



## Master Course Syllabus

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

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**Semester:** Spring

**Year:** 2025

**Course Prefix:** THEA

**Course and Section #:** 3152 001

**Course Title:** Acting for Musical Theatre II

**Credits:** 3

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### ***Course Description***

Further develops and refines the performer's abilities as a singer, dancer, and actor. Links trends in musical theatre with past and present artistic choices. Explores design aspects of musical theatre and thematic integration of acting, singing, and dancing. Includes lecture, discussion, film, rehearsal, and performance.

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### ***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.*

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### ***Instructor Information***

**Instructor Name:** Erin Wilson

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### ***Student Learning Outcomes***

1	Create an effective stage character.
2	Apply the associative formulas and traditions of musical theatre.
3	Integrate choices in regards to story development, design, and thematic integration into a performance.
4	Incorporate feedback from a musical theatre director in portraying a role through song.

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### ***Course Materials and Texts***

None

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### ***Course Requirements***

## **Course Assignments, Assessments, and Grading Policy**

### **Assignments:**

#### ***Performance Assignments***

1. *Musicalized Scene* - Take a scene from a straight show and add a song to replace 1/3 of the dialogue
2. *Golden Age Scene* - A scene assigned from the cannon of Golden Age material 1943-1959.
3. *Modern Scene* - A scene assigned from the cannon of Modern material 1960-2000.
4. *Contemporary Scene* - A scene from current musical theater 2000-2020. This will be student choice.

#### **Preview**

A graded performance for the class that is memorized, blocked, well-rehearsed with the beginning of formed and contextualized characters. Both members of the partnership should read the entire libretto and know plot, rising action and full character arc. This work should be memorized, contextualized and flexible so that we can WORK it.

#### **Graded Performance**

Each scene will have a final presentation where you will present your scene with all the work and notes you received incorporated. This will be graded on preparation, progress and the success and believability of the scene.

#### **Research Project**

This semester we will be looking at composers/directors/writers/performers that have made a major impact on Musical Theatre from 1996- present. Each of you will research a musical of your choice written by one of these composers/directors/writers/performers. You will write a two-page paper on the composers/directors/writers/performers and the story of the work. You should also be prepared to give a brief (five to seven minutes) presentation to the class, visuals are very welcome in your presentation.

#### **Sunday in the Park Viewing**

As each of you will be doing a scene from Sunday in the Park with George, I am asking that you watch it. I have uploaded it into canvas. There is a short prompt in the assignment that will ask you insightful questions I need you to answer.

#### **History Response**

During the semester we will watch some short videos that will help you contextualize the historical context of Musical Theater. After each of these videos you will write a short response that will be graded. Each worth 75 points.

#### **Professionalism**

At the end of the semester the instructor will give you a grade of professionalism. This grade will account for, being on time, being actively engaged in class or participating in class, kindness to peers and instructor, etc.

#### **Assessments:**

**-You will prepare 2 min of material. Details will be coming in a email from the BFA area coordinator.**

-There will be a final exam for this course that will include your contemporary material.

#### **Assignment Categories**

##### **Activity Points**

Previews 150 Points

Performances 400 Points

Research

Presentation

100 Points  
 Sunday Viewing 25 Points  
 History responses 225 Points  
 Professionalism 100 Points  
**TOTAL Points 1000 Points**

**Grading Scale:**

The following grading standards will be used in this class:

**[Can be Percent or Points]**

**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**

See below

**General Description of the Subject Matter of Each Lecture or Discussion**

<b>CLASS SCHEDULE: ACTING FOR MUSICAL THEATER II THEA 3152</b>					
<b>Week</b>	<b>Day</b>	<b>Date</b>	<b>In-Class Lecture/Activities</b>	<b>Advance Reading</b>	<b>Due Today</b>
1	Tues	Jan 7	Welcome		
	Thurs	Jan 9	Workday (see schedule)		
2	Tues	Jan 14	Workday (see schedule)		
	Thurs	Jan 16	Musicalized scene performance		
3	Tues	Jan 21	Introduction of Golden Age	Golden Age scene assigned	History 1 response Due
	Thurs	Jan 23	Workday (see schedule)		
4	Tues	Jan 28	Workday (see schedule)		
	Thurs	Jan 30	Golden Age preview		
5	Tues	Feb 4	Golden Age preview		
	Thurs	Feb 6	Golden Age preview		
6	Tues	Feb 11	Golden Age FINAL		
	Thurs	Feb 13	Golden Age FINAL		

7	Tues	Feb 18	Introduction of Modern	Modern scene assigned	History 2 Response Due
	Thurs	Feb 20	Workday (see schedule)		Sunday in the Park viewing due!
8	Tues	Feb 25	Workday (see schedule)		
	Thurs	Feb 27	Workday (see schedule)		
9	Tues	Mar 4	Modern Preview		
	Thurs	Mar 6	Modern Preview		
10	Tues	Mar 11	<b>SPRING BREAK</b>		
	Thurs	Mar 13			
11	Tues	Mar 18	Modern Preview		
	Thurs	Mar 20	Modern FINAL		
12	Tues	Mar 25	Modern FINAL/Research		
	Thurs	Mar 27	Presentation		
13	Tues	Apr 1	Choose Contemporary piece		
	Thurs	Apr 3	Research Presentation		Research presentations due!
14	Tues	Apr 8	Introduction of Contemporary		History 3 Response Due
	Thurs	Apr 10	Workday (see Schedule)		
15	Tues	Apr 15	Contemporary Preview		
	Thurs	Apr 17	Contemporary Preview		
16	Tues	Apr 29	<b>FINAL EXAM: Tuesday Apr 29 9am-10:50am Contemporary FINAL and Class wrap up discussion</b>		

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## *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](mailto: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](mailto: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](#).

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### **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](mailto:TitleIX@uvu.edu) – 800 W University Pkwy, Orem, 84058, Suite BA 203.

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### **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](mailto: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.