

Thea-1013 *Introduction to Theater*



Instructor Contact Information

Please use Canvas messages to contact me. During the work week, you can expect my response with 24 hours. On weekends and holidays, it may take longer.

Course Description

Introduction to Theatre is a dynamic introductory course surveying the institution of theatre and its creation, including the history of theatre, dramatic structure, play texts, and the various roles in theatre production. This includes the playwright, actor, director, producer, dramaturg, design areas, production and house staff, crew, and publicity. Students in majors-only sections may approach units with an emphasis on the student's eventual career path and professional skills, while non-major sections will complete the same units with assignments that focus on theatre appreciation. All sections (majors or non-majors) are designated as Writing Enriched and therefore playwriting will receive specific attention, as each student will write and then rewrite a ten page play. Students will also be required to read three plays and write three reviews of UVU mainstage productions. Both online and face-to-face sections use lectures/readings, play texts, live theatre attendance, individual projects, and group projects.

This is a General Education course (GE).

It fulfills the Fine Arts Requirement (FF).

It also has the Writing Enriched designation (WE).

This course is required in the core for all Theatre degrees.

Course Outcomes

Upon successful completion of this course, students will be able to:

- Articulate the major components of the theatre art form.

- Participate in some of the essential areas of theatre, including acting, design, writing, and play analysis
- Critically evaluate theatre as a commercial product
- Describe periods of theatre history
- Write a knowledgeable analysis of theatre presentation and dramatic structures

Prerequisites and Needed Skills

Course Prerequisites: N/A

Materials, Fees and Technology Tools

All required materials for this course are provided within the modules.

Documents, videos, and other materials included in this course are cited where applicable, and some are included under Fair Use and TEACH Act guidelines.

How This Course Works

Course Mode:

Asynchronous - This course will all be contained in Canvas.

Description of how course works:

Canvas is where course content, grades, and communications will reside for this course.

- This course is a series of sequential modules that you should move through in order. You can work ahead if you wish, but make sure you circle back to respond to discussions once they have enough posts. There are deadlines for assignments and discussions to help you pace the course over the semester and keep discussions happening at the same time.
- I encourage you to review all of a lesson's work at the beginning of a week, so you can allocate the amount of time you think you'll need to meet deadlines.

For this **three (3) credit-hour** course students should expect to spend up to **9+ hours a week** completing course activities.

Student Responsibilities:

- *Start class the first week of the term.*
- ***Be accountable by setting aside regular time each week to complete course activities and assignments on time as noted per the due dates.***

- *Learn how to use Canvas including communication tools (e.g. discussion, Canvas inbox, etc.). Learn how to use Microsoft Teams to hold video/voice meetings, post chats, and retrieve files. If you have technology-related problems contact the [Service Desk](#).*
- *Abide by ethical standards. Your work must be your own.*
- *Contact your instructor as early as possible if an emergency arises. Do NOT wait until the last minute to ask for an extension.*

Instructor Responsibilities:

- *Respond to messages within ONE business day. If multiple messages are received regarding the same question or concern, they may be responded to with an announcement to the entire class.*
- *Provide timely, meaningful and constructive feedback on assignments.*
- *Facilitate an effective learning experience.*
- *Refer students to appropriate services for issues that are non-course content specific. For instance, technical issue, writing labs, accessibility services, etc.*
- *Mentor students through the course.*

Grading and Late Work Statement

Grading Scale:

The following grading standards will be used in this class:

Grade	Percent
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79

C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	0-59

Assignment Categories

Activity	Points
Assignments	230 points
Discussions	120 points
Quizzes	65 points
Exam	50 points

Late Work Statement:

Late work is accepted, however, because the course must be done in sequence I encourage you to stay as close as you can to the deadlines. Late work will have points deducted by day, maxing out at half the assignment's value (ie even very late work won't earn less than 50% if the work is good). It's always worth it to turn the work in!

Assignment and Assessment Descriptions

Assignments:

- "Theatre Experience Paper" (20 points)
- "Original Scene" (20 points)
- Performance Paper 1: Directing Focus (30 points)
- "The Experience of a Musical" (20 points)
- Performance Analysis Paper 2 (30 points)
- Audience Expectation Paper (20 points)
- "Performance Analysis Revision" (20 points)
- "Ticket Price Activity" (20 points)
- Culminating Final Project (50 points)

Discussions:

- "Three Examples of Theatre" (10 points)
- "Universality and Pertinence" (10 points)
- "A Playwright's Approach" (10 points)
- "Responding to New Work" (10 points)
- "Good Acting" (10 points)
- "Directorial Concept" (10 points)
- "A Storytelling Song" (10 points)
- "A costume that speaks volumes" (10 points)
- "Analyzing Design" (10 points)
- "Theatre Criticism and Production Dramaturgy" (10 points)
- "Theatre for Young Audiences" (10 points)
- "Thinking Like a Producer" (10 points)

Discussions will be opportunities to explore topics together. Posts to the discussion should add significantly to the conversation and support your point of view. *Comments that do not add significantly to a discussion will receive **no credit**.* It is okay to disagree in a discussion. In fact much learning happens when we disagree. However we need to be respectful and keep our online classroom a safe place to learn.

Posts and responses to your peers are both due by the discussion's due date.

Assessments:

- Module 1 Quiz (5 points)
- Module 2 Quiz (5 points)
- Module 3 Quiz (5 points)
- Module 4 Quiz (5 points)
- Module 5 Quiz (5 points)

- Module 6 quiz (5 points)
- Module 7 Quiz (5 points)
- Module 8 Quiz (5 points)
- Module 9 Quiz (5 points)
- Module 10 quiz (5 points)
- Module 11 quiz (5 points)
- Module 12 quiz (5 points)
- Module 13 Quiz (5 points)
- Cumulative Final Exam (50 points)

All quizzes and exams are administered through Canvas.

Course Schedule

Module	Reading or Viewing	Assignments & Discussions
1: What Makes Theatre Unique?	<ul style="list-style-type: none"> • Read: Reading 1 from <i>Theatrical Worlds</i> • Watch: "Why I do Theatre" 	<ul style="list-style-type: none"> • Discuss: "Three Examples of Theatre" • Submit: "Theatre Experience Paper" • Complete: Module 1 Quiz
2: The Origins of Theatre	<ul style="list-style-type: none"> • Watch: "Origins of Greek Drama" • Watch: "Shakespeare's Tragedies" • Read: one play from list 	<ul style="list-style-type: none"> • Discuss: "Universality and Pertinence" • Complete: Module 2 Quiz
3: Script Analysis & Playwriting	<ul style="list-style-type: none"> • Read: Reading 2 from <i>Theatrical Worlds</i> • Activity: Script Structure 	<ul style="list-style-type: none"> • Discuss: "A Playwright's Approach" • Complete: Module 3 Quiz

4: Playwriting & New Play Dramaturgy	<ul style="list-style-type: none"> · Read: “Playwriting for Dummies” · Read: Scene from <i>SLAB</i> 	<ul style="list-style-type: none"> · Discuss: “Responding to New Work” · Submit: “Original Scene” · Complete: Module 4 Quiz
5: Performing	<ul style="list-style-type: none"> · Read: Acting Reading from <i>Theatrical Worlds</i> · Watch: one acting coach video 	<ul style="list-style-type: none"> · Discuss: “What is Good Acting?” · Complete: Module 5 Quiz
6: Directing	<ul style="list-style-type: none"> · Read: Reading 3 from <i>Theatrical Worlds</i> · Watch: Director interview 	<ul style="list-style-type: none"> · Discuss: “Directorial Concept” · Submit: “Performance Paper 1” · Complete: Module 6 Quiz
	Fall	Break
7: Directing, Music Direction, & Choreography	<ul style="list-style-type: none"> · Watch: “Broadway Musicals” 	<ul style="list-style-type: none"> · Discuss: “A Storytelling Song” · Submit: “The Experience of a Musical · Complete: Module 7 Quiz

8: Design Part 1 - Costuming	<ul style="list-style-type: none"> Read: Costume Design reading from <i>Theatrical Worlds</i> 	<ul style="list-style-type: none"> Discuss: "A costume that speaks volumes" Complete: Module 8 Quiz
9: Design Part 2 – Set & Lights	<ul style="list-style-type: none"> Read: Set Design reading from <i>Theatrical Worlds</i> Read: Lighting Design reading from <i>Theatrical Worlds</i> Watch: "Stage Build Time Lapse" 	<ul style="list-style-type: none"> Discuss: "Analyzing Design" Submit: "Performance Analysis Paper 2" Complete: Module 9 Quiz
10: Audience Experience	<ul style="list-style-type: none"> Read: "Playing the Role Well" Watch: "The Arts Festival Revolution" 	<ul style="list-style-type: none"> Submit: "Audience Expectation Paper" Complete: Module 10 Quiz
11: Theatre Criticism & Production Dramaturgy	<ul style="list-style-type: none"> Read: "The Basics of Criticism" Read: "What Does a Dramaturg Do?" Read: one play from list 	<ul style="list-style-type: none"> Discuss: "Criticism and New Play Dramaturgy" Complete: Module 11 Quiz
	Thanksgiving	Break

12: Theatre for Young Audiences	<ul style="list-style-type: none"> · Read: "Theatre for Young Audiences" · Read: Why Do Kids Need Theatre?" 	<ul style="list-style-type: none"> · Discuss: "Theatre for Young Audiences" · Submit: "Performance Analysis Revision" · Complete: Module 12 Quiz
13: Theatre Administration and Producing	<ul style="list-style-type: none"> · Read: "Is the ticket price right?" · Read: "15 Tips on Setting Up a Theatre Company" 	<ul style="list-style-type: none"> · Submit: "Ticket Price Activity" · Discuss: "Thinking Like a Producer" · Complete: Module 13 Quiz
14: Culminating Project		<ul style="list-style-type: none"> · Submit: "Culminating Final Project" · Complete: "Cumulative Final Exam"

[Include a course schedule for the semester. Link to [Course Schedule Canvas page.](#)]

UVU Policies and Resources

[Policies and Procedures](#)

[Student Success Resources](#)

[Accessibility Services](#)

- Students needing accommodations due to a disability including temporary and pregnancy accommodations may contact the UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in LC 312.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers should contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in LC 312.

Academic Integrity

- At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.
- Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.
- Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

- Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Generative AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Religious Accommodation

- UVU values and acknowledges a wide range of faiths and religions as part of our student body, and as such provides accommodations for students. Religious belief includes the student's faith or conscience as well as the student's participation in an organized activity conducted under the auspices of the student's religious tradition or religious organization. The accommodations include reasonable student absences from scheduled examinations or academic requirements if they create an undue hardship for sincerely held religious beliefs. For this to occur, the student must provide a written notice to the instructor of the course for which the student seeks said accommodation prior to the event.
- The UVU campus has [a place for meditation, prayer, reflection, or other forms of individual religious expression](#) as is described on their website.

Technology Support Services

For 24/7 technical support contact [Instructure's Canvas Support Live Chat](#)

(385) 204-4930 (Available 24/7)
