Instructor: Haley Hoss Jameson
Office: HPE 210
Office Phone: 936-468-1755

Course Time & Location: MWF 8:00 or HPE 201
Office Hours: MW 9:00am, W 11:00am, T/R 8:30am, F by apt.
Credits: 3 semester hours
Email: jamesonhh@sfasu.edu

Prerequisites: Six semester hours of dance and Instructor permission.

I. Course Description: Principles, methods, and practice of dance in education and as a performing art.

II. Intended 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”. The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website. 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. Explore & execute a variety of dance styles including ballet, modern, jazz, tap, social, and folk by learning combinations, while continuing to develop proper alignment, and spatial awareness as it relates to dance technique. (PLO 1)

2. Articulate & demonstrate improved knowledge of proper dance terminology.

3. Utilize both class and self-observations and corrections as a tool for enhancing the execution of dance technique, performance, and teaching. Enhanced confidence in executing proper dance technique while continuing to increase strength, flexibility, motor coordination, agility and memory. (PLO 4)

<table>
<thead>
<tr>
<th>Assignment/Assessment</th>
<th>CAEP/AAHE</th>
<th>TEA</th>
<th>ISTE</th>
<th>InTasc</th>
<th>NDA/SHAPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>1.1k, 1.2k, 1.3k, 1.4k, 2.1k, 2.3k 1.3s</td>
<td>2b</td>
<td>3m, 8r, 9f, 9o</td>
<td>1,2,3</td>
<td></td>
</tr>
<tr>
<td>Exam 1</td>
<td>1.6k, 1.7k, 1.8k, 1.9k, 3.1k, 3.6k, 3.10k 1.4s</td>
<td></td>
<td>4m, 6q, 8b</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Exam 2</td>
<td>6.1-6.11k 1.1s, 1.2s, 1.5s, 1.6s, 3.15s, 3.16s</td>
<td></td>
<td>5i, 5j, 8e, 8n, 10b, 10j</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Peer Teaching</td>
<td>1.1, 3.4 2.10k, 3.2k, 3.14k 1.5s, 1.6s, 1.10s, 1.11s, 2.1s, 2.2s, 2.3s, 2.4s, 2.7s, 3.15s, 3.16s</td>
<td>lc</td>
<td>3d, 3q, 4g, 4m, 5f, 7c, 8b, 8e, 9g</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Field Teaching</td>
<td>1.1, 2.1, 3.4, 4.2 2.10k, 3.2k, 1.5s, 1.6s, 1.10s, 1.11s, 2.1s, 2.2s, 2.3s, 2.4s, 2.7s, 3.15s, 3.16s</td>
<td>1c, 1d</td>
<td>3g, 4a, 4o, 5b, 5e, 7c, 7p, 8b, 8e</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Lesson Plan Unit</td>
<td>1.1 1.5s, 1.6s, 1.7s, 1.8s, 6.1-6.7s, 6.9s-6.12s</td>
<td></td>
<td>3b, 5c, 6a, 6i, 7a, 7c, 7g</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
4. Explore the teaching and learning of dance in the K-12 classroom through designing a sequential dance learning unit plan.

5. Model and deconstruct classroom management strategies, instructional approaches, lesson/unit design relating to goals/standards and evaluation of student performance. Practice planning and teaching their peers.

ASSESSMENT OF STUDENT LEARNING OUTCOMES

**Participation:** Active and committed participation throughout each class is expected. *Students are expected to study and practice teaching between class sessions. This equates to 2 hours per week outside of class per credit hour.* Each student’s active participation, including both effort and improvement will be assessed based on their individual levels. Dancers with less experience will not be compared with those who have more experience.

*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, injury, or University sponsored events may result in needing to the drop the course entirely.**

**Daily Participation Grading:**

Daily participation means committing to the class and is worth a considerable amount of the student’s final grade. For each class, the student has the opportunity to earn a total of 5 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 for any reason.**

**Attendance:** Each student is allowed to miss 2 individual classes for any reason, i.e., sick, tired, skipping, sleeping, sports, 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 via email immediately, and presents a doctor’s note the very next class period that he/she is approved 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. The same consideration will be given for funerals and University sponsored events. Points will be deducted for students who leave class prior to dismissal. If the student is tardy (more than 10 minutes late), 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.
Make-Up Policy: Written assignments will be accepted late, however 1 letter grade will be deducted for each day the assignment is late. No assignments will be accepted after 5 days.

Exams: Exam 1, Midterm, and Final written exams will be given over the materials from the text, lecture, discussion, and D2L readings. No make-up exams will be given unless the absence was previously excused.

CONCERT: Students in this class will be hosting the SFA Dance Program’s FALL Danceworks concert as technical crew during the week of November 12-17 in the dance studio. The rubric and expectations will be given during class. Any conflicts must be discussed at the beginning of the semester or as soon as they arise. Failure to do so will result in forfeiture of a make-up opportunity at an approved live dance event. Plan any employment, other academic, or personal commitments around this concert week. If you miss the concert or your assignment as part of the hosting duties, points will be deducted from your final grade. If an emergency prevents you from participation, you must contact me by noon the day after the concert or portion of the process that you missed and provide documentation of your emergency absence upon return to class. A makeup assignment will be arranged for those with excused absences who follow procedure.

Teaching/Curriculum/Lesson plans: You will teach your peers 4 times throughout the semester in the genres of ballet, modern, special needs, and one other form of your choosing. These will be videotaped for assessment & self-assessment. You will create a dance curriculum with no less than 15 lesson plans (5 minimum in each of 3 genres) to turn in via D2L in Word or PDF format only on the last day of classes (December 7th) as a final project. Rubrics and directions will be given in class and posted on D2L.

REQUIRED TEXT/S
“Dance Teaching Methods and Curriculum Design” by Kassing and Jay
Various online readings as assigned

GRADING POLICY AND PROCEDURES
1. Active Participation/Attendance. 22% (205pts)
2. Chapter Readings/Responses 12% (115 pts)
3. Observation/Philosophy 3% (25 pts)
4. Peer Teaching (4 times) 10% (100 pts)
5. Lesson Plans (3) 8% (75 pts)
6. Exams (Exam 1, Midterm & Final) 32% (300 pts)
7. Dance Concert attendance. 3% (30 pts)
8. Final Dance Curriculum Project 10% (100 pts)

Grading Scale
A 100-90
B 89-80
C 79-70
D 69-60
F 59 or lower
TENTATIVE SCHEDULE
Week 1: Syllabus, Chapters 1 & 2, DAK CH 1
Week 2: Chapters 3-5
Week 3: Practice Teaching
Week 4: Chapter 6, Review
Week 5: Exam 1, Chapters 7-8
Week 6: Teaching 1 & Practice Content online
Week 7: Chapter 9-11
Week 8: Review & Midterm
Week 9: Chapters 12
Week 10: Teaching 2 Ballet
Week 11-12: Teaching 3 Modern
Week 13: Thanksgiving- NO CLASS
Week 14-15: Teaching 4 UR Choice
Week 15: Review & Curriculum Due

FINAL EXAM: December 12th 8:00am-10:00am (DAN 400.002- 8 am class)

Classroom Etiquette
1. Be ON TIME to class. 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. NO TEXTING & Silence all cell phones.
3. Always come prepared to work both mentally and physically.
4. Do not give corrections to other students unless they ask for your help or if you are asked to provide observations by the instructor.
5. Do not speak while instruction or correction by the instructor is occurring. If you choose to speak or otherwise disrupt this class, you may be asked to leave and it will affect your grade.
6. 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.

Dance Studio Rules: Please enter the studio from the Rm 201/205 alcove.
1. No street shoes. All street shoes must be removed before walking on the dance floor.
2. No gum chewing, eating or drinking. Water with secured lid is permitted. Please pick up after yourself and throw away any trash you might bring into the dance space.
3. No wet umbrellas, etc. Please shake off & store any wet items before entering the studio.
4. All cell phones must be silenced in the dance studio.

Dance Attire:

Teaching will be done in Uniform with appropriate dance shoes or bare feet. NO EXCEPTIONS. If you come to class in something other than the required uniform, you will not be allowed to participate in the teaching/learning.
**UNIFORM:** **Women:** Black Leotard, black dance pants/leggings, jazz shoes. Ballet shoes, pink tights. **NO SHORTS** of any kind. Hair must be pulled back securely. **Men:** Form fitting Black t-shirt, Black dance pants, jazz shoes, and a dance belt.

Should you need to purchase dancewear, you may go to [www.discountdance.com](http://www.discountdance.com) and use my Teacher Code -- **TP55042** in order to receive a 10% discount on your apparel.

*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. No dangling jewelry.

**Tactile Teaching**
It is understood that the study of dance involves tactile teaching. The instructor (or student instructors) may appropriately position the student’s body for better understanding of dance technique. In this class, students may come into physical contact with other students. If this is unacceptable to you, please inform the instructor ASAP. All such correspondence will be kept confidential.

**LiveText Statement:**
This course uses the LiveText data management system to collect critical 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. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail [SFALiveText@sfasu.edu](mailto:SFALiveText@sfasu.edu). Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail [livetext@sfasu.edu](mailto:livetext@sfasu.edu). Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

(With the new roll out of mySFA and the email process, titan mail is changing to ____@jacks.sfasu.edu.)

**VII. Course Evaluations:**
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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 PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins 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:
Found at http://www.sfasu.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. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

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, 936-468-3004 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. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.
**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.

**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. 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 SPA. Information regarding the iCare program is found at [http://www.sfasu.edu/judicial/earlyalert.asp](http://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.
Additional Information:

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification. Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at [https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y).

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

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense. In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.
Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver's 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/ <http://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 Martin at 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information: