Please attach/submit additional documents as needed to fully complete each section of the form.

I. COURSE INFORMATION

Department: Management and Marketing

Course Title: Introduction to the Entertainment Business

Type of Request: New One-time Only XX Renew* Change Remove

Rationale: This course serves as the foundation for students interested in learning more about the entertainment industry, its impact on society, exploring the business aspects of the entertainment industry, career opportunities, and the trends in social media used in the industry.

*If course has not changed since the last review and is taught by the same tenure-track faculty member, you may skip sections III-V.

II. ENDORSEMENT / APPROVALS

*Instructor: Jerry Furniss
  Phone / Email: 243-2062 jerry.furniss@umontana.edu

Program Chair: Klaus Uhlenbruck

Dean: Larry Gianchetta

*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

III. DESCRIPTION AND PURPOSE

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students’ future lives: See Preamble

**Course Description:** BMGT 101 Introduction to the Entertainment Business is a freshman level 3 credit hour course designed to provide a broad overview of business as a social institution. Given the broad and fundamental nature of the course, it is open to all majors.

This course uses several mediums to achieve the learning goals described below. These mediums range from the traditional use of lecture, readings and data sets to group exercises and highly interactive exchanges with visiting business professionals. Furthermore, the course is structured around three central themes:

- The evolution of business and the theories used to study and advance business.
Course Learning Goals: Given the broad and fundamental nature for BMGT 101, students should achieve the following goals upon successfully completing the course: Given the broad and fundamental nature for BMGT 101, students should achieve the following goals upon successfully completing the course:

- Describe the nature, structure and historical development of basic theories that underpin humans and their social interactions and relationships with business;
- Demonstrate a fundamental knowledge of the language of business;
- Describe basic social science methods for collecting & analyzing data.
- Demonstrate an ability to assess and evaluate conclusions and generalizations based on data.

Course Objectives: BMGT 101 Introduction to the Entertainment Business will introduce students to basic social and economic theories underpinning business; introduce students to the basic processes for data collection and analyses; illustrate how data is used to influence business decisions and practices; allow students to learn in group and individual settings; and, afford students opportunities to engage senior business executives to examine how businesses use theory, data and related findings to make decisions, while also encouraging students to formulate and ask complex questions that demonstrate their ability to engage in critical analyses of business decisions and practices. In short, the primary objective for this course is to introduce students to businesses as both social and global institutions.

IV. CRITERIA

BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE CRITERIA FOR THE GROUP.

1. Systematically study individuals, groups, or social institutions;

BMGT 101 is a freshman level course designed to provide a broad overview of business as a social institution. Accordingly, it examines how businesses interact and react to socioeconomic influences. Students in the course also examine how businesses organize, motivate and lead individuals and groups to achieve both business and social objectives. Early in the course students will be introduced to the language of business and primary theories underpinning the study of business. Later in the course students will return to these theories on several occasions to critically analyze their veracity and application to current business practices. Students will also be systematically exposed to various data collection methods and methods of analysis to help in their critical assessments (this is discussed in more detail below).

2. analyze individuals, groups, or social problems and structures; and/or

During the course students are introduced to theories and related findings on individual, group and social structures (in this case business structures). For instance, students will be exposed to theories of motivation and theories of group development. They will also be given the chance to interact with visiting professionals to examine the extent that these theories are implemented in the workplace. Moreover, students are required to critically analyze current business practices as reported in various media and academic outlets that contrast theory and related findings with ongoing business problems (and often, with larger social implications), practices and decisions.

3. give considerable attention to ways in which conclusions and generalizations are developed and justified as well as the methods of data collection and analysis.

Purpose for research, alternative forms of data collection, and various methods of data analyses are given considerable attention under the structure for the course as outlined in the syllabus. Specifically, students will be exposed to data collection methods, given a brief overview of alternative methods of analyses, and discuss the notions of validity and generalizability. Armed with this knowledge, students will further analyze current business practices and engage visiting professionals about their use of research to make informed business decisions, while also gaining insight to the validity and generalizability of research findings.
V. STUDENT LEARNING GOALS

BRIEFLY EXPLAIN HOW THIS COURSE WILL MEET THE APPLICABLE LEARNING GOALS.

1. Describe the nature, structure, and historical development of human behavior, organizations, social phenomena, and/or relationships;

Students are exposed to the historical development of the language and the theories that underpin the study of business. They examine the significant changes to the nature and structure of businesses as they are influenced by larger socioeconomic factors on local and global scales. Moreover, students will engage visiting professionals with extensive careers to gain a better understanding of how business practices and decision processes have developed over the recent past (1960s forward), both domestically and globally. Students are also exposed to (and critically analyze) readings that capture the historical nature and fluid dynamics for business.

2. use theory in explaining these individual, group, or social phenomena; and/or

Early in the course students are introduced to primary theories underpinning the study of business (e.g., Maslow’s Needs Theory, Expectancy Theory, and various theories of decision-making). Afterwards, students are given several opportunities to analyze the literature (academic and practitioner outlets) to gain a better grasp of the extent theory is used to develop and implement business practices. Additionally, students are afforded several opportunities to engage visiting professionals in rich dialogue to examine the extent these theories are applied in contemporary business settings. Students are also required to research and develop “offer” letters required by the industry to put an event together and to contract with entertainment talent. This requires student to review supply/demand issues, pricing issues, entertainment trends, buying behavior, and social interaction with media related to an event.

3. understand, assess, and evaluate how conclusions and generalizations are justified based on data.

This area is given considerable emphasis because it is a major portion of the later portion of the course after a foundation has been laid in the early portion of the course. Initially, students are informed on how data are collected and analyzed. Next, they are introduced to the notions of validity and generalizability of findings. Then, throughout the course students are exposed to research findings and/or examine business practices that lend support to - or call into question- various aspects of theories that underpin the study of business. As a result of this process, students should come away with a greater understanding for assessing the validity and generalizability of research findings. Students should also come away with an enhanced understanding and appreciation for how businesses use data and related findings to make informed decisions, and the extent that these findings and related decisions are generalizable across business and socioeconomic contexts.

VI. ASSESSMENT

A. HOW ARE THE LEARNING GOALS ABOVE MEASURED? Describe the measurement(s) used, such as a rubric or specific test questions that directly measure the General Education learning goals. Please attach or provide a web link to the rubric, test questions, or other measurements used.

1. 3 Exams: Students must successfully complete 3 exams that cover key terms and concepts related to the historical development of the language and the theories that underpin the study of business. These exams cover the principles of business in the context of entertainment. These exams cover the significant changes to the nature and structure of businesses as they are influenced by society and global influences. Specifically, the exams assess the student’s grasp of the historical
development of the fundamental theories and language that underpin the study of business as well as the student’s understanding of the basic nature and structure of business. They also contain questions that focus on the student’s grasp of the social science methods for collecting and analyzing data; and, on how conclusions and generalizations are drawn from this research. Lastly, these exams assess the student’s understanding for how practitioners use research findings to make decisions that inform business practices.

2. **Critical Analyses of Contemporary Business Practices:** Throughout the semester students are required to write (and be prepared to present or discuss in class) 3 critical analyses based on information presented in the classroom as well as based on relevant handouts or articles designed to deal with current entertainment, business, and social trends, such as the use of social media in the entertainment industry. One critical analysis assignment is the research and development of an offer letter to an artist for an engagement at a selected venue. Students are expected to use their knowledge of fundamental business theories described in class and through outside research (including the use of the program’s access to proprietary databases used by the industry), to develop, write, and be prepared to present these critical analyses of these selected topics. These written assignments will be turned in by specified due dates and will be formatted per the assignment instructions, and graded according to a specified rubric (see below). Students will be prepared to discuss their critical analyses in class. Students will receive feedback and an opportunity to submit a rewrite.

**Critical Analysis Grading Rubric**

Each Critical Analysis is worth 50 points. The 50 points will be divided and graded accordingly to how well you execute the following:

| 30 points | **Content:** This includes staying on topic, answering any questions, providing credible sources and meeting all requirements of critical analysis prompts. |
| 10 points | **Bibliography:** It is important to make sure that all sources are cited correctly in your paper and also in your bibliography. |
| 5 points | **Effort:** This includes making sure it is noticeable that you made an effort to do your best work by reaching the number of pages requested and using the proper format and structure. |
| 5 points | **Spelling and Grammar** |

**Sample Critical Analysis Question:**

**Sample Critical Analysis Assignment**

This is a big time of the year for entertainment. Kick off to the NFL season, college Football, MTV video music awards, Emmys (primetime television awards), Teen Choice Awards, and many more which are all major events that the entire nation is able to witness and participate in thanks to social media (SM). The role of SM as part of and surrounding these events has grown exponentially. For this assignment you are to choose an event and investigate how the event organizers, attendees, pundits, or general public have planned to incorporate SM at the event (or how it was incorporated if you choose an event that has already occurred). You are to source three articles that present some information in this regard and share with us your key findings and personal analysis.

**Here are some questions you can address:** What was/is the type of SM with the largest presence surrounding/at the event? Who was using SM...the fans, the event attendees, the organizers, the pundits? What were the types of uses of
SM (opinions, snickering, photo-bombing, etc.)? What are your views of the rise of SM at such events? Have you utilized SM to respond to these events? Where do you see the role of SM headed? What were some intelligent uses of SM? These are just some questions to get you thinking. You are not required to address each one.

Any findings must be substantiated; general opinions should only be part of your analysis.

This paper must be a minimum of two pages, 12 point font (Times New Roman), double-spaced. Don’t be afraid to go over two pages just be sure to maintain some focus. Please do not turn in rambling thoughts and also give yourself plenty of time to make at least one edit before handing it in.

Use MLA format to source your materials and include a bibliography.

3. Creation of Discussion Questions and Interactions with Visiting Experts: Throughout the semester students will be introduced to 5-8 visiting experts from the entertainment, media, and technology business sectors and will have the opportunity to interact with these business professionals in the classroom. Students are required to do advance research on each visiting professional and prepare three meaningful questions related to the speaker’s background in the industry. These questions are graded based on relevancy to each speaker’s specialty and are required to be grounded in the concepts covered in class. (Students are provided a sample of well thought out questions and poorly designed questions as a guide. This guide is used to assess students’ grasp of the exercise. These instructions are found on the Moodle course page.) The top 20 questions from students are then assembled to be used in class to facilitate the presentation and interactions. Time is left for students to ask questions and interaction is strongly encouraged. This provides students with a rare opportunity to engage speakers in a highly informed dialogue about their business, its practices and how they explicitly and/or implicitly use business theories and data to make informed decisions. Thus, the professionals are not in class to lecture students on business but rather to engage students in a rich dialogue that illustrates the extent that business practitioners rely upon basic theories of business and related research to make informed business decisions. The instructor acts as a facilitator for the discussions, and asks probing questions that link business theory, research and practice. The combination of student questions and the instructor’s questions and responses results in a highly informed and value-added discussion. Major points covered by the visiting professionals are incorporated into the three exams (described in 1 above).

4. Attendance: Attendance is taken in class.

5. Final Grade: Total Available Course Points: 500

   Exams: 50pts x 3 = 150pts
   Critical Analyses: 50pts x 3 = 150pts
   Attendance: 100pts
   Questions for Speakers: 100pts

A General Education Assessment Report will be due on a four-year rotating cycle. You will be notified in advance of the due date. This will serve to fulfill the University’s accreditation requirements to assess general education and will provide an opportunity to connect with your colleagues across campus and share teaching strategies. Items VI.B- D will be helpful in compiling the report.

B. ACHIEVEMENT TARGETS
[This section is optional. Achievement targets can be reported if they have been established.]
Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:
C. ASSESSMENT FINDINGS

[This section is optional. Assessment findings can be reported if they are available.]

What were the results/findings, and what is your interpretation/analysis of the data? (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback can also be reported. Do NOT use course grades or overall scores on a test/essay. The most useful data indicates where students' performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.)

D. ASSESSMENT FEEDBACK

[This section is optional. Assessment feedback can be reported if it is available.]
Given your students’ performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.

VII. SYLLABUS AND SUBMISSION

Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221. The learning goals for the Social Science Group must be included on the syllabus. An electronic copy of the original signed form is acceptable.