



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 #: 1713 001

Course Title: Script & Text Analysis I

Credits: 3

Course Description

This course introduces students to structural, connotative, and practical script analysis through lecture, discussion, reading, writing, and activities. You will develop a toolbox of skills that help to approach and analyze play texts and visual texts in various contexts. You will also discover your preferred method for approaching a play, in a directorial and analytical sense, as well as preparedness to answer questions about the play's construction and meaning.

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: Dr. Lisa Hall

Student Learning Outcomes

1. Articulate the evolution of dramatic structure in play texts of various time periods.
 2. Analyze a play from both directorial and analytical viewpoints.
 3. Explicate a play's structure and theme.
 4. Apply these foundational skills into the practice of theatre as actors, directors, designers, or dramaturgs.
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Course Materials and Texts

1. *Backwards and Forwards* by David Ball
2. *Mary Shelley* by Edmundson
3. *Frankenstein* by Dear
4. *Doubt* by John Patrick Shanley
5. *Dead Man's Cell Phone* by Sarah Ruhl
6. *Curious Incident* by Stephens

7. *Fairview* by Drury
 8. Other plays, handouts/readings available on Canvas or online
 9. Department productions: *The Whole Story* and *Little Women*
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Course Requirements

Course Assignments, Assessments, and Grading Policy

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

- Course delivery is face to face.
- Below, you'll find a schedule that indicates lecture days, exams, online discussions, and other readings and written assignments.
- All readings will be available on Canvas.
- All assignments are explained within the modules

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

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

Required or Recommended Reading Assignments

Click here to enter text.

General Description of the Subject Matter of Each Lecture or Discussion

Date	Due by class meeting	Topics/Activities
Jan: M 6		Introduction to Course
W 8	Ball 3-6	Linear and Dimensional Structure
M 13	Ball 19-24, 39-44	Stasis and Intrusion
W 15	Mary Shelley	Play Discussion
M 20	NO CLASS	
W 22	Ball 25-31	Rising Action and Climax
M 27	Curious Incident	Play Discussion
W 29	Ball 9-18	Closing Stasis and Backwards Method
Feb: M 3		Read Dead Man's Cell Phone in class
W 5		Read Dead Man's Cell Phone in class
M 10		Film Structure
W 12	Frankenstein	Play Discussion
M 17	NO CLASS	
W 19	Ball 35-36, 45-59	Theatricality and Forwards
M 24		Planet and Tarot methods

W 26		Lovesong, watch in class
Mar: M 3		Lovesong, watch in class
W 5	Exam online, no in-person meeting	Midterm Exam taken on Canva:
M 10	NO CLASS	SPRING BREAK
W 12	NO CLASS	SPRING BREAK
M 17	Ball 68-78	Image, Language, and Theme
W 19		Character Analysis
M 24		Genre/Plot/Trope
W 26	Fairview	Play Discussion
M 31	Theory reading	Theory discussion
Apr: W 2	Doubt	Play Discussion
M 7		Watch musical in class
W 9		Watch musical in class

M 14 Introduce final project, in-class work time

W 16 Presentations

M 21 Presentations

Monday, April 28 Exam online, no in-person meeting **Final Exam taken on Canvas**

Required Course Syllabus Statements

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.

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.