I. Course Description:

Ballet II is a physical class in which students learn the fundamentals of Ballet technique at an intermediate level. This class is geared toward dance majors, or those having a significant amount of Ballet training. This course does require that the student has already obtained an understanding of Ballet technique and developed movement skills.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student 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”. 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. To learn fundamentals of Ballet technique and history.
2. To learn the proper body alignment and body isolation and to improve the dancer’s overall body awareness, while increasing strength, flexibility, coordination, and endurance.
3. To learn Ballet vocabulary and proper use of the vocabulary.
4. To develop a more rounded sense of musicality, spatial and rhythmic awareness while dancing to improve movement memory.
5. To gain an appreciation for the art of dance.

For additional information on meaningful and measurable learning outcomes see the assessment resource page [http://www.sfasu.edu/assessment/index.asp](http://www.sfasu.edu/assessment/index.asp).

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

The student will be required to participate in a complete Ballet Barre. Upon learning ballet technique, the student will be asked to present learned material in the center of the floor and movement that locomotes across the floor. The student will be given activities that include partner work to better understand the dancer body, phrases of movement such as an adagio, petite allegro, grand allegro, and reverence in which the student will learn through repetition, and activities that incorporate the knowledge of meter and time for musicality purposes. The student will have written assignments that utilize the Ballet terminology obtained in class. However, the student is not required, but encouraged, to use technology in the attempt to learn Ballet but to use technology to gain a better understanding and appreciation toward Ballet as an art form. All students enrolled in this course will be expected to attend the Danceworks concert, April 8-13, in support of their dance family, program and department.
Attendance will be taken. APPLE WATCHES WILL NOT BE ALLOWED TO BE WORN IN THE TECHNIQUE CLASSROOM UNLESS ACCOMPANIED BY MEDICAL DOCUMENTATION.

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. APPLE WATCHES WILL NOT BE ALLOWED TO BE WORN IN THE TECHNIQUE CLASSROOM UNLESS ACCOMPANIED BY MEDICAL DOCUMENTATION.

<table>
<thead>
<tr>
<th>Grading Percentages</th>
<th>Grading Scale</th>
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<tbody>
<tr>
<td>Attendance 15%</td>
<td>100-90 = A</td>
</tr>
<tr>
<td>Daily Participation (including DW) 15%</td>
<td>89-80 = B</td>
</tr>
<tr>
<td>Skills Tests 20%</td>
<td>79-70 = C</td>
</tr>
<tr>
<td>Midterm 25%</td>
<td>69-60 = D</td>
</tr>
<tr>
<td>Final (including DW) 25%</td>
<td>59 or lower = F</td>
</tr>
</tbody>
</table>

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.

Skills Tests:

Periodically throughout the semester, the student is required to perform skills tests. These tests usually consist of short combinations that the class has learned during the semester. Students will perform in small groups for their skills tests. These tests are
videotaped and are available, to the student, for viewing. The students will be graded on factors, which include alignment, technique, stability, mobility, musicality, memory, coordination, performance and style. If a skills test is missed, the student CANNOT make it up! Accompanying the skills test, the student will be required to complete a vocabulary test over ballet terminology. Each exam will be graded separately and recorded as an individual grade.

Midterm and Final Exam:

The midterm will be conducted in a way that resembles a skills test. The midterm exam will consist of materials and dance mechanics that the student has learned up to the mid semester point. The final exam will be composed of all elements that have been learned during the semester and will be performed in front of a paneled jury on Tuesday, May 7, and Thursday, May 9, during class time for placement and at the end of the semester in an Informal Concert, Wednesday, May 8, from 4-6:30 for a final grade. Please make arrangements with employers and instructors. These two exams will be electronically recorded and assessed. If the midterm or final is missed the student CANNOT make it up! Accompanying the skills test, the student will be required to complete a vocabulary test over ballet terminology. Each exam will be graded separately and recorded as an individual grade.

Make-Up Policy:

Exams and skills tests will not be accepted late and cannot be made up. 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 the 5th day. If the student is in good standing with the course, the instructor may allow absences to be made up by attending another technique class of the same level or higher that the student is NOT currently enrolled in with the instructor’s permission. Proof of the make-up class, in the form of a signed document will be submitted within 2 days of taking the approved class.

V. Tentative Course Outline/Calendar:

Week 1-2

1/22 Introduction to course. Syllabus. Introduce the class to the instructor and course material.
1/24-31 Ballet technique focusing on control. Begin learning a complete ballet barre to strengthen the dancer’s core and physique. Begin slow and controlled movement, adagio, away from the barre, focusing on balance.

**Week 3-4**

2/5-12 Ballet technique focusing on control. The dancer will begin to learn an adagio constructed with movements that balance for periods of time and utilize control through suspension in the dancer’s body.

2/14 Adagio skills test. Present the learned adagio to the instructor for a graded evaluation. Take written vocabulary test #1.

2/13-16 RDC in Concert at Cole Concert Hall

**Week 5-6**

2/19-28 Begin working turns across the floor in preparation for a ballet manège. Ballet technique focusing on turns.

**Week 7-8**

3/5 Prepare for midterm. Begin learning a midterm combination consisting of movement that was learned in both the adagio and turn segments of the course.

3/7-11 RDC to ACDA.

3/12 Midterm: Take written vocabulary test #2

3/14 Midterm. Present the learned midterm material to the instructor for a graded evaluation.

**Week 9-10**

3/16-24 SPRING BREAK

3/26-28 Ballet technique focusing on grand allegro. Begin learning large jumps performed in ballet technique and the mechanics on how to execute a proper landing.

**Week 11-12**

4/2- Ballet technique focusing on Grand Allegro. Begin learning a combination consisting of large jumps for testing purposes.
4/9 Review Grand Allegro skills test. Present the grand allegro to the instructor for a graded evaluation.

4/11 Grand Allegro skills test. Present the grand allegro to the instructor for a graded evaluation. Take vocabulary test #3

Week 13-14

4/16 Ballet technique focusing on Petite Allegro. Begin learning how to execute quick small jumps with the addition of beats or use of battu. Class may be in an alternative space.

4/18-21 EASTER BREAK


Week 15

4/30-5/2 Prepare for Juries.

5/1 AUDITIONS for Fall Danceworks and RDC. 4-7pm. In the dance studio.

Week 16

5/7 Juries, group 1.

5/8 INFORMAL CONCERT

5/9 Juries, group 2.

<table>
<thead>
<tr>
<th>Monday, May 13</th>
<th>Class Period</th>
<th>Week Day</th>
<th>Exam Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 a.m.</td>
<td>MWF</td>
<td>8 - 10 a.m.</td>
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<tr>
<td>11 a.m.</td>
<td>MWF</td>
<td>10:30 a.m. - 12:30 p.m.</td>
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<tr>
<td>1 p.m.</td>
<td>MWF or MW</td>
<td>1 - 3 p.m.</td>
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<tr>
<td>7 p.m.</td>
<td>MWF or MW</td>
<td>4 - 6 p.m.</td>
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<tr>
<td>8 p.m.</td>
<td>MWF or MW 8:30 p.m.</td>
<td>6:30 - 8:30 p.m.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuesday, May 14</th>
<th>Class Period</th>
<th>Week Day</th>
<th>Exam Time</th>
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</thead>
<tbody>
<tr>
<td>9:30 a.m.</td>
<td>TR</td>
<td>8 - 10 a.m.</td>
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<tr>
<td>12:30 p.m.</td>
<td>TR</td>
<td>10:30 a.m. - 12:30 p.m.</td>
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</table>
### Tentative Danceworks Schedule (May be subject to change): April 8-13, 2019

**04/08**
Set up light trees 4pm, Light Tech Show A and B. **Dances have a limit of 4-5 light cues.**

**04/09**
Dress Rehearsal: call 4pm, warm up 4:30-5:30pm, crew sweep 5:45pm, 6pm Show A, Show B 8pm.

**04/10**
Opening night: **Show A.** Crew call 4:00pm to mop, Dancer call 5pm, warm up 5:15-6:15pm, Show 7pm.
Opening night: Show B. Crew call 4:30pm, Dancer call 5pm, warm up 5:15-6:15pm, show 7pm.

04/12 Show #2: Show A. Crew call 4:00pm to mop, Dancer call 5pm, warm up 5:15-6:15pm, show 7pm.

04/13 Show #2: Show B. Call 1pm, warm up 1:15-2:15pm, show 3pm

STRIKE AND FLIP/MOP MARLEY

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, 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 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 class and forgot to bring the doctor’s note. Points will be deducted for students who leave class prior to dismissal. If the student is tardy, they will be counted absent! Attendance will be strictly enforced. It is the responsibility of the student to keep track or their number of absences. The student may ask the instructor on the amount of absences accrued, but please do this at the end of class.

VI. Readings (Required and recommended—including texts, websites, articles, etc.):

  ISBN: 0-07-255714-1

  ISBN: 0-486-21843-0

Required Attire:

Women: Black Leotard, PINK tights and pink ballet shoes. NO SHORTS of any kind, but a ballet skirt is acceptable. Hair MUST be pulled back into a secure bun.

Men: Form fitting White t-shirt, Black spandex tights (non-see through), Black or white ballet shoes, and a dance belt.

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 (buns are perfect). No dangling jewelry. NO GUM IN CLASS! NO APPLE WATCHES UNLESS ACCOMPANIED BY MEDICAL DOCUMENTATION!!!

LiveText Statement:

This course collects 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, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account and you will be notified how to register your account. If you forward your SFA email to another account and do not receive an email concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these emails. If you have any questions about LiveText, call ext: 1267 or email SFALiveText@sfasu.edu.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education (COE) 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! The course evaluation process 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. (COE)

VIII. Student Ethics and Other Policy Information: Found at http://www.sufasu.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.

**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, 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/disabilitieservices/](http://www.sfasu.edu/disabilitieservices/)

**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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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:

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
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.
8. 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:

Classroom Etiquette

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.

5. Apple watches will not be allowed to be worn during technique class.