

AAD 312 Arts Management Assignment Inventory

Assignment	Format	Points	Percent of Grade	Assignment Criteria	Assignment Description
Participation			10%	<p>– Quality participation requires professional behavior which will include obvious preparation for class (sometimes tested with pop-quizzes), asking pertinent questions, offering relevant comments, taking notes, engaging with guest speakers, participating in classroom discussions and other activities.</p> <p><del>– Arriving late and leaving early three times will count as an absence</del></p> <p><del>– The classroom is an electronic free zone. – Students make sure that their cell phone is securely stowed in their bag before they enter the classroom. Students turn off i-peds, i-pads and computers because they disrupt class. Violation of this policy will impact students class participation grade.</del></p>	<p><b>1. Readings:</b> Students will complete assigned textbook readings prior to each class meeting and come prepared to participate in active discussions.</p> <p><b>2. Leading Discussions:</b> All students are required to actively participate to class activities related to course readings, class topics, and homework. However, for each reading, a team of three/four students will present the assigned reading for the topic of the class and will take the lead in the discussion.</p>
Quizzes			40% (5% ea)		Students will check their understanding of the readings taking 8 short quizzes before Monday classes.
Leading discussion			15%	See LEADING DISCUSSION	All students are required to actively participate to class activities related to course readings, class topics, and homework. However, for each reading, a team of three/four students will present the assigned reading for the topic of the class and will take the lead in the discussion.
Arts News Reports			5%	See ART NEWS REPORT	Students will prepare a report from one article found in the Arts section of the New York Times.
Event report			10%		Students will choose an event among the ones offered by the University of Oregon and the community. For the end of the course they will prepare a report describing the event and making connection with issues of arts management and their career goals.
Final presentation			20%	See FINAL PRESENTATION	Students will choose one arts organization and learn about what it does, its mission, its history, etc. During one of the final two class sessions, in groups of three or four, students will present what they learned about their chosen organization to the class in 12-15 minute presentation utilizing PowerPoint.

W	Date	Topic	In Class	Assignments due
1	Sep 29	Introduction	Introductions Syllabus Event report criteria	
	Oct 1	What is Art?	Arts Section of the NYT Leading discussion criteria Sign up for leading discussion	Bring to class examples of art and be ready to explain why is art
2	Oct 6	Organizational Structure	Arts news report criteria	Chapter 3 Quiz 1
	Oct 8		Guest speakers	
3	Oct 13	Arts Management and Planning for Organizational Success		Chapter 1 and 4 Quiz 2
	Oct 15		Guest speakers	
4	Oct 20	Governance and Board		Chapter 5 Quiz 3
	Oct 22		Field trip: JSM	
5	Oct 27	Human Resources		Chapter 6 Quiz 4
	Oct 29		Guest speakers Midterm course evaluation	
6	Nov 3	Program Planning and Evaluation and Education in the Arts		Chapter 7 and 12 Quiz 5
	Nov 5	No CLASS	NO CLASS	NO CLASS
7	Nov 10	Finance	Assess your participation	Chapter 8 and 9 Quiz 6
	Nov 12		Field trip: Internship fair	
8	Nov 17	Marketing	Event criteria review	Chapter 13 and 14 Quiz 7
	Nov 19		Peer response to event report Final presentation working time	<b>Event report due in class</b>
9	Nov 24	Fundraising		Chapter 10 and 11 Quiz 8
	Nov 26	NO CLASS	Happy Thanksgiving	Event report revised due on Blackboard by 12 pm
10	Dec 1	Presentations		Presentations
	Dec 3			Presentations

## Final Presentation: Assignment Criteria

This is a role-play in a town-hall meeting. You will pretend to be an employee of the organization and dress professionally. Be prepared for a brief Q/A, considering that your audience is made up of donors, people who will visit your organization, volunteers, politicians, and some others who do not know much about the arts.

### PROCESS

- Research your organization starting from the website. Afterwards, prepare a 10/12 minute PowerPoint presentation providing a profile of the organization divided into the following sections:
  1. Overview
    - Background (where they are, history, etc.)
    - Mission
  2. The name of the organization
    - Management/staff
      - Executive Director quick bio
      - Provide your job description (They are real roles within the organization. One sentence for each of you)
    - Fundraising
      - Pick one example of their individual giving
  3. Programs and Activities
    - Overview of the kind of activities they offer
    - Describe in details at least 3 of their programs
    - Come up with a NEW program that you will describe to your audience explaining the measures of success you chose to plan for it.
  4. Conclusion
    - State what you think is the main contribution of this organization to the definition of art

### CHECKLIST

- While working preparing the presentation make sure that:
  - ✓ Each slide is not crowded. Slides need to be reader-friendly
  - ✓ You familiarize yourself with the material, so you do not read while presenting (you could use flashcards as a memory tool).
  - ✓ You rehearse the presentation out loud pretending to be in class and checking how much time you are using. Remember that it should be only 10/12 minutes!
- Before coming to class to present, please make sure that:
  - ✓ Your names are on the first slide
  - ✓ You posted on Blackboard the presentation
  - ✓ You printed out a copy of the presentation. Format: Handout- 9 slides per page. You will give the handout to me in class before presenting.

### GRADING

This assignment is evaluated as team work and it is worth 15 % of your final grade. It will be graded considering:

1. The attention to criteria
2. Clarity of each section
3. Knowledge of the organization
4. Understanding of the class topics
5. The evidence of team work

## ARTS NEWS REPORT CRITERIA

### DESCRIPTION

Students will prepare an oral report of an article about the arts from the New York Times. After the second week you will be assigned a day to report in class. The calendar will be posted on Blackboard under "Class Info." For this assignment follow the criteria below.

### LEARNING OUTCOMES

This assignment has several objectives:

- Keep you informed about what's going on in the arts world
- Create the habit to read about the arts
- Speak in front of a large group of people

### PROCESS

1. Pick an article from the Arts section of the New York Times.
2. Post the hyperlink of the headline on Blackboard under New York Times. Create a thread under the week you are presenting.
3. Present the article to the class as follow:
  - Show the article on the big screen from the webpage of the New York Times
  - Say headline and date
  - Report the main ideas (facts)
  - Share your opinion

### GRADE

This assignment is worth 5% of your grade points.

You are entitled to all points if you present in front of the class. In case you don't come to class, but you read an article, you are entitled to the full points only if you post the headline of the article you read before class. If you fail to do so, your grade will be 0.

## Supervised Leading Discussion: Assignment Criteria

### LEARNING OUTCOMES

This assignment aims to help you process the reading material in different ways:

- summarizing the main points
- engaging with the meanings of the reading
- making the reading relevant to your group of peers.

### PROCESS

1. In class you will sign up for leading a discussion about one reading of the course with two/three classmate.
2. Together you will prepare a PowerPoint presenting the content of the reading and making sure you are covering the most important points. On the slide you have only the **main ideas** (they do not have to be crowded). You need to be familiar with the material (you need to speak to the class, not read to them!).
3. Along the presentation, provide **some reflection questions (at least four)** that encourage discussion. The questions do NOT ask about the content, but help to reflect on it. They address:
  - **Confusion:** are there points that are confusing? What is confusing about them? How can you resolve the confusion?
  - **Recognition:** are there points that reminded you of other ideas, arguments, passages, events, or episodes?
  - **Application:** what are some applications of the points in the reading?
  - **Curiosity:** are there ideas that you find intriguing? Anything you want to investigate or learn more?
4. Provide additional **at least two presentational aids** related to the reading to engage the class:
  1. You can use video clips, images, websites, or newspaper article
  2. One group activity, games, and role plays. BE CREATIVE!
5. **Conclude** summarizing the main points
6. The overall discussion will last between 25 and max 35 minutes. During the discussion, at any moment be prepared to be interrupted by the instructor or the classmates to clarify some points or to engage in the discussion.
7. Before class post the final copy of the PowerPoint and come to class a bit earlier to go over the activity with me.

### GRADE

This assignment is worth 15% and will be evaluated as a team-work assignment. Each member will receive the same grade.

The assessment will take in consideration:

1. the accuracy in the criteria above
2. the thoroughness and clarity of the content covered
3. the quality of questions for sparking the discussion
4. the relevance of the additional presentational aids for the purpose of engaging the class and stimulate the discussion
5. the evidence of team work (everybody should have the same level of participation in the discussion)