THEA 3900 – Stage Management Seminar
University of Utah | Department of Theatre
Spring Semester 2019 | 1 Credit Hour

Fridays, 11:50am-1:10pm, B73, Room 111
Instructor: Amber Bielinski (new last name!), B73 209
Email: amber.bielinski@utah.edu | Office hours by appointment only.
(Please allow 48 hours for me to respond to your email before sending another.)

ENROLLMENT REQUIREMENT: Strong Interest in stage management at the university or professional level. No pre-requisite courses required.

REQUIRED READING:
• To Comma or NOT To Comma (ed. 2018) by Arlene Miller
  o Will be made available digitally on Canvas.
  o Can also be found at Amazon.com or other booksellers.
• Handouts and articles, provided in class or online.
  o You will need Acrobat Adobe Reader to open most online readings.
  o A free version is available at http://get.adobe.com/reader/
  o Looking to speed read? Try importing to https://www.spreeder.com/

REQUIRED SUPPLIES:
• Access to a computer with the internet and the Microsoft Office Suite.
• Access to the Canvas app on your phone.

**PLEASE NOTE - Access to a computer and printer are vital to success in this course.**

CLASS FEES: $25
• Please note – Your class fee will go toward your participation in the certification or training portion of the course but additional funds may be required.

COURSE DESCRIPTION
Practice and techniques of stage management. Rotating topics include communication and conflict resolution techniques, new technology for stage managers, emergency procedures, and organizational tools and applications. Students will also observe, review, and critique stage management work on departmental and professional productions.

This course is broken down into one overarching topic (“the big topic”) and several mini-lectures or “teaser topics” that span various stage management ideas and practices. The course requires a great deal of in-class discussion and active contribution in order to be the most effective, informative, and enjoyable. Participation is a MUST and accounts for a large percentage of your grade in the course.

Syllabus is Subject to Change
THEA 3900 - Stage Management Seminar
COURSE OUTCOMES
- To investigate current trends in the field of American stage management.
- To discuss current student projects in Theatre, Dance, and Opera.
- To develop a deeper understanding of stage management through a series of guest lectures and interviews.
- To enhance skills related to stage management through practical application projects and group discussion.

COURSE EVALUATION

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Development Survey</td>
<td>50 pts.</td>
<td>5%</td>
</tr>
<tr>
<td>Current Event Presentation</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Program Contribution Project</td>
<td>250</td>
<td>25%</td>
</tr>
<tr>
<td>Semester Recap/Goals Paper &amp; Plan of Study</td>
<td>50</td>
<td>5%</td>
</tr>
<tr>
<td>Grammar Quizlets</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Training Participation</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Class Attendance &amp; Participation Projects*</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total Points:</strong></td>
<td><strong>1000 pts.</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Includes activities, discussions, meetings, take-home assignments and overall attitude/presence.

GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-94</td>
</tr>
<tr>
<td>A-</td>
<td>93-90</td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
</tr>
<tr>
<td>B</td>
<td>86-83</td>
</tr>
<tr>
<td>B-</td>
<td>82-80</td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
</tr>
<tr>
<td>C</td>
<td>76-73</td>
</tr>
<tr>
<td>C-</td>
<td>72-70</td>
</tr>
<tr>
<td>D+</td>
<td>69-67</td>
</tr>
<tr>
<td>D</td>
<td>66-63</td>
</tr>
<tr>
<td>D-</td>
<td>62-60</td>
</tr>
<tr>
<td>F</td>
<td>59 or less</td>
</tr>
</tbody>
</table>

COURSE SCHEDULE
This is a developing course and relies heavily upon in-class discussions and activities. Due dates will be established as we go, based on group development and pace, and will be both discussed in class and posted on Canvas. If you are concerned about a project due date that has not yet been posted, please schedule a meeting with the course instructor.

There will be no class on the following days:
October 11 – Fall Break
November 29 – Thanksgiving Break
December 6 – Reading Day
ATTENDANCE & PARTICIPATION
You are expected to be at every class on time. Theatre is a collaborative and active art; missing class means missing information that you will not be able to make up elsewhere. If you miss a class, you are responsible for obtaining notes and other information, and you will not be able to make up the missed participation point opportunities. Inclement weather is not an excused absence unless classes have been canceled. Regardless of class attendance, all assignments will be due on or before the deadline. See Missed Assignments & Projects policy.

PUNCTUALITY
If you are not present for the entire class, you cannot fully contribute. Beginning at the published start time you will be considered absent. If you arrive late, assume you have been marked absent. It is your responsibility to approach me immediately after class to discuss the situation and be marked as tardy. Telling me the next class is not acceptable.

MISSED ASSIGNMENTS & PROJECTS POLICY
Assignments and projects are due by the official due date and time posted on Canvas, whether you attend class or not.

After the due date and time posted on Canvas, assignments will be considered late and the grade of that item will be reduced by 10%, provided it is submitted by midnight on that same day. Items submitted after that time will be reduced by an additional 10% for every day it is late and once you reach a maximum score of 60% (after 3 days), work will not be accepted and you will receive a zero for the assignment.

Assignments missed for excused medical reasons must be made up and turned in by the next attended class AND a doctor’s note must be provided that addresses all lost time.

Assignments missed for excused religious or University reasons are due on the original due date. If you find you will be absent and the project is due in person, you must arrange for someone to submit your assignment for you.

Late Assignment Policy Example
<table>
<thead>
<tr>
<th>Turned in</th>
<th>Eligible for credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>on or before due date/time</td>
<td>100% credit</td>
</tr>
<tr>
<td>by midnight on the due date</td>
<td>90% credit</td>
</tr>
<tr>
<td>the day after it was due</td>
<td>80% credit</td>
</tr>
<tr>
<td>two days after it was due</td>
<td>70% credit</td>
</tr>
<tr>
<td>three days after it was due</td>
<td>60% credit</td>
</tr>
<tr>
<td>four or more days after it was due</td>
<td>Not eligible for credit</td>
</tr>
</tbody>
</table>

*It is highly recommended that you still turn in the assignment, no matter how late it is. Many projects require you to correct the original assignment and resubmit, so without the original assignment, you would lose points twice.

If you require special accommodation in this class, please refer to the section on student disability services available to you at the University.

Please Note:
Any “extensions” granted by the professor are exempt from the usual late assignment policy but subject to any and all conditions set forth by the professor at the time of extension negotiation. The granting of an extension is never guaranteed and is a rare occurrence subject to professor opinion unless encouraged in writing by student disability services.
A NOTE ON COLLABORATION
Theatre is a collaborative art form, and stage management is no exception. I encourage you to collaborate with fellow classmates on projects and assignments when appropriate. However, all students will need to turn in their own copy of every homework assignment and if I find that students are abusing this privilege, it will immediately be revoked. On team projects, students who misrepresent themselves as equal partners in collaboration but who are actually letting others do the bulk of the work will be reported to the College for academic dishonesty. If you have questions, it is your responsibility to ask them.

TECHNOLOGY IN THE CLASSROOM
The use of laptops and tablets is both permitted and encouraged in class for note taking and work on in-class activities. There will be times when this is more appropriate than others however, and I reserve the right to ask that these items be put away, namely if they become a distraction. If you are caught using your laptop or tablet for something other than class-related activities (i.e. emailing, texting, social media, etc.), you will lose this privilege for the remainder of the semester. USE OF CELL PHONES IS NOT PERMITTED AT ANY TIME, AND THEY MUST REMAIN ON SILENT. Please be respectful of other students’ time and commitment to their studies by not breaching this policy so that we don’t end up in the embarrassing position of having to ask you to leave the class. If your phone does accidentally go off, I expect you to turn it off immediately, and not to answer the call.

FORMATTING YOUR ASSIGNMENTS
While this is not a writing course, stage managers (that would be you) are expected to be able to communicate clearly in writing. Neatness always counts. Please observe the following guidelines for all assignments: Content and layout are equally important. If you use a pre-existing template, make sure you check the headers and footers. Details matter.

- Pages numbered with your name on all pages.
- Please don’t forget to proofread for spelling, grammar, and coherence.
- **Do not turn in any assignment handwritten unless specifically asked for in the assignment directions. These will not otherwise be accepted.**

FORMATTING CHART

<table>
<thead>
<tr>
<th>HOW?</th>
<th>WHY?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word processed</td>
<td>When you graduate, you will be expected to have good IT skills, so it's important to practice for accuracy and speed. It's also much easier to read.</td>
</tr>
<tr>
<td>12-point font</td>
<td>I prefer the following fonts: Calibri, Cambria, Arial, Times New Roman, Bookman Old Style, Book Antiqua and Palatino Linotype – but any easy to read font is best.</td>
</tr>
<tr>
<td>Left aligned</td>
<td>Left-aligned text is easier to read because the spaces between the words are equal. Justified text (where both margins squared) has uneven spaces that can cause problems, especially for people with visual impairment or with dyslexia.</td>
</tr>
<tr>
<td>Double Spaced</td>
<td>This leaves room for people (including you) to add notes and make corrections.</td>
</tr>
<tr>
<td>Double-sided</td>
<td>If you are printing something, this saves paper, so your environmental conscience is a little clearer.</td>
</tr>
<tr>
<td>Black ink</td>
<td>Unless used to make your paperwork clearer and better functioning, colored ink can be both distracting and wasteful.</td>
</tr>
</tbody>
</table>
LEARNING METHODS
My goal is to create a learning environment in which you can be incredibly successful. I will work hard to create and improve the learning environment throughout the semester based on my own observations of the course and your feedback on what would help you learn more. Please advocate for yourself in and out of the classroom. I encourage you to take advantage of the academic support services available to you at the university.

THE AMERICANS WITH DISABILITIES ACT
The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 801-581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

ADDRESSING SEXUAL MISCONDUCT
Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677 (COPS).

CAMPUS SAFETY
The University of Utah values the safety of all campus community members. To report suspicious activity, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

UNDOCUMENTED STUDENT SUPPORT STATEMENT
Undocumented Student Support. Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit dream.utah.edu.
**STUDENT NAMES & PERSONAL PRONOUNS**
Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UID card, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

**WELLNESS STATEMENT**
Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

**VETERANS CENTER**
If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: http://veteranscenter.utah.edu/. Please also let me know if you need any additional support in this class for any reason.

**ENGLISH AS AN ADDITIONAL/SECOND LANGUAGE**
If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (http://writingcenter.utah.edu/); the Writing Program (http://writing-program.utah.edu/); the English Language Institute (http://continue.utah.edu/eli/). Please let me know if there is any additional support you would like to discuss for this class.

**OTHER IMPORTANT RESOURCES**
**Academic Code of Conduct**
http://regulations.utah.edu/academics/6-400.php

**Faculty and Student Responsibilities**
http://regulations.utah.edu/academics/6-316.php

**University Accommodation Policy**
http://regulations.utah.edu/academics/6-100.php

**LGBT Resource Center**
https://lgbt.utah.edu/

**THIS SYLLABUS IS SUBJECT TO CHANGE**
This syllabus is meant to serve as an outline and guide for our course. Please note that I may modify it with reasonable notice to you. I may also modify the Course Schedule and grading structure to accommodate the needs of our class. Any changes will be announced in class, emailed and/or posted on Canvas under Announcements. To access Canvas, visit http://utah.instructure.com or download the Canvas Student app on your mobile device.

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