

## Cover Sheet: Request 14442

### THE 4XXX THEATRICAL PRODUCING: DEVELOPMENTS & TRENDS

#### Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Stanley Kaye stankaye@ufl.edu
Created	11/8/2019 4:10:31 PM
Updated	12/20/2019 2:21:11 PM
Description of request	New course to support the new specialization in theater management.

#### Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CFA - Theatre and Dance 011304000	Peter Carpenter		12/9/2019
No document changes					
College	Approved	CFA - College of Fine Arts	Jennifer Setlow		12/20/2019
Rubric for Class Participation_final.pdf					12/20/2019
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			12/20/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

## Course|New for request 14442

### Info

**Request:** THE 4XXX THEATRICAL PRODUCING: DEVELOPMENTS & TRENDS

**Description of request:** New course to support the new specialization in theater management.

**Submitter:** Stanley Kaye stankaye@ufl.edu

**Created:** 1/14/2020 4:35:51 PM

**Form version:** 3

### Responses

**Recommended Prefix** THE

**Course Level** 4

**Course Number** xxx

**Category of Instruction** Advanced

**Lab Code** None

**Course Title** Theatrical Producing

**Transcript Title** Theatrical Producing

**Degree Type** Baccalaureate

**Delivery Method(s)** On-Campus

**Co-Listing** No

**Effective Term** Spring

**Effective Year** 2021

**Rotating Topic?** No

**Repeatable Credit?** No

**Amount of Credit** 3

**S/U Only?** No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 3

**Course Description** An examination of commercial theatrical producing, focusing on current developments and trends on Broadway, Off-Broadway and in Broadway touring. Analysis of case studies featuring guest speakers from leadership positions in Broadway management, production, and artistic roles. Participation in a field study of a national touring production.

**Prerequisites** THE3XXX Arts Administration

**Co-requisites** N/A

**Rationale and Placement in Curriculum** This course is placed on the 4000-level so that students will have completed lower-division practice-based required courses, as well as the 3000-level prerequisite.

The course is structured with an initial unit containing advanced principles of administration, followed by a series of case studies that include guest speakers from the commercial theatre industry. Students enrolled in or having completed this course will be prepared for professional internship and/or job placement in theatre producing.

**Course Objectives** By the end of this course, students will have developed a preliminary understanding of the organization, process and roles in commercial theater production. Students will develop an understanding of specific organizations, strategies and challenges associated with recent commercial theater productions. Students will gain a greater understanding of employment opportunities while developing their postgraduate theater career path.

**Course Textbook(s) and/or Other Assigned Reading** Michael David Vogel, F. and Hodges, B. (2007). Commercial Theatre Institute Guide to Producing Plays and Musicals. New York: Applause Theatre & Cinema Books. Michael David Vogel, F. and Hodges, B., pp.51. David Binder, pp.35+. Daryl

Roth, pp.96+.Kevin McCollum, pp.78+.Elizabeth Williams, pp.127+. Neil Mazzella, pp.150+. Adrian Bryan Brown, pp.301+. Nancy Coyne, pp.310+. This book is available from Amazon in hard copy or kindle format

The Producer's Perspective Podcast (as listed in the course schedule above, plus:)Podcast: Davenport, K. (n.d.). Podcast Episode 32 – Kristin Caskey. Retrieved from. [https://www.theproducersperspective.com/my\\_weblog/2015/08/podcast-episode-32-kristin-caskey.html](https://www.theproducersperspective.com/my_weblog/2015/08/podcast-episode-32-kristin-caskey.html)

Soloski, A. (2019) "'You Oughta Know': The Road to Making a '90s Anthem a Broadway Hit." The New York Times. Available at: <https://www.nytimes.com/2019/09/12/theater/you-oughta-know-jagged-little-pill.html?searchResultPosition=1>.

Seymour, L. (2019). Broadway Investors Set To Lose \$100 Million As A Dozen Shows Close. [online] Forbes. Available at: <http://bway.ly/svzo5c#https://www.forbes.com/sites/leeseymour/2019/07/11/investors-set-to-lose-100million-as-broadway-undergoes-huge-market-correction/#184c2c2d47d2>.

Marks, P. (2019). "How 'Dear Evan Hansen' became one of the most remarkable shows in musical-theater history." [online] Available at: [https://www.washingtonpost.com/entertainment/theater\\_dance/dear-evan-hansen-the-trail-of-a-musical-comet/2017/06/06/bff6d580-4579-11e7-98cd-af64b4fe2dfc\\_story.html?noredirect=on](https://www.washingtonpost.com/entertainment/theater_dance/dear-evan-hansen-the-trail-of-a-musical-comet/2017/06/06/bff6d580-4579-11e7-98cd-af64b4fe2dfc_story.html?noredirect=on).

### **Weekly Schedule of Topics** Week 1 Introduction to Producing

Week 2 General Management

Week 3 Production Marketing

Week 4 Orlando Field Trip

Week 5 Broadway Guest Lecturer

Week 6 Off-Broad-way/Regional Theater Guest Lecturers

Week 7 Mid-term review

Week 8 Mid-term exam

Week 9 Spring Break

Week 10 Broadway Guest Lecturers

Week 11 Broadway Guest Lecturers

Week 12 Broadway Guest Lecturers

Week 13 Broadway Guest Lecturers

Week 14 The Art of the Pitch

Week 15 Final Class

**Grading Scheme** 30 % Class Participation & Interaction with Guest Lecturers The success of this course depends on active participation and discussions. It is imperative, therefore, that you attend class promptly, have read the assigned material, and express your analysis of this material in class. As an active contributor to a collaborative art form such as theater, you must be willing to share your views with clarity, confidence, and consideration of others.

The following actions contribute positively to your participation grade: Attendance and promptness? Demonstrated completion of assigned readings and activities? Comments and questions that convey reflection on course content Demonstrated engagement with large and small group discussions? Respect for the opinions held by others.

30% Midterm Exam In-class exam scheduled for February 27.20%

Student Project Paper Comparing Two Productions Presented by Lecturers

All written assignments should be formatted in MLA style, 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered. All written assignments are due at the beginning of the class period on the date listed on the course schedule. Submission of late assignments without penalty requires a valid and documented reason, such as an excused absence.

Otherwise, 10% of the total possible points for the assignment will be deducted for each school day that assignment is late (holidays and weekends excepted).

10% Participation in Class Field Trip The class will travel to Orlando on Saturday, February 1 for a

performance of Aladdin and to meet with its producing team. There are no additional student costs for this trip. Transportation and food will be provided. Students must report to the classroom 30 minutes prior to the announced departure time.

10% Bio Statements and Pitch Presentation Prepare a 50-word written bio of yourself. Use the words wisely. Think of it as a combined resume/cover letter. Highlight your strengths and individuality. You will have one minute to make a pitch about yourself in class; why you would make a good hire/team player/addition to the company. Do not recite your resume or bio; expand beyond what is on the page

**Instructor(s)** Miles Wilkin, Lisa Dozier King and Jerry Dickey

**Attendance & Make-up** Yes

**Accomodations** Yes

**UF Grading Policies for assigning Grade Points** Yes

**Course Evaluation Policy** Yes

<b>Rubric for Evaluation of Class Participation</b>				
<b>Participation Area or Criteria</b>	<b>Exemplary (90-100%)</b>	<b>Proficient (80-89%)</b>	<b>Developing (70-79%)</b>	<b>Unsatisfactory (0-69%)</b>
<b>Frequency of Participation</b>	Proactively and regularly contributes to class discussion; initiates discussion on issues related to class topic	Sometimes contributes proactively to class discussion; asks questions and responds to direct questions	Rarely contributes to class discussion; seldom volunteers but responds to direct questions	Never contributes to class discussion; fails to offer relevant responses to direct questions
<b>Preparation</b>	Consistently well-prepared with all assignments completed; demonstrated preparation with notes, observations, & questions	Arrives fully prepared with some frequency; partially prepared at other times; inconsistent demonstration of preparation through notes, observations & questions	Demonstrates infrequent completion of assignments and readings; often has not completed assignments or prepared notes or observations	Exhibits little evidence of having read or thought about assigned material
<b>Listening Skills</b>	Listens attentively when others present material & perspectives, as indicated by detailed comments that incorporate & build on others' remarks	Listens and appropriately responds, as indicated by basic comments or questions in reaction to others' remarks	Listens very infrequently and without attention to concept or detail, as indicated by comments that are often loosely related to others' remarks	Rarely or never listens when others talk; interrupts or makes inappropriate or disrespectful comments; engages in activity unrelated to class topic
<b>Quality &amp; Relevance of Contribution</b>	Comments always insightful & constructive, balanced between general impressions, opinions, & thoughtful analysis; uses appropriate terminology	Comments mostly insightful & constructive, occasionally too general or not relevant; mostly uses appropriate terminology	Comments are sometimes insightful & constructive, with occasional signs of insight; comments often general and rarely use appropriate vocabulary	Comments are uninformed and counter-productive; almost never uses appropriate vocabulary; heavy reliance on uninformed opinion & personal taste