



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 X01

Course Title: Script & Text Analysis I

Credits: 3

Course Description

Introduces students to the analysis of story-based texts across a range of media. Focuses on the application of narrative and semiotic theory to dramatic literature from various periods in theatre history. Involves lecture, discussion, script and text analysis, film viewing, and live production attendance.

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

Course Materials and Texts

Ball, David. *Backwards & Forwards: A Technical Manual For Reading Plays*. Chicago: Southern Illinois University Press, 1983

Course Requirements

Course Assignments, Assessments, and Grading Policy

In this course, you will be expected to read the assigned textbook pages; read assigned plays and commentary; watch the mini-lectures and other videos, and complete the discussions and other activities. Links to the textbook and other reading materials are provided in Canvas.

Each module contains a reading assignment, a reading quiz, a short mini-lecture and activities that will assess and demonstrate your understanding of the course concepts. You will be asked to post your opinions and insights in order to discuss course concepts with your classmates.

For each reading quiz, you will be given 10 minutes to complete the questions. You must complete the reading quizzes in order to access the lectures and assignments for the modules. For the midterm and final exams, you will be given 90 minutes to complete two of the three essay questions. You will also complete a final presentation project, which is due the final week of class. Instructions for the final presentation project are found at the beginning of the course to help you prepare, complete and submit the presentation in a timely manner.

Reading Quizzes (9 @ 5 points each)	45 points
Exams (Midterm & Final, 50 points each)	100 points
Written Assignments (4 @ 30 points each)	120 points
New Method Project	50 points
Activities & Discussions (13 @ various points)	180 points
TOTAL	495 points

94-100 A
90-93 A-
86-89 B+
83-85 B
80-82 B-
76-79 C+
72-75 C
69-71 C-
66-68 D+
62-64 D
60-61 D-
0-60 F

Required or Recommended Reading Assignments

See below

General Description of the Subject Matter of Each Lecture or Discussion

Lesson	Reading, Viewing, & Quizzes	Activity/Assignment 1	Activity/Assignment 2
Lesson 1 - Subjectivity in Analysis & Two	• Reading: Ball 3-6 • Lecture Video	“Why do I hate this?”/ 20 points	Voting activity/ 5 points

Foundational Methods			
Lesson 2 - Foundations of Play Analysis: Aristotle & Freytag	Reading: Aristotle & Freytag excerpts Lecture Video Quiz 1/ 5 points	Posting activity/ 5 points	Written Assignment 1/ 30 points
Lesson 3 - Structure I: Stasis & Intrusion	· Reading: Ball 19-24 and 39-44 · Lecture video · Quiz 2/ 5 points	“I should totally write a play”/ 20 points	
Lesson 4 - Structure II: Major Dramatic Question(s)	Reading: <i>The Curious Incident of the Dog in the Night-Time</i> Lecture video *Quiz 3/ 5 points	Discussion/ 15 points	
Lesson 5 – Structure III: Rising Action, Climax, & Closing Stasis	· Reading: <i>A Doll’s House</i> · Lecture video · Quiz 4/ 5 points	“Dramatic Conflict Equation”/ 15 points	
Lesson 6 – Techniques I: Backwards Method & Film Structure	· Reading: Ball 9-18, <i>Hamlet</i> · Lecture video · Quiz 5/ 5 points	“A Picture’s Worth a Thousand Words, part 1”/ 15 points	
Lesson 7 – Techniques II: Planet Method & Tarot Method	Reading: “Visit to a Small Planet” and “Tarot Method” Lecture video Quiz 6/ 5 points	“A Picture’s Worth a Thousand Words, part 2”/ 15 points	Written Assignment 2/ 30 points
Lesson 8 – Connotative Analysis I: Theatricality, Forwards, & Imagery	* Reading: Ball 35-36, 45-59, 68-75 · Lecture video · Midterm Exam/ 50 points	“Take my Breath Away”/15 points	
Lesson 9 – Connotative Analysis II: Language, Character, & Theme	Reading: Ball 60-67 and 75-78, <i>Saint Joan</i> Lecture video Quiz 7/ 5 points	Discussion/ 10 points	Written Assignment 3/ 30 points

Lesson 10 – Analyzing with Theory	<ul style="list-style-type: none"> • Reading: Theory article • Viewing: <i>Doubt</i> the film • Lecture video • Quiz 8/ 5 points 	Discussion/ 15 points	
Lesson 11 – Analyzing Musicals	* Lecture video	Discussion/ 10 points	Written Assignment 4/ 30 points
Lesson 12 – Analyzing through Tropes	<ul style="list-style-type: none"> • Reading: <i>By The Bog of Cats</i> • Lecture video • Quiz 9/ 5 points 	“That Seems Familiar”/ 20 points	
Lesson 13 – Creating New Methods of Analysis	* Final Exam/ 50 points	New Method Project/ 50 points	

Required Course Syllabus Statements

Generative AI

AI Statement

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. *AI statement from Hilary Hungerford. Adapted from Temple University statement on AI in classes*

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.