

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 #: 3155 001

Course Title: Dance for Musical Theatre II

Credits: 3

Course Description

Continues the study of musical theatre choreography. Emphasizes practical application involving a blending of various styles of dance into the creation of practical character and story-based movement.

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: Jennifer Delac

Student Learning Outcomes

1	Identify current musical theatre choreography.
2	Explain the characteristic style of historically renowned choreographers.
3	Choreograph original musical theatre performance pieces.
4	Perform contemporary musical theatre choreography.

Course Materials and Texts

Required

- Dance appropriate clothing you can move in, including shoes: All students should have some kind of **flat dance shoe** (jazz shoes recommended)
- Clothing should not be sheer/see through and should not have a fixed waist band (ie. No jeans or pants that restrict movement)
- Sneakers/Tennis Shoes – may be worn for certain combinations

- Notebook/journal and something to take notes with
 - Something to record video with (phone, tablet, camera, etc.)
 - Video editing software of choice (free through the University)
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Course Requirements

Course Assignments, Assessments, and Grading Policy

There will be no formal exams for this course, but students will be assessed on preparation, participation, and reflection. The first half of class will consist of a warm up that will include some strengthening/conditioning and technique both across the floor and at center. The second half of class will focus on the stylings of a musical theatre dance with typically the learning of a combination. We will spend 2 days on most combinations in order to give you the opportunity to really dive into the application of style and storytelling.

Participation: With this being a highly physical course, you will be primarily graded on your participation. You are expected to be present and bring your training as an actor to the work we do throughout the course. Please come to this work with an open mind. You will not be graded on your dance experience but your willingness to engage, participate, and grow.

*While attendance is crucial to your success in this class, in an effort to make space for the days that might be more difficult to bring your full presence to, you will have the option upon sign in to choose a color for the day (green = I'm fully ready to participate and receive corrections/feedback, yellow = I'm present and open to some feedback, red = I'm having a really tough day but I have physically showed up and would like minimum interaction)

Learn/Present Online Combo: It's become more important with a move to digital auditions for performers to be able to watch a video of a dance, learn it, and be able to perform it, all while bringing their own sense of style and movement to the choreography. Students will be asked to submit a few choices of choreography they want to learn and then the instructor will decide on a piece that will be appropriately challenging for the individual student. Students will then learn the piece and present it to the class on a designated day.

Choreography Notation: Being able to take choreography notes while working on a show or doing multiple shows in a season is really helpful tool for learning and remembering choreography. We will learn a few methods for choreography notation and will practice with **three** different choreography notation assignments that build in complexity.

Dance Reel (FINAL PROJECT): Students will learn how to share and promote their dance ability/movement skills. Students will record combinations (both across the floor and center) to utilize clips of various styles. In combination with video clips students already have from performances or other classes, students will work to edit together a 1-2 minute video dance reel. This project will involve a few different assignments including researching dance reels, a first draft, and a final draft that incorporates instructor and peer feedback.

Grading

Assignment Category Weight

Participation 60%

Learn Online Choreography Project 10%

Choreography Notation (3x - 5% each) 15%

Dance Reel (FINAL) 15%

Grading Scale

Letter Grade Percentage

A 94%
A- 90%
B+ 86%
B 83%
B- 80%
C+ 76%
C 73%
C- 70%
D+ 66%
D 63%
D- 60%
F < 60%

Required or Recommended Reading Assignments

None

General Description of the Subject Matter of Each Lecture or Discussion

*Please note that this Course Syllabus is subject to change. Students are responsible for abiding by such changes. *

Week One 1/6 & 1/8

Monday – Intro to the class, go over expectations & begin learning class warmup

Wednesday – Combo #1, go over Goals assignment

Week Two 1/13 & 1/15

Monday – Combo #1, Goals for semester due

Wednesday – Combo #2, Basics of Dance Reels (intro dance reel assignment)

*This day might be an online class due to a large University event.

Week Three 1/20 & 1/22

Monday – NO CLASS, MLK Day

Wednesday – Combo #2, Dance Reel exploration assignment due

Week Four 1/27 & 1/29

Monday – Combo #3, Basics of Choreography Notation

Wednesday – Combo #3

Week Five 2/3 & 2/5

Monday – Combo #4, Notation due for Across the Floor Combo

Wednesday – Combo #4

Week Six 2/10 & 2/12

Monday – Combo #5, Online combo choices due!

Wednesday – Combo #5

Week Seven 2/17 & 2/19

Monday – NO CLASS, PRESIDENT'S DAY

Wednesday – Combo #6

Week Eight 2/24 & 2/26

Monday – Combo #6, Notation due for part of Combo #5

Wednesday - Combo #7

Week Nine 3/3 & 3/5

Monday – Combo #7, Dance Reel check in

Wednesday – TBD Day (possible in class filming day for across the floor combos)

Week Ten 3/10 & 3/14, NO CLASSES

SPRINK BREAK

Week Eleven 3/17 & 3/19

Monday – Online Choreography Presentations Due (half class)

Wednesday – Online Choreography Presentations Due (half class)

Week Twelve 3/24 & 3/26

Monday – Combo #8

Wednesday – Combo #8

Week Thirteen 3/31 & 4/2

Monday – Combo #9, Notation due for part of Combo #8

Wednesday – Combo #9

Week Fourteen 4/7 & 4/9

Monday – Combo #10, Dance Reel check in (watch ½ in class and give feedback)

Wednesday – Combo #10, Dance Reel check in (watch ½ in class and give feedback)

Week Fifteen 4/14 & 4/16

Monday – Combo #11

Wednesday – Combo #11

Week Sixteen 4/21

Monday – TBD

Finals Week

Present/share Dance Reels & Post Mortem on class

SRI's due!

(Monday, April 28th, 9am-10:50am)

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.