

**SPT 202: INTRO TO LIVE ENTERTAINMENT MANAGEMENT**  
**Winter 2021 – ON YOUR TIME (DISTRIBUTED COURSE)**

**Dr. Armen Shaomian**

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Virtual Office Hours

Monday – Thursday

8 – 9:30 a.m. EST or by appointment

Semester Credit Hours: 3

Prerequisite: SPT major or minor

**ACADEMIC BULLETIN DESCRIPTION**

The study of underlying themes in entertainment management and its application to music, family shows, and other live entertainment business venues.

**FULL COURSE DESCRIPTION**

This course is designed to enable you to identify the major business segments of the live entertainment industry and the types of careers available in that industry. You will be able to explain how the various segments are structured and how they operate, and you will learn about management principles and organizational structures of key sections in the live entertainment industry. The course is designed to introduce you to various forms of live entertainment, such as concerts, family shows, and performing arts. You will study the business organization of live concert tours, music festivals, family shows, and ticketing. At the end of the course, you should be able to explain the industry and its business operations, ranging from promoters, to presenters, and producers.

**LEARNING OUTCOMES**

At the conclusion of SPT 202, all students should be able to:

1. Explain the nature of the live entertainment industry and its importance in our society
2. Identify the major segments of the live entertainment industry and be able to explain how each operates
3. identify and describe the key functions and roles in the live entertainment industry
4. Identify key companies and individuals involved in the live entertainment industry today
5. Identify, explain, and describe the possible career paths available in the live entertainment industry

All learning outcomes are equivalent to those in the face-to-face version of this class.

**REQUIRED TEXTS AND READINGS**

Required: This Business of Concert Promotion and Touring. Waddell, Ray D., Barnet, Rich, and Berry, Jake. 2007. ISBN: 978-0823076871

## **COURSE FORMAT AND POLICIES**

This course is an asynchronous online course. Students will work at different times from different locations and will not be required to attend any face-to-face (F2F) or synchronous meetings at the same time.

Students must have access to the Internet to view lectures. No special software is required. Students will also submit all assignments and take all tests through Blackboard.

### **Technical Skills**

Minimal technical skills are needed in this online course. All work in this course must be completed and submitted online. Therefore, students **MUST** have consistent and reliable access to a computer and the Internet. Before starting this course, students must feel comfortable doing the following. The minimal technical skills students should have are the ability to:

1. organize and save electronic files
2. use email and attached files
3. check email and Blackboard daily
4. download and upload documents

### **Location of Materials**

Because this class is conducted entirely online, the materials for the course, lectures, and discussion boards will all be found on Blackboard. Modules will include some key information covered in the assigned reading material, as well as other important material not addressed elsewhere. Students will participate in several discussions, using the discussion board feature on Blackboard.

Participation in our electronic discussion board is expected and will be evaluated. You will be asked to post your reaction to course material, and to comment on others' posts. I may comment on your posts as well. This type of interaction should be engaging and allow for the type of discussions that might take place if we were meeting in person in the classroom. The Café feature on Blackboard will also be used to answer students' questions, and links to additional learning materials or relevant content may be posted on Blackboard as well.

## **INTERACTIONS**

**Student-Instructor Interactions:** The students will watch the instructor's lectures online and interact with the instructor through the discussion boards per module. The instructor will also provide feedback on students' discussion board posts using grading rubrics, which will be posted on Blackboard.

Additionally, there will be virtual office hours in which students may use a chat feature offered via Blackboard. Finally, we will use the Café feature on Blackboard to answer general questions and facilitate interaction among the students and instructor.

I will try to respond to your questions within 24 hours. I usually can respond sooner than that, except on the weekends.

**Student-Student Interactions:** Students will comment on each other's discussion board posts. These responses are required assignments and will be graded by the instructor using rubrics to be posted on Blackboard. Additionally, the Café feature on Blackboard will allow students to ask questions that may be answered by other students or by the instructor. For example, if a student has a question about a reading or a particular concept – or even about due dates or assignment details – he or she may post the question in the Café, and other students or the instructor may respond.

**Student-Content Interactions:** Students will engage with course content by completing the reading assignments from the texts; viewing lectures and taking notes; writing discussion board posts in response to questions about the readings and lectures; taking several short quizzes; and studying for and taking three tests throughout the three-week term, which includes a final exam.

### **Class Conduct**

Professionalism is expected at all times, but is even more important with your interactions online. Because the university classroom is a place designed for the free exchange of ideas, and because we are in a virtual classroom, we must show respect for one another in all circumstances by exhibiting patience and courtesy in our exchanges. Appropriate language and restraint from verbal attacks upon those whose perspectives differ from your own is a minimum requirement. I expect you to treat each other with courtesy and kindness.

### **Netiquette: Etiquette for Communicating Online**

1. Treat one another with respect. We all hold different opinions, but we can all respect those opinions and communicate in a professional manner.
2. Do not use all CAPITAL LETTERS in emails or discussion board postings. This is considered shouting and is viewed as impolite or aggressive.
3. Keep your questions relevant to the discussion topics.
4. Use proper grammar, spelling, punctuation and capitalization. Text messaging language is not acceptable.
5. Use good taste when communicating. Profanity is neither appropriate nor professional.
6. When sending an email, please include the name of the course in the subject line. Please sign the email with your name.
7. Include a proper salutation; never use "Hey" or my first name.
8. Re-read, think and edit your message before you click Send or Submit.

**Missed or Late Assignments:** Late homework assignments and discussion posts will not be accepted under any circumstances. Please plan accordingly, and complete these assignments in advance of their deadlines to ensure that any unanticipated circumstances do not result in a missed assignment. User error does not qualify a student for any kind of makeup or retake opportunity. Completing and submitting the assignments or test responses by the due date is the sole responsibility of the student. If you fail to submit the assignment or test by the due date, then your score for that assignment will be recorded as 0.

**Attendance:** To be marked “present,” online students will demonstrate thrice-weekly attendance and participation by completing at least one of the following actions as directed by the instructor:

1. Submit an academic assignment
2. Take a quiz or exam
3. Participate in a posted online academic discussion.

Logging into the online class without active participation will not constitute official weekly attendance.

## **ASSIGNMENTS**

Discussion board posts (20% of the final grade)

Discussion board posts are a significant part of this course. Students are required to post answers to instructor-posted questions and post comments to two peers each for each discussion board post assignment. Full rubrics are provided in Blackboard.

Live entertainment reflection paper (10% of the final grade)

This paper will be written based on your having attended a live performance in the past or recently. The assignment instructions and rubric will be posted on Blackboard.

Quizzes (25% of the final grade)

One hands-on project will be assigned, which is based on multiple book chapters. Students may only complete the hands-on project one time. A complete rubric will be provided in Blackboard.

Tests 1 and 2 (25% of the final grade)

There will be two tests based on the material covered up to that point, and consisting of true/false and multiple choice questions. Tests will be automatically evaluated. Test questions and answers are randomly displayed and drawn from test banks. Students will have two opportunities to complete tests to achieve a higher score. The highest score will be recorded.

Text 3 (Final exam) (20% of the final grade)

The final exam will consist of true/false, multiple choice and short answer questions. The final exam is comprehensive. Exam questions and answers are randomly displayed and drawn from test banks. Students have one opportunity to take the final exam.

## **ACADEMIC SUCCESS**

I will be contacting you by the email address you have in Blackboard. If you primarily use another email account, you should make sure that the Blackboard account is linked to that address. It is your responsibility to ensure that your email accounts work properly to receive mail.

If you are having trouble with this course or its material, you should contact me by email to discuss the issues.

As a student in this course you also can get help from:

[The Student Success Center \(http://www.sa.sc.edu/ssc/\)](http://www.sa.sc.edu/ssc/)

[The Academic Centers for Success \(http://www.housing.sc.edu/ace/\)](http://www.housing.sc.edu/ace/)

As a student in this course, you also have access to support from University Technology Services for Blackboard and computer issues.

[Blackboard Support \(http://uts.sc.edu/academic/blackboard/support.shtml\)](http://uts.sc.edu/academic/blackboard/support.shtml)

[Technical Support from University Technology Services](http://uts.sc.edu/support/helpdesk.shtml)

[\(http://uts.sc.edu/support/helpdesk.shtml\)](http://uts.sc.edu/support/helpdesk.shtml) or call 803-777-1800

## **ACADEMIC INTEGRITY POLICY**

I expect you to follow the University of South Carolina Student Affairs Policy on academic responsibility in completing assignments for this course. The Rules of Academic Responsibility are in the Student Handbook and Policy Guide. Students who violate academic policy will be subject to discipline. The University of South Carolina's academic honesty policy allows no tolerance for cheating on tests, quizzes and homework, falsification of information or citations, facilitating or assisting someone else's academic dishonesty, or plagiarism. In addition, the use of your own work that you completed for another class is not acceptable and is considered plagiarism. For more detail, see the links below:

[Carolina Community \(http://www.sa.sc.edu/carolinacommunity/\)](http://www.sa.sc.edu/carolinacommunity/)

[Carolina Creed \(http://www.sa.sc.edu/creed\)](http://www.sa.sc.edu/creed)

[Academic Responsibility \(http://www.sc.edu/policies/staf625.pdf\)](http://www.sc.edu/policies/staf625.pdf)

[Honor Code Violations \(http://www.housing.sc.edu/academicintegrity/violations.html\)](http://www.housing.sc.edu/academicintegrity/violations.html)

[Guidelines for Responsible Computing \(http://www.uts.sc.edu/network/guidelines.shtml\)](http://www.uts.sc.edu/network/guidelines.shtml)

## **PROVISIONS AND RESOURCES FOR STUDENTS WITH DISABILITIES**

Students with disabilities should contact and register with the Student Disability Resource Center. To receive accommodations, students must be registered with the office.

1523 Greene Street

LeConte Room 112A

Columbia, SC 29208

Phone: 803.777.6142 Fax: 803.777.6741

Email: [sadrc@mailbox.sc.edu](mailto:sadrc@mailbox.sc.edu)

[Student Disability Resource Center](http://sc.edu/about/offices_and_divisions/student_disability_resource_center/)

[http://sc.edu/about/offices\\_and\\_divisions/student\\_disability\\_resource\\_center/](http://sc.edu/about/offices_and_divisions/student_disability_resource_center/)

These services provide assistance with accessibility and other issues to help those with disabilities be more successful. Additionally, students with disabilities should review the information on the Student Disability Resource Center website and communicate with the instructor during the first module of class.

Other academic support resources may help students be more successful in the course as well.

[Library Services http://www.sc.edu/study/libraries\\_and\\_collections](http://www.sc.edu/study/libraries_and_collections)

[Writing Center](#)

[https://www.sc.edu/about/offices\\_and\\_divisions/student\\_success\\_center/tutoring/writing\\_lab.php](https://www.sc.edu/about/offices_and_divisions/student_success_center/tutoring/writing_lab.php)

[Student Technology Resources http://www.sc.edu/technology/techstudents.html](http://www.sc.edu/technology/techstudents.html)

## **INSTRUCTIONAL PHILOSOPHY AND APPROACH**

The goal in this course is for you to understand the components and nature of the live entertainment industry and the way it works from the perspective of someone working in the business. Reading the material thoroughly, thinking about the material, formulating questions that arise in your mind and contributing your input in the class discussions are important for you to be able to achieve the objectives noted below. The Student Success Center offers a writing lab, and I suggest you use it if necessary. All grades will be posted on Blackboard.

### **Grading Scale**

Letter Grade	Percent Range	Standards
A	90% to 100%	Excellent undergraduate work
B+	85% to 89%	Significantly exceeds standards for undergraduate work
B	80% to 84%	Exceeds standards for undergraduate work
C+	75% to 79%	Slightly above average undergraduate work
C	70% to 74%	Average undergraduate work
D+	65% to 69%	Unsatisfactory undergraduate work
D	61% to 64%	Significantly unsatisfactory undergraduate work
F	60% or below	Fails to meet undergraduate work standards

### **Methods of Evaluation and Grading**

You will be graded on the following:

Reflection paper	10%
Online discussion board posts	20%
Quizzes	25%
Tests	20%
Final exam	25%

### **COURSE SCHEDULE**

Most listed readings are from your textbook and the reading packet posted on Blackboard. Additional required readings are posted individually on Blackboard. All due dates are specified in the course schedule and individual assignments – generally due by 11:59PM EST on the Tuesday following the opening of the course module/assignments.

<b>Module</b>	<b>Assignments to read or view</b>	<b>Assignments to be completed</b>	<b>Due date</b>
Assignment 1	Discussion board 1	Discussion board 1: Student introductions	Tuesday Dec 28
Module 1: Part 1	Foundations of the Concert Business + Readings posted	Discussion board 2: Video comparisons	Tuesday Jan 4
Module 1: Part 2	Concert Business Today and Audience Segments + Readings posted	Quiz Discussion board 3: 360-deals	Tuesday Jan 4
<b>EXAM 1</b>			<b>Mon – Tue, Jan 3-4</b>
Module 2: Part 1	Performing Arts, Producers and Presenters + Readings posted	Quiz Discussion board 3: Non-profit	Monday Jan 10
Module 2: Part 2	Theatrical Segments + Readings posted	Quiz	Monday Jan 10
<b>EXAM 2</b>			<b>Mon – Tue, Jan 10-11</b>
Module 3: Part 1	Family Shows and Venues + Readings posted	Quiz	Saturday, Jan. 15
Module 3: Part 2	Ticketing and Sponsorships + Readings posted	Paper: Live performance reflection	Saturday, Jan. 15
	Study for final exam		
<b>Final Exam</b>		<b>Final exam</b>	<b>Sunday, Jan. 16</b>