



Master Course Syllabus

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

Semester: Spring

Course Prefix: THEA

Course Title: Improv II Team

Year: 2025

Course and Section #: 311R

Credits: 2

Course Description

This course is designed to give you experience in performing Improv – both Short and Long Form. We will rehearse in class and performance times TBD.

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: Jake Suazo

Student Learning Outcomes

- Students will learn Short and Long Form Improv Forms.
 - Students will gain self confidence in all areas of performance by regular Improv performance.
 - All Students will perform from 3–5 performances including a midterm and a final performance..
 - Students will gain confidence and knowledge that will serve them in auditioning and interviewing.
 - Students will have a greater understanding of their worth and ability to contribute to the arts and to the world.
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Course Materials and Texts

None

Course Requirements

Course Assignments, Assessments, and Grading Policy

JOURNALS: Transformation is about self reflection 225pt

Every Monday before class there will be a three paragraph reflection on any insights, epiphanies and or thoughts about your experiences in class. Be frank, introspective and candid. You can write as much as you like but it must be at least 3 paragraphs.

MIDTERM PAPER: A culmination of the work so far 50pt

Use your journals and write a two page paper on everything you've learned and experienced up till now.

FINAL PAPER: All the work 100pt

All class journal entries, Midterm paper and Final performance experience should be referenced for a 4 page paper, detailing what you've learned in this class about Improv and about yourself.

IMPROV BASICS: Introduction to Improv and understanding the body

Understanding the Seven Guiding Principles in Improv: Through games and warmups, gain an understanding of the seven guiding principles of, Full Physical Engagement, Connection to Partner, Acting in Earnest, Engaging and embracing the Irrational and Unreasonable, Being Positively Charged, Surrendering to the Momentum and Taking Your Time.

Defining Simple Terms: Becoming familiar with the terminology and concepts used in The Improv world as well as in this class.

Release Work: Finding an open, active and relaxed performance body.

Group Movement: Finding group impulse and shape flow.

Warmups: An introduction to common short form warm ups. Working on group participation, sharing group energy and building group dynamic and momentum.

IMPROV WORKSHOPS: Exploring Comfort and Discomfort Workshops 125pt

Lebon Workshop: Finding your authentic and superficial Conflict Styles.

Door work: Enter and maintain an effort.

Warm Up: This is a pen.

Irrational Workshop: Exploring comfort and discomfort through irrational behavior.

Door Work: Blert

Warm Up: Sound to Word to Phrase

Impulse Workshop: Exploring comfort and discomfort with finding the natural end of the impulse.

Truth Telling Exercise

Chair exercise.

Warm Up. That reminds me of...

Emotion Workshop: Exploring comfort and discomfort with a full range of emotions through irrational Behavior.

Door Work: Enter with Emotion

Warm Up: Right Now I Feel

Action Workshop: Exploring comfort and discomfort by exploring a relationship with physicalizing different verbs.

Gesture First Scene

IMPROV SCENE WORK: Discovering the Scene.

Scene Work Basics: Gaining an understanding of how to create dramatic scenes and stories. Creating tangible imaginary spaces, dynamic characters and compelling partnerships and scenarios. Finding the who, the where, what's happening in the scene and how to find a level of completeness in a short form scene.

Scene types: An introduction to the various scene based games that are common to short-form improv. Emotional Entrance and Exit, Argument Scene, Non Sequitur Scene, Emotional Shape Scene, Coming from an Event etc...

Dramatic Improv Scenes: The Argument, Emotional Basement, Grievances, You are the most important person in my life right now because...etc.

Editing Scene Work: How to create interesting scene transitions and tangible imaginary spaces through mime and space work.

Improv Jam: A further exploration of how to create dramatic scenes and stories. dynamic characters and compelling partnerships and scenarios by learning physical and verbal editing techniques. Tapping, swiping, split screen, flashback etc.

Follow the Leaver: Creating dynamic and tangible imaginary spaces.

The Armando: An introduction and class workshop of long-form improv The Armando. improv monologues.

Audience and Show Stimulus: Audience suggestions. Discovering themes, threads and games within games.

Required or Recommended Reading Assignments

None

General Description of the Subject Matter of Each Lecture or Discussion

MW: Rehearse

F: Improv Performance

Weekly Journals 225pt

February 3 Lebon Workshop 25pt

February 10 Irrational Workshop 25pt

February 24 Impulse Workshop 25pt

February 28 Midterm Performance 50pt

March 5 Midterm Paper 50pt

March 17 Emotion Workshop 25pt

March 24 Action Workshop 25pt

April 18 Final Performance 100pt

April 25 Final Paper 100pt

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.