Prerequisites: None

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, take-home readings, collaborative activities, viewing and analyzing online videos, online forums, 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.

Responses: Online video or take-home readings will be viewed on D2L for homework; responses will be assigned over each. A one 200-word, double-spaced paper will be written in response to the video or reading and turned in to D2L on the assigned due dates by 8:00 a.m. Students will communicate dance elements, function, meaning, personal emotions and questions they receive from the choreography. More instruction will be given on the first week of class. This assignment will build to prepare students for the critique paper.

Collaborative Activities: One collaborative activity 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, 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.

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. Performance options include the Repertory Dance Company Concert: January 25th -26th or Danceworks Concert: April 19th-21st. 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 by Monday, April 30th by midnight. If you do not turn in a paper, you will not receive a grade.

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 scantrons. Testing Dates: Midterm: Tuesday March 6th, Final: Thursday May 10th.
Grading Percentages: Grading Scale:
Daily Participation: 10% 100-90 = A
Responses: 20% 89-80 = B
Collaborative Activity: 20% 69-60 = D
Critique Paper: 10% 59 or lower = F
Midterm: 20%
Final: 20%

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. Each student is allowed to miss 2 classes. Each additional absence 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 prior to the absence with appropriate documentation, if the student presents a doctor’s note the next class day that he/she is able to return to class. Doctor’s notes will not be accepted beyond one class period after the Student has returned to class. Funerals will only be excused for immediate family members. 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.

V. Tentative Course Outline:

Week 1
1/16 Introduction/Syllabus,
1/18 Lecture: What is dance, Response #1 assigned

Week 2
1/23 No class- Repertory Dance Concert Production, Response #1 due
1/25 Lecture: Through the ages- Paleolithic, Neolithic, Response #2 assigned
(Ancient, Medieval, Renaissance)

Week 3
1/30 Response #2 due, Lecture: Who can dance? Audience, Locations, Choreographers
2/1 Lecture & Physical Activity: Dance Elements, Phrasing, Creative Process

Week 4
2/6 Response #3 assigned, Lecture: Dance Genres- Ballet Day 1
2/8 Response #3 due, Lecture: Ballet Day 2- Physical Activity: Barre if time permits

Week 5
2/13 Response #4 assigned, Lecture: Modern Day 1
2/15 Response #4 due, Lecture: Modern Day 2

Week 6
2/20 Collaborative Activity Guidelines Provided, Bring Laptops
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/22</td>
<td>Collaborative Activity In-class workday</td>
</tr>
<tr>
<td>Week 7</td>
<td></td>
</tr>
<tr>
<td>2/27</td>
<td>Collaborative Activity Presentation Day</td>
</tr>
<tr>
<td>3/1</td>
<td>Review for Midterm Exam</td>
</tr>
<tr>
<td>Week 8</td>
<td></td>
</tr>
<tr>
<td>3/6</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>3/8</td>
<td>Post Modern Day 1-Physical Activity if time permits</td>
</tr>
<tr>
<td>Week 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SPRING BREAK 3/12-3/16: No Classes</td>
</tr>
<tr>
<td>Week 10</td>
<td></td>
</tr>
<tr>
<td>3/20</td>
<td>Response #5 assigned, Lecture: Musical Theater</td>
</tr>
<tr>
<td>3/22</td>
<td>Response #5 due, Lecture: Finish Musical Theater, Begin Tap</td>
</tr>
<tr>
<td>Week 11</td>
<td></td>
</tr>
<tr>
<td>3/26</td>
<td>Lecture: Finish Tap, Begin Jazz</td>
</tr>
<tr>
<td>3/29</td>
<td>EASTER HOLIDAY- No class</td>
</tr>
<tr>
<td>Week 12</td>
<td></td>
</tr>
<tr>
<td>4/3</td>
<td>Response #6 assigned, Lecture: Finish Jazz, Physical Activity if time permits.</td>
</tr>
<tr>
<td>4/5</td>
<td>Response #6 due, Lecture: Mexican Folkloric Dance, Learn Las Alazanas</td>
</tr>
<tr>
<td>Week 13</td>
<td></td>
</tr>
<tr>
<td>4/10</td>
<td>Lecture: Spanish Dance, Learn Bolare</td>
</tr>
<tr>
<td>4/12</td>
<td>Response #7 assigned, Lecture: Indian Dance, Learn Bollywood</td>
</tr>
<tr>
<td>Week 14</td>
<td></td>
</tr>
<tr>
<td>4/17</td>
<td>No class- Danceworks Production day-Response #7 due</td>
</tr>
<tr>
<td>4/19</td>
<td>Response #8 assigned, Lecture: Indian Dance, Learn Bharatanatyam</td>
</tr>
<tr>
<td>Week 15</td>
<td></td>
</tr>
<tr>
<td>4/24</td>
<td>Response #8 due, Lecture: Clogging, American Square Dance, Learn 12th Street Rag</td>
</tr>
<tr>
<td>4/26</td>
<td>Review for Final Exam</td>
</tr>
<tr>
<td>Week 16</td>
<td></td>
</tr>
<tr>
<td>5/10</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

*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 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 https://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 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.

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. 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 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, 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.texas.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: