



# SYLLABUS FOR MUSICAL THEATER

**Credits 3**  
**THE1800-01-CL Musical Theater**  
**Fall 2022**

Instructor: Jessica López-Barkl, Associate Professor of Theater and Speech, Theater  
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Instructor Email: [jbarkl@sunysullivan.edu](mailto:jbarkl@sunysullivan.edu)  
Office Hours: M/W/F 5-6 PM or by appointment via Zoom  
Course Format: Campus Learning, In-person  
Meeting Times/Location: Mondays/Wednesdays 3:45-5:05 PM/ Seelig Theatre, E113  
Course Start Date: 9/7/22  
Course End Date: 12/16/22  
Last Day to Withdraw: 11/15/22 by 5 PM

## COURSE DESCRIPTION

Students identify audition material and analyze solo, duet, and group dance numbers. The class focuses on understanding aspects of the performer: singing, acting and dancing. Students deconstruct the history and cultural significance of musical theater, especially through textual analysis.

## LEARNING OBJECTIVES

General Education Learning Outcomes 8 THE ARTS

Students will demonstrate:

1. Understanding of at least one principal form of artistic expression and the creative process inherent therein.

Upon completing this course, students will:

- Acquire knowledge of the history and development of the American musical
- Discover the importance of the American Musical as a form of musical theater
- Gain a better knowledge of the evolution and development of the American art form in relation to the historical and sociological context of America
- Analyze several examples of the American musical
- Compare the styles of various composers, lyricists, and choreographers

## CO/PREREQUISITES

None.

## COURSE MATERIALS

Not required:

Textbooks referred to and other materials:

- Barranger, Milly S. THEATRE A WAY OF SEEING. 2006.
- Kenrick, John. MUSICAL THEATER A HISTORY. 2008.
- Access to a computer and the internet.
- Appropriate examples of what to wear for class/rehearsal: t-shirts, sweats, dance wear, running shorts, dance shoes, tennis shoes, hair tied back. Unsafe/inappropriate to wear: Clothes that don't fit or cover you well, high heels, skirts, dressy clothes, flip flops, hats, clunky shoes, boots, tight or ripped jeans, dangly jewelry, piercings that inhibit speech or free movement, baseball caps.

## TECHNOLOGY REQUIREMENTS

[Brightspace](#) (Digital Learning Environment) is where your course materials can be located.

Pulse – Mobile access to your Brightspace Classes. Download from your phone's Play or App Store. Choose the app from SUNY.

Brightspace Help – contact [ssinacore@sunysullivan.edu](mailto:ssinacore@sunysullivan.edu) or go to E006 for in-person help.

Campus Tech Support Phone: 845-434-5750 extension 4457

Campus Tech Support Email: [ithelpdesk@sunysullivan.edu](mailto:ithelpdesk@sunysullivan.edu)

## ACCESSIBILITY AND ACCOMMODATIONS

SUNY Sullivan values equity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or achievement, please notify the instructor as soon as possible. Students with disabilities are also welcome to contact [Lynn Leibowitz-Whitehead](#) (845-434-5750 ext 4328 or [l Leibowitz-whitehead@sunysullivan.edu](mailto:l Leibowitz-whitehead@sunysullivan.edu)) within The Department of Learning and Student Development to discuss a range of options to removing barriers in the course, including accommodations.

## REGULAR AND SUBSTANTIVE INTERACTION

As your instructor, I plan to interact and engage with you regularly throughout the term to support your learning. I will provide direct instruction related to the course's learning objectives, respond to your questions, grade and/or provide feedback on your submitted coursework, post regular announcements, and engage in the course discussion areas regarding academic course content when appropriate.

## COURSE EXPECTATIONS

### PARTICIPATION EXPECTATIONS

#### • DISCUSSIONS

- You will need to respond with college-level spelling and grammar. If you cite something, be sure to use MLA. (There is a tutorial available if you do not know how to cite...).

#### • JOURNALS

- Journal entries happen at the beginning and the ending of every class; they count for your attendance and participation. You will need to respond with college-level spelling and grammar. Please turn on Grammarly on your computer and your phone to help you be successful – these are a part of your discussion grade.
- Journals are due for every module; you must respond with college-level spelling and grammar. Turn on Grammarly on your phone and computer to help you be successful. You need to write about one thing you learned, one thing you can use in your theater career, and one thing you have questions about or you would like more information.

## • ASSIGNMENTS/PROJECTS

Assignments: There is one Syllabus/Professor Student Contract to be read/signed. There are nine 16-bar audition songs, 15 Top of Class Journal Entries, 15 End of Class Journal Entries, and 15 Weekly Journals.

Projects: You will perform a musical revue that you will design with your classmate. You will need to choose three songs to revisit from your 16-bar audition songs one from the semester's work and one from the marginalized musical theater lectures that will have a text analysis, dramaturgy, and character analysis attached to them. You will be responsible for a technical element. This musical revue will be performed in class for your final exam.

## • READINGS/LECTURES

There are always readings/videos in every module to expand your understanding of the work we are doing in class. It is not mandatory to view all of the videos, but the Prezis for each module will help you grow in this work and help with your weekly audition entries and your weekly quizzes.

## • QUIZZES/TESTS/ASSESSMENTS

- Nine quizzes have all of their answers in their respective Prezi.
- You will have one Line Pop Quiz, which will be you saying the lyrics to all three of your final exam songs. You will want them to be word-perfect.
- Your final exam is your Final Project: You will perform a musical revue that you will design with your classmate. You will need to choose three songs to revisit from your 16-bar audition songs at least two from the semester's work and one from the marginalized musical theater lectures that will have a text analysis, dramaturgy, and character analysis attached to them. You will be responsible for a technical element. This musical revue will be performed in class for your final exam.

## PARTICIPATION EXPECTATIONS

- Expectations for Journal assignments are located in the Journal section.
- Expectations for the Final Exam are in the rubric located in Brightspace.
- In regards to what you can expect from me as an instructor: You can expect that I will always utilize my one rule (The Golden Rule) to treat you as you would like to be treated, so...I will always attempt to have everything graded and commented upon within 2-3 days of its posting. I hated not knowing my grade or how I did for weeks on end, so...you won't receive that kind of treatment from me. I will always attempt to respond to any emails or questions within 24 hours of receiving them.

## FEEDBACK AND SUGGESTIONS

There is a Questions section in the Content area of the Learning Management System. Please create a thread for any questions you may have about the class. No question is a dumb question, and your fellow students may have the same one but are too afraid to ask.

## EVALUATION AND GRADING SCALE

1. 9 Audition grades (10 Points each)

90pts.

2. Character Analysis	25pts.
3. 1 Dramaturgy Project	50pts.
4. 9 Quizzes (10 Points each)	90pts.
5. Syllabus/Professor-Student Contract	10pts.
6. Participation Points (5 points through journal)	150pts.
7. Line Pop Quiz	40pts.
8. Technical Element for Production	30pts.
9. Musical Revue Presentation/Participation	100pts.
10. 3 Easy-As-Pie Text Analysis for Musical Revue	50pts.
11. 15 Weekly Journals	150pts
12. Final Exam	100pts.

## GRADING SCALE:

### Grade, Grade Points, & Numerical Equivalent

Grade	Grade Point	Numerical Equivalent
A	4	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2	73-76
C-	1.67	70-72
D+	1.33	67-69

D	1	63-66
D-	0.67	60-62
F	0	0-59

## COURSE SCHEDULE

### Musical Theater Due Dates:

- September 11, 2022: Read/Sign the Professor-Student Contract AND Syllabus; Module 1 Journal;
- September 12, 2022: 16-bars of an operetta song performed in class or pre-recorded to watch in class
- September 18, 2022: Module 2 Weekly Journal and Operetta/Musical Revues/Great Depression Quiz.
- September 25, 2022: Module 3 Weekly Journal
- September 26, 2022: Depression-Era 16-bar song performed in class or pre-recorded to watch in class
- October 2, 2020: Module 4 Weekly Journal, Rodgers and Hammerstein Quiz
- October 3, 2022: Rodgers and Hammerstein 16-bar song performed in class or pre-recorded to watch in class
- October 9, 2022: Module 5 Weekly Journal, Golden Age Era Quiz
- October 10, 2022: Golden Age Era 16-bar song performed in class or pre-recorded to watch in class.
- October 16, 2020: Module 6 Weekly Journal, Changes in the 1960s and 1970s Quiz.
- October 17, 2022: Changes in the 1960s and 1970s 16-bar song performed in class or pre-recorded to watch in class.
- October 23, 2022: Module 7 Weekly Journal, Elements of Musical Theater Quiz.
- October 24, 2022: Elements of Musical Theater 16-bar song performed in class or pre-recorded to watch in class.
- October 30, 2022: Module 8 Weekly Journal, Megamusical Quiz.
- October 31, 2022: Megamusical 16-bar song performed in class or pre-recorded to watch in class.
- November 6, 2022: Module 9 Weekly Journal and the Last 25 Years Quiz.
- November 7, 2022: The Last 25 Years 16-bar song performed in class or pre-recorded to watch in class.
- November 13, 2022: Module 10 Weekly Journal.
- November 20, 2022: Module 11 Weekly Journal.
- November 21, 2022: Line Pop Quiz for your two songs in your final in class.
- November 27, 2022: Dramaturgy Project, Character Analysis, Easy-As-Pie Text Analysis due in class, and Module 12 Weekly Journal.
- December 4, 2020: Module 13 Weekly Journal
- December 11, 2022: Module 14 Weekly Journal.
- December 18, 2022: Turn in a self-taped version of your final two songs (one from the semester's work and one from the marginalized musical theater lectures) with the technical elements asked for by the teams into the assignment link.
- December 21, 2022: Final Exam/Presentation and Module 15 Weekly Journal due by 5 PM.

## COURSE POLICIES

### LATE WORK/MAKE-UP POLICY

No late work is accepted.

### ONLINE ATTENDANCE POLICY

For online/remote learning classes, we assume that you will be checking in at least three times for each module (3 contact hours – class time and otherwise) in addition to at least 3 hours of work at home for the

speeches or research. This will be obvious in the discussion forums. If you only check in at the beginning of the module, then you will have a hard time catching up. Check-in by 9:30 AM on the first day of the module, check again a couple more days, and then the time during the last hours of the module.

The SUNY rules state that you need to complete an assignment in the module or email the instructor to be counted as "present" in the occurring module.

## NETIQUETTE

Please use this link to help you understand netiquette: <https://www.rasmussen.edu/student-experience/college-life/netiquette-guidelines-every-online-student-needs-to-know/>

## ADDITIONAL COURSE POLICIES AND PROCEDURES

## ACADEMIC INTEGRITY POLICY

Found on the college website at <https://sunysullivan.edu/academic-policies/>

## BASIC NEEDS STATEMENT

To learn effectively you must have basic security: a roof over your head, a safe place to sleep, enough food to eat. If you're having trouble with any of those things, please contact the Dean of Student Development Services at [dean@sunysullivan.edu](mailto:dean@sunysullivan.edu), or me. Together we can work to make sure those needs are met.

## NAMES & PRONOUNS

This institution recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. You are invited to share how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). I will do my best to address and refer to all students accordingly, and will support you in doing so as well. In this classroom, we will respect and refer to people using the names and personal pronouns that they share.