I. Course Description:
For non-dance majors only. An Introduction to dance as a theatrical art and as a valued component in diversified cultures and societies. A significant historical survey will be included.

II. Intended Learning Outcomes/Goals/Objectives:
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 dispositions 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:
This is a general education core curriculum course and on specific program learning outcomes for this major are addressed in this course.

Student Learning Outcomes:
1. The student will be able to identify and articulate the various forms of dance such as Ballet, Jazz, Tap, Modern, and Contemporary.
2. The student will be able to express an informed opinion to traditional and contemporary dance performances.
3. The student will be able to critically analyze and write about dance using established methods of dance criticism.
4. The student will be able to evaluate the impact of dance at a personal, regional, and worldly scale.
5. The student will gain an appreciation for dance as an art form.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
This course includes lectures, discussions, collaborative activities, viewing and analyzing online videos, online forums, open-book quizzes, papers and tests. No Textbook required. All materials will be hardcopy or found online via D2L.

IV. Evaluation and Assessments (Grading):
Participation:
Dance is an art form that requires hands-on physical participation. Students are expected to fully participate in each class whether it be class discussion, group project, or learning a dance combination. It is recommended that any student who is ill should attempt to attend class unless they are contagious or confined to a bed. **Daily participation means committing to the class and is worth a considerable amount of the student’s final grade.**

**Grading Percentages:**

- **Quizzes:** 20%
- **Critique Paper:** 20%
- **Collaborative Activity #1:** 10%
- **Collaborative Activity #2:** 10%
- **Midterm:** 20%
- **Final:** 20%

**Grading Scale:**

- 100-90= A
- 89-80= B
- 79-70= C
- 69-60= D
- 59 or lower= F

**Quizzes:**

Eight take-home quizzes will be assigned on specific days to test students over the week’s topics. Quizzes will be located on D2l. Students are able to use notes and complete the quizzes at home. Students will not be able to complete the quizzes after their due dates. One quiz will require students to attend the school’s production of Oklahoma on October 4th, 5th, or 6th.

**Critique Paper:**

A 2-page, double-spaced paper will be written in response to a live dance performance. Paper must be in MLA format, Times New Roman, 12-point font, with a title page which equals to a total of 3 pages. Students must attend the Danceworks Concert: November 15, 16, or 17 in order to write their critique paper. Critique will be utilizing the vocabulary and paradigms created throughout the course. The rubric and expectations will be given during class and saved online. All papers will be submitted on D2L on November 30th by midnight. If you do not turn in a paper, you will not receive a zero.

**Collaborative Activities:**

Two collaborative activities will be assigned. Students will be appointed to groups of 3-4. Each group will choose from a suggested topics list. Groups will be researching an assigned dance form. Members from that group will each research a particular sub-topic. Examples such as dance history, purpose, training, music accompaniment, costumes, and performance venues. Each group member will have a job(s) to fulfill. Job examples: power point creator, speaker, choreographer, and group planner. The choreographer of the group will create a short choreographic phrase that the group will learn and perform after the power point presentation. The group will compile research on a 4-6-minute power point presentation, speak to the class about their findings, perform their choreographic phrase to the class, and each write a 1-page double-spaced response after their presentation analyzing each group member’s performance working in a team. Papers and power point presentations will be submitted to D2L. More details will be provided when the assignment is given.

**Midterm and Final Tests:**
Two tests will be conducted during the semester covering previous chapters and topics. Both tests consist of 30 multiple-choice questions and 1 short answer response. Students will need to purchase two green scantrons. Testing Dates: Midterm: October 17\textsuperscript{th} and Final: December 7\textsuperscript{th} at regular class time.

Attendance:

Attendance is crucial for the understanding of the material presented in the course. The class will meet three times per week. This is an “on the ground” class requiring students to not only take notes but physically learn dance material. Be responsible for your own notes. Do not miss class. If you do, never ask the Professor "What did I miss?" Instead, ask your fellow classmate.

V. Tentative Course Outline:

**Week 1**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>8/27</td>
<td>Introduction/Syllabus/No Quiz</td>
</tr>
<tr>
<td>8/29</td>
<td>Lecture: What is dance? Names &amp; Labels</td>
</tr>
<tr>
<td>8/31</td>
<td>Syllabus Quiz due by 11am/Lecture: Dance Beginnings</td>
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**Week 2**

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<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>9/3</td>
<td>Lecture: Dance Beginnings Cont.</td>
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<tr>
<td>9/5</td>
<td>Dance Beginnings Quiz due by 11am/Lecture: Concert Dance, Participants, Process, BESS, 16 ways….</td>
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<tr>
<td>9/7</td>
<td>Lecture: 16 ways Cont., Dancer, Location, Audience, Record</td>
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**Week 3**

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>9/10</td>
<td>Lecture: Categories, Art as Experience</td>
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<tr>
<td>9/12</td>
<td>Participants &amp; Categories Quiz due by 11am/Lecture: Early Ballet &amp; Romantic Stage</td>
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<td>9/14</td>
<td>Lecture: Classical Ballet</td>
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**Week 4**

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<th>Date</th>
<th>Topic</th>
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<tr>
<td>9/17</td>
<td>Lecture: Classical Ballet Cont.</td>
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<tr>
<td>9/19</td>
<td>Lecture: Contemporary Ballet</td>
</tr>
<tr>
<td>9/21</td>
<td>Ballet Quiz due by 11am/Collaborative Activity #1 Guidelines Day-Bring Laptops</td>
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**Week 5**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>9/24</td>
<td>In-Class Workday 1</td>
</tr>
<tr>
<td>9/26</td>
<td>In-Class Workday 2</td>
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<tr>
<td>9/28</td>
<td>Collaborative Activity #1 Presentation day</td>
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**Week 6**

<table>
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<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>10/1</td>
<td>Lecture: Modern Dance</td>
</tr>
<tr>
<td>10/3</td>
<td>Lecture: Modern Dance Cont.</td>
</tr>
<tr>
<td>10/5</td>
<td>Modern Dance Quiz due by 11am/Lecture: Modern Dance Cont. If time permits, learn dance combination.</td>
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**Week 7**

<table>
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<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>10/7</td>
<td>Lecture: Post-Modern Dance</td>
</tr>
<tr>
<td>10/9</td>
<td>Lecture: Post-Modern Dance Cont, Site-Specific, Possible outside movement/Hardcopy Midterm Review will be handed out at end of class.</td>
</tr>
</tbody>
</table>
10/12    NO CLASS-I will be out of town. Video on D2L labeled “October 12th Assignment”-Turn in 200-word response in D2L dropbox

Week 8
10/15    Kahoot! In-class Midterm Review
10/17    Midterm Test
10/19    Lecture: Jazz Dance

Week 9
10/22    Lecture: Jazz Dance Cont.
10/24    Jazz Dance Quiz due by 11am/Lecture: Musical Theater
10/26    Lecture: Musical Theater Cont.

Week 10
10/29    Lecture: Tap
10/31    Lecture: World Dance
11/2     Lecture: World Dance Cont./If time permits, learn Folklorico or Flamenco

Week 11
11/5     Lecture: World Dance Cont./If time permits, learn Bollywood or Capoeria
11/7     Folk Dance Quiz due by 11am/Lecture: Social Dance-Ballroom
11/9     Lecture: Social Dance Cont.-Hip Hop/Collaborative Activity #2 Guidelines provided

11/6-11/10 Extra Credit: Oklahoma Performance at Turner Auditorium

Week 12
11/12    Collaborative Activity #2 In-class Workday
11/14    Collaborative Activity #2 Presentations
11/16    Lecture: Square Dance-Learn 12th Street Rag
11/15-17 Attend Danceworks Concert in HPE for Critique Paper
11/17-23 Thanksgiving Break-No class

Week 13
11/26    Lecture: Commercial dance, Tv, YouTube, Male lens
          Extra Credit Paper due
11/28    Lecture: Importance of Dance in Child Development, Mixed Abilities
11/30    Kahoot! In-class Final Exam Review/Hardcopy Review Sheet will be provided/Danceworks Critique Paper due

Week 14
12/3     No class- Dead week
12/5     No class- Dead week
12/7     Final Exam at normal class time

*Tentative Schedule. All dates are subject to change

VI. REQUIRED READING
No textbook is required. All material will be available on D2L.

VII. Course Evaluations:
“Near the conclusion of each semester, students in the College of Education 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!”

In the College of Education, the course evaluation process has been simplified and 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.

VIII. Student Ethics and Other Policy Information:

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. 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 the class and forgot to bring the doctor’s note. Points will be deducted for students who leave class prior to dismissal. For every 3 tardies, the student will receive 1 absence! 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 the class or during office hours.

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.
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, 936-468-3004/468-1004 (TDD) 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/disability-services/.

Academic Integrity:
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

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;
- 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;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp.

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 Semester 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. 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 policy 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 http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.