

EDL 281/SOC 289: Event Planning and Leadership

Course Syllabus

(2 credits/graded)

Wednesdays, 1pm-2:50pm

Santa Cruz Room, Student Union Memorial Center

Instructor:

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The Center for Student Involvement & Leadership

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Course Overview:

The Event Planning and Leadership Course is designed to educate students on the variety of aspects involved in large-scale event planning including creating a vision and strategic plan, understanding various marketing strategies, budget management, networking, conference design, and assessment. This course will prepare students to work effectively with teams through shared power and motivation and expose them to a greater understanding of both the structural and interpersonal aspects of leadership through event planning.

Course Objectives:

The Event Planning and Leadership Course offers students an opportunity to apply and reflect on their personal leadership skills and styles through the art of large-scale event planning while preparing for the annual Arizona Collegiate Leadership Conference.

Specific Learning Objectives:

- Students will learn to articulate values, mission, and vision as it applies to event planning.
- Students will understand the structural aspects of event planning including design, operations, and staffing patterns.
- Students will learn about budget management and the financial process of conference planning including sponsorships, revenue generation, and working with fundraising boards.
- Student will understand a variety of marketing strategies including publicity and promotions.
- Students will have the opportunity to maximize and reflect on group work experience.
- Students will develop an expanded awareness of diversity as it applies to large-scale planning including aspects of needs assessments, intentional and inclusive program planning, and accessibility.
- Students will enhance their leadership and organizational skills through working with others and through the overall conference planning process.
- Students will enhance their written and oral communication skills through reflective writing, out-of-class assignments, and class presentations.

Required Course Materials:

- All readings will be available on Ereserves.

Using Ereserves:

1. Go to <http://eres.library.arizona.edu/courseindex.asp>

2. Click on “Course Reserve Pages by Department”
3. Select Family and Consumer Sciences from the drop-down menu
4. Click “View”
5. Click on EDL 281: Event Planning and Leadership-ACLC
6. The password is “leadership”
7. Scroll down through the course readings-they are listed alphabetically by author

Course Format:

This course is very interactive and will require students to take concepts and ideas around elements of event planning and apply them to the planning of the Arizona Collegiate Leadership Conference.

Course Policies:

Attendance

A key learning tool for this class is weekly participation in discussions and exercises. It is important that students attend class, and actively participate in all class discussions, exercises and special outside activities. **There are no excused or unexcused absences. All absences will result in an automatic loss of points from the student’s overall grade.**

- Students arriving late to class will be penalized attendance points relative to how tardy the student is.
- Each absence will result in a loss of points from the point total of the student’s final grade. The first absence, five (5) points will be lost; the second absence five (5) points will be lost; and ten (10) points will be subtracted for the third absence, and twenty (20) points each for any absence that follows.
- Students who are absent are expected to be responsible for materials covered during their absence, and are required to complete and submit course assignments either in person or via e-mail on or before the class time on their due date.
- Students who have class on a religious holiday and need to miss class to observe this holiday may do so if they notify the instructor at least 2 weeks in advance of the absence.
- Absences pre-approved by the UA Dean of Students (or Dean’s designee) will be honored.

Special Needs

Students needing special accommodations or special services should contact the Disability Resource Center (<http://drc.arizona.edu>) and/or the SALT Center (<http://www.salt.arizona.edu>). Students with disabilities who require reasonable accommodations to fully participate in course activities or meet course requirements must register with the Disability Resource Center (DRC). If you qualify for services through DRC, please bring your letter of accommodation to either Corey or Lydia as soon as possible.

Academic Dishonesty

The University of Arizona observes a Code of Academic Integrity, which demands that all material submitted by a student is the student’s own work. This also pertains to a student doing his/her own work on all tests and quizzes. Failure to comply with this code will result in disciplinary sanctions. A complete copy of this code is available from the Office of the Dean of Students or the Committee on Academic Integrity.

Threatening Behavior

Threatening Behavior is prohibited. “Threatening behavior” means any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or

receive it, so long as a reasonable person would interpret the maker's statement, communication, conduct or gesture as a serious expression of intent to physically harm.

Assignments

Assignments are due on the date listed on the syllabus and are due in class during the class session. **Late assignments will be accepted with a 10% point reduction for each day the assignment is late.**

Facilitation Observation Analysis (20 points)

You are to attend a meeting (club/organization or work-related meeting) of your choice to assess the meeting in terms of effective meeting facilitation. Please provide a thorough account describing and evaluating facilitation components such as meeting environment/space, facilitation preparation, organization, inclusivity and empowerment of members, ability to address arising conflict, engaging the disengaged, shared vision, community development, meeting closure, and other observations you may have had. You will need to write a 3-4 page paper discussing the meeting experience and analyzing the meeting facilitation in regard to the above concepts (described further in class). **Due on September 15.**

Event Critique (15 points)

For this assignment, you will need to attend an event of your choice. Your assignment is to analyze the event from both a participant's perspective and an event planner's perspective. What are the observations you have about this event based on both perspectives? What are some strategies that seem effective from an event planner's point of view? How would you assess the success of this event from a participant point of view? **Due on September 29.**

Strategic Plan (20 points)

Each student will create a strategic plan for his/her position or committee. The strategic plan should be typed and presented in a professional format on the due date. Each student will present his or her plan to the committee on the due date and will have 3-5 minutes to do so. The strategic plan needs to address the following areas. **Due October 6.**

- Brief overview of the vision for your position
- Purpose your position or committee serves within the conference structure
- 3 goals for your position/committee
- For each goal, list at least 3 action-oriented initiatives you or your committee will need to do to accomplish that goal
- Timeline for goal completion
- Strategies for effectively and efficiently completing your plan
- Outline of committee/position budget in accordance with goals, initiatives, and strategies

Fundraising Proposal (15 points)

Based on either the vision of the conference in general or based on the vision of your position or committee, determine a need that could be fulfilled by a fundraising initiative. This could include any type of fundraising activity, soliciting donations of either money or goods, or other creative means of generating revenue. For your project, you are to write a 1-2 page proposal that discusses the need you are trying to fundraise for as well as a thorough description of your fundraising idea. **Due October 27.**

Midterm (30 points)

There are two parts to the midterm. First, you will have a fill in the blank and short essay question portion addressing all the components covered in event planning. You will be responsible for all the information covered in class and through class readings.

The second portion includes a case study analysis in which you will be given a case study about an issue that may arise regarding conference planning. This may be related to the conference planning process or the conference administration and coordination itself. You are to analyze it and determine the best way to handle the situation based on what we covered in class. This analysis should be in essay form discussing what the problem(s) are, what the potential solutions are, and how you would go about implementing a solution with a discussion on the risks or disadvantages involved with your solution. Finally, discuss why you approached the situation as you did. Please cite references to literature used, laws, policies, and other information assisting you with this case study. **In class on November 3.**

Assessment Design (20 points)

Based on information given in class, you are to design an assessment for some aspect of your positional responsibilities. You will need to determine first what needs to be measured and why, giving a case statement as to why you chose to measure this area. Then, you will need to select a type of assessment that would be most appropriate to measure what you selected to assess. Finally, you are to design the assessment itself—survey questions, interview questions, statistics to gather, etc. and how you plan to implement the assessment. **Due December 1.**

Fundraising Project and Presentation (30 points)

Using your proposed fundraising idea from earlier in the semester, you are to write a 3-5 page proposal that discusses the need you are trying to fundraise for as well as a thorough description of your fundraising idea directed to an audience that would be a fundraising board. You should research and find out what steps you would need to take to actually perform this fundraising initiative. This includes any university policies specific to your proposal, understanding how your target organization allocates money, and anything specific that is required of your fundraising plan.

If your initiative includes fundraising or sponsorship with a business, you need to identify the actual business and describe how the business in real life allocates funding. If you are working with a grant, you need to identify an actual existing grant and how someone would fill out a grant proposal and details of the grant. You are to provide as much real-life description of the fundraising initiative as possible.

Think of these questions when formulating your written proposal and your presentation:

1. What is the Arizona Collegiate Leadership Conference and what benefits does it offer? Share a case statement of the conference and your compelling story of the significance of it.
2. Why would this leadership conference be more important than other initiatives—meaning, why would a fundraising board want to help this conference over another cause?
3. Why is your proposed fundraising idea the best idea for raising money for the conference?

In addition to writing the proposal, you are to create a 10-minute presentation as if the class were a fundraising board that may adopt your idea as an initiative to raise money for the conference. Each student is to receive a copy of your proposal for the presentation. **Due December 8.**

Point Distribution and Grading Standards

Assignments & Point Values (Total=320 points)

Class Participation/Attendance	150 points
Facilitation Observation Analysis	20 points
Event Critique	15 points
Strategic Plan	20 points
Fundraising Proposal	15 points
Midterm	30 points
Assessment Design	20 points
Fundraising Project	30 points for project, 30 points for presentation

Grade Scale

A	=	306-340
B	=	272-305
C	=	238-271
D	=	204-237
E	=	< 204

Conference Planning

Unit 1: An Introduction to Self and Team Leadership

Week	Date	In-Class
1	August 25	Introduction to Course Personal Leadership Styles
2	September 1	Effective Strategies for Working with Groups <i>Kouzes, J. & Posner, B. Commitment Number 5: Foster Collaboration</i> <i>Dodson, D. The Help: How to Get Others to Help You</i>

Unit 2: Elements of Conference Planning-The Structure

3	September 8	Event Planning and Leadership Education <i>Armstrong, J. Planning Special Events, Chapter 1 (pp. 9-11)</i> <i>Eich, D. Developing a Quality Leadership Retreat or Conference (pp. 6-30 and pp. 61-69)</i>
4	September 15	Mission, Vision and the Theoretical Framework <i>Kouzes, J. & Posner, R. Commitment Number 3: Envision</i> <i>Dodson, D. The Purpose: How to Develop Realistic Objectives</i> <i>Eich, D. Developing a Quality Leadership Retreat or Conference (pp. 30-50)</i> Facilitation Observation Analysis
5	September 22	Strategic Planning & Goal Setting <i>Armstrong, J. Planning Special Events, Chapter 5 (pp. 37-44)</i>
6	September 29	Cost-Benefit Analyses and the Art of Budgeting <i>Dodson, D. The Money: How to Set Registration Fees</i> Event Critique

Unit 3: Elements of Conference Planning-Behind the Scenes

7	October 6	Operations and Environmental Assessment <i>Armstrong, J. Planning Special Events, Chapter 13 (pp. 139-145)</i> <i>Dodson, D. The Registration: How to Sign up your Participants</i> Strategic Plan
8	October 13	Risk Management, Liability, and the Law <i>Armstrong, J. Planning Special Events, Chapter 14 (pp. 151-153)</i>

9	October 20	Fundraising, Sponsorships, and Grant Writing <i>Dodson, D. Resources: How to Get What You Need</i> <i>Schaff, T. & Schaff, D., "Fundraising Planner"-excerpts</i>
10	October 27	Publicity, Promotions, and Marketing Design <i>Armstrong, J. Planning Special Events, Chapter 11 (pp. 115-122)</i> <i>Washko, T., "The Definition of Marketing"</i> Fundraising Proposal
11	November 3	Midterm
12	November 10	Contracts and Negotiation <i>Concert Ideas, Inc., "The Power of the Red Pen"</i> <i>NACA Programmer's Handbook, Purchasing and Contracting Entertainment (pp. 68-72)</i>

Unit 4: Event Planning-Reflection

13	November 17	Designing, Administering, and Interpreting Assessment <i>McNamara, C., "Basic Guide to Program Evaluation"</i> <i>Eich, D. Developing a Quality Leadership Retreat or Conference (pp. 55-56)</i> <i>Dodson, D. The Applause: How to Get Useful and Honest Feedback</i>
14	December 1	Reflection and Renewal <i>Armstrong, Chapter 15, pp. 157-163</i> Assessment Design
15	December 8	Fundraising Presentations