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| <br><b>FLORIDA ATLANTIC UNIVERSITY</b>   | <b>NEW COURSE PROPOSAL</b><br><b>Undergraduate Programs</b>   |   | UUPC Approval _____<br>UFS Approval _____<br>SCNS Submittal _____<br>Confirmed _____<br>Banner Posted _____<br>Catalog _____ |  |
|   | <b>Department</b><br><br><b>College</b><br><i>(To obtain a course number, contact <a href="mailto:erudolph@fau.edu">erudolph@fau.edu</a>)</i> |   |  |  |
| <b>Prefix</b><br><br><b>Number</b>  | <i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i><br><br><b>Lab Code</b>  | <b>Type of Course</b>   | <b>Course Title</b>  |  |
| <b>Credits</b> <i>(See <a href="#">Definition of a Credit Hour</a>)</i>   | <b>Grading</b> <i>(Select One Option)</i><br><br><b>Regular</b><br><br><b>Sat/UnSat</b>   | <b>Course Description</b> <i>(Syllabus must be attached; see <a href="#">Template</a> and <a href="#">Guidelines</a>)</i>   |  |  |
| <b>Effective Date</b> <i>(TERM &amp; YEAR)</i>  |   |   |  |  |
| <b>Prerequisites, with minimum grade*</b>   |   | <b>Corequisites</b>   | <b>Registration Controls</b> <i>(Major, College, Level)</i>  |  |
| <b>*Default minimum passing grade is D-. Prereqs., Coreqs. &amp; Reg. Controls are enforced for all sections of course</b>  |   |   |  |  |
| <b>WAC/Gordon Rule Course</b><br><br>Yes                      No<br><br>WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See <a href="#">WAC Guidelines</a> .  |   | <b>Intellectual Foundations Program (General Education) Requirement</b> <i>(Select One Option)</i><br><br>General Education criteria must be indicated in the syllabus and approval attached to the proposal. See <a href="#">Intellectual Foundations Guidelines</a> . |  |  |
| <b>Minimum qualifications to teach course</b>   |   |   |  |  |
| <b>Faculty Contact/Email/Phone</b>  |   | <b>List/Attach comments from departments affected by new course</b>   |  |  |
| <b>Approved by</b><br>Department Chair _____ <i>Thomas M. Smith</i><br>College Curriculum Chair _____ <i>Robin Larson</i><br>College Dean _____<br>UUPC Chair _____<br>Undergraduate Studies Dean _____<br>UFS President _____<br>Provost _____ |   |   | <b>Date</b><br>1-9-26<br>01/16/2026<br>1/16/2026<br>_____<br>_____<br>_____  |  |

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.

The banner features a tropical scene with palm trees against a blue sky. A red and blue wavy line runs across the bottom. On the left, there is a logo of an owl with red and blue feathers.

## TPP 3551 Musical Theatre Dance Styles

2 credits

Fall 2026

Prof. TBA

Office: TBA

Office hours: TBA

Classroom: TBA

Dates & Times: TBA

Telephone: TBA

Email: TBA

### Course Description

This course is designed to dive into Musical Theatre Dance from three different thresholds. A variety of dance combinations will introduce students to various musical theatre choreographers and dance styles. Included will be historical contexts that impacted various shows and styles. Also threaded through all of this instruction will be the application of acting principles to dance, which more musical theatre choreographers have been incorporating into the way they choreograph – using dance to illuminate character and further the story.

### Instructional Method

This course is offered In-Person with no remote option for this course.

Dance combinations, classroom exercises, readings, discussions, and performances will be utilized to promote deep and expansive growth in the acting of various dance styles. In addition, the students will be encouraged to reflect on their own acting processes and personal growth as actor/dancers.

### Prerequisites/Corequisites

3 semesters of dance technique classes

### Course Objectives/Student Learning Outcomes

- Students will be able to identify, define, and explain essential acting concepts and elements as they apply to dance performance.
- Students will be able to create a character platform from which to make dynamic choices with a variety of dance styles and combinations.
- Students will be exposed to styles from a variety of time periods and choreographers through the performance of various combinations from a variety of musicals.

# Course Evaluation Method

## Grading Rubric:

|                    |   |
|--------------------|---|
| <b>A</b><br>90-100 | <b>Quality of work:</b> always turns in outstanding work that goes beyond the requirements. Sets a standard which can be used as a mark for other students to aspire to.<br><b>Deadlines:</b> all work in on time.<br><b>Attendance:</b> meets all classes as outlined in the Attendance Policy<br><b>Attitude:</b> does not necessarily work for grade alone but for what is to be gained from each learning experience. Shows distinct awareness of the interrelationship between this class and other studies. |
| <b>B</b><br>80-89  | <b>Quality of work:</b> turns in consistently good work, but knowledge and skills are not fully developed<br><b>Deadlines:</b> all work in on time.<br><b>Attendance:</b> meets all classes or accounts for absences as outlined in the Attendance Policy.<br><b>Attitude:</b> inquisitive and attentive to learning process.   |
| <b>C</b><br>70-79  | <b>Quality of work:</b> average level of competence; describes the ability and performance of the majority of students who are neither above nor below the average.<br><b>Deadlines:</b> usually turns work in on time.<br><b>Attendance:</b> maintains minimum requirements for class attendance.<br><b>Attitude:</b> tendency to be phlegmatic in terms of interest and level of performance.   |
| <b>D</b><br>65-69  | <b>Quality of work:</b> consistently below average<br><b>Deadlines:</b> seldom meets deadlines.<br><b>Attendance:</b> consistently poor attendance and unexplained absences.<br><b>Attitude:</b> unconcerned.   |
| <b>F</b>           | <b>Quality of work:</b> very poor work<br><b>Deadlines:</b> does not meet deadlines.<br><b>Attendance:</b> habitually poor attendance; unexplained absences.<br><b>Attitude:</b> Hostile or impervious to the learning process; apathetic.  |

## Evaluations:

### Class Participation (25%)

Students are expected to arrive on time to class and participate accordingly.

See “Attendance Policy” for more details.

### Midterm – (20%)

At the midterm there will be a performance exam (3 contrasting combos) that will cover a range of the materials learned in the course up to that point. This is a cumulative class. Understanding the information that is offered early in the semester will be vital for success in the course, as the material builds upon itself.

### Attendance – (25%)

Written homework may be assigned in any given class period to further explore the concepts lectured in class.

**The Final – (30%)** For the final there will be a performance exam - 5 contrasting combos learned in the class that embody 5 different characters, covering a range of the materials learned in the course.

## Note

**\*PLEASE READ\***: Since Theatre requires the use of mind, voice, and body, there might be situations that require a certain amount of physical contact between you and the Instructor and other students. If this presents a problem for you, please see the Instructor immediately to assess your chances for success in this course. Always Ask permission before touching (until clear parameters have been agreed upon in the case of working with a partner).

## Course Grading Scale

- A (100-94) 4.00- excellent work, consistently dynamic A- 3.75
- A- (93-90) 3.75
- B+ (89-87) 3.25
- B (86-84) 3.00- good work, but not consistently dynamic
- B- (83-80) 2.75
- C+ (79-77) 2.25
- C (76-74) 2.00- average work, meeting minimum requirements
- \*C- (73-70) 1.75- results in departmental probation
- \*D (69-60) 1.00- results in departmental probation
- \*F (<60) 0.00- results in departmental probation

\*(& Below)

## Attendance Policy

*Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absences. Each unexcused absence will lower your participation grade by 10 points. Each tardy or lack of positive contribution may lower your participation grade by 5 points.*

## **Policy on Makeup Tests, Late Work, and Incompletes (if applicable)**

Two unexcused absences will result in an automatic “F” in any course meeting once per week. Each subsequent absence will lower your final grade by one letter grade. Five absences will result in automatic failure. Three tardies equals one absence. If you arrive to class after roll is taken, it is your responsibility to check in at the end of class to make sure your attendance is recorded. See University policies in the FAU Student Handbook <http://www.fau.edu/handbook/>

Students will not be penalized for absences due to participation in University-approved activities, but proof of involvement must be provided. Reasonable accommodation will be made for student absences due to religious observance(s). Also, note that grades of Incomplete (“I”) are reserved only for students who are passing the course but have not completed all the required work because of exceptional circumstances. Incompletes should be pre-arranged with the instructor before the end of the term.

## **Religious Observances** Florida Atlantic University Regulation 2.007

The University recognizes and values students' rights to observe and practice their religious beliefs. This regulation provides a procedure in which students may seek reasonable accommodation of their religious observances, practices, and beliefs in regard to admission, class attendance, the scheduling of examinations, major class events, major University activities, and work assignments. (2) The University will reasonably accommodate a student's religious observances, practices, and beliefs as they pertain to the following:

Admissions: The University will not deny admission to any student because of the religious observance, practice, or belief of the student. b. Class Attendance: Any student, upon notifying his or her instructor, will be excused from class or other scheduled academic or educational activity to observe a religious holy day of his or her personal faith. Such notification shall be made no later than the end of the second week of the applicable academic term. Students shall not be penalized due to absence from class or other scheduled academic or educational activity because of religious observances, practices or beliefs. Students should review course requirements and meeting days and times to avoid foreseeable conflicts, as excessive absences in a given term may prevent a student from successfully completing the academic requirements of a course.

Work Assignments: Students who are excused from class or a specific work assignment or other academic or educational activity for the purpose of observing a religious holy day will be responsible for the material covered in their absence, but shall be permitted a reasonable amount of time to make up any missed work. Missed work shall be made up in accordance with a timetable set by the student's instructor or as prescribed by the instructor at the beginning of the academic term.

Examinations, Major Class Events, Major University Activities: The University, by and through itself and its instructors, shall use reasonable efforts not to schedule major examination, major class events, or major University activities on a recognized religious holy day. A recognized religious holy day is a significant day of religious observance as recognized by the highest governing body of that particular religious faith. Evidence of such recognition shall be provided by the student unless the holy day has been previously recognized by the University on its University Calendar as a day of observance in which the University is closed in observance of the holiday.

Any student who believes that he or she has been unreasonably denied an educational benefit due to his or her religious belief or practices may seek redress of the decision by filing a complaint for failure to provide a religious accommodation with the Office of Equal Opportunity Programs. Any such complaint will be processed and investigated in accordance with the University's established procedure regarding alleged discrimination and harassment. Specific Authority: Article IX of the Florida Constitution, 1006.53, F.S., Board of Governors Regulation 6.0115. History—New 8-6-12.

## Special Course Requirements

**Be Prepared:** Failure to present your dances on the days they are due will result in a grade of zero. Any alterations to this policy will only be considered in an extreme emergency, on a case-by-case basis, and may require further written documentation.

**Social Media:** Students are not allowed to post images/video/audio of class/lesson activities without permission from those featured in the media (student or instructor). Any discovery of this material without the subjects' permission will result in automatic failure of this course and probation from the Musical Theatre program.

## Classroom Etiquette Policy

Cell phones are to be away and turned on silent during class. A large portion of this class is performance based. It is rude and disrespectful to be on your cell phone while another student is performing. Video and audio recording of classes is **NOT PERMITTED**. However, a student may request to have their individual performance audio or video recorded. This is at the discretion of the student and may only be used for their own practice. The video should not be shared with others or placed on social media.

Laptops will not be used to take notes in this class. If you should decide to take notes in the class, please use a notebook and pencil. If you are using a tablet to read sheet music, then you should only have that out during the coaching, not before or after.

## Policy on the Recording of Lectures

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

## Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work.

FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [\[Policy 12.16 Artificial Intelligence\]](#)

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the [Florida Atlantic Code of Academic Integrity, Regulation 4.001](#).

**Proper Citation:** If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit <https://fau.edu/ai/citation>

**AI Prohibited:** The use of AI to assist in any work assigned in this specific course is prohibited.

## Counseling and Psychological Services (CAPS) Center



*Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services - individual counseling, support meetings, and psychiatric services, to name a few - offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>*

## **Disability Policy**

*In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses - Boca Raton, Davie and Jupiter - however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/).*

## **Code of Academic Integrity**

*Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [University Regulation 4.001](#).*

## **Required Texts/Readings**

- Nagrin, Daniel. The Six Questions: Acting Technique for Dance Performance. Pittsburgh: University of Pittsburgh Press. 1997.

## **Course Topic Outline**



# Dance: Styles, History, Acting

This is a sample syllabus.

Of course, any instructor of the course will adapt it.

- Week 1: Intros Releasing Tension, Connecting to breath  
Anne Bogart - Moving through Space; Posture/ line  
Salutation to the Sun - OPEN COMBO (Same combo to 4 different songs)
- Week 2: \*Reading p.xiii - 8 DUE WEST SIDE STORY – (Jerome Robbins)  
Opening – Dance at the Gym  
Bringing Dance to LIFE; Pretending Laban Effort/Shape  
WSS and OPEN COMBO with Effort/Shape
- Week 3: \*Reading p. 8-20 DUE Jared: A CHORUS LINE – (Michael Bennett)  
Jazz combo IMITATION  
OBJECTIVES (Gesture/Movement & meaning)
- Week 4: READINGS I DUE (p. 21-29) A Chorus Line Combo – space  
& Character: Personal authority; Dedicating a performance; uncertainty  
CHARACTER – Dancing as a character applied to All 3 combos so far
- Week 5: Reading p. end 29 – beg. 37 DUE VAUDEVILLE combo  
(This might be a soft shoe, or waltz clog, or . . .?)  
FOCUS: Direct – when to focus your attention specifically  
Soft – when to let things in  
Peripheral – when to extend your awareness
- Week 6: Dancing History – The 6 Questions  
The 20s – Charleston; The Great Gatsby – (Dominique Kelley)  
Learn Charleston Combo  
The 60s – Hairspray “You Can’t Stop the Beat” - (Jerry Mitchell)  
Learn Hairspray Combo Compare to 20s
- Week 7: Reading p. end 37 - 57 DUE Spine, Beats, Subtext  
The Challenge of Dancing and Singing – choreographing your breaths  
The 60s – Hairspray “You Can’t Stop the Beat” - (Jerry Mitchell)
- Week 8: Review all combos so far  
Going deeper into the body (Plasticene concepts: bones/muscles/blood/skin)  
MIDTERM\* DUE Perform Contrast of 3 Combos
- Week 9: Reading p. 58 – beg. 68 DUE FOSSE – “Steam Heat”  
Impulse; Acts of Imagination; Control/Release – Dancing as a character
- Week 10: Reading p. end 68 - 76 DUE Inner Rhythm; Justification - Review for Midterm

Oscillation; Anne Bogart Making the Space Alive  
WORKSHOP: bring space to life – Chicago combo

Week 11: READINGS II (p. 77-85) DUE  
Where is the Action? Hands? Arms? Face vs. Body?  
WORKSHOP Chicago Combo

Review and catch-up  
Combo from Crazy for You (Susan Stroman)

Week 12: Reading p. 87-91 DUE  
Lining up your energies; Centering  
Combo from Hamilton (Andy Blankenbueler)

Week 13: Reading p. 92-97 DUE  
WORKSHOP – Dancing as a character  
Review ALL COMBOS

Week 14: READINGS III p. 98-105 DUE  
Strategies for approaching your final performance  
Workshopping 5 COMBOS for Final

Week 15: Examining your own process as a performer/dancer – strategies for improvement  
Workshopping 5 COMBOS for Final  
WORKSHOP – Dancing as a character

Final: FINAL PERFORMANCE  
Emphasis: Contrast between pieces physically and emotionally.  
Application of Character: Use of focus, relationship, objectives, and subtext  
**Please feel free to invite people to our final performance.**