

Course Syllabus

Theatre Production III - Marketing Lab | LMC 3661 - A (CRN: 83901) | 1 Credit Hour

General Information

Course Description

Students will learn the fundamentals of marketing for the theatre. The course is broken into two sections. Online lectures will provide foundational information that will be necessary to participate in the practical lab section of the course.

Course Goals and Learning Outcomes

Textual/Visual Analysis: Students will learn to read, analyze, and interpret not only cultural projects such as film, literature, art and new media, but also scientific and technical documents

Interpretive Frameworks: Students will become familiar with a variety of social, political, and philosophical theories and be able to apply those theories to creative and scientific texts, as well as to their cultural observations.

Literary/Film/Narrative Art Inquiry: Students will be aware of the traditions and conventions of literature, film, and other forms of narrative art, and they will be able to analyze those traditions and conventions in specific cultural contexts.

Course Requirements and Grading

Assignment	Due Date
Padlet 1	January 18
Padlet 2	January 25
Padlet 3	February 1
Padlet 4	February 8
Midterm Hour Completion	February 10
Padlet 5	February 15
Padlet 6	February 22
Extra Credit for <i>Edith Can Shoot Things and Hit Them</i>	March 1

Padlet 7	March 1
Padlet 8	March 8
Padlet 9	March 29
Padlet 10	April 5
Final Lab Hour Completion	April 20
Final Project	April 23
Extra Credit for <i>Spring Awakening</i>	April 23

Extra Credit Opportunities

You can receive extra credit for going to see one or both of the shows DramaTech offers in the semester and writing a 2 - 3 page review of the production. There are two productions per semester. Each review can count for two hours of lab work or one written assignment.

For the review, discuss the production as a whole, and how the marketing worked to accurately tell the story of the production through the artwork and copy used to promote the production. Support your opinions with examples from the production.

Description of Graded Components

Lab Hour Completion - You must complete twelve (12) hours over the semester in the box office. This can be completed by helping with ticket sales, ushering, or selling concessions. You must arrive at 6:30 pm and stay through intermission (or stay and watch the show!). Each night's attendance will count for three hours toward your lab hour requirement. I will send a sign-up sheet when we get closer to the show opening.

Padlet Assignments - Each Padlet assignment asks you to respond or do a small bit of research in reaction to each week's lecture. They are short responses where you might be asked to provide an image with a short caption or a few short answers. It will vary each week. **It is also expected that you respond to at least two other class members' postings (presuming there are that many people in the class) each week to get full credit.**

Grading Scale

Your final grade will be assigned as a letter grade according to the following scale:

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Course Materials

Course Text

There is no required text for this class.

Additional Materials/Resources

Scripts for this semester's productions:

[Edith Can Shoot Things and Hit Them](https://gatech.instructure.com/courses/423788/files/57752431?wrap=1)

(<https://gatech.instructure.com/courses/423788/files/57752431?wrap=1>)

[Spring Awakening](https://gatech.instructure.com/courses/423788/files/57752433?wrap=1) (<https://gatech.instructure.com/courses/423788/files/57752433?wrap=1>)

Course Website and Other Classroom Management Tools

This course uses two primary websites - Canvas and Padlet. DramaTech does most of its communicating through Slack. You can join DramaTech's Slack. Please talk to your instructor or a DramaTech member to gain access.

Course Expectations and Guidelines

Lab Policies

The lab portion of your class takes place in a functioning theatre space. Because you will be moving through the theatre where power tools and other dangerous items are in use, please come dressed in closed-toed shoes and clothes that you don't mind getting dirty as you might be painting.

You agree to:

- Dress in clothing that you don't mind getting dirty.
- Wear closed-toed shoes at all times. No flip-flops or sandals allowed.
- Long hair needs to be tied up.
- Do not wear any dangling jewelry (i.e., necklaces, bracelets, dangling earrings, etc.).
- If you don't know how to use something, ask someone who does.
- If you are uncomfortable doing something, ask for a different job.
- If you see someone doing something unsafe, say something.

We agree to:

- Teach you how to use any equipment before you start to use it.
- Stop you if you are using something incorrectly.
- Give you a variety of experiences.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodations, [contact the Office of Disability Services](#) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible to set up a time to discuss your learning needs.

Attendance and Participation

I will be sending out a Lettucemeet to find a time

Collaboration and Group Work

Everything we do in theatre is collaborative. We work as a team. There is no traditional group work for which you will be graded, but we expect you to be an active participant while in the lab. What does that mean? Enthusiastically ask for a job when you finish what you've been given. Don't disappear until someone finds you and asks if you need a job. If someone calls out for help in an urgent way, come running and help. It's probably urgent. Listen out for people calling out things like "heads" or "winch coming

in" because something might hit you in the head. Anything we can do to keep the team safe and make a great show with minimal stress makes the process better.

Extensions, Late Assignments, and Re-Scheduled/Missed Exams

I am willing to be flexible with assignments if you let me know in advance that you have some kind of issue going on. You must communicate with me early and often. Typically, there will be a 10% deduction per week for late work.

Student Use of Mobile Devices in the Classroom

You are welcome to have your cell phones in the lab as long as they do not become a distraction to getting your work done or your safety. They should not be out if you are doing something when you are on a ladder or in the genie as they can be dropped and hurt someone else.

Additional Course Policies

Accommodations for Religious Observances

I respect your right to observe your religion and will do what I can to accommodate your needs. With this in mind, you are permitted to be absent from class to take part in religious observances. For planning purposes, I ask that you provide me with written notice of your upcoming absence as soon as possible.

Food and Drink in Lab


You are welcome to have a water bottle in the lab with you. If you have food or drink of any kind, please keep those in the lobby area for the cleanliness of your food and the theatre. Throw away all food in the garbage can outside of the front doors of the theatre since Facilities does not service the building on the weekend. We don't want to draw bugs!

Institute Approved Absences

As per Georgia Tech policy, you are permitted to be absent from class to participate in athletic events, official field trips, and religious observances. For planning purposes, please provide me with written notice of your upcoming absence as soon as possible.

When I receive this notice, you and I will discuss opportunities to make up work you will miss in your absence.

To learn more about receiving official notice from the Registrar about the nature and timing of your upcoming Institute-approved absence, visit

<http://catalog.gatech.edu/rules/4>  (<http://catalog.gatech.edu/rules/4>).

Additional Syllabus Components

Statement of Teaching Philosophy

I believe access to quality education is a human right. I am an educator because I want knowledge to open your minds and spark curiosity and creativity. I want to support you in developing critical thinking skills to question and create your own stories about others. I want to help you wield the power of your voices. I use teaching strategies that will give meaning to your education to inspire you into action and give you the foundation that empowers you to shape your future opportunities.

I believe that you learn best by getting the information in small doses and then using that information in real, practical situations. I also believe learning should be fun. It is important to find the balance of hard work and fun in whatever you choose to do. Theatre provides you the opportunity to do many of the same things you will do in a corporate job without thinking about it - working in groups, building relationships, communicating effectively, planning and organizing, - and having a good time while doing it. Together, I believe we can go on this learning journey in a safe, supportive, and productive experience. Join me!

Statement about Student Mental Health and Well-Being

Success in this course program depends heavily on your health and well-being. Recognize that stress is an expected part of the college experience, and it often can be compounded by unexpected setbacks or life changes outside the classroom. Your instructors and I strongly encourage you to reframe challenges as an unavoidable pathway to success. Reflect on your role in taking care of yourself throughout the term, before the demands of exams and projects reach their peak. Please feel free to reach out to me about any difficulty you may be having that may impact your performance in your courses or campus life as soon as it occurs and before it becomes too

overwhelming. In addition to your academic advisor, I strongly encourage you to contact the many other support services on campus that stand ready to assist you. You can find a list of mental health and well-being resources on the [Help and Support Page \(https://gatech.instructure.com/courses/397090/pages/help-and-support\)](https://gatech.instructure.com/courses/397090/pages/help-and-support).

Diversity Statement

Respect for Diversity: I intend that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. I intend to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups.