UVU UTAH VALLEY UNIVERSITY™

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 #:** 2741 002
Course Title: Scriptwriting for the Stage   **Credits:** 3

Course Description

Introduces students to storytelling for the stage. Focuses on writing short scripts using classic play structure. Emphasizes the structuring of stories, creating engaging characters, and communicating ideas in the process of developing an individual voice. Extensive writing required.

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: Janine Knighton

Student Learning Outcomes

1	Incorporate dramatic structure in the scriptwriting process.
2	Use correct formatting in the creation of stage scripts.
3	Integrate cohesive themes into creative writing.
4	Create a plot outline for, write, and polish a 10-minute play script.
5	Employ dialogue and personality characteristics to create intriguing, interesting characters.

Course Materials and Texts

The Elements of Playwriting by Louis E. Caltron ISBN: 978-1478635970
Trifles by Susan Glaspell (available on Canvas)
All other readings available on Canvas
Two (2) Notebooks (explained in class)

Course Requirements

Course Assignments, Assessments, and Grading Policy
Assignments
This is a writing class. And there will be a lot of writing….
It is your responsibility to read the instructions for each assignment carefully. Someassignments will require more time than others – please plan accordingly.
If you have questions, please ask **before the night it is due.** Unless otherwise indicated, all coursework is due to Canvas by the start of class.
Remember: As this is a 3 credit course, you should expect to dedicate around 6-9 hours *per week*towards your homework assignments.
Daily Writing Prompts (7 points per prompt)
Syllabus Quiz (25 points)
Freewriting Notebook (30 points per entry)
Inspiration Notebook (25 points per entry)
Reading Responses (10 points per response)
This I Believe Manifesto (50 points)
Read and Respond to Example Play Scripts (50 points)
My 10 Most Significant Experiences & A Significantly Significant Experience (100 points)
MadLib Premises (40 points)
10 Story Premises (20 points)
Armature, 7 Crucial Moments, and Step Outline (60 points)
Stage Directions (20 points)
Character Descriptions (30 points)
Main Character Questionnaire (40 points)
Script Draft #1 (100 points)
Draft Responses (7 points per response)
In-Class Assignment (25 points)
Whole Story Response (50 points)
SAST response (50 points)
Script Draft #2 (150 points)

Grading Scale:
The following grading standards will be used in this class:
A 93.6–100 % B- 80–83.5 D+ 66.6–69.9
A- 90–93.5 C+ 76.6–79.9 D 63.6–66.5
B+ 86.6–89.9 C 73.6–76.5 D- 60–63.5
B 83.6–86.5 C- 70–73.5 E below 60

Required or Recommended Reading Assignments
See below

General Description of the Subject Matter of Each Lecture or Discussion

Date	Topics	Assignments

T Jan 7	Class intro How to Give and Receive Feedback	
Th Jan 9	What Makes a Playwright	Reading: Chapter 1 **Due:** **Reading Response #1 Syllabus Quiz**
T Jan 14	What Makes a Playwright	**Due:** **"This I Believe" Manifesto**
Th Jan 16	What Makes a Play	Reading: Chapter 2 3 example play scripts **Due:** **Reading Response #2** **Read and Respond to Example Play scripts**
T Jan 21	What Makes a Play	**Due:** **Freewriting Notebook #1**

Th Jan 23	Ideas	Reading: Chapter 4 **Due:** **Reading Response #3**
T Jan 28	Ideas	Reading: Rabiger: *You and the Creative Process* **Due:** **Reading Response #4** **Freewriting Notebook #2**
Th Jan 30	Armature	Read: *Trifles* **Due:** **"My 10 Most Significant Experiences" & "A Significantly Significant Experience"**
T Feb 4	Story	Reading: Chapter 5 **Due:** **Reading Response #5** **Freewriting Notebook #3** **Inspiration Notebook #1**

Th Feb 6	Story	Due: Mad Lib Premises
T Feb 11	CATCH UP DAY (JSK AT CONFERENCE)	NO CLASS
Th Feb 13	Story	Due: 10 Story Premises Freewriting Notebook #4 Inspiration Notebook #2

T Feb 18	Read and Respond to Outlines	Due: Armature, 7 Crucial Moments, and Step Outline
Th Feb 20	Playwriting Software	If possible, bring laptop with Final Draft installed (or have a partner with a laptop)
T Feb 25	Stage Directions	Due: Stage Directions
Th Feb 27	Character	Reading: Chapter 6 **Due:** **Reading Response #6**

T Mar 4	Character	Reading: Edelstein: *The Writer's Guide to Character Traits* **Due:** **Reading Response #7 Character Descriptions** **Main Character Questionnaire**
Th Mar 6	Writing Day	
T Mar 11	**SPRING BREAK**	**NO CLASS**
Th Mar 13	**SPRING BREAK**	**NO CLASS**
T Mar 18	Read and Respond to Draft #1	**Due:** **Draft Response**
Th Mar 20	Read and Respond to Draft #1	**Due:** **Draft Response**
T Mar 25	Read and Respond to Draft #1	**Due:** **Draft Response**

Th Mar 27	Read and Respond to Draft #1	**Due:** **Draft Response**
T Apr 1	Read and Respond to Draft #1	**Due:** **Draft Response**
T Apr 3	Rewriting	Reading: Chapter 8 **Due:** **Reading Response #8**
T Apr 8	Dialogue	
Th Apr 10	Dialogue	Reading: Chapter 7 **Due:** **Reading Response #9 Eavesdropping**
T Apr 15	Dialogue	

Th Apr 17	Rewriting 2	
T Apr 22	Raising the Stakes	
T Apr 29	**FINAL EXAM**	**Due:** **Draft #2** **Must be turned in online by the end of the final exam time (2:50pm)** **Be Ye Warned: CANVAS WILL CLOSE AT PRECISELY at 2:50pm**

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.