

**Stage Management Senior Project**

**THE 4970 (BA) • Section 2B39**

• 1 Credit Hour • McGuire Pavilion

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## Instructor:

Tom Zhang

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## Stage Management Senior Project Outcomes

The Stage Management senior project is an opportunity to further develop the foundation of skills acquired through previous classroom and stage management experiences combined with academic research pursuits. Students will complete a thesis style senior project paper to articulate research. By the end of the project, students will be able to:

- Integrate stage management experience with relevant academic and industry research.
- Construct a logically organized, professional thesis-style paper that communicates ideas effectively.
- Write clearly, professionally, and in a manner appropriate to academic and theatrical audiences.
- Apply critical thinking through observation, analysis, inference, or evaluation, as appropriate to their topic.
- Demonstrate professional process management through timely submission, revision, and effective communication.

## Example of a Previous Senior Project:

Work-Life Balance and Stage Management for *The Divine: A Play for Sarah Bernhardt*

Through this senior project the student implemented/reflected on their process of maintaining healthy work-life balance practices while stage managing a School of Theatre and Dance production. In addition to firsthand experience the student explored published materials on the subject and conducted extensive interviews with professional stage managers. The paper explored and sought remedies to avoid industry wide stage management burnout through work-life balance strategies.

## Required Materials:

- Access to a computer with Microsoft Word
- Computer software with ability to convert documents to PDF files

## College-level Writing Style:

All writing should follow the college-level writing standards as defined by University Writing Studio syllabi. For specific standards, check their rubric on the 3<sup>rd</sup> page of [this document](#).

## MLA Format:

Follow MLA (Modern Language Association) Style Guidelines. The Purdue University's Online Writing Lab (OWL) is a great MLA resource:

<https://owl.english.purdue.edu/owl/resource/747/01/>

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## Sample Senior Project Paper Structure

1. Title Page
  - a. Thesis title (clear, specific)
  - b. Student name
  - c. Degree program (BA Stage Management)
  - d. Institution, department
  - e. Date of submission
  - f. Faculty advisor's name
2. Abstract (150–300 words)
  - a. Concise summary of the thesis Includes purpose, methodology (if applicable), key findings, and implications
  - b. Should be understandable to someone unfamiliar with the specific shows or project
3. Table of Contents (optional)
  - a. List of sections with page numbers
  - b. Include figures, appendices if used
4. Introduction
  - a. Clearly states the research question, topic, or creative problem
  - b. Explains why this topic matters to stage management (e.g., industry relevance, educational insight, or artistic innovation)
  - c. May include personal rationale or connection to the project Brief overview of what will follow
5. Literature Review (may be incorporated into Introduction section)
  - a. Situates the thesis within existing scholarship or professional practices
  - b. Draws from:
    - i. Published books
    - ii. Peer-reviewed journal articles
    - iii. Other instructor-approved sources
6. Methodology or Project Description
  - a. Explain your method (interviews, case studies, textual analysis, etc.)
  - b. Briefly describe the scope of each method, including range of time, number of people interviewed/surveyed and their demographics, number and types of productions that you mention, etc,
7. Discussion/Analysis
  - a. Break down thesis into multiple aspects (usually 2-4 sections)
  - b. Analyze research findings to support each aspect
  - c. Optionally, include obstacles encountered how they shaped the research process
8. Conclusion
  - a. Summarizes key findings
  - b. May include implications for future productions or advice to future stage managers
  - c. Optional: propose areas for future research or inquiry
9. Works Cited (in MLA format)
10. Appendices (if needed)
  - a. Survey results presented in table or graphic format
  - b. Interview transcript or excerpts
  - c. Daily journal entries for autoethnographic reflection
  - d. Paperwork samples for production practices you talk about
  - e. Other appropriate materials relevant to your artciel

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## Grading

This course uses the self-grading method. You'll assign yourself the final grade in discussion with the instructor using the rubric below.

There'll be qualitative feedback given throughout the process. The instructor will also provide grading opinions for the first two drafts of the thesis using the rubric, to help inform what areas need further improvement.

Category	Excellent (A)	Good (B)	Needs work (C)	Unacceptable (D and below)
Structure and Organization (10%)	Clear, logical structure with effective transitions and well-ordered sections	Mostly clear structure with minor issues in flow or transitions	Basic structure is present but some parts are disorganized or unclear	Lacks coherent structure or logical flow
Clarity of Writing (10%)	Writing is consistently clear, concise, specific, and grammatically correct	Generally clear writing with few grammar or clarity issues	Some unclear passages or recurring grammar issues	Frequent grammar or clarity problems hinder understanding
Use of Research (literature & own research) to Support Thesis (25%)	Research is seamlessly integrated and strongly supports the thesis	Research generally supports the thesis with some inconsistencies	Research is present but weakly connected to the thesis	Research is minimal, poorly integrated, or irrelevant
Critical Thinking (25%)	Demonstrates sophisticated engagement with ideas through strong use of critical thinking skills such as observation, analysis, inference, or evaluation, as appropriate to the argument or reflection. Effectively selects and applies the most relevant types of reasoning for the topic.	Demonstrates solid understanding and uses one or more types of critical thinking (e.g., analysis, inference, or evaluation) with reasonable effectiveness. Occasionally misses opportunities for deeper insight or application.	Demonstrates basic understanding but only limited use of critical thinking strategies. Tends to describe rather than analyze; critical reasoning is present but inconsistent or underdeveloped.	Minimal evidence of critical engagement. Largely descriptive with little or no application of reasoning such as analysis, inference, or evaluation.
MLA Formatting and Documentation (10%)	Consistently accurate MLA formatting and citations	Few formatting or citation errors	Several formatting issues but sources are generally cited	Frequent citation errors or missing references
Process and Professionalism (20%)	Met deadlines, revised effectively, and communicated proactively	Generally responsible with minor lapses in deadlines or revision	Some issues with timeliness, revision, or communication	Major delays, poor communication, or minimal revision

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The final course grade is based on the following percentages. Student work for this course must achieve a “B” or above.

A	94-100%	B-	80-83%	D+	67-69%
A-	90-93%	C+	77-79%	D	64-66%
B+	87-89%	C	74-76%	D-	60-63%
B	84-86%	C-	70-73%	E	0-59%

Information on UF grading policies for assigning grade points can be found:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## Paper Deadlines:

To be arranged in collaboration with faculty advisor:

Schedule a meeting with advisor to review syllabus and establish paper deadlines

- Topic/problem statement and proposed thesis
- Three (3) literature samples with statement of their purposes
- Research methods with specifications
- Complete outline and abstract draft
- First draft due to advisor with full list of cited works
- Second draft due to advisor
- Final Paper due to advisor

## Honors Thesis for consideration of high or highest honors:

Note that the Honors Thesis and Senior Project are different papers/research questions. While students may use some information from THE 4970 BA Senior Project to support an Honors Thesis, the papers for Senior project and Honors Thesis are to be distinct and unique documents. The Honors Thesis is a research paper that situates the topic within the humanities and/or critical theory. See the SoTD student handbook for further details.