Instructor: Sarah Sanchez  
Office: A-102  
Office Phone: (936) 468-8493  
Department Phone: (936) 468-3503

Course Time & Location: T/TR 8-9:15am; HPE 201
Office Hours: M 10-10:50 & 3-4, T 11-12 & 3-4, W 10-10:50, TR 11-12 & 3-4, F 12-12:50
Credits: 2
Email: Sanchezs12@sfasu.edu

Prerequisites: None

I. Course Description:
An introduction to world dance forms exploring their histories, motivations, techniques, and their influences on contemporary dance and society. An historical survey will be included. Students will examine folk, social, ritual, religious, court, and world concert dance styles as they appear on six continents of the world. By studying world dance students will broaden their understanding and appreciation of diverse cultural practices and perspectives.

Course Justification: World Dance (2 credits) meets for 150 minutes per week for 15 weeks and for a final exam. Course assessments are both theoretical and practical. Course assessments are movement combinations to be practiced, memorized, and performed during summative assessment periods. Students are expected to practice combinations between class sessions. Course assessments also include two major examinations over assigned readings. They will present two major group research projects to the class which will require meetings and collaboration outside of class. Readings, vocabulary & terminology, and critical analysis papers also require additional study outside of class. This equates to 2 hours of study or practice per week outside of class per credit hour. Course Fee- $10.00

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:
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, 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:
Upon successful completion of this course, students will:

1. The student will be able to identify and articulate the various forms of world dance such as folk, social, ritual, religious, and concert dance styles. (PLO 1)

2. The student will be able to execute basic choreographed routines such as Circle & Square dance, Ballet Folklorico, Flamenco, Bollywood, Capoeira, among others. (PLO 3,4)

3. The student will be able to express an informed opinion to traditional and contemporary dance performances. (PLO 6)

4. The student will be able to critically analyze and write about dance using established methods of dance criticism.

5. The student will be able to evaluate the impact of dance at a personal, regional, and worldly scale

III. Course Assignments, Activities, Instructional Strategies, and use of Technology:
This course includes lectures, discussions, written responses, movement skills tests, two collaborative projects, and two tests. No Textbook required. All materials will be hardcopy or found online via D2L.

Injury/Accident Statement:
This course contains physical activity which may consist of but not limited to running, jumping, lifting, throwing, leaping, striking, etc. Participation in these activities comes with inherent risks of injury. Possible injuries include, but are not limited to heat stroke, strains, sprains, scrapes, bruises, and fractures. By registering and participating in this course, students are aware of the possible injuries that may occur and acknowledge that they participate at their own risk. The university is not responsible for any medical costs associated with any injury students may sustain; therefore, students are strongly recommended to procure personal health and accident insurance to cover any medical costs. Students are encouraged to notify the instructor of any relevant prior medical history regarding injuries, surgeries, medications, or other considerations which may affect or impair participation in this course. If necessary, students will provide, upon request, a physician’s statement clearing them to participate in this course.

Procedures to be Followed for Injury or Accident of a SFA Student:

1. Administer appropriate first aid.
2. For a major medical emergency, a phone call should be placed to the University Police Department (UPD) (911). UPD will report to the scene of a medical emergency, assist with first aid, and contact an ambulance service.

3. Students may choose to report directly to the Student Health Services for minor first aid needs or routine medical services.

4. If assistance is needed in transporting the injured student, call the UPD non-emergency phone number at 936-468-2608.

5. The instructor should complete an accident report which can be obtained from the department office.

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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<tbody>
<tr>
<td>Participation 10%</td>
<td>100-90 = A</td>
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<tr>
<td>Homework Assignments 20%</td>
<td>89-80 = B</td>
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<tr>
<td>Movement Skills Tests 10%</td>
<td>79-70 = C</td>
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<tr>
<td>Collaborative Activity #1 10%</td>
<td>69-60 = D</td>
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<td>Collaborative Activity #2 10%</td>
<td>59 or lower = F</td>
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<tr>
<td>Midterm 20%</td>
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<td>Final 20%</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.

Homework Assignments:
Once a week, 1 reading, discussion or video will be assigned for a written response. Student will write a 200-word response for each and turn in to D2L dropbox by midnight of the assigned day. All responses will be 12-point font, Times New Roman, and double spaced. No heading required. Grading Rubrics will be provided on D2l.

Movement Skills Tests:
Students will learn basic movement combinations that pertain to the cultural dance topic they are learning for that week. Movement combinations will need to be practiced at home to prepare for a movement skills test roughly every 3 weeks. Students will graded on the knowledge of the steps, precision and clarity, technique, and performance. Rubrics will be provided on D2l.

Midterm and Final Test:
The Midterm test will be conducted at the middle of the semester covering all chapters and topics discussed from the beginning of the semester until that point. Test will consist of 30 multiple-choice questions with 1 short answer response. Students will need to purchase a scantron. A take-home review will be handed out days in advance. The Final test will be structured the same way; and only covering material discussed after the midterm checkpoint.

Collaborative Activities:
Students will be appointed to groups of 3-4. Each group will choose from a suggested dance topics list pertaining to cultural dances. Members from that group will each research a particular sub-topic. Examples such as dance history, purpose, training, music accompaniment, social and political issues, prominent trends, costumes, gender roles, accessibility to schools, and performance venues. In addition to researching sub-topics, each group member will have a job(s) to fulfill. Job examples: power point creator, speaker, works cited created, group manager...etc. The group will compile research on a 4-6-minute power point presentation, create a (2) 8 count combination to teach to the class, speak to the class about their findings 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.

Make-Up Policy:
Assignments, papers and tests will not be accepted late and cannot be made up. Students have the opportunity of making up 2 absences. Students can research a cultural dance style, choreographer or dancer, compile a 3-page paper, and present that research to the class; OR students may learn a 2-minute cultural dance combination from a reliable dance source online, and present that piece to the class. If students have perfect attendance but low on points, they may complete each opportunity for 10 points each. All presentations and dances will be done on Extra Credit Presentation Day.

V. Tentative Course Outline:
Week 1
Class 1: 8/27 Introductions/Syllabus/World Dance Terms
Class 2: 8/29 Paleolithic & Neolithic, Religious-Social-Court/
Assignment 1 due by midnight

Week 2
Class 3: 9/3 Native American
Class 4: 9/5 African, Australian Aboriginal/Assignment 2 due by midnight
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<tr>
<th>Week 3</th>
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<tr>
<td><em>Class 5: 9/10</em></td>
<td>Greek, Ancient Rome, Middle Ages, Egyptian</td>
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<td><em>Class 6: 9/12</em></td>
<td>Skills Test 1/ Collaborative Activity 1 Guidelines</td>
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<td><strong>Week 4</strong></td>
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<td><em>Class 7: 9/17</em></td>
<td>In-class workday</td>
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<td><em>Class 8: 9/19</em></td>
<td>Presentation Day</td>
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<td><strong>Week 5</strong></td>
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<td><em>Class 9: 9/24</em></td>
<td>Indian: Bharatanatyam, Bollywood/ Reflection Paper due by midnight</td>
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<td><em>Class 10: 9/26</em></td>
<td>Japanese/Assignment 3 due by midnight</td>
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<td><strong>Week 6</strong></td>
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<td><em>Class 11: 10/1</em></td>
<td>Irish &amp; Scottish</td>
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<td><em>Class 12: 10/3</em></td>
<td>Skills Test 2</td>
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<td><strong>Week 7</strong></td>
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<td><em>Class 13: 10/7</em></td>
<td>Chinese Dragon Dance</td>
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<td><em>Class 14: 10/9</em></td>
<td>Hawaiian Hula &amp; Haka/Assignment 4 due by midnight</td>
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<td><strong>Week 8</strong></td>
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<td><em>Class 15: 10/15</em></td>
<td>Brazilian Capoeira</td>
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<td><em>Class 16: 10/17</em></td>
<td>Skills Test 3/Midterm Review</td>
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<td><strong>Week 9</strong></td>
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<td><em>Class 17: 10/22</em></td>
<td>Midterm</td>
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<td><em>Class 18: 10/24</em></td>
<td>Spanish Flamenco/Assignment 5 due by midnight</td>
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<td><strong>Week 10</strong></td>
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<td><em>Class 19: 10/29</em></td>
<td>Mexican Folklorico</td>
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<td><em>Class 20: 10/31</em></td>
<td>America Square Dance/ Country/Assignment 6 due by midnight</td>
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<td><strong>Week 11</strong></td>
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<tr>
<td><em>Class 21: 11/5</em></td>
<td>Skills Test 4/ Guidelines for 2nd Collaborative Activity</td>
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<td><em>Class 22: 11/7</em></td>
<td>In-class workday</td>
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<td><strong>Week 12</strong></td>
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<td><em>Class 23: 11/12</em></td>
<td>Presentation Day</td>
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<td><em>Class 24: 11/14</em></td>
<td>No class- Studio has bleachers. Complete Assignment titled Nov 14th on D2L</td>
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<td><strong>Week 13</strong></td>
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<td><em>Class 25: 11/19</em></td>
<td>Set Informal Piece (Final Skills Test)</td>
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<td><em>Class 26: 11/21</em></td>
<td>No class- High School Dance Workshop: Complete Assignment labeled: Nov 20th on D2L</td>
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<td><strong>Week 14</strong></td>
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<td><em>11/27</em></td>
<td>Thanksgiving Break- No class</td>
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<tr>
<td><em>11/28</em></td>
<td>Thanksgiving Break- No class</td>
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<td><strong>Week 15</strong></td>
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Class 29: 12/3
Solidify Informal piece with formations & costumes/ Final Exam Review
December 4th: 3:45 Call-time for 4:00pm Informal Concert.

Class 30: 12/5
Extra Credit Presentations

Week 16
12/14
Final Exam: Thursday-8-10AM

*Tentative Schedule. All dates are subject to change

VI. Recommended Reading:

Required Attire:
Comfortable fitted dancewear. Students should be able to do a grande plie and downward facing dog position without restriction and revealing skin. No shoes, no dangling jewelry.

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 over 2 minutes tardy, he/she/they will be deducted points from their daily participation grade. If the student is over 5 minutes late, he/she/they will need to fill out an Observation Form.

2. No cell phones in the dance studio while class is in session. Cell phones can be very distracting and annoying. If you need to charge your phone, do so in the lobby.

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. No flavored water or water infused with fruit. **ABSOLUTELY NO GUM!**

4. Pick up after yourself and throw away any trash you might bring into the dance space.

5. 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.

**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, 936-468-3004/468-1004 (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:**
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.

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](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.


**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 http://www.tx.nesinc.com/PageView.aspx?f=GEN Tests.html. 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information: