



TA485 Practicum in Theatre Syllabus Communication, Media & Theatre Arts Department

Course Number: TA485
Credit Hours: 3 Credit Hours
Meeting Place: arranged

Name: Practicum in Theatre
Semester/Year: Spring 2025
Time: arranged

Instructor **Todd R. Vogts, Ph.D.**
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Office Hours (*=virtual)
Monday: 10-11 a.m.
Tuesday: 9-11 a.m.*
Wednesday: 12-1 p.m., 2-5 p.m.
Thursday: 9-11 a.m.*
Friday: 12-1 p.m.

Texts & Readings:

- Readings may be required and will be uploaded to LMS for your retrieval.

COURSE DESCRIPTION (*Should match the current catalog*)

Supervised experience working in professional settings in theatres, summer stock, theme parks, or similar theatre-related entities. The student, department, and cooperating agency contract for areas of responsibility, supervision details, and ongoing and final evaluation. (Each semester)

PERFORMANCE OUTCOMES

Course Objective	KNW, SKL, or VAL	Activities	Assessments
Examine the design processes for theatre and stage elements such as costumes, wigs, make-up, choreography, lighting, or sound.	KNW, VAL	Readings, Research, In-Class Activities	Design Projects, Reports
Create two complex designs for the stage in one semester.	KNW, SKL, VAL	Research	Design Projects
Create a scheduled and detailed plan of execution for the development of each design with progression markers.	SKL, VAL	SWOT Analysis, Milestone Marker	Project Calendar, Oral Meetings
Demonstrate basic competence in utilizing and handling various theatre materials, hardware, equipment, and other systems used for the project.	KNW, SKL	Research, In-Class Activities	Design Projects, Oral Meetings
Manage at least one other individual in either teaching them design techniques.	KNW, SKL, VAL	Research, In-Class Activities	Design Projects, Oral Meetings
Be able to honestly evaluate the designs they have created for the theatre and stage through reflection.	KNW, SKL, VAL	In-Class Activities, Project Calendar, Oral Meetings	Reports, Reflection, Oral Defense

GRADING POLICY

Final Grades are based on the following scale:

Activity/ Assignment	Percentage
Project #01	40
Project #02	40
Reflection Paper	20
Total Points Possible	100%

Letter Grade Scheme by Percentages:

A 100-93; A- 92-90; B+ 89-87; B 86-83; B- 82-80; C+ 79-77; C 76-73; C- 72-70; D+ 69-67; D 66-63; D- 62-60; F 59-0

Letter Grade Rationale:

Grade reports are provided online to students and advisers at mid-term, at the end of each semester, and at the end of the interterm period. A brief description of the letter designations (pulled from the Academic Catalog) is given below:

A — “Superior performance of all required work, or, in some cases, performance beyond that which is actually required.”

B — “Distinctly good work in all class requirements.”

C — “Fairly good performance of assigned work.”

D — “Inferior work.”

F — “Failure to meet minimum performance requirements.”

CLASSROOM BEHAVIOR

Students are strictly forbidden from using or creating any content that is obscene, indecent, or profane as defined by the [FCC’s broadcast regulations](https://www.fcc.gov/consumers/guides/obscene-indecent-and-profane-broadcasts)¹.

<https://www.fcc.gov/consumers/guides/obscene-indecent-and-profane-broadcasts>

Students are expected to adhere to the [Society of Professional Journalists Code of Ethics](#) and conduct themselves in a legal manner.

You will respect everyone’s opinions and ideas no matter how different from your own. Lack of respect toward classmates will not be tolerated.

You will also bring all the required materials and resources to class every day. This includes, but is not limited to, writing devices, paper, textbooks, AP Stylebooks, et cetera.

Technology

You may use a laptop or tablet to take notes during course sessions. You are not allowed to have your cell phone ringer or alert notifications on during class.

Students found texting or using computers for anything other than note-taking during class will be asked to discontinue the practice or leave. Repeated issues will result in the lowering of your attendance/participation grade.

DUE DATES

All assignments must be submitted on their due date (*or earlier*). Assignments/Papers not specified as being due during a meeting will be considered on time if they are submitted by 11:55 PM on the due date via the LMS.

ATTENDANCE¹

Higher education is preparation for the professional realm. In a job, you have a schedule that tells you when you need to be where. There is no one holding your hand and ensuring you do what you are supposed to. Higher education works the same way. You have a class schedule, and you

¹ NOTE: Though there is no set time for this class to meet as it is by arrangement only, this information is provided to ensure students are aware of the attendance policies the professor has and to adhere to institutionally required inclusions of certain informational items.

are in charge of addressing your responsibilities. For that reason, attendance is encouraged, but, ultimately, the onus falls upon you as the student and the higher education consumer.

Attendance is critical to understanding assignment specifications and completing this course maintaining the potential to earn an “A.” Students are encouraged to attend all class sessions unless otherwise noted.

College students are adults and can make their own decisions. However, you are a member of a classroom community, and your behavior has a profound effect on the other members of this community. It is a matter of mutual respect and integrity. Not attending or wandering in and out is a distraction and could be viewed as downright rude.

Students who miss class are responsible for knowing the material covered in class and for completing all assignments and exercises. Being physically/digitally present (sitting in the classroom or simply logging into the LMS) does not mean that you are in attendance. As such, if a student is in attendance, he or she does not violate classroom behavior policies or does not nap or otherwise present an image of inattention. Engagement is key.

Keep in mind, Sterling College asks all faculty members to take attendance for retention and other initiatives, so your presence or absence will be noted for each class session.

If a student is more than 5 minutes late to class, he or she will be marked with an unexcused absence. If the student feels the absence was valid and should be excused — a medical or family emergency, such as illness, hospitalization, a death, et cetera, or a school-sponsored event or activity, such as athletics, theatre, field trips, et cetera — proof and a request for an excused absence must be submitted by the student via email within 48 hours of the absence. Since school-related absences are often pre-planned, such requests for excused absences should be submitted by the student via email at least 48 hours prior to the absence.

The request for an excused absence must come from the student. Other email communications are helpful, but the students must take ownership and communicate with the professor as well.

The professor reserves the right to approve or deny any request for an excused absence based on the available information. Under some circumstances, the professor may not mark a person absent. This would be done at the discretion of the professor.

If a student misses more than 5 class periods, he or she will lose all applicable attendance points. If more than 10 class periods are missed, the student may fail the course.

Missing class for any reason does not grant an excuse for gaps in knowledge in this content area. Extra leniency will not be applied to essays, quizzes, tests, or assignments to compensate for missing class.

Student-Athlete Attendance Policy: Student-athletes should not miss class for non-competition related athletic activities such as practices, weights, athletic training appointments, etc. but will

be excused from class for athletic competitions if they are on the roster/travel list and leaves or misses class according to the time communicated by the Athletics Department via weekly email. As outlined in the Sterling College Student-Athlete Handbook, students are responsible for communicating with their professors ahead of time, planning makeup work, and meeting regularly established deadlines for class work, tests projects, etc.

Just remember: *Any applicable attendance points cannot be made up. You make choices. You live with the consequences.*

LATE WORK

We are studying journalism and media. Journalism and media are deadline-driven professions. Missing a deadline is not acceptable in the professional world. Therefore, late work is not accepted in the classroom. The following points serve as clarification about the ways in which this policy is applied.

1. If an assignment is missing, it immediately becomes a zero.
2. There are no excuses for not completing work, even in the instance of a computer hardware malfunction. You have access to our institutional computer labs on the college/university campus. You should not find you are unable to access a computer lab because they are rarely closed.
3. Know the tools that exist and are available to you.
4. Simply put, there is no excuse for late work or missing assignments.
5. The instructor has the right to amend this policy as needed or grant an extension solely at his/her discretion when circumstances of a dire nature dictate such an allowance.
 - a. Do not count on an allowance being made.

Missed Assignments

Missed assignments cannot be made up without my approval. I will not accept assignments sent to class with peers. If you miss class, it is your responsibility to obtain any assignments, handouts, and notes that you miss. I will not contact you regarding your absence. I also will not save copies of course materials distributed during individual class sessions.

EXTRA CREDIT

Extra credit to improve a grade is NOT an option in this course. The philosophy on this subject is that extra credit should be a reward for positive work, effort, or performance. Too often, students ask for extra credit in an attempt to make up for a poor performance on an assignment or in another area of the course. Therefore, do not ask for extra credit. In extremely rare instances (*think endangered species rare*), extra credit may be offered for different tasks and/or activities, but these will be initiated by the professor at the sole discretion of the professor. Student requests asking for extra credit will not be entertained.

READING EXPECTATIONS

This is a writing-intensive course and requires that you model said writing off of professional, industry-wide standards. As such, our applicable course text models itself towards answering the question of “how” you write for each specific media. The question “what should my writings look like?” is answered through additional readings that will be assigned (*see Course Outline*).

All readings are presumed to have been read before class begins unless otherwise noted. Failure to read and engage in course discussions will result in deductions from your attendance in the course. (*We need your brain in the class, not just the vehicle that transported it there!*)

TEACHING METHODOLOGY

We are a community of risk-takers living in a pluralistic society² — a teaching methodology and philosophy that I use to build a mindful, respectful, critical, and daring classroom climate. My teaching methods include lectures, in-class discussions, individual and group activities, writing assignments, media presentations, and student speeches. At times, we may encounter sensitive material, including cultural or political ideas, language, and concepts that may be uncomfortable for some. My suggestion is always to talk to me first about what is making you uncomfortable so, together, we can work through the challenges you may face with mindful dialogue. This is due to my use of a constructionist³ lens of teaching and learning, which views knowledge as socially constructed through interactions with others and various media in given contexts by connecting, expressing, and reshaping ideas as they relate to individual experiences. As such, my approach consists of first consuming knowledge (*ex: reading and listening*), then implementing knowledge via practical application (*ex: learning by doing by producing content*), and following that with evaluation and refinement (*ex: producing and ingesting feedback*). This is an iterative process, so the work of teaching and learning is never “finished” but in various stages of progress toward a constantly evolving idealized state. Though it may not sound like it, we can accomplish this goal in exciting and interactive ways. I like to have a good time, so I invite fun, laughter, and humor into the classroom in a variety of ways, all the while adopting a critical approach to the curriculum that is sensitive to and appreciative of our various identities.

ELECTRONIC COMMUNICATION

The institutionally provided Learning Management System (LMS) will be used for assignments, projects, exams, and other coursework. Also, announcements will be posted on the LMS from time to time. Be sure to check the LMS often. You are encouraged to use the messaging function within the LMS to contact me as well.

² Gunnell, J. G. (1996). The Genealogy of American Pluralism: From Madison to Behavioralism. *International Political Science Review / Revue Internationale de Science Politique*, 17(3), 253–265.
<http://www.jstor.org/stable/3451629>

³ Ackermann, E. (2001). Piaget’s constructivism, Papert’s constructionism: What’s the difference. *Future of learning group publication*, 5(3), 438.

I also use my institutional email account. This should be the primary method used to communicate with me outside of class.⁴ I make a concerted effort to read and respond to e-mail within 24 hours of receiving your message. You also may contact me via any other electronic or social media profile that I have specifically shared with you, but do not expect, necessarily, to receive a response unless it is through the institutional e-mail or an LMS direct message (*unless otherwise specified*).

Additionally, my website (www.toddvogts.com) exists as a resource for you. It has my semester schedule, copies of all my syllabi (*in their most up-to-date format*), various resources and materials, a form to schedule a meeting with me, and much more. Different assignments may reference files on this site, so be aware that it exists and contains information pertinent to my courses.

VIRTUAL OFFICE & MEETING WITH ME

In order to facilitate one-on-one meetings virtually, I will be using Zoom. This video conferencing service allows me to send you a link to a "room" where you and I (*or multiple people*) can talk face-to-face. I will not be just sitting in an empty Zoom "room" all day, though.

Instead, you need to make an appointment with me. You can do so by following this link: <https://calendar.app.google/2xCnaByYPw4FgFBu8>

Once an appointment is confirmed, I will email you the Zoom link. I should get a notification about any appointments that are made, so, hopefully, I will respond quickly with the link. Just keep in mind that you need to book an appointment a day in advance so I can block out time to talk to you without interruption.

This is being offered as an option. Meeting with me this way is not required if you don't want or need to.

ACADEMIC INTEGRITY

Sterling College faculty and students form an academic community committed to the Biblical principles of justice and honesty and to the core values of faith, calling, learning, integrity, service, and community. With this in mind, the policy in the current Academic Catalog will be followed for this class.

FINAL EXAM POLICY

⁴ HINT: If you are going to contact me about submitting a late assignment or anything of that nature, you would be wise to attach the assignment to the message. Don't email me asking if you can send me your late work. My policies state that I do not accept late work, but if you are going to request an exception, you stand a better chance of receiving such an allowance if you submit the work along with your request. This shows you actually have the work done and are not simply stalling for even more time.

The final exam is the last meeting for all classes. Instructors are not permitted to change times for class or individual examinations. Any student who has four exams in one day may request permission from the Academic Dean to reschedule one test. Students should make travel arrangements for the end of the term that will permit the taking of all examinations as scheduled. For more information visit: <https://www.sterling.edu/academics/course-finals-schedule>.

ACADEMIC SUPPORT OFFICE

The Academic Support Office strives to challenge students who come from all types of academic journeys through academic mentoring with directors and SC peers. Mentoring topics include time management, study skills, testing anxiety, and more. Students struggling with certain subjects may find aid through the on-campus tutoring program (scheduled by appointment only) and 24/7 professional help via the online Tutor.com platform accessible through Canvas. The office facilitates CLEP, Accuplacer, and other SC exam proctoring. Students may contact the Academic Support Office at academicsupport@sterling.edu, or call 620-278-4463, to schedule an appointment.

STATEMENT OF NONDISCRIMINATION

Sterling College does not discriminate on the basis of race, color, national origin, sex, disability, or age. The policy in the current Academic Catalog will be followed for this class.

DISABILITY ACCOMMODATIONS

Any student with a disability who may need classroom accommodations in this course should contact the Academic Support Office, located in Mabee Library. Students may email academicsupport@sterling.edu, call 620-278-4463, or stop by the office. The office serves students with a wide range of documented physical and learning disabilities.

TITLE IX STATEMENT

Sterling College does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX. Sex-based harassment is a form of sex discrimination and means sexual harassment and other forms of harassment on the basis of sex, including sex stereotypes, sex characteristics, sexual orientation, gender identity, pregnancy or related conditions. Retaliation against any person participating or identified as a party to the Title IX regulations is also prohibited. Inquiries about Title IX may be referred to Sterling College's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the link/information provided below:

- *Sterling College, Title IX Coordinator, 620-204-0025 or email titleIX@sterling.edu*
- *Sterling College's nondiscrimination policy and grievance procedures can be located at:*
 - <https://www.sterling.edu/title-ix>

Additional support services or confidential reporting resources are available through:

- *Sterling College, Counseling Services, (620) 278-4297*
- *Sterling College, Chaplain, (620) 278-4341*
- *Sterling College Nurse (620) 278-4505*
- *City of Sterling, Police Department (620) 278-2100*
- *24-hour Crisis Hotline (800) 701-3630*
- *National Suicide Prevention Hotline, 800-273-8255, or 988*
- *Rice County Hospital (620) 257-5173*

SPECIAL INFORMATION

Dates and assignments are subject to change per instructor. I reserve the right to change any course requirements during the course of the semester due to circumstances such as school closing due to weather, illness, or problems with scheduling. Students will be notified with either an announcement in class, via the LMS, via email, via toddvogts.com, or any combination thereof. Students are responsible for knowing the changes. An effort will be made to post a new syllabus electronically via LMS.

Academic Written Assignments Policy

Unless otherwise specified, all research papers or essay-orientated written work must be typed, double-spaced, Times New Roman font, size 12 point, and submitted via the LMS. Handwritten assignments will not be accepted unless otherwise specified for in-class work. All assignments are due via the LMS by the listed deadlines. I do not accept papers via e-mail, though if you are experiencing problems submitting via the LMS, I always suggest e-mailing me a copy as a backup (*to show it was, in fact, submitted on time*). Students should use APA format, which means a title page and references page will be required for all assignments unless otherwise specified. The title page and references page will not count toward any word-count/page-count requirements. Please refer to the [OWL Purdue website](http://owl.purdue.edu) for additional help with APA style. I expect papers to be proofread, free of grammar/spelling/punctuation errors, formatted appropriately with proper citations and attributions, and to offer new/original insight free of plagiarism or other academic integrity violations that demonstrate your learning and understanding of an issue or concept.

Appropriate Research Source Material

This class may require students to find information and sources for academic papers. College-level research requires college-level sources. Appropriate sources include scholarly and peer-reviewed journal articles, scholarly books, and well-respected news magazines and newspapers. Encyclopedia articles are acceptable only for background information and are not to be cited in your paper. Likewise, Wikipedia or random blogs on WordPress, Blogger, Medium, et cetera, are acceptable only for background information and are not to be cited in your paper. The institution's library offers a large number of appropriate sources. Find indexes to journal, newspaper, and encyclopedia articles at the “Journal Articles” tab listed under the “by title” or “by subject” links. Librarians are available to assist students in selecting and locating appropriate sources. To be clear, though, only peer-reviewed journal articles and scholarly books meet the

standard of scholarly when such a standard of source material is required.

SPECIFIC EXPLICATIONS & EXPECTATIONS

This course is about giving you the opportunity to do work. The goal is to produce work for the stage and theatre that can bolster your portfolio and life experience. Ideally, this will assist you in securing gainful employment in the future, and it will help you to showcase what you have learned during your time at this institution of higher education.

Due to the nature of such work, the focus is on you. It is a more self-directed class than you may be used to. It really comes down to you completing the work to a satisfactory level.

As such, each student who is completing a practicum project will work with the professor to create a schedule of guidelines and guideposts to follow during the course of the semester that their project falls within.

If all required components and projects are not completed, the student will fail the course.

What follows are the basic details regarding the “assignments” you have to do during this course.

Assignment Details

1) Project #01: Each student will be required to develop a project that showcases their knowledge and abilities in the realm of theatre. Such a project can be tied to a particular show’s production, or it may consist of ancillary products and services. No matter the focus, each project must consist of the following components that must be submitted via the LMS according to a mutually agreed-upon timeline and/or set of deadlines.

1. **Proposal Report: 4 points**

- a. As a first step in completing this project, each student must write a brief, one-page proposal for what their project will entail. This should provide enough detail for the project’s aims and scope to be understood while avoiding too much detail that complicates matters. In short, it should be a concise plan of action. It is recommended that it include the following sections: Introduction, Background & Rationale [*with at least three (3) outside sources*], and Deliverable(s), which is the project itself.
 - i. Here is the [rubric](#) that will be used for this assignment.

2. **SWOT Analysis: 2 points**

- a. A SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis is a tool used for strategic planning that can help ensure success in an endeavor. “A SWOT analysis provides a better understanding of the problem or problems you need to address strategically and offers a starting point to your strategic plan.”⁵ This tool

⁵ Holtzhausen, D. R., Fullerton, J. A., Lewis, B. K., & Shipka, D. (2021). *Principles of strategic communication*. Routledge.

can provide invaluable insights regarding a project and help students in their decision-making processes.⁶

i. Here is a [template](#) students can use for this assignment.

3. Timeline: 4 points

a. An important step in any project is to develop a timeline for completion. As such, the student needs to develop a detailed and comprehensive timeline indicating when different elements of the project will be completed. This should include different milestones, which allow the student to see and feel as though they are making progress toward the ultimate goal of project production.

i. Here is [one resource](#) where templates for such a timeline can be found, but each student is encouraged to use what will work best for them.

4. Research: 4 points

a. Before embarking on a project, one must gather knowledge and resources. To that end, each student must do research about the various aspects of their project. In order to demonstrate this, an annotated bibliography must be created. “A bibliography is a list of sources (books, journals, Web sites, periodicals, etc.) one has used for researching a topic [. . .] An annotation is a summary and/or evaluation. Therefore, an annotated bibliography includes a summary and/or evaluation of each of the sources.”⁷ The expectation is that at least four (4) sources will be included in the annotated bibliography and that each source is unique to this project, meaning recycling sources for each project is not allowed.

i. Here is [one resource](#) that can be helpful in conducting this research.

5. Deliverable: 50 points

a. This is the culmination of the project. It is the item, activity, product, et cetera that the project sought to create. This deliverable needs to align with the proposal and other project components, and it should showcase the student’s knowledge and abilities in theatre. Most importantly, it should be tailored to the student’s interests and be an adequate representation of who they are.

i. Here is the [rubric](#) that will be used for this assignment.

6. Oral Defense: 10 points

a. In order to showcase the product the student has created, they will be expected to give a 10-15 minute presentation. This must include an overview of the product, the rationale behind it, a comparison to other products aimed at similar audiences or issues, the theory or theories underpinning it, how it would be implemented and sustained, and why this was chosen. A visual aid is expected to be incorporated in some capacity. In sum, this presentation should be a justification for the project as a component of the practicum course. The student will need to schedule a time to make this presentation, and they are encouraged to invite peers to join the audience.

i. Here is the [rubric](#) that will be used for this assignment.

⁶ Brooks, G., Heffner, A., & Henderson, D. (2014). A SWOT Analysis Of Competitive Knowledge From Social Media For A Small Start-Up Business. *Review of Business Information Systems (RBIS)*, 18(1), 23–34.
<https://doi.org/10.19030/rbis.v18i1.8540>

⁷ Purdue OWL. (2018). *Annotated Bibliographies*. Purdue Online Writing Lab.
https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html

2) Project #02: Each student will be required to develop a project that showcases their knowledge and abilities in the realm of theatre. Such a project can be tied to a particular show's production, or it may consist of ancillary products and services. No matter the focus, each project must consist of the following components that must be submitted via the LMS according to a mutually agreed-upon timeline and/or set of deadlines.

7. Proposal Report: 4 points

- a. As a first step in completing this project, each student must write a brief, one-page proposal for what their project will entail. This should provide enough detail for the project's aims and scope to be understood while avoiding too much detail that complicates matters. In short, it should be a concise plan of action. It is recommended that it include the following sections: Introduction, Background & Rationale [*with at least three (3) outside sources*], and Deliverable(s), which is the project itself.

- i. Here is the [rubric](#) that will be used for this assignment.

8. SWOT Analysis: 2 points

- a. A SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis is a tool used for strategic planning that can help ensure success in an endeavor. "A SWOT analysis provides a better understanding of the problem or problems you need to address strategically and offers a starting point to your strategic plan."⁸ This tool can provide invaluable insights regarding a project and help students in their decision-making processes.⁹

- i. Here is a [template](#) students can use for this assignment.

9. Timeline: 4 points

- a. An important step in any project is to develop a timeline for completion. As such, the student needs to develop a detailed and comprehensive timeline indicating when different elements of the project will be completed. This should include different milestones, which allow the student to see and feel as though they are making progress toward the ultimate goal of project production.

- i. Here is [one resource](#) where templates for such a timeline can be found, but each student is encouraged to use what will work best for them.

10. Research: 4 points

- a. Before embarking on a project, one must gather knowledge and resources. To that end, each student must do research about the various aspects of their project. In order to demonstrate this, an annotated bibliography must be created. "A bibliography is a list of sources (books, journals, Web sites, periodicals, etc.) one has used for researching a topic [. . .] An annotation is a summary and/or evaluation. Therefore, an annotated bibliography includes a summary and/or

⁸ Holtzhausen, D. R., Fullerton, J. A., Lewis, B. K., & Shipka, D. (2021). *Principles of strategic communication*. Routledge.

⁹ Brooks, G., Heffner, A., & Henderson, D. (2014). A SWOT Analysis Of Competitive Knowledge From Social Media For A Small Start-Up Business. *Review of Business Information Systems (RBIS)*, 18(1), 23–34. <https://doi.org/10.19030/rbis.v18i1.8540>

evaluation of each of the sources.”¹⁰ The expectation is that at least four (4) sources will be included in the annotated bibliography and that each source is unique to this project, meaning recycling sources for each project is not allowed.

i. Here is [one resource](#) that can be helpful in conducting this research.

11. Deliverable: 50 points

a. This is the culmination of the project. It is the item, activity, product, et cetera that the project sought to create. This deliverable needs to align with the proposal and other project components, and it should showcase the student’s knowledge and abilities in theatre. Most importantly, it should be tailored to the student’s interests and be an adequate representation of who they are.

i. Here is the [rubric](#) that will be used for this assignment.

12. Oral Defense: 10 points

a. In order to showcase the product the student has created, they will be expected to give a 10-15 minute presentation. This must include an overview of the product, the rationale behind it, a comparison to other products aimed at similar audiences or issues, the theory or theories underpinning it, how it would be implemented and sustained, and why this was chosen. A visual aid is expected to be incorporated in some capacity. In sum, this presentation should be a justification for the project as a component of the practicum course. The student will need to schedule a time to make this presentation, and they are encouraged to invite peers to join the audience.

i. Here is the [rubric](#) that will be used for this assignment.

3) Reflection Paper: Upon completion of the practicum, students will be required to write a reflection paper. It needs to be 4-6 pages in length and specific to the strengths and weaknesses of the experience while highlighting and describing the work completed. It should be written from the perspective of personal growth, meaning the reflection should explore the student’s overall performance in the course and for each project that was completed. The [Academic Written Assignments Policy](#) is in effect. The final submission is due at a mutually agreed-upon time near the end of the semester, and here is the [rubric](#) that will be used for this assignment.

¹⁰ Purdue OWL. (2018). *Annotated Bibliographies*. Purdue Online Writing Lab.
https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/index.html



APPENDICES

Rubrics and Other Support Materials

SCORING RUBRICS

Project Proposal for PiT

	Exemplary (100%)	Accomplished (75%)	Developing (50%)	Inadequate (25%)	Absent (0%)
Writing/ Grammar (1 points)	Student has zero grammatical and/or conventional errors present within the writing. APA Style is followed perfectly.	Student has 1-5 grammatical and/or conventional errors present within the writing. Article only contains minor APA Style errors.	Student has 6-10 grammatical and/or conventional errors present within the writing. Article contains several APA Style errors.	Student has 11-15 grammatical and/or conventional errors present within the writing. Article contains numerous APA Style errors.	Student has 16 or more grammatical and/or conventional errors present within the writing. APA Style is not followed at all.
Source Material (1 points)	Student clearly uses 3 primary outside sources to inform the writing. Student has a clear <u>introduction</u> to the topic. Student uses <u>transitions</u> to allow paper to flow from one point to the next. There is a <u>logical order and structure</u> in which information is given, following the tenets of journalistic writing. All <u>required components</u> are included. Length requirement met.	Student clearly uses 3 primary outside sources to inform the writing. While it is clear that the student has made attempts in each of the four areas listed in the first column, mastery of all was not met. Length is 5-10 words too long or short.	Student clearly uses 2 primary outside sources to inform the writing. Student attempts to meet 3 of the four areas listed in the first column, mastery of all was not met. Length is 10-20 words too long or short.	Student clearly uses 1 outside sources to inform the writing. The source is not a primary source. Student attempts to meet 2 of the four areas listed in the first column, mastery of all was not met. Length is 20-30 words too long or short.	Student uses no sources to inform the writing. Student has made no attempt to organize their paper. There is no structure to the paper. Length is more than 30 words too long or short.
Analysis (2 points)	Student has a thorough and detailed examination of the elements AND structure of their topic. Student focuses on the minutiae of the topic and relates this to the inner workings and trends of the issue.	Student has an examination of the elements OR structure of their topic, but it lacks in-depth considerations regarding the minutiae of the topic as it relates this to the inner workings and trends of the issue.	Student has few details examining the elements OR structure of their topic, and it lacks depth in looking at the inner workings and trends of the issue.	Student provides only minor details examining the elements OR structure of their topic, and it provides no depth regarding the trends of the issue.	Student has no details examining the elements OR structure of their topic. Student lacks focus on the minutiae of the topic and relates this to the inner workings and trends of the issue.
TOTAL SCORE				_____ / 4 points	

SWOT ANALYSIS TEMPLATE

Strengths, Weaknesses, Opportunities, and Threats

SWOT Analysis	
Internal Factors	
Strengths	Weaknesses
<i>Your advantages.</i>	<i>Areas for improvement.</i>
External Factors	
Opportunities	Threats
<i>Situations to apply your advantages.</i>	<i>Where you are at risk.</i>

SCORING RUBRICS

Project Deliverable *for PiT*

	Exemplary (100%)	Accomplished (75%)	Developing (50%)	Inadequate (25%)	Absent (0%)
Course Concepts & Theories (15 points)	Project thoroughly and completely incorporates course concepts and theories.	Project thoroughly and completely incorporates course concepts and theories.	Project incorporates course concepts and theories, but not to a high degree.	Project's course concepts and theories are tenuous at best.	No course concepts or theories incorporated.
Originality/ Creativity (10 points)	The project reflects an exceptional degree of student creativity and use of original ideas.	The project reflects student creativity and the use of some original ideas.	The project reflects some creativity, but it lacks originality.	The project reflects one concept of creativity or originality.	The project reflects a lack of creativity and originality.
Applicability, Detail & Functionality (25 points)	A deliverable clearly addressing an issue of theater is produced. An adequate explanation about the deliverable and the issue discusses the implications. To that end, the student has a thorough and detailed examination of the elements AND structure of their topic. Student focuses on the minutiae of the topic and relates this to the inner workings and trends of the issue. The combination of creativity and technical skill effectively deliver a strong message about the selected topic. Collected data is relevant, and none is left out. The deliverable functions properly and directly applies to the assignment/course parameters.	A deliverable addressing an issue of theater is produced, though more explanation could be helpful. Student has an examination of the elements OR structure of their topic, but it lacks in-depth considerations regarding the minutiae of the topic as it relates this to the inner workings and trends of the issue. The combination of creativity and technical skill deliver a clear message about the selected topic. Collected data is relevant and little is left out. The deliverable largely functions and mostly applies to the assignment/course parameters.	A deliverable addressing an issue of theater is produced, though it isn't fully fleshed out. Student has few details examining the elements OR structure of their topic, and it lacks depth in looking at the inner workings and trends of the issue. The intent of the project is understood, but it has little motivational value. Collected data is relevant. The deliverable partially functions, but the product is bumpy in places. It moderately applies to the assignment/course parameters.	A deliverable addressing an issue of theater is not produced. Student provides only minor details examining the elements OR structure of their topic, and it provides no depth regarding the trends of the issue. The message is not clear in the project. Data is not relevant. The deliverable barely functions, and functional aspects are rough and uneven. It slightly applies to the assignment/course parameters.	A deliverable addressing an issue of theater is not produced. There is no discernable message in the project. Student has no details examining the elements OR structure of their topic. Student lacks focus on the minutiae of the topic and relates this to the inner workings and trends of the issue. The deliverable does not function, and it does not apply to the assignment/course parameters.
TOTAL SCORE				_____ / 50 points	

SCORING RUBRICS

Project Oral Defense for PiT

	Exemplary (100%)	Accomplished (75%)	Developing (50%)	Inadequate (25%)	Absent (0%)
Presence & Organization (3 points)	Students demonstrate strong body language & eye contact while maintaining contact with the audience. Poise and physical organization are evident. Students have a clear <u>introduction</u> to the topic. Students use <u>transitions</u> to allow the presentation to flow from one point to the next. There are <u>logical order and structure</u> in which information is given.	Students demonstrate above average body language & eye contact while maintaining contact with the audience. Poise and physical organization are evident. While it is clear that the students have made attempts in each of the three areas listed in the first column, mastery of all three was not met.	Students demonstrate average body language & eye contact while maintaining some contact with the audience. Poise and physical organization are mostly evident. Students attempt to meet 2 of the three areas listed in the first column, mastery of all three was not met.	Students demonstrate little body language & eye contact while maintaining little contact with the audience. Poise and physical organization are largely missing. Students attempt to meet 1 of the three areas listed in the first column, mastery of all three was not met.	Students do not demonstrate body language or eye contact without maintaining contact with the audience. Poise and physical organization are missing. Students have made no attempt to organize their presentation. There is no structure to the presentation.
Mastery of the Subject (5 points)	Students provide a thorough and detailed examination of the elements AND structure of their topic. Students focus on the minutiae of the topic and relate this to the inner workings and trends of the subject.	Students have an examination of the elements OR structure of their topic, but it lacks in-depth considerations regarding the minutiae of the topic as it relates this to the inner workings and trends of the subject.	Students have few details examining the elements OR structure of their topic, and it lacks depth in looking at the inner workings and trends of the subject.	Students provide only minor details examining the elements OR structure of their topic, and it provides no depth regarding the trends of the subject.	Students have no details examining the elements OR structure of their topic. Students lack focus on the minutiae of the topic and relate this to the inner workings and trends of the subject.
Visual Aids (2 points)	Visual aids are polished, visually attractive, and informative. Information is not just read from them.	Visual aids are moderately attractive to the eye and informative. Information is not just read from them.	Visual aids are present and informative, though not particularly attractive. Some information is read from them.	Visual aids are bland and not very informative. Information is just read from them.	Visual aids are either exceptionally poor or nonexistent.
TOTAL SCORE				_____ / 10 points	

SCORING RUBRICS

Reflection Paper *for PiT*

	Exemplary (100%)	Accomplished (75%)	Developing (50%)	Inadequate (25%)	Absent (0%)
Writing/ Grammar (1.5 points)	Student has zero grammatical and/or conventional errors present within the writing. Style is followed perfectly.	Student has 1-5 grammatical and/or conventional errors present within the writing. Paper only contains minor style errors.	Student has 6-10 grammatical and/or conventional errors present within the writing. Paper contains several style errors.	Student has 11-15 grammatical and/or conventional errors present within the writing. Paper contains numerous style errors.	Student has 16 or more grammatical and/or conventional errors present within the writing. Style is not followed at all.
Analysis (2.5 points)	Student has a thorough and detailed examination of the elements AND structure of their topic. Student focuses on the minutiae of the topic and relates this to the inner workings and trends of the issue.	Student has an examination of the elements OR structure of their topic, but it lacks in-depth considerations regarding the minutiae of the topic as it relates this to the inner workings and trends of the issue.	Student has few details examining the elements OR structure of their topic, and it lacks depth in looking at the inner workings and trends of the issue.	Student provides only minor details examining the elements OR structure of their topic, and it provides no depth regarding the trends of the issue.	Student has no details examining the elements OR structure of their topic. Student lacks focus on the minutiae of the topic and relates this to the inner workings and trends of the issue.
TOTAL SCORE				_____ / 4 points	