 94 - 123

- Fantasy & Magic Week – Selection of two characters; one for each lab day
- Choose partner for Partner Make-Up

Week Thirteen: April 4 & 6

- Animal Make-Up – creation of 2 Animal Make-Ups

Week Fourteen: April 11 & 13

- Make Up another person / Artist’s choice of the following; Old Age, Trans-gender, Animal or Restoration

Week Fifteen: April 18 & 20

- Final Project / This project will be an accumulative project to show what you have learned. The more outrageous, the better.
- Turn in Morgues and completed maps

Make-Up Morgues and their content will be discussed in early stages of class and list provided for what is expected.

LAST DAY OF CLASS - BROWNIES
METHOD OF EVALUATION AND COURSE ASSESSMENTS

<table>
<thead>
<tr>
<th>Program Goals</th>
<th>Course Learning Objectives</th>
<th>Course Assessments (weight)</th>
<th>Corresponding Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide intellectual leadership in producing and communicating scholarly research to significantly impact the field of education.</td>
<td>Use SPSS to explore data and solve statistical problems.</td>
<td>SPSS (10%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Descriptive statistics (20%)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inferential statistics (40%)</td>
<td></td>
</tr>
<tr>
<td>Evaluate educational research from philosophical, theoretical, and methodological perspectives in order to determine its contribution to scholarly research and professional practice.</td>
<td>Communicate statistical results in accordance with the Style Manual of the APA.</td>
<td>Inferential statistics (40%)</td>
<td>APA Style Rubric</td>
</tr>
<tr>
<td></td>
<td>Evaluate quantitative research reports.</td>
<td>Research article critique (15%)</td>
<td>Research Report Critique Rubric</td>
</tr>
<tr>
<td>Demonstrate integrity, fairness, and ethical behavior in a Christ-like manner in research, teaching, and collegial service.</td>
<td>Apply the Christian call to ethical behavior in conducting and reporting research results.</td>
<td>Milgram Experiment Case Study (15%)</td>
<td>Ethics Rubric</td>
</tr>
</tbody>
</table>

GRADING
The following grading system is followed in the School of Undergraduate Studies:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Quality Points</th>
<th>Meaning of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93–100</td>
<td>4.00</td>
<td>Superior</td>
</tr>
<tr>
<td>A-</td>
<td>90–92</td>
<td>3.67</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87–89</td>
<td>3.33</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83–86</td>
<td>3.00</td>
<td>Good</td>
</tr>
<tr>
<td>B-</td>
<td>80–82</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>77–79</td>
<td>2.33</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>73–76</td>
<td>2.00</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>C-</td>
<td>70–72</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>67–69</td>
<td>1.33</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>63–66</td>
<td>1.00</td>
<td>Poor</td>
</tr>
<tr>
<td>D-</td>
<td>60–62</td>
<td>0.67</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0–59</td>
<td>0.00</td>
<td>Failing</td>
</tr>
</tbody>
</table>

Letter grades indicate the following:

**A A-**
Work of superior quality in all areas. Work displays a mastery of course content at the highest level of attainment appropriate for the undergraduate level: outstanding quality of thought; excellent understanding of the course content and demonstration of skills associated with the course; a creative and critical engagement with the material; and an ability to analyze and evaluate the knowledge and ideas that shows talent for undergraduate work. Work shows practical or personal application of course content in specific assignments, as appropriate. The grade for such work will vary from A to A- according to the quality and quantity of the work.

**B+ B B-**
Strong performance demonstrating a high level of attainment appropriate for the undergraduate level: high quality of thought; solid understanding of the course content and demonstration of skills associated with the course; an engagement with the material that shows good comprehension of the subject; and an ability to analyze and evaluate the knowledge and ideas in the course. Work shows practical or personal application of course content in specific assignments, as appropriate. The grade for such work will vary from B+ to B- according to the quality and quantity of the work.

**C+ C C-**
Satisfactory performance demonstrating an adequate level of attainment appropriate for the undergraduate level: competent quality of thought; acceptable understanding of the course content and demonstration of skills associated with the course; an engagement with the course that shows adequate ability to analyze and evaluate; and adequate comprehension of the subject. Work shows practical or personal application of course content in specific assignments, as appropriate. The grade will vary from C+ to C- according to the quality and quantity of the work.

**D+ D D-**
Marginal performance demonstrating a minimal passing level of attainment appropriate for the undergraduate level. The student’s work indicates poor quality of thought and poor comprehension of course content. Work shows practical or personal application of course content in specific assignments, as appropriate.

F
Unacceptable performance. The student’s work indicates major deficiencies in learning and reveals little or no understanding of course content. This grade denotes either unacceptable performance in spite of some effort, or failure to complete the assigned work.

DISABILITY STATEMENT: The student is responsible for contacting Director of Student Life at 757.352.4867 to request accommodations, provide necessary documentation, and make arrangements with each instructor.

The following website is designed to help our disabled students learn of their rights and responsibilities with regards to disability services. The site also has resources for faculty to become better informed of their responsibilities towards the disabled students in their classes.

http://www.regent.edu/disabilities

STUDENT COURSE EVALUATION

Becoming Christian leaders includes learning how to evaluate others by providing honest evaluations that include positive affirmation and constructive feedback, as appropriate. In addition, such evaluation leads to the continual improvement of courses and student learning. Consequently, university policy requires that all students submit a formal student evaluation of teaching form at the end of the academic term. This mandatory requirement must be completed before students will be able to access their final course grade. This form is only available in an online format. Prior to the end of the course, students will receive an e-mail indicating that the form is available. Instructions on accessing the evaluation will be included. Since these evaluations are only available for a limited time, students should complete the evaluation as soon as they receive the e-mail notification that the evaluation form is available. Instructors will not have access to course evaluations until after grades have been submitted and will only have access to anonymous summary data. Students are also encouraged at any point during the term to offer comments that may be helpful to the improvement or refinement of the course. Students can access the online evaluation system at: http://eval.regent.edu/regentsurvey/students.cfm. If you have questions about the online evaluation please contact evaluation@regent.edu.

This syllabus is subject to change without notice.
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