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

Course Time & Location: TR 8-9:15am; Annex 114
Office Hours: TR 11-1pm
Credits: 3
Email: Sanchez12@sfasu.edu

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, collaborative activities, viewing and analyzing online videos, 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 a student’s final grade.**

**Grading Percentages:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>20%</td>
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<tr>
<td>Midterm</td>
<td>20%</td>
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<tr>
<td>Collaborative Activity #1</td>
<td>15%</td>
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<tr>
<td>Collaborative Activity #2</td>
<td>15%</td>
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<tr>
<td>Final</td>
<td>20%</td>
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<tr>
<td>Critique Paper</td>
<td>10%</td>
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**Grading Scale:**

- 100-90 = A
- 90-80 = B
- 89-70 = 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.

**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 or Repertory Dance Company Concert 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 Monday, May the 13th by midnight. If you do not turn in a paper, you will 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, works cited created, group manager…etc. The group will compile research on a 4-6-minute power point presentation, 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.

**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: March 14th and Final: May 9th 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.

Extra credit:
Students have the opportunity of earning 10 extra credit points to their final grade by creating a 3-minute “Dance Ted Talk” presentation to the class on May 7th at regular class time. Students may choose a specific choreographer, dance, production, style, or social issue as long as it has to pertain to dance. Imitating a Ted Talk, presenters are not allowed to carry flash cards or have a PowerPoint with words. PowerPoints or Trifolds with pictures only are allowed. Students will receive partial credit points if the presentation is under the 3-minute guideline.

V. Tentative Course Outline:

Week 1
1/22  Introduction/Syllabus/No Quiz
1/24  Lecture: What is dance? Names & Labels/ Syllabus Quiz online

Week 2
1/29  Lecture: Dance Beginnings/Syllabus Quiz due by 8am
1/31  Dance Beginnings Quiz online/Lecture: Concert Dance, Participants, Process, BESS, 16 ways…

Week 3
2/5   Lecture: 16 ways Cont., Dancer, Location, Audience, Record/Dance Beginnings Quiz due by 8am
2/7   Lecture: Categories, Art as Experience

Week 4
2/12  Participants & Categories Quiz online/Lecture: Early Ballet & Romantic Stage
2/14  Lecture: Classical Ballet/Participants & Categories Quiz due by 8am
Repertory Dance Company Concert: CRITIQUE PAPER OPPORTUNITY #1 “Everything & Nothing…” @ Cole Concert Hall, 2/14 & 2/15-7pm, 2/16-3pm

Week 5
2/19  Lecture: Classical Ballet Cont. Begin Contemporary Ballet/ Ballet Quiz online
2/21  Collaborative Activity #1 Guidelines Day-Bring Laptops, Draw #s for Presentation Order/Ballet Quiz due-8am

Week 6
2/26  In-class Work Day
2/28  Presentation Day

Week 7
3/5   Presentation Day
3/7   No Class-I am attending the American College Dance Association Festival/Assignment on D2L titled: (Reflection Paper)

Week 8
3/12  Reflection Papers due by 8am/Review for Midterm Exam
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>3/14</td>
<td>Midterm Exam</td>
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<tr>
<td>Week 9</td>
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<tr>
<td>3/19</td>
<td>Spring Break-No class</td>
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<tr>
<td>3/21</td>
<td>Spring Break-No class</td>
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<td>Week 10</td>
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<tr>
<td>3/26</td>
<td>Lecture: Modern Dance.</td>
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<td>3/28</td>
<td>Lecture: Modern Dance Continued, Begin Post-Modern Dance</td>
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<td>Week 11</td>
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<td>4/2</td>
<td>Lecture: Continue Post-Modern Dance/Modern + Post-Modern Quiz online</td>
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<td>4/4</td>
<td>Lecture: Jazz, Musical Theater, Tap</td>
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<td>Week 12</td>
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<tr>
<td>4/9</td>
<td>Lecture: Jazz Musical Theater, Tap Continued/JTT Quiz online</td>
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<td>4/11</td>
<td>JTT Quiz due by 8am/Lecture: Folk &amp; Social</td>
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<td>4/11,12,13</td>
<td>CRITIQUE PAPER OPPORTUNITY #2: Danceworks in HPE at 7pm</td>
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<td>Week 13</td>
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<tr>
<td>4/16</td>
<td>Lecture: Folk &amp; Social Dance Continued</td>
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<td>4/18</td>
<td>Easter Break- No class/Assignment on D2L titled: “April 18th Assignment”</td>
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<td>Week 14</td>
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<tr>
<td>4/23</td>
<td>April 18th Assignment due by 8am/Collaborative Activity #2 Guidelines provided: In-class Workday</td>
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<tr>
<td>4/25</td>
<td>Presentation Day</td>
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<td>Week 15</td>
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<td>4/30</td>
<td>Presentation Day</td>
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<td>5/2</td>
<td>Reflection Papers due by 8am/Lecture: Square Dance-Learn 12th Street Rag: Final Exam Review</td>
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<td>Week 16</td>
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<tr>
<td>5/7</td>
<td>Extra Credit Presentations</td>
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<td>5/9</td>
<td>Final Exam</td>
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<tr>
<td>Week 17</td>
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<tr>
<td>5/13</td>
<td>Critique Papers due by Midnight</td>
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*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 through D2L 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.

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.