



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring

Year: 2025

Course Prefix: THEA

Course and Section #: 1013 001

Course Title: Introduction to Theatre

Credits: 3

Course Description

Surveys the institution of theatre and its creation, including the history of theatre, dramatic structure, play texts, and various roles in theatre production, including playwright, actor, director, producer, dramaturg, designer, production staff, house staff, technical crew, and publicist. Incorporates lectures, readings, play texts, live theatre attendance, individual projects, and group projects. Focuses on career paths and professional skills in majors-only sections. Focuses on appreciation of theatre through understanding its components in non-majors and Concurrent Enrollment sections. Emphasizes playwriting, as a writing-enriched course. Requires students to write and rewrite a ten-minute play.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Charisse Baxter

Student Learning Outcomes

1	Articulate the major components of the theatre art form.
2	Participate in some of the essential areas of theatre, including acting, design, writing, and play analysis.
3	Critically evaluate theatre as a commercial product.
4	Describe periods of theatre history
5	Write a knowledgeable analysis of theatre presentation and dramatic structures.

Course Materials and Texts

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

Course Requirements

Course Assignments, Assessments, and Grading Policy

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

Assignments: • Weekly read/watch & respond (5-10 points each) • Original Scene (30 points) • Performance Response Paper 1: Directing Focus (30 points) • Performance Response Paper 2: Design Focus (30 points) • Audience Expectation Response (15 points) • Performance Paper Analysis & Revision (20 points) • Exam Review Questions (15 points) • Culminating Final Project (50 points) **Discussions:** • "Three Examples of Theatre" (10 points) • "Universality and Pertinence" (10 points) • "Effective Acting" (10 points) • "Directorial Concept" (10 points) • "Costumes that Speak Volumes" (15 points) • "Analyzing Design" (15 points) • "A Dramaturg's Job" (10 points) • "Theatre for Young Audiences" (10 points) • "Build a Theatre Company" (15 points) Discussions will be opportunities to explore topics together. In-class group discussions will be held for most modules, and your discussion response assignments should be based on the ideas developed there. It is okay to disagree in a discussion. In fact, much learning happens when we disagree. We need to be respectful of all perspectives and keep our classroom and discussion groups brave places to learn and work out questions as a community. **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 (3 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) • Cumulative Final Exam (50 points) All quizzes and exams are administered through Canvas.

Required or Recommended Reading Assignments

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General Description of the Subject Matter of Each Lecture or Discussion

Module	Reading or Viewing	Assignments & Discussions	Due Dates
1: What Makes Theatre Unique?	· Read: Reading 1 from <i>Theatrical Worlds</i> · Watch: "Why I do Theatre"	· Discuss: "Three Examples of Theatre" · Complete: Module 1 Quiz	Discussion response: due Friday, Jan. 10 Quiz 1: due Friday, Jan. 10

2: The Origins of Theatre	Watch: “Origins of Greek Drama” Watch: “Shakespeare’s Tragedies” · Read: one play from list · Watch: one play from list	Discuss: “Universality and Pertinence” Complete: Module 2 Quiz · Bonus: Iliad!	Discussion response: due Friday, Jan. 24 Quiz 2: due Friday, Jan. 24
3: Script Analysis & Playwriting	Read: Reading 2 from <i>Theatrical Worlds</i> Read: “Playwriting for Dummies” Activity: Script Structure	Submit: Original Scene Complete: Module 3 Quiz	Quiz 3: due Friday, Jan. 31 Original Scene: due Monday, Feb. 3
4: Performing	Read: Acting reading from <i>Theatrical Worlds</i> Watch: Acting coach video	Discuss: “What is Good Acting?” Complete: Module 4 Quiz	Discussion response: due Friday, Feb. 7 Quiz 4: due Friday, Feb. 7
5: Directing	Read: Reading 3 from <i>Theatrical Worlds</i> Watch: Director video Watch: <i>Jane Eyre</i> OR <i>Small Island</i>	Discuss: “Directorial Concept” Submit: Performance Paper 1 Complete: Module 5 Quiz	Discussion response: due Friday, Feb. 14 Quiz 5: due Friday, Feb. 14 Performance Paper 1: due Monday, Feb. 24

6: Musical Theatre	· Watch: “Broadway Musicals”	· Complete: Module 6 Quiz	Quiz 6: due Friday, Feb. 21
7: Design Part 1 - Costuming	Read: Costume Design reading from <i>Theatrical Worlds</i> Watch: Costuming SIX the Musical	Discuss: “Costumes that Speak Volumes” Complete: Module 7 Quiz	Discussion response: due Friday, Feb. 28 Quiz 7: due Friday, Feb. 28
8: Design Part 2 – Set & Lights (& Sound!)	Read: Set Design reading from <i>Theatrical Worlds</i> Read: Lighting Design reading from <i>Theatrical Worlds</i> Watch: “Stage Build Time Lapse”	Discuss: “Analyzing Design” Submit: Performance Paper 2 Complete: Module 8 Quiz	Discussion response: due Friday, Mar. 7 Quiz 8: due Friday, Mar. 7 Performance Paper 2: due Monday, Mar. 17
S P R I N G	B R E A K	March 10-14	No classes
9: Dramaturgy	Read: “What Does a Dramaturg Do?” Read: one play from list	Discuss: “A Dramaturg's Job” Complete: Module 9 Quiz	Discussion response: due Friday, Mar. 21 Quiz 9: due Friday, Mar. 21

<p>10: Audience Experience & Theatre Criticism</p>	<p>Read: “Playing the Role Well” Read: “The Basics of Criticism” Watch: “The Arts Festival Revolution”</p>	<p>Start review for Final Exam Submit: Audience Expectation Response Submit: Performance Paper Analysis & Revision Complete: Module 10 Quiz</p>	<p>Quiz 10: due Friday, Mar. 28 Audience Expectation Response: due Friday, Mar. 28 Performance Paper Analysis & Revision: due Friday, Apr. 4</p>
<p>11: Theatre for Young Audiences</p>	<p>Read: “Theatre for Young Audiences” Read: Why Do Kids Need Theatre?” Watch: TYA performance (Drama Online)</p>	<p>Discuss: “Theatre for Young Audiences” Complete: Module 11 Quiz</p>	<p>Discussion response: due Friday, Apr. 4 Quiz 11: due Friday, Apr. 4</p>
<p>12: Theatre Administration & Producing</p>	<p>Read: “Is the ticket price right?” Read: “15 Tips on Setting Up a Theatre Company”</p>	<p>Discuss: “Build a Theatre Company” (in-class assignment) Complete: Module 12 Quiz</p>	<p>Discussion response: due Friday, Apr. 11 Quiz 12: due Friday, Apr. 11</p>
<p>Culminating Project</p>	<p>· GroupMe performance observation & analysis (April 16)</p>	<p>· Complete: “Cumulative Final Exam”</p>	<p>Final exam (25 questions): Apr. 21-22 Final Project: due Friday, Apr. 25</p>

	· Review, take final exam (April 21)	· Submit: “Culminating Final Project”	
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Required Course Syllabus Statements

Generative AI

An important component of this course is connecting to Theatre and the ideas about human experience it communicates through your own critical thinking. Processing, writing, and responding creatively to topics presented in class and the readings (as well as live performance) are skills that must be developed individually. AI tools can be useful in an academic setting, and they cannot replace the work that should be accomplished by the student. AI programs may be used on this course for generating writing prompts/brainstorming, initial research, creating outlines to help organize your thoughts, and checking grammar and style. These programs may not be used to fully or even mostly complete any assignment, reading response, or paper required by this class. Reasons for this restriction include: plagiarism, failure to use accurate citations, failure to generate original/honest thoughts and responses, and failure to create personal perspectives and develop needed critical thinking and writing skills.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers’ immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

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

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can 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 BA 112.

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.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.