TH4331
STAGE MAKEUP

ANGELO STATE UNIVERSITY
DEPARTMENT OF VISUAL & PERFORMING ARTS

PROF. MIKE BURNETT

COURSE DESCRIPTION

Basic techniques in the application of theatrical make-up, corrective, character, and nonrealistic types.

COURSE OBJECTIVES

After successfully completing this course you will be able to: Design and apply basic corrective stage makeup; Design and apply stylized makeup; Use research in designing makeup.

GRADING POLICY

The grade of C is given for work that completes all of the assignment requirements and is submitted on time.

Grades B or A are given for work that meets the C requirements and clearly demonstrates development in appropriate skills and aesthetic understanding.

TEXT

Stage Makeup by Laura Thudium

IN GENERAL

I do not accept late assignments, nor do I offer extra credit work. However, if you are having trouble keeping up - please come and see me. I would much rather you come and talk to me than let your work slide. I am in during my office hours, during the shop, and other times, and I can be easily reached by email. You will find I am usually pretty agreeable if you take the initiative and communicate with me.
GRADING DISTRIBUTION

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makeup Morgue</td>
<td>10%</td>
</tr>
<tr>
<td>Participation/Discussion/Readings</td>
<td>10%</td>
</tr>
<tr>
<td>Face Schematic/Makeup Chart</td>
<td>5%</td>
</tr>
<tr>
<td>Project 1 - Corrective</td>
<td>5%</td>
</tr>
<tr>
<td>Project 2 - Highlight &amp; Shadow/Stylized</td>
<td>5%</td>
</tr>
<tr>
<td>Project 3 - Old Age</td>
<td>5%</td>
</tr>
<tr>
<td>Project 4 - Stout, Slim</td>
<td>5%</td>
</tr>
<tr>
<td>Project 5 - Mask</td>
<td>5%</td>
</tr>
<tr>
<td>Project 6 - Gender Reversal</td>
<td>5%</td>
</tr>
<tr>
<td>Project 7 - Animal</td>
<td>10%</td>
</tr>
<tr>
<td>Project 8 - Painting/Period</td>
<td>5%</td>
</tr>
<tr>
<td>Project 9 - Blood &amp; Scars</td>
<td>5%</td>
</tr>
<tr>
<td>Project 10 - Fantasy</td>
<td>10%</td>
</tr>
<tr>
<td>Final Project</td>
<td>15%</td>
</tr>
</tbody>
</table>

TOTAL 100%

GRADE APPEAL PROCESS

As stated in the ASU Operating Policy and Procedure (OP10.03) a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see OP10.03 at www.angelo.edu/opmanual/docs/Section_10_Academic_Policies-Students/OP_10.03_Grade_Grievance.doc

INCOMPLETE GRADES

The grade I is given when the student is unable to complete the course because of illness or personal misfortune. An I that is not removed before the end of the next long semester automatically becomes an F. A graduate student will be allowed one year to remove a grade of I before it automatically becomes an F. To graduate from ASU, a student must complete all I’s.

CONTACT INFORMATION

Professor Mike Burnett                      E-mail: michael.burnett@angelo.edu
Office Phone: 325-486-6190                  Office Location: Carr Fine Arts/Education, Room #163
Office Hours:
Monday/Wednesday                             11a-12p. 3p-4p
Tuesday/Thursday                             130p-330p
Friday                                       10a-12p
TITLE IX AT ANGELO STATE UNIVERSITY

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sex discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. As a faculty member, I am a Responsible Employee meaning that I will report any allegations I am notified of to the Office of Title IX Compliance in order to connect students with resources and options in addressing the allegations reported. You are encouraged to report any incidents to ASU’s Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator. You may do so by contacting:

Michelle Boone, J.D.
Director of Title IX Compliance/Title IX Coordinator
Mayer Administration Building, Room 200
325-942-2022
michelle.boone@angelo.edu

You may also file a report online 24/7 at www.angelo.edu/incident-form.

If you are wishing to speak to someone about an incident in confidence you may contact the University Health Clinic and Counseling Center at 325-942-2173 or the ASU Crisis Helpline at 325-486-6345.

The Office of Title IX Compliance also provides accommodations related to pregnancy (such as communicating with your professors regarding medically necessary absences, modifications required because of pregnancy, etc.). If you are pregnant and need assistance or accommodations, please contact the Office of Title IX Compliance utilizing the information above.

For more information about Title IX in general you may visit www.angelo.edu/title-ix.

DISCRIMINATION

Prejudice of any kind will not be accepted in the classroom. This includes age, race, political stance, religious preference, and ethnicity. Students are allowed to disagree and voice opinions if they do so in a non-offensive manner.

ACADEMIC ADVISING

The College of Arts and Sciences and Department of Visual & Performing Arts require that students meet with a Faculty Advisor as soon as they are ready to declare a major. The Faculty Advisor will set up a degree plan, which must be signed by the student, faculty advisor, and the department chair. VPA majors who have questions about advising or declaring a major in the department, can call 942-2085. Undeclared majors are supported by ASU’s Center for Academic Excellence located in Library A312, and can be reached at 942-2710.
ACADEMIC HONOR CODE

Violations of academic integrity are very serious matters and are clearly documented in the ASU Student Handbook. The work a student submits in a class is expected to be the student’s own work and must be work completed for that particular class and assignment. Plagiarism means intentionally or knowingly representing the words or ideas of another as one’s own. This may include your own previous work. Plagiarism includes quoting or paraphrasing from other sources without acknowledging/citing the source of your information or presenting quoted material as your own words. You must be very clear about attribution of sources and you must know how to cite sources in a paper. Please see full Honor Code Policy at http://www.angelo.edu/cstudent/documents/pdf/Student_Handbook.pdf

STUDENTS WITH DISABILITIES

Angelo State University complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Dean of Student Life and Student Services at 942-2191. If you need disability accommodations in this class, please see me as soon as possible.

DEMONSTRATION DAYS

On the days that are assigned as demos, I will need someone to serve as a demonstration face to apply the design. During the 1st class period, each student will be assigned to a demonstration day.

CLEANUP

The Makeup Room is a shared space and must be treated as so. Failure to clean up after yourself will result in loss of points on your final grade (at the discretion of the professor). In order that cleanup falls equally on everyone, each student is responsible for his/her own space.

READINGS

It is expected that students will read the assigned chapters prior to arriving in class. This will give some prior knowledge on techniques and skill-sets that will be used in class (in design and in application). If it appears that a portion of students are not reading, then quizzes will be introduced into class.
ATTENDANCE & PARTICIPATION POLICY

Quality participation in class is required. Students contribute to the learning environment and demonstrate their understanding of the material by participation. Therefore, class attendance is required and the attendance policy is as follows:

- Attendance will be taken at the beginning of each class period. 0-5 minutes late will count as a tardy. Students who are more than 5 minutes late for class will be considered absent for that class. Tardiness is seriously frowned upon. 2 Tardies count as 1 absence.
- My attendance policy is strict. **Missing 3 classes will lower your final grade by 1 letter grade.** Every 1 class missed after that will result in another letter grade reduction. Absences count regardless of the reason...so use them wisely. Sickness absences will be excused if I have both an email from you PRIOR to class and a doctor note within 24hrs of class.
- Students who are late for class on application days will only be given the allotted class time to complete their quiz.
- Students representing ASU (traveling groups, class field trips, etc.) will be granted an excused absence, but prior notification must be given to me in writing at least one week in advance.
- Excused absences still count towards your total missed classes. Excused absences will allow you to make up the work/assignment due that day.
- Remember, an absence is not an excuse for a late assignment. If you have prior knowledge of your absence, please turn in your assignment prior to your absence.
- Missing class on a scheduled presentation day can jeopardize your grade for the semester. Missing class because you haven’t finished an assignment is a questionable choice and results in both a lower grade on the assignment and the loss of valuable class time.

**Rationale** - I value attendance and participation. A class is only as useful as the time you put into it, and, more than lecturing, I think we learn from active discussion and debate.

**Base Score** - The 10% points for participation includes coming to class and participating, if not in the large class discussion, in the smaller groups at least. If you are reserved, I understand, and I won’t ask you to do anything that I might assign in class that an actor might enjoy. But, oral communication is a key part of the theatre and it is essential that you learn to communicate as a theatre artist. Using class time to discuss non-class topics, non-engagement, and absence will eat away at your grade.

**The Catch** - Worse than absence and not participating is actively detracting from the learning environment. I really, really, really, really hate having to stop the class because someone is chatting with their friends, writing notes to each other, making faces, texting, or reading the newspaper. It is disrespectful to those of your classmates who have paid good money and want to learn something. This has a far worse effect on your grade. In other words, if I have to say something to you, or if I just have a bad feeling of any kind about you that day, I will subtract points from your participation grade. If you are continually disruptive, I will ask you to leave the classroom, which will result in an absence for that day being recorded.

**The Solution** - If you feel like sleeping, chatting, giggling, or being anywhere else, just don’t show up. Believe me, it will be better for your grade than being asked to leave class.
I was a student myself, and I understand the pressures students face in this department. It's getting close to the end of the semester and you just opened a show. You have two research papers due, an acting scene, and some final exams. You haven't started on your final project because you've been in rehearsal every night until midnight. Your scene partner has been flaking out on you. You've fallen behind in all of your classes - and you don't particularly like anything we've studied in this class. Really - you'd rather deal with any other assignments than think about tech theatre. Understandable. You can cut down on all of this, you think, if you just find some quick material on the internet on a Technical Brief and copy it in, work in some of the material from your friend's notes (you didn't go to class the day we discussed it), and "voila!" A paper! Worse yet, you find just the paper you're looking for from the internet. Only $10 a page... this is too perfect!

After the final exam you get an email from me telling you that your paper seems to match another one found online. It will be investigated. You find yourself in a disciplinary hearing - your scholarship is revoked, you flunk Theatre History or, worse, you are expelled from the University.

You want to finish your degree elsewhere. You audition for another grad program. They'd take you in a heartbeat, they say, but it appears that you were expelled from a school for academic misconduct; they can't possibly admit you to the program. Other graduate programs turn you down. Employers for stupid bank jobs even balk at your record. You waste your life working in an insurance office job that your loser brother got you in Kalamazoo.

Materials that are available for you to plagiarize are available to me to review. I have read most of the printed sources you are likely to use, and I also can purchase ready-made essays from the same vendors...if they can sell to you, what is to stop them from making money from me? Plagiarism is a lousy shortcut, not just because it leads to the tragic scenario I outlined above, but also because:

1. Projects and Papers put together from lifted sources are usually of poor quality. If you think the people who produce these papers for hire are better writers than you, think again. They are usually 'C' quality papers at best.

2. You lose my respect, and the respect of others on faculty. It will affect the way we evaluate you in the future.

3. You cheat yourself of an opportunity to learn. I don't assign projects for my own enjoyment! I assign papers because I want to give you an opportunity to explore in greater depth a topic you find interesting. I want to help you learn to be a better writer - to organize your thoughts, to think on a deeper level, and to analyze materials more effectively. What a great opportunity! You paid a lot of money for such an opportunity - and you cheat yourself of that. Think of how much money you are wasting by just 'getting by.'

Remember: Any paper you write yourself, with your own research, will usually be good enough for a 'B' grade or better. I appreciate the effort a student puts into a research project. Find a topic you like. ASK ME if you have any problems. I am happy to help you - even if you have to remind me a gazillion times. I take plagiarism very seriously, and I WILL catch you. I'm terribly zealous about it. So, don't do it.

The above text was taken from http://www-personal.umich.edu/~jewestla/plagiarism.html and adapted in places to fit this course
COURSE MATERIALS

Each student will purchase a basic student makeup kit. **Sharing of kits is not allowed.** You must have the kit. The kit and additional materials must be procured by January 23.

In addition to the makeup kit, you will need to purchase the following:

- either colored pencils (with pencil sharpener), water color paints or markers to use in creating the face schematics.
- a large fishing tackle box to keep all of your supplies in.
- 2 hand towels (with your name on it...can be done with sharpee)
- 2 wash cloths (with your name on it...can be done with sharpee)
- makeup remover (student’s personal choice and can be either cold cream, baby oil, baby wipes or commercial makeup remover)
- bar of soap in a container
- old shirt or smock (with your name on it)
- headband or mirror (I recommend one that is freestanding and is about 5-7 inches in diameter)
- assorted brushes (at least 3 sizes)
- Eyebrow Pencil/Black or Brown
- Powder Puff (2 sizes)
- Bag of Foam Sponges (triangle sponges)
- Q-tips
- Foam tips
- Bobbie pins or Duck Clips

If you haven’t already picked up on it, your name needs to be on EVERYTHING. Use a sharpee.

It is each student’s responsibility to obtain the necessary supplies for this course. You will need to get them before January 27.

Your complete makeup kit and textbook must be available during classes to complete the assignments. Failure to bring your supplies to class will result in a reduction of your participation grade. Sharing of supplies is not permitted.

FACE SCHEMATIC

The basic face schematic (a simplified pattern of your face) is essential to the creation of your makeup designs. Following the directions in Ch. 2 and on the handout, you will create the basic schematic. Once finished, you will need to create a base Makeup Chart which can be photocopied and used for each design. Follow the handouts and text for the layout of the Makeup Chart. The base Makeup Chart needs to fill a Letter Size paper, though 11x17 is preferred. Photocopying in the Theatre Office is not allowed. You will need to arrange for copies elsewhere. If I discover that you have been using the Theatre Office copier, you will lose a letter grade on your final grade. If you do not come to class with a proper schematic, you will lose a letter grade on that particular assignment. You will not be allowed to apply makeup without a completed schematic.
MAKEUP MORGUE

Building a makeup "morgue"—a collection of photographs, drawings, paintings, and caricatures—is a never-ending process for the makeup designer, student of makeup, and especially the actor. Having graphic examples at your finger-tips of skin textures, face shapes, a wide range of facial types and features, and various hairstyles makes designing for a character quicker and more believable. As you continue to practice makeup techniques, you’re sure to find such a collection to be an invaluable resource. Caricatures that emphasize or distort facial features are especially helpful; they can be your most useful examples for character makeup design. Using the categories, create a makeup morgue. Find at least 4 examples per page of the assignment. Examples from Internet sources ARE NOT ALLOWED!!! Be sure to label your pages and categories.

In building your collection, all pictures should be mounted on paper/card stock, organized by sections as outlined, affixed to heavy stock paper and assembled in a three-ring binder, in the order listed in the text. Your pictures should be at least 3” x 5" with the face or feature fully filling that space, where possible. Use a minimum of four full pages per section, unless otherwise noted in the instructions that follow. Color photos are best, although some black-and-white pictures can be useful. Find both male and female subjects.

The Final Makeup Morgue is due May 1st. However, to ensure that you work on this over the course of the semester, progress dates are assigned.

WORKING AHEAD ON THIS PROJECT IS STRONGLY ENCOURAGED!

In Chapter 3, page 25, you will find the full list of all categories to be completed for the Morgue. In addition, research for the Makeup Design Projects are to be compiled at the back of the Morgue.

MAKEUP DESIGN PROJECTS

Each of the following projects are to be applied in class. Grading for each project will commence at precisely 10:45am with the entire class. If you anticipate it taking you longer than 45 minutes to apply your design, then you will need to come into class early (the professor must be notified 24 hours in advance). To be completed with each design is a schematic and printed research. The schematic must detail the design, color, and location of the makeup on your face. Each design must include 1 page of research, following the same guidelines as the morgue (these should be included in the morgue at the end of the semester).

Final Project—For this project, you will design the makeup for another student in the class. For this assignment I will give you a play and character. In addition to the schematic and research, you will also complete a character analysis for this design.

| Project 1 - Corrective          | Project 6 - Gender Reversal |
| Project 2 - Highlight & Shadow/Stylized | Project 7 - Animal          |
| Project 3 - Old Age             | Project 8 - Painting/Period  |
| Project 4 - Stout/Slim          | Project 9 - Blood & Scars   |
| Project 5 - Mask                | Project 10 - Fantasy        |
SOME TIDBITS ABOUT HAIR, HANDS, AND OTHER THINGS

Please keep in mind that you are designing the full face and head. If that means altering the hair for a given design, then you need to do that. We have a limited amount of wigs available to pull from (sharing is allowed), but you must give Chasity 48 hours notice, and YOU are accountable for the condition of the wig/returning it on time. Small changes to your own hair (graying, styling, etc) go a long way to making the character. Also, the shirt that you are wearing will also impact the overall effect of the makeup. Choose something that looks close to what your character is wearing. You will not be allowed into costume storage to pull items, but with a little thought, you can come up with something close from yours or your friend’s closet. Draping fabric over your shoulders is an appropriate solution as well. Some designs will require you to apply makeup to the hands as well. Keep that in mind, because I will.

Men, facial hair is not allowed for this class. On application days, you must be clean shaven. I strongly suggest shaving prior to arriving in class. Not only does it save time, but it gives your face a chance to recover before makeup is applied.

CHARACTER ANALYSIS

You will complete a Character Analysis for all projects. This is to be typed and printed and turned in with your schematic at the time of applying the makeup.

from Stage Makeup by Richard Corson, and Imaging the Role by Jenny Egan

Health - Heredity - Environment - Age - Race - Temperament

1. Environment
   a. Living space (cave? mountaintop?)
   b. Work environment (sewing = squint, farming = sunburn)
   c. Pastime environment (skier? bookworm?)
2. Ethnic group or national origin
3. Health (If sick, what disease? drink? drugs?)
4. Psychological factors
   a. Basic state of mind (happy? worried? restless?)
   b. Temporary upsets and length of time endured (habitual frown, tremor, tic?)
5. Age (teeth or hair missing? child’s facial structure?)
6. Physical peculiarities (hunchback, blindness, scars)
7. Objects habitually used or carried (lorgnette, leg-irons, cigar)
8. Resemblance to anybody (historical figure? some other character’s grandfather?)
9. Period considerations
   a. Social class (Okie or heiress?)
   b. Sex (eg., place of women at that time leading to habitual way of standing, glancing, moving, holding the head; see also social class)
   c. Upbringing and training (polo, military training, dancing, basketball, swordsmanship, horseback riding, tilting)
10. Style of the play (absurd? fantasy? classic Greek?)
11. Director’s and designer’ concepts
12. Write a brief description of how you think the character should look, being specific about such features as mouths, noses, and eyes. Do not be mislead by photographs of actors who may have played the parts, for in those you are seeing individual actor’s interpretations, not the playwright’s
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
<th>Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>13-Jan</td>
<td>Intro to Class &amp; Face Schematic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>15-Jan</td>
<td>Color/Mixing/Face Care/Applying Makeup, In Class Demo - Corrective</td>
<td>Ch. 1, 2, 3, 4</td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>20-Jan</td>
<td>NO CLASS - MLK Day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>22-Jan</td>
<td>Research Methods, Sketching</td>
<td></td>
<td>Ch. 3</td>
</tr>
<tr>
<td>Mon</td>
<td>27-Jan</td>
<td>In Class Demo - Corrective, Highlight, Shadow, Stylized</td>
<td></td>
<td>Ch. 5, 6</td>
</tr>
<tr>
<td>Wed</td>
<td>29-Jan</td>
<td>Apply - Corrective</td>
<td>Project 1 - Corrective</td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>3-Feb</td>
<td>Apply - Highlight &amp; Shadow/Stylized</td>
<td>Project 2 - Highlight &amp; Shadow/Stylized</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>5-Feb</td>
<td>In Class Demo - Old Age</td>
<td></td>
<td>Ch. 7</td>
</tr>
<tr>
<td>Mon</td>
<td>10-Feb</td>
<td>Apply - Old Age</td>
<td>Project 3 - Old Age</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>12-Feb</td>
<td>In Class Demo - Stout/Slim</td>
<td></td>
<td>Ch. 8</td>
</tr>
<tr>
<td>Mon</td>
<td>17-Feb</td>
<td>Apply - Stout/Slim</td>
<td>Project 4 - Stout/Slim</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>19-Feb</td>
<td>Masks Day 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>24-Feb</td>
<td>ONLINE CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>26-Feb</td>
<td>ONLINE CLASS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>2-Mar</td>
<td>Masks Day 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>4-Mar</td>
<td>TBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>9-Mar</td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>11-Mar</td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>16-Mar</td>
<td>In Class Demo - Prosthetics &amp; 3D</td>
<td>Project 5 - Mask</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>18-Mar</td>
<td>In Class Demo - Gender Reversal</td>
<td></td>
<td>Ch. 13</td>
</tr>
<tr>
<td>Mon</td>
<td>23-Mar</td>
<td>Apply - Gender Reversal, Demo Animal</td>
<td>Project 6 - Gender Reversal</td>
<td>Ch. 11</td>
</tr>
<tr>
<td>Wed</td>
<td>25-Mar</td>
<td>TBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>30-Mar</td>
<td>TBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>1-Apr</td>
<td>TBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>6-Apr</td>
<td>Apply - Animal, Demo Painting/Period</td>
<td>Project 7 - Animal</td>
<td>Ch. 10</td>
</tr>
<tr>
<td>Wed</td>
<td>8-Apr</td>
<td>TBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>13-Apr</td>
<td>Apply - Painting/Period</td>
<td>Project 8 - Painting/Period</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>15-Apr</td>
<td>In Class Demo - Blood &amp; Scars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mon</td>
<td>20-Apr</td>
<td>Apply - Blood &amp; Scars</td>
<td>Project 9 - Blood &amp; Scars</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>22-Apr</td>
<td>In Class Demo - Fantasy</td>
<td></td>
<td>Ch. 12</td>
</tr>
<tr>
<td>Mon</td>
<td>27-Apr</td>
<td>Apply - Fantasy</td>
<td>Project 10 - Fantasy</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>29-Apr</td>
<td>In Class Demo - Final Project</td>
<td>Morgue</td>
<td></td>
</tr>
<tr>
<td>Wed</td>
<td>6-May</td>
<td>Final Exam Period @ 1pm - Final Project</td>
<td>Final Project</td>
<td></td>
</tr>
</tbody>
</table>