



THR 834: PROFESSIONAL ASPECTS

Preparation for a career as theatre professional and/or academician.

COURSE SYLLABUS (SECTION 001)

Fridays 9:00a-10:00a | AUD 239

Zoom Link to use as needed: <https://msu.zoom.us/j/97620050240>
Passcode: Aspects

Meeting ID: 976 2005 0240

DESCRIPTION OF COURSE

Preparation for a career as theatre professional and/or academician.

- The purpose of this course is to tie up loose ends in your education as an artist and educator. While these professional pursuits often intersect, there are distinct demands that you must experience before graduating.
- For your life as a professional actor or designer, you will need to create a marketing plan to showcase your work in the best way possible. By the end of this course, you will have a strategic plan for future professional endeavors.
- For your future launch into academia, you will need experience in curriculum and grant creation that will serve you well for retention, reappointment, and promotion. By the end of this course, you will have experienced several real examples of academic service and professorial responsibilities required of a successful educator.
- It is expected that experience in both aforementioned arenas will enhance your future, whatever the path.

RECOMMENDED TEXT

- Jaen, Rafael, Show Case: Developing, Maintaining, and Presenting a Design-Tech Portfolio for Theatre and Allied Fields (2nd Edition)

COURSE OBJECTIVES

Artist:

- Website Creation | Create and publish a professional website OR update and refine your current website based on notes provided in class.
- Portfolio Review | Successfully engage with Department of Theatre guest professionals.
- Job Identification and Application | Using many of the assignments throughout the course, you will prepare a complete job application. Hopefully, you will also apply for at least one job during the semester! Be sure to include the original job posting.

Educator:

- Curriculum Vitae | Revise your CV for a job you have identified from ARTSEARCH or a like source.
- Teaching Philosophy | Using examples of others' philosophies provided on D2L, create your own.
- Diversity & Equity Statement | Define how your professional skills, experience, and willingness to engage in activities that would enhance campus diversity, equity, and inclusion efforts as they are relevant to your future as an academic professional.

- Course Creation and Syllabus | Using the new course request form provided on D2L, create a “specialty course” that you could teach or present as part of a job interview. Be sure to include a sample syllabus with the course form.

Artist/Educator:

- Cover Letter | Develop a cover letter for a job you have identified from ARTSEARCH or a like source.
- Reference Letter | Using examples of others’ reference letters, write a reference letter for an assigned undergraduate student with a preapproved level of support.
- Grant Writing | Using resources provided on D2L, write one Awesome Foundation grant that a professional review panel will adjudicate.
- Virtual Interview | Using your Job Application as a basis, complete a mock interview with a professional or academic review panel.

WEEKLY SCHEDULE (SUBJECT TO CHANGE)

Week	Date	Topic	Assignments & Target Submission Dates
1	9/3	<p>DISCUSS: Syllabus and Course Expectations</p> <p>PRESENTATION: CV, Cover Letter, and Reference Letter</p> <p>DISCUSS: CV</p>	<p>SUBMISSION GOAL:</p> <ul style="list-style-type: none"> • CV <p>REMINDER: Submission Goal for 9/10:</p> <ul style="list-style-type: none"> • Cover Letter
2	9/10	<p>REVIEW: CV</p> <p>DISCUSS: Cover Letters</p> <p>PRESENTATION: Teaching Philosophy, Diversity & Equity Statement, Course Creation, and Website Design Overview</p> <p>OPTIONAL: 10:20a-12:10p: Andrew Buck Alumni Discussion w/ THR 492 in Studio 60</p>	<p>SUBMISSION GOAL:</p> <ul style="list-style-type: none"> • Cover Letter <p>REMINDER: Submission Goals for 9/17:</p> <ul style="list-style-type: none"> • Diversity & Equity Statement • Website Design Concept
3	9/17	<p>DISCUSS: Diversity & Equity Statement and Website Design Concept</p> <p>PRESENTATION: Reference Letter and Job Application</p> <p>OPTIONAL: 10:20a-12:10p: ĩmáGen Roundtable w/ THR 492 in Studio 60</p>	<p>SUBMISSION GOALS:</p> <ul style="list-style-type: none"> • Diversity & Equity Statement • Website Design Concept <p>REMINDER: Submission Goals for 9/24:</p> <ul style="list-style-type: none"> • CV Update • Teaching Philosophy
4	9/24	<p>CLASS TIME SHIFT: 8:30a-9:30a</p> <p>DISCUSS: CV Update and Teaching Philosophy</p>	<p>SUBMISSION GOALS:</p> <ul style="list-style-type: none"> • CV Update • Teaching Philosophy <p>REMINDER: Submission Goals for 10/1:</p> <ul style="list-style-type: none"> • Cover Letter Update • Reference Letter
5	10/1	<p>KIRK IN HOUSTON - NO CLASS</p> <p>SUBMISSION GOALS: Cover Letter Update and Reference Letter</p>	<p>SUBMISSION GOALS:</p> <ul style="list-style-type: none"> • Cover Letter Update • Reference Letter <p>REMINDER: Submission Goal for 10/8:</p> <ul style="list-style-type: none"> • Diversity & Equity Statement Update
6	10/8	<p>KIRK IN HOUSTON - NO CLASS</p>	<p>SUBMISSION GOAL:</p> <ul style="list-style-type: none"> • Diversity & Equity Statement Update

		SUBMISSION GOAL: Diversity & Equity Statement Update	REMINDER: Submission Goal for 10/15: <ul style="list-style-type: none"> Teaching Philosophy Update
7	10/15	DISCUSS: Virtual Interview, Cover Letter Update, Reference Letter, and Diversity & Equity Statement Update	SUBMISSION GOAL: <ul style="list-style-type: none"> Teaching Philosophy Update REMINDER: Submission Goal for 10/22: <ul style="list-style-type: none"> Course Creation
8	10/22	GRANT WRITING WORKSHOP WITH EMILY SUTTON-SMITH (FREE Breakfast at Grand Traverse Pie Company @ 8:30a)	SUBMISSION GOAL: <ul style="list-style-type: none"> Course Creation REMINDER: Submission Goal for 10/29: <ul style="list-style-type: none"> Website
9	10/29	DISCUSS: Teaching Philosophy Update, Course Creation, and Website	SUBMISSION GOAL: <ul style="list-style-type: none"> Website REMINDER: Submission Goal for 11/5: <ul style="list-style-type: none"> Grant Proposal Draft
10	11/5	DISCUSS: Grant Proposal Draft REQUIRED: 10:20a-12:10p: Tax Day with Jordan Sutton from Sutton Advisors, PLC	SUBMISSION GOAL: <ul style="list-style-type: none"> Grant Proposal Draft REMINDER: Submission Goal for 11/12: <ul style="list-style-type: none"> Job Application & Job Posting
11	11/12	DISCUSS: Job Application & Posting Includes: CV, Cover Letter, Teaching Philosophy, Diversity & Equity Statement, Course Creation, and Sample Syllabus	SUBMISSION GOAL: <ul style="list-style-type: none"> Job Application & Job Posting REMINDER: Submission Goal for 11/19: <ul style="list-style-type: none"> Final Grant Proposal
12	11/19	DISCUSS: Final Grant Proposal	SUBMISSION GOAL: <ul style="list-style-type: none"> Final Grant Proposal REMINDER for 12/3: <ul style="list-style-type: none"> Virtual Interview
13	11/26	THANKSGIVING - NO CLASS	THANKSGIVING - NO CLASS
14	12/3	*VIRTUAL INTERVIEW (arranged)	REMINDER: Portfolio Review by 12/10
15	12/10	DISCUSS: Grant Feedback from Review Panel; COURSE WRAP-UP	DUE: Portfolio Review

*Note: This virtual interview is your final. We will not be meeting during our scheduled final exam time.

ATTENDANCE

Being present and receptive to the information, discussions, and critiques presented during class sessions is essential to complete the course successfully.

- Attendance will be taken at each session. Please be courteous to your instructor and fellow students by arriving on time. There is no grade penalty for missed classes. However, you will miss out on the essential discourse that will help prepare for a career as theatre professional or academician.
- University-sanctioned activities and religious holidays are understood with appropriate documentation before the event. If documentation concerning an absence due to an unforeseen life circumstance is provided, please alert your instructor. For absences related to personal loss, please refer to the MSU Grief Absence Policy.

COURSE EVALUATION

Procedures for Accomplishing Objectives:

- Thoughtful and creative completion of class assignments.
- Applied understanding of the terms and theory covered in readings, presentations, and classroom discussions.

Requirements of Students:

- Respect, support, and encouragement of classmates through active participation in classroom discourse.
- Late assignments will be accepted based on open communication from the student prior to the assignment's target submission date.
- Successful completion of all assignments.

GRADING BREAKDOWN

There are a total of 100 points possible.

Each assignment grade is evaluated on three criteria: "application of course materials", "quality of work", and "completion of work." Academic dishonesty will result in a course grade of 0.0.

Artist:

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|---|-----------|
| • Website Creation | 15 Points |
| • Portfolio Review (to be scheduled separately) | 5 Points |
| • Job Identification and Application | 10 Points |

Educator:

- | | |
|--------------------------------|-----------|
| • Curriculum Vitae | 10 Points |
| • Teaching Philosophy | 10 Points |
| • Diversity & Equity Statement | 5 Points |
| • Course Creation and Syllabus | 5 Points |

Artist/Educator:

- | | |
|---------------------|-----------|
| • Cover Letter | 10 Points |
| • Reference Letter | 5 Points |
| • Grant Writing | 15 Points |
| • Virtual Interview | 10 Points |

GRADING SCALE

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|------------------|-----------------|------------------|
| • 93 – 100 = 4.0 | • 78 – 82 = 2.5 | • 60 – 67 = 1.0 |
| • 88 – 92 = 3.5 | • 73 – 77 = 2.0 | • Below 60 = 0.0 |
| • 83 – 87 = 3.0 | • 68 – 72 = 1.5 | |

COURSE MATERIALS & TECHNOLOGY

All readings, videos, audio recordings, and artwork are provided on D2L.

- The technology used in this course through D2L will require access to some of the following sites: YouTube, Spotify, Ted.Com, Vimeo, and similar sites.
- Students may submit assignments in the various platforms (preferably doc/x, .pdf, .ppt/x, .jpg, .png, prezi, mp3, .mov, .mp4, or .wav). Specific submissions details are noted in each project description.

- Audio and Video projects may be posted and unlisted on YouTube or Vimeo, or another video sharing site and marked as unlisted. A link to the project may be posted in the dropbox or discussion forum.
- Issues with access and other larger questions should be directed to the D2L helpline through MSU Distance Learning Services:
 - East Lansing area: (517) 432-6200
 - Toll-Free: (844) 678-6200 (North America and Hawaii)
 - Web: help.d2l.msu.edu

STUDENT MENTAL HEALTH & WELLNESS

College students often experience issues that may interfere with academic success such as academic stress, sleep problems, juggling responsibilities, life events, relationship concerns, or feelings of anxiety, hopelessness, or depression. If you or a friend is struggling, we strongly encourage you to seek support. Helpful, effective resources are available on campus, and most are free of charge.

- If you are struggling with this class, please check-in during my student success hours or contact me by email at domer@msu.edu.
- Check-in with your graduate guidance committee chairperson if you are struggling in multiple classes, unsure whether you are making the most of your time at MSU, or unsure what academic resources are available at MSU.
- Access CAPS Services for new counseling and psychiatric services by making a [CAPS Phone Request](#).
- CAPS is providing remote crisis services 24/7/365. Students can call 517-355-8270 and press "1" at the prompt to speak with a crisis counselor. Other prompt options are available for those not in crisis.
- Visit <https://caps.msu.edu> for additional information and resources.

UNIVERSITY POLICIES AND PROCEDURES

Students are expected to adhere to the policies of Michigan State University whether noted in this syllabus or not. Instructors have the right to add or adjust policies within limits for the specifics of their courses. While the below may appear at first glance to be common policy boilerplate there may be nuances or course specifics within it that the student must be aware of and adhere to.

Please review the following policies, statements, and resources for students:

- [Spartan Code of Honor](#)
- [Mental Health](#)
- [Religious Observance Policy](#)
- [Student Athletes](#)
- [Pronoun preference](#)

Commit to Integrity: Academic Honesty

Article 2.III.B.2 of the [Academic Rights and Responsibilities](#) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the **Center for Integrative Studies - Arts and Humanities** adheres to the policies on academic honesty as specified in [General Student Regulations](#) 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. See [Spartan Life Online](http://splife.studentlife.msu.edu) (splife.studentlife.msu.edu) and/or the [MSU Web site](http://msu.edu) (msu.edu) for more.

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the [Academic Integrity webpage](#).)

Limits to Confidentiality

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the MSU Counseling Center.

Inform Your Instructor of Any Accommodations Needed

[From the Resource Center for Persons with Disabilities](#) (RCPD): Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

Drops and Adds

The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported is **9/8/2021**. The last day to drop this course with no refund and no grade reported is **9/27/2021**. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

Commercialized Lecture Notes

Commercialization of lecture notes and university-provided course materials is *not permitted* in this course.*

*Note: The Code of Teaching Responsibility requires instructors who permit students to commercialize their class lecture notes to include a statement in their course syllabi that gives such permission. Absent such permission, students may not do so.

Internet

Some professional journals will not consider a submission for publication if the article has appeared on the Internet. Please notify your instructor in writing if you do not want your course papers posted to the course Web site.

Disruptive Behavior

Article 2.III.B.4 of [Student Rights and Responsibilities](#) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 states that "The student and the faculty share the responsibility for maintaining professional relationships based on mutual trust and civility." [General Student Regulation 5.02](#) states: "No student shall . . . obstruct, disrupt, or interfere with the functions, services, or directives of the University, its offices, or its employees (e.g., classes, social, cultural, and athletic events, computing services, registration, housing and food services, governance meetings, and hearings)." Students whose conduct adversely affects the learning environment may be subject to disciplinary action through the Student Judicial Affairs office.

COVID ACCOMMODATIONS

For your safety and the safety of those around you, please follow CDC guidance to [self-isolate or stay home](#) if you experience COVID-19 [symptoms](#), test positive for COVID-19, or have been potentially [exposed](#) to someone with COVID-19. Accommodations will be made so that this quarantine will not harm your performance or put you at a disadvantage in this course.

Almost all of us are struggling with a unique set of challenges these days, brought about by the COVID-19 pandemic, economic fallout, ongoing efforts for social justice, and other experiences. While I am not a trained mental health professional, I am someone you can reach out to if you're struggling, whether your concerns pertain directly to this course. Our conversations will be confidential, though please remember that all faculty at MSU are mandatory reporters if issues of violence, sexual harm, or harassment are disclosed. I'm a good listener, and I can help connect you to campus and other resources that are here to help you. As your course instructor, I am committed to helping you successfully complete this course, but it's even more important to me that you experience our virtual classroom as a space that is open, inclusive, and supportive.

ADDITIONAL RESOURCES

Resource	Link
The Writing Center	http://writing.msu.edu
Libraries	www.lib.msu.edu
MSU IT Service Desk	www.tech.msu.edu/support
D2L Help	https://help.d2l.msu.edu
Neighborhood Student Success Collaborative (NSSC)	https://nssc.msu.edu/engagement/
Office for International Students and Scholars	https://oiss.isp.msu.edu/
Resource Center for Persons with Disabilities	http://rcpd.msu.edu
MSU Counseling Center	www.counseling.msu.edu
English Language Center	www.elc.msu.edu
Sexual Assault Program	http://endrape.msu.edu/
MSU Food Bank	http://foodbank.msu.edu/
MSU Safe Place	http://safeplace.msu.edu/