

RPL 440: Special Event Administration

Course Syllabus

Instructor	Lorie A. Tuma	Phone	989-506-3805 (Cell)
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Office Hours	Mon 4:45-6:00 Wed 11:00-12:00, 2:00-3:15, 4:45-6:00	Class Times	Mondays 6:00-8:50pm Finch 100

Text and Materials

Allen, J. (2002). *The Business of Event Planning: Behind-the-Scenes Secrets of Successful Special Events*. Canada, Wiley.

Monroe, James C. (2005). *Art of the Event: Complete Guide to Designing and Decorating Special Events*, Canada, Wiley.

Supplemental materials will be uploaded to Blackboard and synced with Facebook.



Course Description

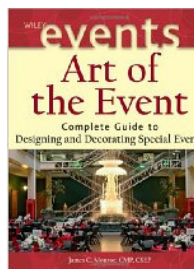
Explore the dynamics of the event industry. Develop skills in event administration, concentrating on large events. Learn event logistics and revenue development for special events.

Prerequisites RPL 430

Course Objectives

After completing this course, the student will be able to:

1. Explore the different facets of career opportunities in the field of event management.
2. Demonstrate the ability to design an event environment.
3. Acquire financial techniques necessary for event management success, including budgeting, sponsorship and fund-raising.
4. Learn and demonstrate knowledge of skills of quality event leadership of staff and volunteers.
5. Develop the skills necessary to produce and evaluate special events.
6. Evidence knowledge of the catering, stage production, music and entertainment aspects of events.
7. Have knowledge of the variety of ways to successfully market a special event.
8. Comprehend legal and risk management aspects of special events.
9. Demonstrate the attributes and abilities of a successful event manager.
10. Be familiar with a professional association in the event management field.
11. Improve skills in communication, group work and reflection through experiential learning activities.



Course Overview

This course is a capstone experience intended to cultivate a deeper and broader understanding of Special Event Administration through experiential learning. To maximize time in the classroom, your instructor will use a modified seminar/workshop format that provides an overview of the course material, projects, group exercises, media, and discussion. Students participating in this course will produce and host a major special event which results in the design of a collateral piece reflecting the capstone course experience.

Course Evaluation

A	380	B	320	C	260	D	200
A-	360	B-	300	C-	240	D-	180
B+	340	C+	280	D+	220		

"I" (incomplete) is a temporary grade used by the instructor in cases when a student is unable to complete course requirements because of illness or other justifiable circumstances. It is assigned only in cases in which the student has completed satisfactorily the major portion of the course requirements, and has convinced the instructor of his or her ability to complete the remaining work without re-registering for the course. It is not to be given to a student who is already doing failing work. Please refer to the CMU Bulletin for more information on incomplete grades.

Description of Assessments

1. Participation Package 100 points

This is an experiential learning course. Learning occurs through active participation in activities, class discussion, group activities, and personal reflection upon experiences. All participants are expected to be present, on time, and ready to engage in active learning.

*Each class includes carefully crafted activities and discussion which relate to course objectives and are packaged together under Participation. **At the end of the semester, students will have the opportunity to assess their own participation and the participation of their peers.** This assessment is weighted against the Instructor's assessment and factored into the final grade.*

The Participation Package and academic success in this course is directly linked to attendance. All students are required to attend ALL classes with the exception of one (1) allowed absence. Students are also required to participate in the event scheduled for April 11, 2009. No exceptions. Note: Arriving late or leaving class early will reflect in the calculation of the final grade.*

2. Topic Presentation Team Activity (Due: Various Dates – See Course Outline) 60 points

Students will work in teams of 4-5 and co-present with the Instructor on topics outlined in the syllabus. Creativity is encouraged and rewarded. This is not to be a canned PowerPoint presentation – students are to use original works to produce a 10-15 minute presentation that targets objectives and provides the class with valuable take-aways. Rubric is on Blackboard.

3. “Party Monsters” Team Activity (Due: March 2, 2009) 40 points

Students will work in teams of 4-5 to pitch a hypothetical Party! Details will be provided in class. Assignment is uploaded onto Blackboard.

4. Capstone Project Class Activity (Due: April 11, 2009) 100 points

The capstone project is designed to provide students with the leadership and management skills needed to plan a special event. Responsibilities include delegating tasks, developing publicity, coordinating a team, managing group dynamics, leading meetings, handling emergencies and evaluating an event. The capstone project involves strategic planning and comprehensive oversight.

5. Special Event Portfolio (Due: May 4, 2009) 100 points

Students will compile a portfolio that includes supporting documentation outlining initiatives / actions taken on behalf of the Special Event. The portfolio will also include a self-assessment and group-assessment.

This syllabus serves as an outline that will guide students through the course objectives. In certain circumstances, local, national, or world events related to the objectives may serve the student better and enhance the learning experience. For these reasons, the instructor reserves the right to make changes as appropriate.

Capstone Experience

“All the skills of research developed in earlier work should be marshaled in a project that demands the framing of a significant question or set of questions, the research or creative exploration to find answers, and the communication skills to convey the results to audiences both expert and uninitiated in the subject matter.”

- Boyer Commission, 1998

This course is taken primarily by senior level students. This course integrates and builds upon prerequisite knowledge and skills. Students participating in a capstone experience use knowledge, skills, and abilities to solve a problem or develop an industry-specific planning event for a local business or organization. Capstone experiences guide students through this process by using leadership principles and collaborative industry knowledge.

The capstone experience can be completed individually or in groups of two or three students. The length of time it takes students to complete this experience is in direct correlation with the course outline and planning tools provided in class.

Expectations include:

- Frequent and detailed progress reports provided in-class that serve as informal peer oversight;
- Diligent and professional follow-through and follow-up with industry experts or mentors;
- Exhaustive and thorough use of library and internet resources to validate decisions;
- Evidence of thoughtful and provoking use of creativity that is integrated into the final product;
- Presentation of the final product provided in the form of a triplicate report distributed to the instructor, the sponsoring organization, and perspective faculty members.

Guest Speakers

Your instructor has very specific expectations regarding student interaction and hospitality extended toward guest speakers. Under **NO** circumstances will a student multi-task (write notes, work on projects, schedule in calendars, text-message, etc.) during a guest speaker visit. In the event a student fails to respect this policy or displays behavior that is disrespectful in any form, the student will be asked to leave the classroom and the absence will be remarked.

During a guest speaker's visit, all materials should be put away and stored in book bags. All desks should be completely clear - free from books, notebooks, calendars, etc. All speakers are to be 1) treated with the utmost respect; 2) supported by audience by participating in discussion and asking questions; and 3) thanked by demonstration of shaking of hands after their perspective visit. No exceptions. **None!**

Code of Student Rights, Responsibilities and Disciplinary Procedures

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class. For further

information, please refer to the *Code of Student Rights, Responsibilities and Disciplinary Procedures*. <http://www.cmich.edu/policies-procedures/default.htm>

Accessibility and Disability Information

“CMU provides students with disabilities reasonable accommodation to participate in educational programs, activities, or services. Students with disabilities requiring accommodation to participate in class activities or meet course requirements should first register with the office of Student Disability Services (120 Park Library; telephone: 989-774-3018; Telecommunications Device for the Deaf: 989-774-2568), and then contact me as soon as possible.”

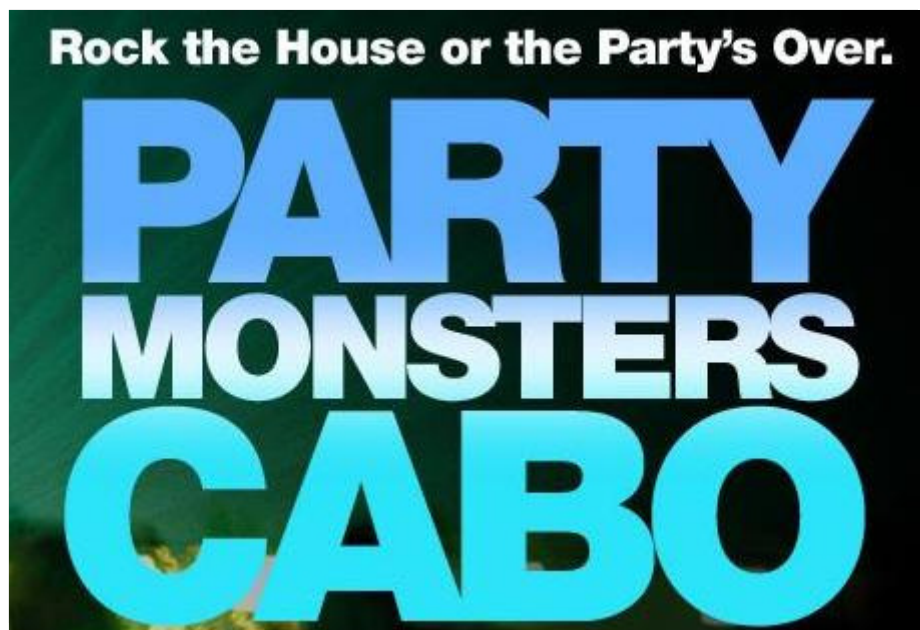
Regarding Technology

Your instructor is extremely proactive and supportive of technology specific to the internet and online social networking (Facebook, MySpace, etc.). As a result, you are highly encouraged to add her as a Friend on Facebook and by doing so you will be able to obtain information regarding assignments, class cancellations, and rubrics via Blackboard that is synced with Facebook. Please note: This is completely optional, but also highly recommended.

With regard to technology usage during class time – **ALL** cell phones will remain on silent or vibration. As a student in this classroom, the general expectation is to be respectful and refrain from text-messaging during class.

Emergency Notification

The emergency notification system allows CMU to reach thousands of students, faculty, and staff very quickly. In the event of an emergency or crisis, CMU administration will send notification using the information you provide on this page. You are highly encouraged to update your contact information. More information about this system can be obtained by visiting CMU's "[Emergency Preparedness](#)" page.



440 Course Outline

1	Jan 12	Syllabus Review, Introductions, Course Overview Team Assignments
	Jan 19	No Class – Martin Luther King Day
2	Jan 26 Public Relations Team: Topic Presentation	<p>TEAM TOPIC Chapter 1: The Strategic Planning of Event Design (Allen) Chapter 2: Preparing the Proposal (Allen) Chapter 3: The Body of the Proposal (Allen) Chapter 5 PROFIT AND LOSS (WILEY)</p> <p><i>Acquire financial techniques necessary for event management success, including budgeting, sponsorship and fund-raising.</i></p>
3	Feb 2 Facilities Team: Topic Presentations	<p>TEAM TOPIC Chapter 4: Management Fees (Allen) Chapter 5: Contractual Negotiations With Suppliers (Allen) Chapter 6: Client Contracts (Allen)</p> <p><i>Comprehend legal and risk management aspects of special events. Marcus Buckingham #1: Improve skills in communication, group work and reflection through experiential learning activities.</i></p>
4	Feb 9 Concierge Team: Topic Presentation	<p>TEAM TOPIC Chapter 1 PRINCIPLES OF DESIGN (WILEY) Chapter 2 DESIGN AND DECORATION PRACTICES (WILEY)</p> <p><i>Marcus Buckingham #2: Improve skills in communication, group work and reflection through experiential learning activities.</i></p>
5	Feb 16	INDEPENDENT WORK SESSIONS (Party Monsters Team Activity) Possible Teleconference from the Middle East
6	Feb 23 Decorations/Setup Team: Topic Presentation	<p>TEAM TOPIC Chapter 3 VENUE (WILEY) Chapter 7: Safety and Security (Allen) Disaster Recovery</p> <p><i>Marcus Buckingham #3: Improve skills in communication, group work and reflection through experiential learning activities.</i></p>
7	Mar 2 Silent Auction Team: Topic Presentation	<p>TEAM TOPIC Chapter 6 BACKDROPS AND PROPS (WILEY) Chapter 7 DECORATING WITH FLOWERS (WILEY) Chapter 8 FABULOUS FABRIC DÉCOR (WILEY) Chapter 9 BALLOONS IN BLOOM (WILEY)</p>

		<i>Marcus Buckingham #4: Improve skills in communication, group work and reflection through experiential learning activities.</i>
8	Mar 16	“Party Monsters” Team Activity
9	Mar 23 Tech Team: Topic Presentation	TEAM TOPIC Chapter 10 THE ART OF LIGHT (WILEY) Chapter 8: Event Planning Technology Tools and Emerging Trends (Allen) Chapter 11 UNIQUE DECORATIVE ELEMENTS (WILEY) <i>Marcus Buckingham #5: Improve skills in communication, group work and reflection through experiential learning activities.</i>
10	Mar 30 Development / Budget Team: Topic Presentation	TEAM TOPIC Chapter 12 NONPROFIT AND CHARITY EVENTS (WILEY) Chapter 13 CORPORATE CELEBRATIONS AND CEREMONIES (WILEY) Chapter 14 MILESTONE AND SOCIAL EVENTS (WILEY) <i>Marcus Buckingham #6: Improve skills in communication, group work and reflection through experiential learning activities.</i>
11	Apr 6 Entertainment: Topic Presentation	TEAM TOPIC Chapter 9: Multicultural and Foreign Event Planning (Allen) Chapter 10: Event and Program Branding (Allen) <i>Have knowledge of the variety of ways to successfully market a special event.</i> <i>Flight #242: Teams in Crisis: Improve skills in communication, group work and reflection through experiential learning activities.</i>
12	April 11	CANTON EVENT <ul style="list-style-type: none"> • <i>Demonstrate the ability to design an event environment.</i> • <i>Learn and demonstrate knowledge of skills of quality event leadership of staff and volunteers.</i> • <i>Evidence knowledge of the catering, stage production, music and entertainment aspects of events.</i> • <i>Demonstrate the attributes and abilities of a successful event manager.</i>
13	April 13	Evaluations, Assessments <i>Develop the skills necessary to produce and evaluate special events.</i>
14	April 20	Career Opportunities, Trends <i>Explore the different facets of career opportunities in the field of event management.</i>

15	April 27	Professional Associations, Networking Opportunities <i>Be familiar with a professional association in the event management field.</i>
16	May 4	PORTFOLIO DUE



TOPIC PRESENTATION TEAM ACTIVITY RUBRIC

	Criteria				Points
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	10
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	10
Graphics / Creativity	Student's graphics explain and reinforce screen text; however presentation is not creative or engaging.	Student's graphics relate to text and presentation but there is little creativity or initiative.	Student occasionally uses graphics that rarely support text and lacks creativity during presentation.	Student uses graphics and shows initiative in the creativity of the presentation, Presentation is engaging to audience.	10
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	10
Eye Contact	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	10
Diction	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	10
Total Points					60