## COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>TPA 4400</th>
<th>Course Title: Theatre Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>None</td>
<td>Course Credit: 03</td>
</tr>
<tr>
<td>Course Credit:</td>
<td>03</td>
<td>Course Hours: 03</td>
</tr>
<tr>
<td>College:</td>
<td>Arts &amp; Sciences</td>
<td>Required Text(s): Theatre Management: Producing and Managing the Performing Arts</td>
</tr>
<tr>
<td>Department:</td>
<td>Visual Arts, Humanities and Theatre</td>
<td>Supplies: Binder or notebook with pockets &amp; writing utensil, use of a computer &amp; printer</td>
</tr>
<tr>
<td>Faculty Name:</td>
<td>Ms. Kimberly Harding</td>
<td>Term and Year: Spring 2009</td>
</tr>
<tr>
<td>Office Location:</td>
<td>111 Tucker Hall</td>
<td>Place and Time: 201A GEC / M,W,F 2:30 pm – 3:20 pm</td>
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<tr>
<td>Office Hours</td>
<td>Monday: None</td>
<td>Tuesday: 11am-2pm</td>
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<td>Telephone:</td>
<td>850.561.2840</td>
<td>e-mail: <a href="mailto:Kimberly.harding@famu.edu">Kimberly.harding@famu.edu</a></td>
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### FAMU Catalog Course Description

Principals and practices of theatre administration and management with specific regard to personnel, public relations, audience development, box office, house management publicity and finance.

### Course Purpose

Theatre Management is designed to give the student a general knowledge of theatre organizational theories and practices. It examines the idea and process behind planning and organizing a theatre organization and/production for commercial and non-profit ventures. Through reading and practical assignments, the student will be introduced to organizational design, staffing, and how to gain public exposure through marketing and publicity techniques. This course will also introduce basic tools of financial management.

### Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.

The Conceptual Framework for the FAMU Professional Education Unit is grounded in a combination of directed, constructivist, developmental, and social learning theories derived form the writings of system theorists, educational philosophers, social scientists, practitioner and developmental theorists. Concepts from these writers and from the varied educational learned societies help form the knowledge base for the unit’s curriculum components and principles of its Conceptual Framework.
DIVERSITY

• CF 1
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>Understand diverse backgrounds of individuals.</th>
<th>F: 5,6,7</th>
<th>I: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 (K)</td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>CF:</th>
<th>Accept and foster diversity.</th>
<th>F: 5,6</th>
<th>I: 3,8</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.3 (S,D)</td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>CF:</th>
<th>Practice strategies such as: acceptance, tolerance, mediation &amp; resolution.</th>
<th>F: 5,6</th>
<th>I: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4 (S)</td>
<td></td>
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TECHNOLOGY

• CF 2
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>Know fundamental concepts in technology.</th>
<th>F: 12</th>
<th>I: 1,6</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3 (K)</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>CF:</th>
<th>Understand fundamental concepts in technology.</th>
<th>F: 2,12</th>
<th>I: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.4 (K)</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CF:</th>
<th>Facilitate the use of technology by students.</th>
<th>F: 4,12</th>
<th>I: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.7 (S)</td>
<td></td>
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VALUES

• CF 3
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>Work with colleagues in a professional manner.</th>
<th>F: 6</th>
<th>I: 2,5</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 (S)</td>
<td></td>
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<table>
<thead>
<tr>
<th>CF:</th>
<th>Show respect for varied (groups) talents and perspectives.</th>
<th>F: 5,6</th>
<th>I: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3 (S,D)</td>
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<table>
<thead>
<tr>
<th>CF:</th>
<th>Be committed to individual excellence.</th>
<th>F: 3,9</th>
<th>I: 5,9</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4(D)</td>
<td></td>
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<table>
<thead>
<tr>
<th>CF:</th>
<th>Recognize the importance of peer relationships in establishing a climate for learning.</th>
<th>F: 7,2</th>
<th>I: 5,10</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5(D)</td>
<td></td>
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</table>

CRITICAL THINKING

• CF 4
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF:</th>
<th>Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance.</th>
<th>F:4,7</th>
<th>I: 4</th>
</tr>
</thead>
</table>
PROFESSIONALISM

- CF 5
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 5.1 (K)</th>
<th>Know the content</th>
<th>F: 8</th>
<th>I: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.3 (D)</td>
<td>Demonstrate commitment to professional growth &amp; development.</td>
<td>F:3,7</td>
<td>I: 9</td>
</tr>
<tr>
<td>CF: 5.4 (K,S)</td>
<td>Use major concepts, principles, theories &amp; research related to the development of children and adults.</td>
<td>F: 7</td>
<td>I: 2</td>
</tr>
<tr>
<td>CF: 5.7 (S,D)</td>
<td>Display appropriate code of conduct including dress, language, and respective behavior.</td>
<td>F: 9</td>
<td>I:5,9</td>
</tr>
</tbody>
</table>

Overall Goals of the Course

At the end of the course, the successful student will be able:
To differentiate the organizational structures of for-profit and non-profit theatre ventures; To understand the implicit goals, standards, managerial demands and artistic potential of both methods of producing; To produce or present works that meets the goal of the mission; To create basic PR materials used to generate an audience; To understand the legalities associated with producing theatrical ventures; To formulate financial plans; To construct basic financial documents

Specific Behavioral Objectives

The course is designed to contribute to meeting the following University-approved outcomes of participation and study within the Theatre Program.

1. **Communication**: Students should be able to demonstrate proficiency in varied forms of recognized communication.
   a. Utilize electronic tools for precise communication.
   b. Communicate ideas through formal and creative writing.
   c. Demonstrate fundamental skills required to craft managerial tools/documents associated with marketing, fund procurement and financial management.
   d. Illustrate the integration of information, terminology and ideas in an oral presentation.

2. **Critical Thinking**: Students should be able to utilize creative and critical thinking in the major.
   a. Read with critical comprehension.
   b. Assess the personnel and fiscal needs of an organization (or) project.
   c. Analyze a work for its production needs and costs.
   d. Create a hypothetical company as a practical/creative project.

3. **Theatre Design, Theatre Management and Technology**: Students should be able to demonstrate a basic understanding of the principles of management.
   a. Demonstrate the ability to plan and organize a for-profit or non-profit theatrical venture.
   b. Recognize theatre business-management techniques.
   c. Define terminology in theatre management and production.
   d. Distinguish the various managerial roles found in theatre management and production.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>INTASC Standards</th>
<th>FEAPs</th>
<th>FTCE SAE</th>
<th>PEU Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non Profit Theatre Exam</td>
<td>Communication</td>
<td>1.11, 1.22, 1.23, 2.11, 2.12, 2.21, 2.22, 2.32, 2.33, 3.11, 3.21, 3.31, 4.11, 4.21, 5.24, 5.25, 8.12, 8.21, 8.22, 8.31, 8.32, 9.22</td>
<td>1.3, 1.6, 4.2, 4.5, 5.10, 6.3, 7.3, 7.5, 7.6, 8.1, 9.14, 10.3, 12.3, 12.5, 3.13, 6.1, 6.5, 6.7, 6.8</td>
<td>1.1, 3.4, 3.5, 4.1, 4.3, 4.5</td>
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### National, State, and PEU Standards Addressed in the Course

**Interstate New Teacher Assessment and Support Consortium (INTASC) Standards**

#### Content Pedagogy - Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

**1.10 Knowledge**

1.11 The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

1.12 The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.

1.13 The teacher can relate his/her disciplinary knowledge to other subject areas.

**1.20 Dispositions**

1.21 The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.

1.22 The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.

1.23 The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.

1.24 The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

**1.30 Performances**

1.31 The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.

1.35 The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

1.36 The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

#### Student Development - Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

**2.10 Knowledge**

2.11 The teacher understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning.

2.12 The teacher understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making
instructional decisions.  

2.20 Dispositions  
2.21 The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.  
2.22 The teacher is disposed to use students’ strengths as a basis for growth, and their errors as an opportunity for learning.  

2.30 Performances  
2.31 The teacher assesses individual and group performance in order to design instruction that meets learners’ current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.  
2.32 The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students’ experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.  
2.33 The teacher accesses students’ thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.  

**Diverse Learners - Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.**  

3.10 Knowledge  
3.11 The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students’ strengths as the basis for growth.  
3.14 The teacher understands how students’ learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.  
3.15 The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students’ experiences, cultures, and community resources into instruction.  

3.20 Dispositions  
3.21 The teacher believes that all children can learn at high levels and persists in helping all children achieve success.  
3.22 The teacher appreciates and values human diversity, shows respect for students’ varied talents and perspectives, and is committed to the pursuit of “individually configured excellence.”  
3.23 The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.  
3.24 The teacher is sensitive to community and cultural norms.  
3.25 The teacher makes students feel valued for their potential as people, and helps them learn to value each other.  
3.31 The teacher identifies and designs instruction appropriate to student’s stages of development, learning styles, strengths and needs.  
3.35 The teacher seeks to understand students’ families, cultures, and communities, and uses this information as a basis for connecting instruction to students’ experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students’ experiences and cultures).  
3.36 The teacher brings multiple perspectives to the discussion of subject matter, including attention to students’ personal, family, and community experiences and cultural norms.  
3.37 The teacher creates a learning community in which individual differences are respected.  

**Multiple Instructional Strategies - Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.**  

4.10 Knowledge  
4.11  
4.13 The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual
technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

4.20 Dispositions
4.21 The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.

4.30 Performances
4.34 The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.
4.35 The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

Motivation & Management - Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

5.10 Knowledge
5.11

5.20 Dispositions
5.21 The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as whole.
5.22 The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.
5.23 The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
5.24 The teacher recognizes the value of intrinsic motivation to students' life-long growth and learning.
5.25 The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

5.30 Performances
5.31 The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
5.32 The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.
5.33 The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.
5.37 The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

Communication & Technology - Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

6.10 Knowledge
6.11 The teacher understands communication theory, language development, and the role of language in learning.
6.12 The teacher understands how cultural and gender differences can affect communication in the classroom.
6.13 The teacher recognizes the importance of nonverbal as well as verbal communication.
6.14 The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.

6.20 Dispositions
6.21 The teacher recognizes the power of language for fostering self-expression, identity development, and learning.
6.22 The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.
6.23 The teacher is a thoughtful and responsive listener.
6.24 The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

6.30 Performances
6.31 The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).
6.32 The teacher supports and expands learner expression in speaking, writing, and other media.
6.33 The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.
6.34 The teacher communicates in ways that demonstrate sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).

Assessment - Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

8.10 Knowledge
8.12 The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

8.20 Dispositions
8.21
8.22 The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

8.30 Performances
8.31
8.33 The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
8.34 The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.

Principle #9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

9.10 Knowledge
9.12 The teacher understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.
9.13 The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).

9.20 Dispositions
9.21 The teacher values critical thinking and self-directed learning as habits of mind.
9.22 The teacher is committed to reflection, assessment, and learning as an ongoing process.
9.23 The teacher is willing to give and receive help.
9.24 The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

9.25 The teacher recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

**9.30 Performances**

9.31 The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.

9.32 The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.

9.33 The teacher draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

**Florida Educator Accomplished Practices (FEAPs)**

**FEAP:** 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0

**ASSESSMENT**

1.6 Employs traditional and alternative assessment strategies in determining students’ mastery of specified outcomes.

1.7 Guides students in developing and maintain individual portfolios

1.8 Modifies instruction based upon assessed student performance.

**COMMUNICATION**

2.1 The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

2.8 Provides opportunities for students to learn from each other.

2.9 Practices strategies that support individual and group inquiry.

2.10 Provides opportunities for students to receive constructive feedback on individual work and behavior.

2.11 Identifies communication techniques for use with colleagues, school/community specialists, administrators, and families, including families whose home language is not English.

**CONTINUOUS IMPROVEMENT**

3.7 Reflects respect for diverse perspectives, ideas, and opinions in planned learning activities.

3.9 Works to continue the development of her/his own background in instructional methodology, learning theories, second language acquisition theories, trends, and subject matter.

3.15 Reflects upon her/his own professional judgment and has the ability to articulate it to colleagues, parents, and the business community.

3.16 Develops short- and long-term personal and professional goals relating to continuous professional development.

**CRITICAL THINKING**

4.1 The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

4.2 Provides opportunities for students to learn higher-order thinking skills.

4.4 Has strategies for utilizing discussions, group interactions, and writing to encourage student problem solving.

4.5 Poses problems, dilemmas, and questions in lessons.

4.7 Varies her/his role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students’ needs, including linguistic needs.

4.9 Modifies and adapts lessons with increased attention to the learners’ creative thinking abilities.

4.10 Encourages students to develop open-ended projects and other activities that are creative and innovative.
4.11 Uses technology and other appropriate tools in the learning environment.

5. DIVERSITY
5.1 The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.
5.2 Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.
5.3 Fosters a learning environment in which all students are treated equitably.
5.5 Recognizes students’ learning styles and cultural and linguistic diversity and provides for a range of activities.
5.8 Analyzes and uses school, family, and community resources in instructional activities.
5.9 Employs techniques useful in creating a climate of openness, mutual respect, support, and inquiry.
5.10 Selects and introduces materials and resources that are multicultural.
5.12 Promotes student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty through learning activities.
5.13 Provides learning situations which will encourage the student to practice skills and gain knowledge needed in a diverse society.

ETHICS
6.1 The preprofessional adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida
6.4 Does not unreasonably deny a student access to diverse points of view.
6.8 Maintains honesty in all professional dealings.

HUMAN DEVELOPMENT AND LEARNING
7.3 Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.
7.5 Communicates with students effectively by taking into account their developmental levels, linguistic development, cultural heritage, experiential background, and interests.

KNOWLEDGE OF SUBJECT MATTER
8.1 The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge
8.2 Communicates knowledge of subject matter in a manner that enables students to learn.
8.3 Increases subject matter knowledge in order to integrate the learning activities.
8.4 Uses the materials and technologies of the subject field in developing learning activities for students.
8.7 Develops short- and long-term personal and professional goals relating to knowledge of subject matter.

LEARNING ENVIRONMENTS
9.8 Provides a safe place to take risks
9.10 Monitors learning activities by providing feedback and reinforcement to students.
9.14 Provide clear directions for instructional activities and routines.

PLANNING
10.3 Plans and conducts lessons with identified student performance and learning outcomes
TECHNOLOGY

12.1 The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

12.1 Demonstrates technology competencies as defined by Document 1 (Florida Technology Literacy Profile).

12.2 Uses technology tools on a personal basis.

12.3 Demonstrates awareness of and models acceptable use policies and copyright issues.

12.4 Identifies and uses standard references in electronic media.

12.5 Uses technology in lesson and material preparation.

12.6 Identifies technology productivity tools to assist with management of student learning.

12.7 Teaches students to use available computers and other forms of technology.

12.8 Creates authentic tasks using technology tools and recognizes the need for learner-centered environments.

12.10 Uses digital information obtained through intranets and/or the Internet (e.g., e-mail and research).

12.11 Uses technology to collaborate with others.

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills

In accordance with the Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills, this course satisfies the following standards:

Drama 6-12

3 Knowledge of theatre production and design

2. Identify theatre production terminology.
11. Analyze solutions to facility problems.
12. Identify stage management responsibilities.
13. Identify theatre management responsibilities.
14. Identify production staff and basic crew responsibilities.
15. Identify ways of using computers in theatre production, management and design.

4 Knowledge of dramatic literature and criticism

6. Identify elements of assessment and critical reviewing for performance and production.

5 Knowledge of theatre history

4. Identify major periods in American theatre.

6 Knowledge of directing

7. Identify elements of the rehearsal process.

8. Knowledge of career opportunities

1. Identify career opportunities in theatre and the entertainment industry.
2. Identify advanced educational opportunities.
3. Identify professional theatre organizations and their functions.
4. Identify professional theatre and trade publications.

Topical Outline

MODULE 1 Theatre Management and the Performing Arts

The Why and What
The Role of the Theatre Manager
Becoming a Manager

MODULE 2 Commercial Theatre: Part 1
Background
Finding a Property to Produce
Securing Production & Subsidiary Rights
Forming a Production Company
Raising the Capital
Negotiating for a Theatre
Employees in the Commercial Theatre
Contracting Union Employees
Understanding the Actors Union
Supervising the Production
Putting the Show on the Road

MODULE 3  Not-for-Profit
Background
Forming a Company
Managers in the Non-Profit Theatre
Organizational Structures
Choosing a Season
Artistic Policy Choices
Types of Actor’s Equity Contracts for Non-Profits
Transfers, Co-Productions and Commissions

MODULE 4  Personnel for the Theatre
Divisions of Labor
Defining Staff Requirements
Attracting Applicants
The Hiring Process
Job Training
Personnel Supervision
Labor Laws and Terminology

MODULE 5  Fundraising and Contributed Income
Sources of Contributed Income
Methods of Raising Contributed Income
Elements of Successful Fundraising
The Funding Proposal

MODULE 6  Budget Planning
General Budgetary Considerations
Estimating the Expenses
Estimating the Income
Payroll Procedures

MODULE 7  Marketing, Publicity, Media Relations & Advertising
Basic Elements of Marketing
Requisites of Successful Promotion
The Marketing Budget
The Publicity Plan
The Promotion Office
Establishing Good Press Relations
The Press Release
Direct Mail Systems
Electronic Media
Telemarketing
Teaching Methods

The instructor aims to stimulate and nurture student ideas through class discussion; encourage students to draw and support conclusions based upon textual knowledge and their own experiences; lecture on topics that may not be represented in the text; supplement textbook assignments with assigned readings from other sources. The instructor will sometime show video and introduce hands on activities in the classroom.

The class will consist of a great deal of reading. Please keep up with the class. The instructor expects the student to read all assignments by the given due date; to participate in class discussion and activities; to be prepared for pop quizzes after any assigned reading; to submit all assignments when due; and to STUDY FOR ALL TEST!

Students will also be assigned to work on Essential Theatre productions as a part of the management experience.

Course Evaluation

The instructor encourages learning through repetition. The student must read, participate in class discussion, and take notes. Study guides are not disseminated.

Evaluation will happen continually, on a day-to-day basis. Students will receive feedback on their responses in class discussions, as well as on practical activities and tests. Grades and comments written on returned papers should be a good indication of how well students are performing in the course.

All assignments are complete with instruction. Students should be sure they understand and follow the instructions. Most students lose valuable points by not following the instructions given.

Course evaluation is based on a 100 point numerical grading system that translates as follows:

96 – and above  A+ (Superior)
95 – 90        A   (Exceptionally Good)
89 – 85       B+ (Very Good)
84 – 80       B    (Good)
79 – 75       C+ (Standard)
74 – 70       C    (Fair)
69 – 60       D    (Poor)
59 – below    F    (Fail)

There are three components to the class evaluation requirements: 1) Quizzes and Assignments, 2) Tests, 3) Final Exam or Final Project. The final grade will be decided according to the formula found under the heading “Grading.” Only students with both test & quiz averages of B or better may be exempt from the final examination. All students must participate in the final project.

Test & Quizzes

Each quiz and test is usually worth more than 100 points. At the end of the course, the points above the 100 mark should help to balance the grades that are well below 100 points.

Grading

Quizzes 20% & Assignments

Students can expect to be quizzed on assigned readings and supplemental materials, and to submit practical work assignments. Quizzes will assess knowledge of terminology; practical assignments will assess comprehension of concepts and ideas.

Tests 50%

Students are expected to take exams. Each exam will cover the materials studied in one module only and will assess the students; understanding of legal terms and theatrical jargon, individuals involved, and business/management practices. All exams include (but are not limited to) true/false, fill-in-the blank, definitions, short answers and an essay. The essay will assess critical thinking and disciplined writing skills. Test material will be taken from the text, supplementary material and instructor’s notes.

Final 20%

Students are expected to demonstrate their proficiency in the courses’ subject by successfully
passing a cumulative final or completing a final project at the end of the course. One or the other will be determined by the instructor before the last week of classes. See the attached addendum: Theatre Management Final Project and Presentation for details on the presentation.

**Participation 10%**
Students are expected to demonstrate their proficiency in the courses’ subject by successfully passing a cumulative final at the end of the course.

**Course Policies**

**Attendance:** Each student is expected to attend all classes. Three or more unexcused absences will adversely affect your participation grade (if you are not in class then you cannot participate). An excused absence is one for which students have permission to miss class from the instructor prior to class time or one that is accompanied by a note from the Dean of your college on official letter head. For every three times that you are late for class it counts as an absence.

**Make-up assignments:** If you are absent, YOU are responsible for the material covered in class. If you miss a test or quiz, unless you have made prior arrangements with the instructor for a make-up exam, you must have an excuse from the Dean to take a make-up test or quiz. Make-up test and quizzes must be taken within a week of the absence. If you fail to make-up an assignment in the allotted time you will automatically be given a grade of “F”. During your absence, if a quiz or test is announced and your absence is unexcused upon your return you must participate in the announced exam or receive a grade of “F”. There will be absolutely no make-up exams at the end of the semester for an assignment you missed many weeks before.

**Extra credit assignments:** Extra credit assignments will not be assigned. Study!

**Dropping the lowest grade:** It simply just doesn’t happen.

**Receiving an “I” grade:** Incomplete grades are discouraged and will be assigned only in EXTREME emergencies that are unavoidable during the final weeks of the course.

**Gordon Rule:** Since this course is designated as a Gordon Rule course, students will write the minimum 2000 words herein. This will be accomplished by writing critical essays. All written papers must be submitted and satisfactorily completed in order to receive a passing grade in the course.

**Plagiarism and Scholastic Dishonesty:** To submit to your instructor a paper or comparable assignment that is not truly the product of your own mind and skill is to commit plagiarism. To put it bluntly, plagiarism is the act of stealing the ideas and/or expression of another and representing them as your own. It is a form of cheating and a kind of scholastic dishonesty which can incur severe penalties. It is important, therefore, that you understand what constitutes plagiarism, so that you will not unwittingly jeopardize your grade or college career.

However, plagiarism is just one form of scholastic dishonesty. Scholastic dishonesty also includes:

- Collusion - preparing or working together with one or more individuals on a take home assignment, such as a take home test, without expressed approval from the professor.
- Fabrication - falsifying academic records in any way (such as grades, test papers), and/or falsifying data and/or experiments (such as submitting false findings or false references)
- Cheating - includes copying from another student's work, using unauthorized materials during a test, and obtaining contents of test prior to actual test.

Students proven to be dishonest will probably fail the class and stand a chance of being suspended or expelled from the University.

**Policy Statement on Non-Discrimination** It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

**Academic Honor Policy** The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.
ADA Compliance To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180

References
The Stage Producer’s Business and Legal Guide by Charles Grippo, Allworth Press
How to Run a Theatre by Jim Volz, Backstage Books
How Theatre Managers Manage by Tess Collins, The Scarecrow Press

Supplementary Materials and Equipment
Students are responsible for purchasing or copying supplementary materials needed for projects or other assignments when there is a cost involved.

Final Project and Presentation
Each student will invent a hypothetical theatre company and propose a non-profit “dream season” or commercial production. The student will make a five-minute oral presentation to the class describing her or his project. A packet of information will be presented to the instructor and a fact sheet will be presented to fellow classmates. Students will work on all assignments presented in the instructor’s packet throughout the course.

THE INSTRUCTOR’S PACKET
The packet must include but is not limited to the following:

1. One paragraph mission statement, with three to five objectives for the company.
2. An organizational line chart that shows all salaried staff positions (managerial, artistic, administrative, technical) for the company and their relationship to each other.
3. A list of all job titles with brief descriptions of responsibilities of each.
4. A marketing or publicity plan
5. A season brochure which includes brief description of the season’s productions with dates, times and ticket information, Company logo etc.
6. A one page press release
7. A 30 sec. PSA or commercial advertisement for radio or television.
8. A pre-production budget for one show (including rehearsal cost, cast/crew salaries, scenery, costumes, lighting, sound, props, etc.)
9. An annual operating budget for non-profit theatre projects/A weekly operating budget for commercial theatre projects
10. A Funding Appeal Letter (Nonprofit projects)/

Your classmates will act as potential funders (you determine which body of people you are addressing: ex. Good morning board members of the Texaco Foundation, or Good Afternoon prospective angels). You must request a specific amount of money to fund your project or a portion thereof. With a limited amount of money, each individual will have the power to write your organization a check for an amount she or he will determine after hearing all presentations. Since your classmates will determine whether you will be granted the amount of funding you request you must sell your project. You may be as creative as you like, but there are some things that your presentation must include. Remember your presentation time is restricted to 5 minutes afterwards the floor will be opened for questions from the potential funders, so know your stuff!

THE FACT SHEET
This is your opportunity to leave a positive impression, and to remind the funders who you are, what you are all about and what you are asking them to do. It’s up to you to win them over.

THE PRESENTATION
During your presentation you should:
- Give the funding body an identity in your greeting.
- Introduce the organization and state its purpose and mission.
- Indicate why your organization is unique and worthy of support from the particular funding organization.
- Describe briefly the project or general programming of the organization.
- Cite some of the organizations program highlights; the audience make-up, attendance records, positive critical reviews, and associations with notable people etc.
- Mention briefly the organization’s major donors.
- Make the request for funds. Ask for an appropriate amount of money. Indicate the impact of the potential contribution on the organization and benefits available to the funding organization in return for its support.

**EVALUATION**

You will receive two grades that will be averaged:

1. For the written assignments. Each assignment is worth ten points and will be evaluated on content, grammar, presentation and creativity. There are ten assignments. This makes the written assignment a total of 100 points.

2. For the oral presentation. You will be evaluated on:
   - Content
   - Ability to communicate your ideas
   - Ability to connect with an audience
   - Organization of presentation
   - Use of industry terms

Each criterion is worth 20 points. This makes the oral presentation worth 100 points.

**Dress:** Professional

**BREAK-A-LEG!!!**

**Tentative Course Calendar**

Schedule is subject to change

**WEEK 1**
Wed. Jan. 7 Review the course syllabus
Fri. Jan. 9 TBA
For next class: Read pp. 1 - 18

**WEEK 2**
Fri. Jan. 16 TEST 1: Chapter 1 Functions and Roles of Management

**WEEK 3**
Mon. Jan. 19 MARTIN LUTHER KING JR. HOLIDAY
For next class: Read pp. 75 – 84 Chapter 4: The Commercial Theatre
Wed. Jan. 21 Discuss: History of Commercial Theatre
For next class: Read pp. 85 - 91
Fri. Jan. 23 Discuss Finding a Property/Securing Rights
For next class: Read pp. 91 - 98

**RARE EXTRA CREDIT OPPORTUNITY:** Attend the Stage reading of *Black Widow* by James Webb Jr. @ the Charles Winter Wood Theatre, Sat. Jan. 24th @ 6:00 pm – Admission is Free

**WEEK 4**
Mon. Jan. 26 Discuss Forming a Production Company/Raising the Capital
For next class: Read pp. 98 - 110
Wed. Jan. 28 Discuss Negotiating for a Theatre/Contracting Union Employees
For next class: Read pp. 110 - 113
Fri. Jan. 30 Discuss Supervising the Production

**WEEK 5**
Mon. Feb. 2 View: *Producing the Broadway Musical*
Wed. Feb. 4 TEST 2: Chapter 4: The Commercial Theatre
For next class: Read pp. 115 - 119
Fri. Feb. 6  Discuss the History of Non-Profit Theatre and its Service  
For next class: Read pp. 119 - 124 Chapter 5 Nonprofit Theatre

**WEEK 6**

Mon. Feb. 9  Discuss Organizing a Non-Profit Company: Leadership/The Mission Statement  
/Handout: Sample Mission Statements & Assignment # 1: The Mission Statement  
Wed. Feb. 11  View: Crossroads Theatre Company  
Fri. Feb. 13  Discuss Crossroads Mission and Programs/Forming a Corporation and Gaining Nonprofit Status  
For next class: Read pp. 124 - 127

**WEEK 7**

Mon. Feb. 16  Submit Assignment # 1: The Mission/Discuss the Board of Trustees  
For next class: Read pp. 127 - 133  
Wed. Feb. 18  Discuss Artistic Choices & Policy/Handout Assignment # 2 The Season Brochure  
For next class: Read pp. 133 - 140

Fri. Feb. 20  Discuss Equity Contracts/Transfers, Co Productions and Commissions

**PLEASE HAVE IN MIND YOUR FINAL PROJECT IDEA BY THE END OF THE WEEK**

**WEEK 8**

Mon. Feb. 23  **TEST 3: Nonprofit Theatre**  
For next class: Read pp. 49 - 62
Wed. Feb. 25  Defining Staff Requirements
Fri. Feb. 27  Submit Assignment #2: The Season Brochure/Discuss Employee Responsibilities & The Organizational Line Chart/Handout Assignments 3 & 4: Job Descriptions and Organizational Line Chart  
For next class: Read pp. 62 - 73

**WEEK 9**

Mon. Mar. 2  Discuss Personnel Supervision/Labor Laws  
Wed. Mar. 4  **TEST 4: Personnel for the Theatre**  
Fri. Mar. 6  Submit Assignments 3 & 4: Job Descriptions and Organizational Line Chart  
For next class: Read pp. 305 - 318 Chapter 13 Fundraising and Contributed Income

**WEEK 10**  **SPRING BREAK (March 9 – 13) BE SAFE!**

**WEEK 11**

Mon. Mar. 16  Discuss Contributed Income
Wed. Mar. 18  Elements of Successful Fundraising/Handout Assignment #5 The Request for Funds Letter  
For next class: Read pp. 318 - 322  
Fri. Mar. 20  The Funding Proposal

**WEEK 12**

Mon. Mar. 23  **TEST 5: Fundraising**  
For next class: Read pp. 211 – 218 Chapter 10 Budget Planning  
Wed. Mar. 25  Submit Assignment #5 The Request for Funds Letter  
Fri. Mar. 27  Discuss General Budgetary Considerations  
For next class: Read pp. 219 – 234 & pp. 296 - 303

**Mandatory Assignment:** See Blue by Charles Randolph Wright in the Charles Winter Wood Theatre  
Wed. – Sat 8pm  Sat. & Sun 2pm  Admission Free for FAMU Students

**WEEK 13**

Mon. Mar. 30  Discuss Estimating the Expenses and Income/Handout Assignments 6 & 7: Budgets  
For next class: Read pp. 236 - 247
Wed. Apr. 1  Discuss Projecting Profit & Loss/Budget Balancing Alternatives/Computing the Break-Even Point  
For next class: Read pp. 249 - 270
Fri. Apr. 3  Discuss Cost Control Strategies

**WEEK 14**

Mon. Apr. 6  **TEST 6: Budgets & Cost Controls**  
For next class: Read pp. 323 - 339
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<th>Date</th>
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<tr>
<td>Wed. Apr. 8</td>
<td>Submit Assignments # 6 &amp; 7 The Annual Operating and Pre-Production Budgets/ Discuss Basic Elements of Marketing</td>
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<td>For next class: Read pp. 351 – 356 Chapter 15 Publicity and Media Relations</td>
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<td>&amp; pp. 387 - 393</td>
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<td>Fri. Apr. 10</td>
<td>Discuss The Publicity &amp; Advertising Plan / Handout Assignment # 8 The Marketing Plan</td>
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<td>For next class: Read pp. 356 - 370</td>
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<td><strong>WEEK 15</strong></td>
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<td>Mon. Apr. 13</td>
<td>Discuss The Promotion Office/Photography for the Arts</td>
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<td>For next class: Read pp. 371 - 385</td>
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<td>Wed. Apr. 15</td>
<td>Submit Assignment #8 The Marketing Plan/ Discuss Establishing Good Press Relationships</td>
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<td>Fri. Apr. 17</td>
<td>Discuss the Press Release, PSA, and Playbill/ Handout Assignments # 9 &amp; 10 The Press Release and PSA or Commercial</td>
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<td>For next class: Read pp. 393 - 409</td>
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<td><strong>WEEK 16</strong></td>
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<td>Mon. Apr. 20</td>
<td>Discuss Direct Mail &amp; Electronic Media/</td>
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<td>Wed. Apr. 22</td>
<td>Submit Assignment # 9 The Press Release/ Examine Essential Theatre Radio &amp; TV</td>
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<td>Commercials Discuss what works and what doesn’t</td>
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<td>Fri. Apr. 24</td>
<td>Advertising Show and Tell Day</td>
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<td><strong>WEEK 17</strong></td>
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<td><strong>FINAL/PROJECT</strong></td>
<td>Thursday, April 30</td>
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