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

Course Time & Location: W10-10:50; HPE 201  
Office Hours: MWF 9-10am TR9:15-11:15am, Personal Zoom Meeting ID Address: 3598645789  
Pass:82859-By appointment  
Credits: 2  
Email: Sanchezs12@sfasu.edu

Prerequisites: None

I. Course Description:
Dance Improvisation is a physical class in which the students will learn the basic approaches to movement initiation, generation, and structured improvisation. This course is geared toward dancers with little or no knowledge of improvisation.

Course Justification:
Dance Improvisation (1 credit) meets for 75 minutes per week for 15 weeks. Course assessments are movement combinations to be practiced, improvised, and performed during summative assessment periods. Students are expected to practice between class sessions. Readings, and critical analysis papers, and peer review also require additional study of the required material. This equates to 2 hours per week outside of class per credit hour. Course Fee: $10.00

COVID-19 MASK POLICY:
Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.  

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. The student will be able to identify and execute Jazz technique at a beginning level.
2. The student will be able to maneuver the body in such a way to exhibit advanced motor skills and muscle memory.
3. The student will be able to clearly articulate the use of Jazz vocabulary in and out of the classroom.
4. The student will be able to demonstrate choreographed Jazz technique to specific rhythms, dynamics, and accents found in music.

Student Learning Outcomes:
1. Recognize and exhibit dance class etiquette such as spatial awareness, active listening, personal responsibility, commitment to the practice, and respect for the larger community of dance.
2. Articulate & demonstrate the fundamentals of free movement generation and movement qualities.
3. Utilize both class and self-observations & corrections as a tool for enhancing the student’s perspective on improvising.
4. Demonstrate confidence in improvising alone or with a group.
5. To gain an appreciation for the art of dance

III. Course Assignments, Activities, Instructional Strategies, and use of Technology:
The student will be required to participate in various movement sequences and activities that include solo, partner and group work. Students will utilize music, art, theater prompts, journal writing, and props to develop purpose and meaning behind movement. A large part of this class will involve peers to watch each other’s movement sequences to provide constructive criticism and positive encouragement. The student is not required, but encouraged, to use technology in the attempt to learn improvisation but to use technology to gain a better understanding and appreciation toward improvisation as an art form. As partial fulfillment of their final grade, the student will attend the Danceworks Concert on November 14, 15, and 16th. *This is mandatory, not optional, so make arrangements with employers, evening classes, exams, and University activities well in advance.

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 injures 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.

Zoom Recordings: If students do not feel safe to attend class due to covid, they may stay home and follow class from zoom recordings. Zoom Live Streaming or Recordings. All recording links will be stored on D2l. It is the responsibility of the student to keep up with recording and to not fall behind on material. Class activities and tests will need to be recorded and uploaded to the “REMOTE LEARNING” dropbox folder in zoom.

Grading Percentages:  
Daily Participation 20%  
Movement Skills Tests 20 %  
Written Responses 10%  
Structured Score Group Project 20%  
Critique Paper 10%  
Final 20%

Grading Scale:  
100-90 = A  
89-80 = B  
79-70 = C  
69-60 = D  
59 or lower = F

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, now 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.

Movement Skills Tests:
   Students will learn a set of improvisation tools and combinations each week. Periodically throughout the semester, the student is required to present their learned skills at the end of class. Skills tests may be videotaped and the students will either perform solo, partnered, or in small groups. The students will be graded on factors which include confidence, knowledge of the movement tools, special awareness, dynamics, and creativity. Rubrics will be provided on D2l. If a skills test is missed, the student **CANNOT** make it up!

Written Responses:
   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.

Structured Score Group Project:
   Students will be placed into groups of 4-5 and assigned to a specific socially distanced friendly site on campus. Examples: Circle seating area in front of STEM building, weeping willow tree passage in Arboretum, staircase outside of Austin Building, outside dining area in front of Student Center. Each group will create their own structured score and theme. Each student will need to turn in a 200-word reflective response following the project presentation. Response will include the initial score order and theme, changes or problems that occurred, memorable moments and experience watching other group presentations. Paper will be 12 point font, Times New Roman, double spaced, no heading. The physical presentations will be worth 80% while the paper will be worth 20%. Grading rubric will be provided in D2L.

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 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 November 20th by midnight. If you do not turn in a paper, you will receive a zero.

Final Exam:
   Students will be tested on learned movement generation tools for solo performance work in an open-studio movement jam. Students will not be given any instruction; they are to begin movement by their own initiations and approaches. Points will be deducted based on how much time the student spends in stillness thinking. Students will need to utilize more than 4 tools, entrances and exits, special awareness, dynamics and creativity.
A graded rubric will be provided on D2L.

Make-Up Policy:
Assignments, skills tests and projects will not be accepted late and cannot be made up. If the student is in good standing with the instructor, points or absences can be made up by doing a 3-page research paper over any improvisation based artist, critiquing the pieces they’ve presented, and analyzing their tools and approach. OR, by presenting a solo site-specific project. The student has perfect attendance but missing points, they may complete each extra credit assignment for 10 points each. Further details on extra credit or absence make up will be given in class.

V. Tentative Course Calendar:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>8/26</th>
<th>Introduction/syllabus</th>
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</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>9/2</td>
<td>Topic: Form &amp; Content Written Response 1 due by 8am</td>
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<tr>
<td>Week 3</td>
<td>9/9</td>
<td>Topic: The Body’s Voice/Written Response 2 due by 8am</td>
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<tr>
<td>Week 4</td>
<td>9/16</td>
<td>Topic: Peer Critique, Skills Test 1</td>
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<tr>
<td>Week 5</td>
<td>9/23</td>
<td>Topic: Composition /Written Response 3 due by midnight</td>
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<td>Week 6</td>
<td>9/30</td>
<td>Topic: Inner &amp; Outer Written Response 4 due by midnight/</td>
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<tr>
<td>Week 7</td>
<td>10/7</td>
<td><strong>Skills Test 2</strong> Written Response 5 due by 8am</td>
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<td>Week 8</td>
<td>10/14</td>
<td>Topic: Pretend to Pretend/ Transformation/ Written Response 8 due by midnight/Group project guidelines provided</td>
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<td>Week 9</td>
<td>10/21</td>
<td>Topic: The body of language, The water and the watched/Structured Score Group Collaborative Project</td>
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<td>Week 10</td>
<td>10/28</td>
<td><strong>Skills Test 3</strong></td>
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<tr>
<td>Week 11</td>
<td>11/4</td>
<td>The Topic: Response, Beyond Self/Collaborative Project papers due by midnight/Critique Papers due by midnight/</td>
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Thanksgiving Break

| Week 12| 11/11| Topic: Big Awareness, Relationship/Written Response 10 due by midnight/Final Exam Guidelines Provided |
| Week 13| 11/18| No Class; Assignment on d2l |
| Week 14| 11/25| Review for Final |
Week 15  
12/7-11th   Finals week

*Tentative Schedule, all dates are subject to change.

VI. Recommended Reading: 
Required Reading: No textbook, all material will be provided on D2L.

Attire 
Tops: It is recommended that you bring a long-sleeve, fitted, thin sweater. You will be doing A LOT of floor and partner work. You may wear any fitted top that does not rise, However, if you wish to wear a regular sorority girl t-shirt, it must be tucked in. I want you to be comfortable but also still professional and considerate to your fellow classmates.

Bottoms: shorts that cover your bottom, leggings or loose pants that do not pass your mid heel. If you can step on your own pants, it is too long. You will not wear basketball shorts with just briefs underneath. You will need biker shorts underneath. If you are going to wear just leggings, you need to wear a dance belt or undergarment.

Hair: You may wear your hair down. If I see that you are playing or continuously fixing your hair, I will ask you to put it up. It is recommended that you not wear make-up, lotion or strong perfume to this class.

Jewelry: only stud earrings. It is recommended that you not wear any bracelets or necklaces. I am not responsible for any lost or damaged jewelry.

NO GUM IN CLASS!

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.

Tactile Teaching
It is understood that the study of dance involves tactile teaching. The instructor 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.

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/disabilityservices/.

**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 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_Eva
luation-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
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: