Stephen F. Austin State University  
Department of Kinesiology and Health Science/Dance Program  
CRN 11852, DAN 202L-1 Intermediate Ballet  
Fall 2017

Instructor: Heather Samuelson  
Course Time & Location: TR 2-3:15 HPE 201
Office: HPE 211  
Office Hours: TTH 9-11:30
Office Phone: 936 468-1614  
Credits: 2
Department Phone: 936 468-3503  
Email: Samuelsoh@sfasu.edu

Prerequisites: Ballet I or the equivalent.

I. Course Description:

Ballet II is a physical class in which students learn the fundamentals of Ballet technique at an intermediate level. This class is geared toward dance majors, or those having a significant amount of Ballet training. This course does require that the student has already obtained an understanding of Ballet technique and developed movement skills.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

These goals support and reflect the College of Education’s Vision, Mission, and Core Values in that they equip those candidates seeking “to achieve professional excellence” with the knowledge, skills, and disposition that “prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development”. This course supports the Dance Program Mission Statement related to achieving a high level of creative potential.

Program Learning Outcomes:

1. Dance Technique The student will be able to execute intermediate/advanced level ballet, modern dance and jazz dance techniques. (Active)

2. Dance Production The student will be able to identify and apply production values necessary for concert dance, including lighting, sound, costuming, and
publicity. (Active)

3. Choreography The student will be able to identify, distinguish and apply the variety of choreographic devices, structures and forms used in contemporary concert dance. (Active)

4. Dance Kinesiology The student will be able to apply concepts of dance kinesiology to performance and analysis of dance movement. (Active)

5. Rhythmic Analysis The student will be able to identify variations in rhythmic patterns and elements of music such as accents, beats, and phrasing as applied to dance movement. (Active)

6. Dance History The student will Identify and discuss seminal works in the development of Western theatrical dance. (Active)

**Student Learning Outcomes:**

1. To learn fundamentals of Ballet technique and history.
2. To learn the proper body alignment and body isolation and to improve the dancer’s overall body awareness, while increasing strength, flexibility, coordination, and endurance.
3. To learn Ballet vocabulary and proper use of the vocabulary.
4. To develop a more rounded sense of musicality, spatial and rhythmic awareness while dancing to improve movement memory.
5. To gain an appreciation for the art of dance.

For additional information on meaningful and measurable learning outcomes see the assessment resource page [http://www.sfasu.edu/assessment/index.asp](http://www.sfasu.edu/assessment/index.asp).

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**

The student will be required to participate in a complete Ballet Barre. Upon learning ballet technique, the student will be asked to present learned material in the center of the floor and movement that locomotes across the floor. The student will be given activities that include partner work to better understand the dancer body, phrases of movement such as an adagio, petite allegro, grand allegro, and reverence in which the student will learn through repetition, and activities that incorporate the knowledge of meter and time for musicality purposes. The student will have written assignments that utilize the Ballet terminology obtained in class. However, the student is not required, but encouraged, to use technology in the attempt to learn Ballet but to use technology to gain a better understanding and appreciation toward Ballet as an art form. All students enrolled in this course will be expected to attend the Danceworks
concert, November 9-11, in support of their dance family, program and department. Attendance will be taken.

IV. Evaluation and Assessments (Grading):

Participation:

Dance is an art form that must be practiced daily for mastery. Students are expected to fully participate in each class. It is recommended that any student who is ill should attempt to attend class unless they are contagious or confined to a bed. Any student who opts to observe and not participate will receive partial credit for that class. Class observation gives students a good learning opportunity to listen to explanations and corrections the instructor has given out. Lack of participation for any sustained period of time due to illness or injury may result in the dropping of the course entirely. Daily participation means committing to the class and is worth a considerable amount of the student’s final grade.

<table>
<thead>
<tr>
<th>Grading Percentages:</th>
<th>Grading Scale:</th>
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</thead>
<tbody>
<tr>
<td>Attendance  15%</td>
<td>100-90 = A</td>
</tr>
<tr>
<td>Daily Participation (including DW) 15%</td>
<td>89-80 = B</td>
</tr>
<tr>
<td>Skills Tests  20%</td>
<td>79-70 = C</td>
</tr>
<tr>
<td>Midterm  25%</td>
<td>69-60 = D</td>
</tr>
<tr>
<td>Final ( including DW) 25%</td>
<td>59 or lower = F</td>
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Daily Participation Grading:

For each class, the student has the opportunity to earn a total of 10 points by being on time, wearing the proper attire, showing a positive attitude, and giving 100% effort. Students will lose points for being late, or leaving early, not wearing proper dance attire, slacking off, having a bad attitude, or being rude or disrespectful. As stated before, a student who observes class will only earn partial points. No points can be earned if the student is absent.

Skills Tests:

Periodically throughout the semester, the student is required to perform skills tests. These tests usually consist of short combinations that the class has learned during the semester. Students will perform in small groups for their skills tests. These tests are videotaped and are available, to the student, for viewing. The students will be graded on factors, which include alignment, technique, stability, mobility, musicality, memory, coordination, and style. If a skills test is missed, the student CANNOT make it up!
Midterm and Final Exam:

The midterm will be conducted in a way that resembles a skills test. The midterm exam will consist of materials and dance mechanics that the student has learned up to the mid-semester point. The final exam will be composed of all elements, cumulative, that have been learned during the semester. These tests are videotaped and are available, to the student, for viewing.

Make-Up Policy:

Exams and skills tests will not be accepted late and cannot be made up. Written assignments will be accepted late, however 1 letter grade will be deducted for each day the assignment is late. If the student is in good standing with the instructor, absences can be made up by other assignments at the instructor’s discretion.

V. Tentative Course Outline/Calendar:

Week 1-2

8/29  Introduction to course. Syllabus. Introduce the class to the instructor and course material.

8/31-9/5  Ballet technique focusing on control. Begin learning a complete ballet barre to strengthen the dancer’s core and physique. Begin slow and controlled movement, adagio, away from the barre, focusing on balance.

9/7  Heather at Houston Fringe Festival; alternative assignment.

Week 3-4

9/12-14  Ballet technique focusing on control. The dancer will begin to learn an adagio constructed with movements that balance for periods of time and utilize control through suspension in the dancer’s body.

9/19  Adagio skills test. Present the learned adagio to the instructor for a graded evaluation.

9/21  Heather at Brazos Contemporary Dance Festival; alternative assignment.
Week 5-6

9/26-10/5  Begin working turns across the floor in preparation for a ballet manège. Ballet technique focusing on turns.

Week 7-8

10/10  Manège skills test. Present learned turns with multiple revolutions to the instructor for a graded evaluation.

10/12  Prepare for midterm. Begin learning a midterm combination consisting of movement that was learned in both the adagio and turn segments of the course.

10/19  Midterm. Present the learned midterm material to the instructor for a graded evaluation.

Week 9-10

10/24-11/2  Ballet technique focusing on grand allegro. Begin learning large jumps performed in ballet technique and the mechanics on how to execute a proper landing.

Week 11-12

11/7  Ballet technique focusing on Grand Allegro. Begin learning a combination consisting of large jumps for testing purposes.

11/9  Grand Allegro skills test. Present the grand allegro to the instructor for a graded evaluation.


Ballet technique focusing on Petite Allegro. Begin learning how to execute quick small jumps with the addition of beats or use of battu. Class may be in an alternative space.

DANCEWORKS CONCERT 11/9-11

Week 13-14

THANKSGIVING BREAK NOV. 20-26!!!!

Week 15

12/5  Juries, group 1.
12/7  Juries, group 2.

HAVE A GREAT CHRISTMAS HOLIDAY!!!!

**Tentative Danceworks Schedule: November 6-11**

11/6  Set up light trees during class.
11/7  Light tech. Call at 4pm, begin immediately with one run.
11/8  Dress Rehearsal with 2 runs: call 4pm, warm up 4:30-5:30pm, crew sweep 5:45pm, 1st run 6pm, 2nd run 8pm. Photo shoot with Hardy Meredith. (Heather at Faculty Senate).
11/9  Opening night: Crew call 4:30pm to mop, Dancer call 5pm, warm up 5:15-6:16pm, Show 7pm.
11/10 Show #2: Call 5pm, warm up 5:15-6:16pm, show 7pm.
11/11 Final show #3: Call 1pm, warm up 1:15-2:15pm, show 3pm

STRIKE AND FLIP/MOP MARLEY

**Attendance:** Each student is allowed to miss **2 individual classes for any reason**, i.e., sick, tired, skipping, sleeping, traveling. Each additional absence, after the initial 2, will drop the student’s final grade by 1 full letter grade, assuming each student begins the semester with an A. For example: 3 absences = B, 4 absences = C, 5 absences = D. **Any student who has 6 absences or more will result in an automatic failing grade and will not pass the class.** An absence will be excused if the student notifies the instructor when late and when the student presents a doctor’s note the next class day that he/she is ok to return to class. **Doctor’s notes will not be accepted at the end of the week, month, or semester if the student has already returned to class and forgot to bring the doctor’s note.** Points will be deducted for students who leave class prior to dismissal. If the student is tardy, they will be counted absent! **Attendance will be strictly enforced.** It is the responsibility of the student to keep track of their number of absences. The student may ask the instructor on the amount of absences accrued, but please do this at the end of class.

**VI. Readings (Required and recommended—including texts, websites, articles, etc.):**

  
  ISBN: 0-07-255714-1
• Technical Manual and Dictionary of Classical Ballet (Grant, Gail – 3rd Ed.)
  Dover Publications, 1982
  ISBN: 0-486-21843-0

Required Attire:

Women: Black Leotard, PINK tights and pink ballet shoes. NO SHORTS of any kind, but a ballet skirt is acceptable. Hair MUST be pulled back into a secure bun.

Men: Form fitting White t-shirt, Black spandex tights (non-see through), Black or white ballet shoes, and a dance belt.

No baggy clothing! Lines need to be seen, tight, form-fitting clothing is necessary!

Warm-ups are allowed for the beginning of class. Hair must be pulled up and away from the face (buns are perfect). No dangling jewelry. NO GUM IN CLASS!

LiveText Statement:

This course collects assessments for students who are Perkins College of Education majors (undergraduate, graduate and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account and you will be notified how to register your account. If you forward your SFA email to another account and do not receive an email concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these emails. If you have any questions about LiveText, call ext: 1267 or email SFALiveText@sfasu.edu.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education (COE) electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! The course evaluation process is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted. (COE)
VIII. Student Ethics and Other Policy Information: Found at http://www.sufasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports, including the first 12 day attendance report and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

Classroom Etiquette

Classroom Rules of Conduct:

1. Please be on time. It is considered disrespectful to walk into a dance class late. If the student is tardy, he/she should first ask the instructor for permission to join class. If the warm-up is missed, the student may stay and observe the rest of the class.

2. Please no cell phones in the dance studio while class is in session. Cell phones can be very distracting and annoying.

3. Please no food or drink in any of the dance studios. Please help keep the dance space clean and bug free! Bottled water is acceptable. Please pick up after yourself and throw away any trash you might bring into the dance space. ABSOLUTELY NO GUM!
4. Be respectful of others. This is a place of learning and once you step into the studio, you are all on the same level. Be positive with yourself and with others. This should be a safe place for you to grow as a dancer and to feel comfortable with yourself.