
Costume Design TH 263



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MW 1-2:40

Design Lab RM 228

I. Course Description

In this course the student will learn how to become a visual story teller using several elements and mediums. Using analysis, exploration, and critical thinking they will learn

how to portray and recognize character, character arcs, and relationships within creative works using costume. From drawing the human body to learning watercolor techniques and digital mediums, the student will learn how to visually communicate with artistic and production teams. The student will learn how to create paperwork and digital binders to organize character information and research, how to draw from those resources, as well as a budget to produce a show.

II. Course Aims, Objectives, and Outcomes:

Aims

To allow you, the student, to create several different projects while discovering your individual aesthetic and style, and to develop a process that works for you as a costume designer. When you complete the course, my hopes are that you will acquire the tools from class to be able to design and realize costumes, continuing on to design and assist productions for the School of Theatre, Music, and Dance. I would like you to be able to “read” the non-verbal language of clothes and apply it to your

designs while being able to use metaphor, style, research, and color to create exciting design approaches.

Course Objectives:

1. To examine the art and science of costume design.
2. To introduce the costume designers process, from the moment a designer picks up the script to completion of their designs, including the basic skills and knowledge required therein.
3. To gain fluency in the language of a costume designer using the principals and elements of design and associated tools such as fabric, scale, color, proportion, fashion, and historic research.
4. To complete very diverse design projects that showcase the students' ability to use the elements of design, metaphor, story telling, and technical ability on an array of platforms.
5. To understand the collaborative process of the artistic and production team, the hierarchy of the costume shop, and how to pull all of these elements together to support the process of storytelling in theatre, film, print, and other areas of entertainment.

Specific Learning Outcomes

By the end of this course, students will:

1. Gain fluency in the vocabulary of a costume designer and the language of clothes.
2. Be able to successfully organize a costume track, needs and requirements of a play.
3. Be introduced to the process of budgeting materials, man-hours, and commercial products to realize a production.
4. Be able to implement the principals and elements of design while using abstract and tangible tools such as balance, scale, proportion, line, fabric, color, historic research, and fashion.
5. To complete four very diverse design projects that showcase the students' ability to use the elements of design, metaphor, story telling, and technical ability on an array of platforms.
6. Draw the human body.
7. Watercolor using hi light and shadow.
8. Learn about local resources for costume research.
9. To understand the collaborative process of the artistic and production team, the

hierarchy of the costume shop, and how to pull all of these elements together to support the process of storytelling in theatre, film, print, and other areas of entertainment.

III. Texts and Supplies

Texts

There are various sources I will use including video, readings, etc. If you would like to build your library with handy sources here are a few I strongly recommend. If an assignment is not in the required text it will be on our Canvas class site.

Recommended Texts:

The Art and Practice of Costume Design.

Merz, M. (2017). *The art and practice of costume design*. New York: Routledge, Taylor & Francis Group.

The Costume Designer's Handbook

Ingham, R. (n.d.). *The costume designers handbook: A complete guide for amateur and professional costume designers*.

The Language of Clothes

Lurie, A. (2000). *The Language of Clothes: Featuring A New Introduction About Fashion Today*. New York: Owl Books.

Collect research and costume books! It is great to have many sources to pull from when you do not understand how to do a technique.

I will recommend many more sources as the semester progresses.

Class Materials

Item

-
- A **sketchbook**: minimum 9" x 12" - **Ideal size: 11"x14"** Plain, unlined pages

 - **Tracing Paper** or Vellum 9" X 12" or in roll form

 - **Drawing Pencils** HB, B, F and some in-between

 - 12" minimum **ruler**

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- **Brushes**- A variety of shapes and sizes- square, round, fan etc. A good cheap set is Artlicious - 25 All Purpose Paint Brush Value Pack (Amazon \$7.25), One high quality brush #6 or #8 sable, squirrel, or other hair brush. My favorite is the Squirrel bristle brush size #6-https://www.amazon.com/dp/B07FSPHXLT/ref=twister_B07FSJP65L?encoding=UTF8&psc=1 (\$18/Prime). Jerrys Artorama has 3 nice ones under \$15 too...ask me. I took pics.

 - Water Color- Winsor & Newton Cotman Water Colour Paint Sketchers' Pocket Box, Half Pans, 14-Pieces (Amazon \$14.95) https://www.amazon.com/Grumbacher-Academy-Watercolor-Paint-10-Color/dp/B001OVQC7Y/ref=sr_1_1?keywords=grumbacher+water&qid=1578614097&s=arts-crafts&sr=1-1

 - Cold press 130-140lb, water color paper, 9x12 or larger

 - Water color palette with wells

 - Rag (old cloth diapers work best)

 - Jar for washing brushes- A nice brush cleaning jar if you want to continue painting after this class: https://www.dickblick.com/products/silicoil-brush-cleaning-tank/?clickTracking=true&wmcp=pla&wmcid=items&wmckw=06909-1005&gclid=CjwKCAiAu9wBRAEEiwAzvjq-5uq_X7RPuEhlxMXHzvcW8WjFQ6f7iW72GSwOOCxiGDO9yuM0mcfGBoCc7UQAuD_BwE

 - A BOX OR BAG TO CARRY THESE ITEMS! They will get ruined floating around in your bag!

 - Optional: Markers, pencils, pastels, chalk, charcoal can also be used in combination with watercolor paint.

IV. Grading

Evaluation of preparation, research, and execution of class projects, coupled with attendance and participation, will be considered in assignment of the course grade. Grades are assigned on a traditional A through F scale using points to calculate percentages. *Great amounts of thoughtful participation can and will push a borderline grade up to the next letter.*

Total of all projects in class and out, plus quizzes are 2805 Points. Your points will be divided by this number unless a project is cut.

Grading Scale (pluses and minuses will be used):

A: 95-100, A-:90-94

B +:87-89, B: 83-86, B-:80-82

C: 70-79

D: 60-69

F: < 60

4 Quizzes @ 25 each=100 Points

In-class Work & Homework = 21% OF GRADE

Trashy Design	50
Synopsis of Article and How it Relates to the LOC Reading	60
List of questions for choreographer/director of H.O.P.E.	30
Create the first page of a working presentation document that has the team members of your piece, taken from the large chart.	30
Color Wheel and Greyscale	30
Create Approaches to Rhymes/Poems	30
Sketchbook Entries x 13 entry assignments @ 25 points each=	325
Drawing Fabric in Class	40
Draw Light and Shadow	40
Eurydice preliminary drawings- brought to class	30
Style Lines Class Participation	50
Individual Appointment- had preliminary drawings	50
Brought Project 2 sketches to class to work	30
In class participation of digital rendering	30
VG Individual Appointment- came prepared with materials and ideas!	30
Total Points Possible:	855

Projects: 76% OF GRADE

H.O.P.E. Project Paperwork: Character Chart, Piece Sheets, Costume Plot (dressing lists). (25 each)	75
H.O.P.E. Project Preliminary Presentation	50
H.O.P.E. Project Final Presentation	100

H.O.P.E. Project Production Aspect of Project: <u>The costume shop</u> - sent Elise orders on time, attended as many fittings as possible, had organized section of rack.	100
H.O.P.E. Project Production Aspect of Project: <u>Filming</u> - attended filming.	100
<i>Eurydice</i> Designer Checklist Answered	30
<i>Eurydice</i> Act/Scene Chart, Piece Sheets, Character Chart (30 points each)	90
<i>Eurydice</i> Research Presentation	100
<i>Eurydice</i> Renderings	240
<i>Eurydice</i> Final Presentation	50
<i>VG Research</i>	100
<i>VG Budget-Spec Sheets</i>	80
<i>VG Skin Renderings</i>	200
<i>VG Skin Renderings</i>	200
Total Points Possible:	3195

V. Tentative Course Schedule

(May change to accommodate guest presenters & student needs)

Date	All the Things...
Week 1: 1/20 ZOOM	<p>Topic: Introduction to class, materials, an overview of the semester. Lecture on the designer's process!</p> <p>Homework: Go shopping to buy supplies! Do TWO readings on canvas for Monday 1/25. Look for cool trash to make something weird with.</p>

<p>Week 2: 1/25 DESIGN LAB</p>	<p>Topic: Elements and Principles of Design</p> <p>Part 1: Quiz and discussions on readings, <u>Lecture on Elements and Principles of Design</u>.</p> <p>Part 2: In-Class Activity- build “Trashy Design” in class. Create pockets in the front of your sketchbooks.</p> <p>Due Today/Bring to Class: Bring TRASH to class.</p> <p>Sketchbook: Draw two images of what you think your trashy design will look like.</p>
<p>1/27 DESIGN LAB</p>	<p>Topic: Trashy Design- work on this in class and present it at the end of class.</p> <p>Due Today/Bring to Class: Finished trashy design. Sketchbook check-in.</p> <p>Homework:</p> <ol style="list-style-type: none"> 1. Read the Language of Clothes and NBC Article on Canvas. Create a 300-500 word synopsis of how the author suggests people in the article are using the Language of Clothes to support or speak to their cause. Due 2/1. 2. Look at H.O.P.E. pieces and request one <u>by emailing me</u> if you have a specific interest.

<p>Week 3: 2/1 ZOOM</p>	<p>Topic: Part 1: Quiz & Discussion on the Language of Clothes (LOC) & NBC article. <u>Lecture on the LOC.</u> Part 2: Overview of the H.O.P.E. Project, and deadlines. Assign pieces.</p> <p>Due Today/Bring to Class: NA</p> <p>Homework: 1. Peruse/try to absorb the included information about your piece. Watch the video link (if there is one), the link from Set class (if present for your piece), create a list of questions for your director/choreographer. 2. Create the first page of a working presentation document that has the team members of your piece, taken from the large chart.</p> <p>Sketchbook: Start collecting images from ads, magazines, newspapers of actual bodies to sketch. <u>Collect 3</u> this week and add to folder at front of sketchbook. Try to sketch <u>one</u>. **TIP- draw a top and bottom line where head and feet of model will land on page. Due 2/8</p>
<p>2/3 ZOOM</p>	<p>Topic: Paperwork; Research Part 1: <u>Paperwork!!!</u> We will discuss and build show paperwork to stay organized! Be ready to share your questions in class! Part 2: <u>Lecture on Research</u></p> <p>Due Today/Bring to Class: List of questions for your director or choreo- to be emailed today!</p>
<p>Week 4: 2/8 DESIGN LAB</p>	<p>Topic: Presentations; Creating a Design Approach Part 1: <u>Talk about presentations and requirements.</u> Discuss parts of the presentations that must be present! Part 2: <u>Lecture on creating a design approach.</u></p> <p>Due Today: Sketchbook check-in.</p> <p>Sketchbook: Find several (5 or more) poses you like and put them in the folder in your sketchbook. Sketch 2. Due 2/15</p>

<p>2/10 ZOOM</p>	<p>Topic: First Design Meeting with Director or Chorographer.</p> <p>Due Today/Bring to Class: List of questions for dir/choreo.</p>
<p>Week 5: 2/15 ZOOM</p>	<p>Topic: Individual meetings with Erin (schedule a time!) to present preliminary ideas/collages/approaches.</p> <p>Due Today/Bring to Class: Preliminary collages in a presentation with inspiration and approach. Sketchbook check-in.</p> <p>Homework: Work on refining presentations so you can present to H.O.P.E. directors in class.</p> <p>Sketchbook: Watch “<u>Drawing the Body</u>” lecture video and draw 5 bodies using the 7 ½ head system. Due 2/24</p>
<p>2/17 ZOOM</p>	<p>NO CLASS KCACTF</p>
<p>Week 6: 2/22 ZOOM</p>	<p>Topic: <u>Present</u> preliminary ideas to directors in class.</p> <p>Due Today/Bring to Class: Refined ideas from Monday’s meeting with Erin.</p> <p>Homework: Start show paperwork: Character chart and dressing lists (due 3/1), start collecting links, or emailing performers to check if they have certain garments.</p> <p>Sketchbook: Go on Figurocity.com and choose 3 poses to sketch. Due 3/3</p>
<p>2/24 DESIGN LAB</p>	<p>Topic: Color and Mixing Color</p> <p><u>Lecture on color.</u> Watercolor! Yay! It’s a fun day! Mixing color- how to create the best gamut.</p> <p>Due Today/Bring to Class: BRING WATERCOLOR Supplies</p> <p>Homework: Finish color mixing exercise at home.</p>

<p>Week 7: 3/1 ZOOM</p>	<p>Topic: Present Final Ideas to Directors/Choreos</p> <p>Due Today: Upload Final Ideas, Piece Sheets, Full Presentation Finished</p> <p>Homework:</p> <ol style="list-style-type: none"> 1. ***Make an appointment to pull from stock and fill your rack THIS WEEK.*** 2. WATCH: 2 videos on gesture drawing. <p>Sketchbook: Do 5 gesture drawings in sketchbook. Due 3/8</p>
<p>3/3 DESIGN LAB/ LOBBY</p>	<p>Topic: Fittings and Gesture Drawings</p> <p>Part 1: Fittings- how to do them!</p> <p>Part 2: Gesture drawings.</p>
<p>Week 8: 3/8 ZOOM</p>	<p>Topic: Watercolor Techniques</p> <p>PART 1: INTRODUCE the SECOND PROJECT!</p> <p>PART 2:Watercolor techniques! Fittings Begin Today!</p> <p>Due Today/Bring to Class: WATERCOLOR SUPPLIES!</p> <p>Sketchbook check-in.</p> <p>Homework: Read drawing drapery on Canvas (short quiz beginning of class 3/10). Draw 5 types of drape in sketchbook.</p> <p>Sketchbook: 2 figures of your choosing from figurocity.com Due 3/15</p>
<p>3/10 DESIGN LAB</p>	<p>Topic: H.O.P.E. Updates and Drawing Fabric</p> <p>Part 1: Updates on H.O.P.E. Project- be ready to give updates on fittings/etc for this project.</p> <p>Part 2: Drawing IN CLASS. Draw dresses/fabric on a form.</p> <p>Homework: Read Euridyce to discuss Monday(3/15) and START Creating your Act/Scene Chart, Character Chart, and costume plot for all characters in Euridyce (DUE 3/17).</p>

<p>Week 9: 3/15 DESIGN LAB</p>	<p>Topic: Project 2; The Costume Shop Part 1: Discuss Eurydice. Part 2: <u>Lecture: The Costume Shop</u></p> <p>Homework: START Creating your Act/Scene Chart, Character Chart, and costume plot for all characters in Euridicye. DUE 3/22</p> <p>Sketchbook: 2 figures of your choosing from figuroosity.com Due 3/22</p>
<p>3/17 MEET IN LIGHT LAB</p>	<p>Topic: Drawing Light and Shadow</p> <p>Due Today/Bring to Class: Sketchbook, pencils, eraser, sharpener. All items and organization should be complete and ready for your shoot.</p> <p>Homework: Visit the shop as needed to check on builds and attend fittings (if possible).</p>
<p>Week 10: 3/22 DESIGN LAB</p>	<p>Topic: Fabrics; Stylelines Part 1: Discussion on Using Fabrics on Stage, appropriate uses. Part 2: Style lines</p> <p>Due Today/Bring to Class: Act/Scene Chart, Character Chart, and costume plot for all characters in Eurydice.</p> <p>Homework: Start collecting materials for your Euridicye research and design presentation. Start drawing bodices or choose your croquis and trace a few for Euridicye. Sketchbook Check-in</p> <p>Sketchbook: Choose 1 sleeve, 1 neckline, 1 skirt, and one dress style and draw four figures each with one or more of these elements. Indicate which styleline you chose and where it is!</p>

<p>3/24 DESIGN LAB</p>	<p>Topic: Style Lines Hands on Quiz Day. Identify that styleline on the rack! Be able to access style-line handouts for class activity.</p> <p>Due Today/Bring to Class: Bring Art Supplies</p> <p>Homework: Work on preliminary drawings for Euridicye.</p>
<p>Week 11: 3/29 ZOOM</p>	<p>Topic: Eurydice Research Presentations</p> <p>Due Today/Bring to Class: Eurydice Research Presentations- See project outline on Canvas. Sketchbook Check-in</p> <p>Homework: Keep working on Euridicye drawings for individual meetings with Erin 3/31</p> <p>Sketchbook: Choose 2 different pieces of research from your slide show that are clear and high resolution. You will be drawing each image in 4 different time intervals. You will set your timer and draw for the allotted time, lifting your pencil when the timer sounds! Do NOT draw one more second! Times: 2 Minutes, 5 min., 10 min, 15 min. The 2-minute drawing will be rough and incomplete but your other increments will improve as you spend more time on each. Due 3/31 But seriously start NOW- don't put this off, you will keep up with the class if you do this earlier! Due: 4/5</p>
<p>3/31 DESIGN LAB</p>	<p>Topic: Eurydice Preliminary Drawings- individual meetings with Erin (schedule 10 minute appointment).</p> <p>Due Today/Bring to Class: Prelims</p> <p>Homework: Work on renderings over the weekend. Shoot to finish renderings by TUESDAY 4/6.</p>

<p>Week 12: 4/5 DESIGN LAB</p>	<p>Topic: Work on finishing renderings in class.</p> <p>Due today: Sketchbook Check-in</p> <p>Sketchbook: I will post some very dramatically lit photographs and I would like you to use your softest pencil (a 6 B would be great) to sketch the photo. Please upload in assignment by 4/19.</p>
<p>4/7 DESIGN LAB</p>	<p>Topic: Eurydice Design Presentations In Class</p> <p>CHECK OUT IPADS</p>
<p>Week 13: 4/12-4/16</p>	<p>SPRING BREAK!</p>
<p>Week 14: 4/19 ZOOM</p>	<p>Topic: Part 1: Final Project Introduction Part 2: Digital Rendering</p> <p>Due Today/UPLOAD: Sketchbook drawings.</p> <p>Digital Sketchbook: Import one pencil drawing from your sketchbook and drop in 3 different backgrounds and a label. 3 sketches total- do screen capture, save to photos and upload to Canvas. Due 4/26</p>
<p>4/21 ZOOM</p>	<p>Topic: Character Creation and Development</p>
<p>Week 15: 4/26 ZOOM</p>	<p>Topic: More digital rendering! Intermediate tips and tricks- share what you've learned!</p> <p>Due Today/UPLOAD: Digital Sketchbook drawings (3 of them).</p> <p>Digital Sketchbook:</p> <ol style="list-style-type: none"> 1. Using masking, color in the same drawing 3 different ways. 2. In a drawn image, drop in fabric grabbed off the web. Make sure to include a layer of shadow over the top.
<p>4/28 ZOOM</p>	<p>Topic: Spec Sheets</p>

Week 16: 5/3 ZOOM	Topic: Collaboration Due Today/UPLOAD: Digital Sketchbook drawings (4 of them).
5/5 ZOOM	Topic: Individual Appointments with Erin to look at VG Drawings.
FINAL: TUESDAY 5/11 4:10-6:10 ZOOM	Should we change this? We have to collectively agree! Final VG Design Presentation! Check-in iPads by Friday.

VI. Class Rules, Attendance, Costume Shop Policies, University Policies

Class Rules

The Rules in this class that will apply to the rest of your life (adapted from Holly Poe-Durbin).

1. **You must show up to succeed.** Note Woody Allen's formula- 90 % of the work is just showing up. Please consult the attendance policy if you have questions.
2. **You will be a success if...!** You arrive on time, are prepared, curious, excited, engaged, and ready to collaborate (see last sentence in grading policy).
3. **Cell phone policy:** there may be a need to research on technology at times, but if you are distracting yourself and others with technology I will consider you absent and ask you to leave. You may listen to music during **in-class work days** but must have one ear free at all times and volume must be quiet enough so that it doesn't disrupt your fellow students or instructor.
4. If you have a sick child, grandmother, or dog and are awaiting to be called away to go to the doctors, pull the plug, or help Fluffy cross over the rainbow bridge, talk to me BEFORE class so we can arrange an accommodation.
5. **Turn in your work on time!** We all have cars that break down, bad hair days, traffic, weather, kids, pets, or even stayed up too late "studying" the night before. Unless there are extreme circumstances (being whisked away by a tornado and

landing in Oz might qualify, but I would want to see your ruby slippers and a flying monkey to be sure) I will **decrease your project grade 10% each class period it is late.**

6. **R-E-S-P-E-C-T!** As an adult, you are responsible to maintain a positive behavior that is considerate of others. That means- be respectful. Respect others by recognizing their personal space and needs equal to your own. Do not leave your work area a mess when you leave, keep personal conversations to a minimum and at an acceptable noise level (quiet). Be respectful of me, your instructor. Pay attention to my instruction and lectures, after all, you or your parents are paying for me to tell you this stuff. In turn I will respect you and your right to ideas and opinions. However, if I feel you are disrupting class, I will ask you to leave.

Attendance:

Attendance in this class is mandatory. After 2 unexcused absences, your final grade will lower by one part of a letter grade for each subsequent absence (3 absences = A lowers to B etc.). Tardiness is also unacceptable- two tardies will count as an absence. Please plan ahead for projects, stress, snow days, long nights, and working on productions- the rest of the Entertainment world does. Theatre production commitments, roles or responsibilities can never be used as an excuse to miss classes. Permission will not be granted to miss a class for appointments, interviews, auditions, costume fittings, rehearsals, outside employment. Students may miss a class only with the express permission in advance of their class instructor. Students who are ill should communicate with their instructors as soon as possible after missing a class. Students who are ill and have to miss more than one class should seek medical care and provide documentation. Except in the case of illness, only your instructor can approve absence from class. Provisions to allow for religious holidays, emergencies, and University Sanctioned Absences will be made. Accommodation letters will be honored upon delivery to instructor.

Integrity Policy:

This course will adhere to the CSU Academic Integrity Policy as found on the Student' Responsibilities page of the [CSU General Catalog](#) and in the [Student Conduct Code](#).

At a minimum, violations will result in a grading penalty in this course and a report to the Office of Student Resolution Center.

Title IX:

CSU's Discrimination, Harassment, Sexual Harassment, Sexual Misconduct, Domestic Violence, Dating Violence, Stalking and Retaliation policy designates faculty and employees of the University as "Responsible Employees." This designation is consistent with federal law and guidance, and requires faculty to report information regarding students who may have experienced any form of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation. This includes information shared with faculty in person, electronic communications or in class assignments. As "Responsible Employees," faculty may refer students to campus resources (see below), together with informing the Office of Support and Safety Assessment to help ensure student safety and welfare. Information regarding sexual harassment, sexual misconduct, relationship violence, stalking and retaliation is treated with the greatest degree of confidentiality possible while also ensuring student and campus safety.

Any student who may be the victim of sexual harassment, sexual misconduct, relationship violence, stalking or retaliation is encouraged to report to CSU through one or more of the following resources:

- Emergency Response 911
- Deputy Title IX Coordinator/Office of Support and Safety Assessment (970) 491-1350
- Colorado State University Police Department (non-emergency) (970) 491-6425

For counseling support and assistance, please see the CSU Health Network, which includes a variety of counseling services that can be accessed at: <http://www.health.colostate.edu/>. And, the Sexual Assault Victim Assistance Team is a confidential student resource that does not have a reporting requirement and that can be of great help to students who have experienced sexual assault. The web address is <http://www.wgac.colostate.edu/need-help-support>.

School of Music, Theatre, and Dance (SMTD) Protocol regarding Physical Contact

SMTD faculty, staff, and administration are committed to providing an outstanding performing arts education for every student enrolled. This includes the delivery of applied pedagogical concepts through a variety of delivery modes, including small studio classes, rehearsals, lecture courses, and one-on-one instruction. Some of these methods of instruction may require physical contact between teacher and student, or between students in order to properly present pedagogical topics such as fittings and alterations of costumes, etc.

With the understanding that each student responds differently to physical contact, it is the responsibility of each faculty member to communicate verbally prior to

initiating physical contact of any kind, and receive permission from the student before proceeding. The faculty member must be very clear in the communication as to the specific pedagogical concept being addressed. If a student has a concern or question about physical contact between him/her/their and the teacher, the student should voice the concern to the teacher, or request another approach to the pedagogical concept.

Should the student feel uncomfortable speaking with the instructor, the concern or question could be put in writing via a note or email to that instructor or TA.

COVID

All students are required to follow public health guidelines in any university space, and are encouraged to continue these practices when off-campus(es). Students also are required to report any COVID-19 symptoms to the university immediately, as well as if they have potentially been exposed or have tested positive at a non-CSU testing location. If you suspect you have symptoms, please fill out the COVID Reporter (<https://covid.colostate.edu/reporter/>). If you have

COVID symptoms or know or believe you have been exposed, it is important for the health of yourself and others that you complete the online COVID Reporter. Do not ask your instructor to report for you; if you report to your instructor that you will not attend class due to symptoms or a potential exposure, you are required to also submit those concerns through the COVID Reporter. If you do not have access to the internet to fill out the online COVID-19 Reporter, please call (970)491-4600.

If you report symptoms or a positive test, your report is submitted to CSU's Public Health Office. You will receive immediate, initial instructions on what to do and then you will also be contacted by phone by a public health official. Based on your specific circumstances, the public health official may:

- choose to recommend that you be tested and help arrange for a test
- conduct contact tracing
- initiate any necessary public health requirements or recommendations and notify you if you need to take any steps

If you report a potential exposure, the public health official will help you determine if you are at risk of contracting COVID.

For the latest information about the University's COVID resources and information, please visit the **CSU COVID-19 site** (<https://covidrecovery.colostate.edu/>).

Disclaimer

As the instructor, I reserve the right to alter the syllabus and schedule as deemed necessary. Any alterations will be presented in a fair manner and should not affect your performance in this course.