Instructor: Jessica Egli

Location: PH 217
Time: 9:30 - 10:45 a.m. Tuesday and Thursday

Office Hours: 1:00 - 4:00pm Wednesdays and by appointment

Contact:
jessica-egli@uiowa.edu
The Englert Theatre
221 East Washington Street
319-688-2653 EXT 105

Course Overview:
Event production management on the festival level requires a unique set of contradictory skills. Leadership and independence. Compassion and practicality. Structure and flexibility. In this course we will discuss how to find balance between each of these skills while navigating through the various elements that make up a multi-event festival and the work required for their successful execution. In addition to classroom discussions and assignments, students will have the opportunity to interact with industry professionals and participate in event production for the Englert Theatre's Fall festival, Witching Hour.

Prerequisite and requirements:
Students must be willing and able to attend some events outside of the regular class schedule.

Text:
There is no required text. Supplementary readings and resources will be posted to ICON.

Major Assignments & Factors in Grading
Grades will be based on your total accumulated points in the four core areas of evaluation. Total potential value for the course: 225 points.

1. Attendance, Participation, and Professionalism (90 points): Your presence, participation, and professionalism are essential to your success in this course. Excellence in this area includes: attending class, being on time, being present and active in class (asking questions, sharing ideas, engaging with guests, and
working with your classmates during group work), and refraining from the use of electronic devices. Each class session is an opportunity to earn up to 3 points towards your overall attendance evaluation.

2. **Guest Speaker Prep (20 points):** Each student will research and write a short bio of guest speakers as well as prepare and submit 3 questions to ask guests during their visit. There will be four days with guest speakers. Each student is to choose one speaker per day to prepare for, each worth 5 points.

3. **Witching Hour Prep Work and Reflection (40 points):** Each student will choose one Witching Hour event to research, prepare for, and attend. This project includes four assignments: 1. A research paper on the chosen event participant(s) bio and body of work, 2. Creating a day-of itinerary for the chosen participant(s), 3. Attending the event, and 4. A reflection paper on their experience. Students unable to attend the festival will be given an alternative assignment.

4. **Festival Design Proposal (75 points):** After Witching Hour, we will tour four local venues: The Englert Theatre, MERGE, The Mill, and Public Space One. Students will design a one-day festival for one of those spaces and submit a proposal. Proposals should include an artist/participant line-up, staffing and volunteer needs, day-of timeline, and a pre-festival informational email to patrons. We will also spend two class periods doing event disaster recovery drills.

Details of all assignments are outlined at the bottom of this syllabus and on ICON with point breakdowns per required element.

**Grading:**

- 95-100%: A+
- 90-94%: A
- 85-89%: B+
- 80-84%: B
- 75-79%: C+
- 70-74%: C
- 65-69%: D+
- 60-64%: D
- 0-59%: F

**Course Policies:**

**Attendance & Participation:**
Attendance and participation are key and have a strong impact on your grade. Each class you miss will result in 0 points for that day’s evaluation. If you attend class but do not participate, your evaluation for that day will be 1 point.

Students who miss class are accountable for all material presented and assignments given during their absence. It is your responsibility to communicate with your classmates to see what
you need to know for the next session and to turn in any work that was due during the missed class period prior to the next meeting. In-class work may not be made up.

Late Work & Early Work
Each late assignment will be docked 1 point every day it is turned in late. Late assignments will not be accepted after 10 days following the due date.

That said, life happens. Please do not hesitate to come talk to me if there are extenuating circumstances preventing you from attending class or completing your work on time.

Professionalism
Professionalism is key in event planning. Students are expected to behave in a professional manner in the classroom and when representing the class in any way. This includes using proper email etiquette, arriving on time, being respectful and attentive, and more. Examples of unprofessional behavior include misusing in-class work time, disrespectful communication with your classmates or guests, arriving late or leaving class early without good cause, talking or using your electronics during class, etc. Participating in these unprofessional behaviors will negatively impact your grade. NO PHONE USE IN CLASS UNLESS INSTRUCTED TO DO SO.

Class Schedule
Please note that this is a tentative schedule. Unplanned opportunities and challenges may require changes. Flexibility is a virtue in the world of event management! Items in italics are dates to note for the Event Management Certificate Program.

Week 1:
Tue, Aug 27: Introduction - Syllabus and Instructor bio
Thu, Aug 29: Who’s who? Festival professionals and their relationships to one another
Assignment: Review the Witching Hour website for in-class discussion on 9/3

Week 2:
Tue, Sep 3: What is Witching Hour? Festival history, concept, content, 2019 overview
How does production help honor the curators’ vision?
Thu, Sep 5: Measuring festival success beyond box office results
Assignment: Guest Speaker research for 9/10

Week 3:
Tue, Sep 10: Guest Speakers: Andre Perry and Chris Wiersema, Witching Hour Programmers
Assignment: Guest Speaker research for 9/12
Thu, Sep 12: Guest Speakers: Josh Hewitt and Jillian Carlson from Hinterland
Assignment: Guest Speaker research for 9/17
Week 4:
Tue, Sep 17: Guest Speakers: Aly High, former Englert Marketing Director and Jen Knights, Mission Creek Festival’s Community Engagement Director
Assignment: Guest Speaker research for 9/19
Thu, Sep 19: Guest Speakers: Sarah Shonrock, Englert Operations Director and Katie Robbins, Englert Patron Services Manager
Thu - Fri 9/19-20: Field trip to Minneapolis

Week 5:
Tue, Sep 24: Festival production timeline, process, vocabulary
Thu, Sep 26: Artist accommodations, riders, a look at Witching Hour 2019 participants
Assignment: Witching Hour event research

Week 6:
Tue, Oct 1: Spreadsheets, spreadsheets, spreadsheets Pt 1: Contracts and Offers
Thu, Oct 3: Spreadsheets, spreadsheets, spreadsheets Pt. 2: Financials
*Internship Fair 3:30 - 5pm*

Week 7:
Tue, Oct 8: Venues and schedules
Thu, Oct 10: Intro to Advancing
Assignment: Participant Itineraries

Week 8:
Tue, Oct 15: Class sharing of event and participant research Part 1
Thu, Oct 17: Class sharing of event and participant research Part 2
*Fri, Oct 18: 5 Year Anniversary Celebration*

Week 9:
Tue, Oct 22: Advancing Continued
*Tue - Wed 10/22-23: Iowa Festivals and Event Conference*
Thu, Oct 24: Staffing and Volunteers

Week 10: **WITCHING HOUR WEEK!**
Tue, Oct 29: Class sharing of participant itineraries
Thu, Oct 31: Last minute festival questions/concerns
Assignment: Witching Hour reflection
*Fri, Nov 1: Witching Hour Day 1*
*Sat, Nov 2: Witching Hour Day 2*

Week 11:
Tue, Nov 5: Festival post-mortem conversation
Thu, Nov 7: Class sharing of festival reflections
Week 12:
Tue, Nov 12: In-depth discussion of festival design proposal assignment
           Venue tour - MERGE
Thu, Nov 14: Venue tour - PS1

Week 13:
Tue, Nov 19: Venue tours - The Mill / Englert
Thu, Nov 21: In class work on festival designs

Week 14: Thanksgiving Break

Week 15:
Tue, Dec 3: Festival disaster responses part 1
Thu, Dec 5: Festival disaster responses part 2

Week 16:
Tue, Dec 10: Semester reflection, group discussion
Thu, Dec 12: Class sharing of festival design proposals
Sun, Dec 15: Graduation Celebration

Finals Week We will not meet and we do not have a final exam.

Assignment Details

Guest Speaker Research

For each date we’re welcoming guest speakers, choose one person to research. Write a short
half-page bio on your person of choice and come up with three questions related to their area of
expertise. Expect to ask at least one of your questions during the class visit. Each guest
speaker research assignment can earn up to 5 points for a total of 20 points.

Tue, Sep 10: Andre Perry and Chris Wiersema, Witching Hour Programmers
Discussion: Festival concept, programming, and booking

Thu, Sep 12: Josh Hewitt and Jillian Carlson from Hinterland
Discussion: Outdoor festivals

Tue, Sep 17: Aly High, former Englert Marketing Director and Jen Knights, Mission Creek
Festival’s Community Engagement Director
Discussion: Festival marketing strategies and community engagement
Thu, Sep 19:  Sarah Shonrock, Englert Operations Director and Katie Robbins, Englert Patron Services Manager  
Discussion: Box office, ticketing, attendance records, artist and patron experience and safety

Witching Hour Prep Work and Reflection

Part 1) **10 points**  
Look through all the different festival events from the website. Read bios and descriptions and choose the three events that interest you most. Each student will research and report on one festival event, but only two students can report on any given event so keep an open mind as you may not end up getting assigned to your number one choice.

Once events are assigned, research the participant(s) involved in the event. Read through their websites, listen to the music of musicians, watch the stand-up specials of comedians, read a published work of an author or expert, etc. Form a holistic understanding of the participant’s body of work and their history as an artist or thinker.

Write a two-page paper describing what you learn and express your personal opinion about the work of the person you research. Make a connection between them and yourself. Be prepared to share your findings and thoughts with the class. Sharing is not mandatory but highly encouraged.

Part 2) **10 points**  
As we discuss festival provided accommodations and walk through the advancing process for each event, take notes on the agenda for the participants in your event. Design a festival branded (logos will be provided) one-sheet for your participant that outlines their day-of itinerary, any information worked out in the advance, and anything else that would be helpful for them to know. Keep in mind that many of the participants are travelling from out of town and may be visiting Iowa City for the first time.

Part 3) **20 points**  
Attend the festival and write a reflection paper. You will receive festival credentials from your teacher so there is no cost associated with this assignment. Go to as many events as you’re able and willing. At the very least, attend the event you’ve researched. Think and take notes on the following questions:

What did you learn from the experience overall? What did you learn from the presenter or artist? How were overall operations? What went well? What could have gone better? What surprised you? What observations did you make about the audience? What different kinds of people did you meet? Was the experience meaningful to you as a person interested in event production?
Write a two-page reflection paper on your experience. You don't need to answer all of the questions above, they’re just suggestions for where to start.

*If you cannot attend your assigned event but can attend another, that’s okay! Just let me know. If you cannot attend the festival at all, let me know and we’ll work out an alternative assignment.

Opportunity for extra credit! 10 points

Volunteer at the festival. The production manager (your teacher) is also the festival’s volunteer coordinator. Each event requires at least one volunteer. Students of this class will get first pick of volunteer slots. Example of volunteer jobs include set-up and tear-down, counting attendance, selling artist merchandise, setting up green rooms, and more.

Festival Design Proposal

Part 1) 15 points

Curate a festival line-up that meets the following criteria:

- At least eight events
- Utilize at least two spaces within the venue
- Participants from at least three different disciplines (music, comedy, writing, visual art, theatre, etc.)

Part 2) 10 points

List your staffing and volunteer needs. How many of the following will your festival require, and which positions could be filled by volunteers?:

- Front of House Managers
- Concessions sellers
- Merchandise sellers
- Box office staffers
- Door people
- Ushers
- Security guards
- Audio engineers
- Lighting designers
- Stage hands

Part 3) 20 points

Write a day-of schedule that includes the following:

- Earliest venue access
- Staff call-times
- Participant arrival times
- Doors open
● Event start times
● Event run times
● Intermissions
● Event end times
● Building curfew

Part 4) **20 points**
Write a pre-event informational email to patrons letting them know what to expect, what’s expected of them, and anything else you’d like to include. You’ll find an example email from the Englert Theatre on ICON.

Part 5) **10 total points, 5 points per day**
Participate in in-class disaster recovery drills! We will spend two class periods working through potential event disasters. The class will be split into groups according to what venue they’re programming for. Each group will be given a crisis to respond to. We’ll spend a short amount of class time preparing to present a recovery plan to the class. These drills are meant to get students thinking quickly, utilizing their resources, and working together. Points will be awarded strictly on level of participation. There are no right or wrong answers. We will discuss each disaster as a class. Responses should include:

- Who on the festival team finds out about the disaster first?
- Who do they tell next?
- What game-time decisions need to be made and how quickly?
- How do you share information with the media, if at all. If not, how do you prevent a media scandal?
- How do you fully recover?
- What’s the damage? Expenses? Relationships affected?

The College of Liberal Arts and Sciences Policies:

Absences and Attendance

Students are responsible for attending class and for contributing to the learning environment of a course. Students are also responsible for knowing their course absence policies, which will vary by instructor. All absence policies, however, must uphold the UI policy related to student illness, mandatory religious obligations, including Holy Day obligations, unavoidable circumstances, or University authorized activities (https://clas.uiowa.edu/students/handbook/attendance-absences). Students may use this absence form to aid communication; the instructor will decide if the absence is excused or unexcused (https://clas.uiowa.edu/sites/default/files/ABSENCE%20EXPLANATION%20FORM2019.pdf).

Academic Integrity

All undergraduates enrolled in courses offered by CLAS have, in essence, agreed to the College's Code of Academic Honesty. Misconduct is reported to the College, resulting in suspension or other sanctions, with sanctions communicated with the student through the UI email address (https://clas.uiowa.edu/students/handbook/academic-fraud-honor-code).
Accommodations for Disabilities

UI is committed to an educational experience that is accessible to all students. A student may request academic accommodations for a disability (such as mental health, attention, learning, vision, and physical or health-related condition) by registering with Student Disability Services (SDS). The student is then responsible for discussing specific accommodations with the instructor. More information is at https://sds.studentlife.uiowa.edu/.

Administrative Home of the Course

The College of Liberal Arts and Sciences (CLAS) is the administrative home of this course and governs its add/drop deadlines, the second-grade-only option, and related policies. Other colleges may have different policies. CLAS policies may be found here: https://clas.uiowa.edu/students/handbook.

Communication and the Required Use of UI Email

Students are responsible for official correspondences sent to the UI email address (uiowa.edu) and must use this address for all communication within UI (Operations Manual, III.15.2).

Complaints

Students with a complaint about an academic issue should first visit with the instructor or course supervisor and then with the Chair of the department or program offering the course; students may next bring the issue to the College of Liberal Arts and Sciences. For more information, see https://clas.uiowa.edu/students/handbook/student-rights-responsibilities.

Final Examination Policies

The final exam schedule is announced around the fifth week of classes; students are responsible for knowing the date, time, and place of a final exam. Students should not make travel plans until knowing this information. No exams of any kind are allowed the week before finals. Visit https://registrar.uiowa.edu/final-examination-scheduling-policies.

Nondiscrimination in the Classroom

UI is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and classmates. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University’s Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity (diversity.uiowa.edu).

Sexual Harassment

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community must uphold the UI mission and contribute to a safe environment that enhances learning. Incidents of sexual harassment must be reported immediately. For assistance, please see https://osmrc.uiowa.edu/.
Course Objectives:  
Students in this course will gain a deep understanding of the mechanics of music and arts festival production, especially through the lenses of law & ethics, writing & storytelling, and multiculturalism.

Law & Ethics Learning Goal  
Understand and apply the principles and laws of freedom of speech and press in real space and cyberspace, and demonstrate an understanding of professional ethical principles and their historical development.

* Students will demonstrate an ability to anticipate and recognize ethical issues when they arise and to reason through them taking multiple perspectives and contexts into account.  
* Students will demonstrate an ability to explain their ethical approaches and reasoning about a particular dilemma in terms that can be understood by a diverse group of people.

Writing and Storytelling Learning Goal  
Understand that clear, concise, correct writing is at the heart of journalistic expression and that reporting and communicating it effectively requires a knowledge and achievement of the highest, professionally-accepted standards in all work.

* Students will demonstrate the ability to gather factual story elements, and to evaluate and express them in logical, narrative forms for multiple media and audiences.  
* Students will display the ability to access and analyze data, report facts accurately, research and edit information responsibly and in a manner commensurate with professional standards.  
* Students will demonstrate the ability to apply above concepts in a manner that is sensitive to audiences across all media.

Multiculturalism Learning Goal  
To demonstrate an understanding of the diversity of groups (including communities defined by gender, race, ethnicity, age, religion and sexual orientation) in a global society in relationship to communications.

* Students will demonstrate an ability to produce media that serve the needs and interests of diverse communities and reflect their voices and experiences.  
* Students will demonstrate sensitivity to and understanding of the cultures, histories, perspectives, and socio-economic and political situations of diverse groups.  
* Students will demonstrate an ability to work with members of diverse groups to engage publicly over issues of community interest.

Follow Us  
Stay up-to-date on deadlines, events, scholarships, internships, alumni & more!