Instructor: Sarah Sanchez
Office: A-102
Office Phone: (936) 468-8493
Department Phone: (936) 468-3503
Credits: 3
Email: sanchezs12@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.

Course Justification: Dance Appreciation (3 credits) meets for 15% of the time and for a final exam. Course assessments 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 course fulfills university core requirements. This equates to 2 hours of study and work on assignments per week outside of class per credit hour.

James I. Perkins College of Education Diversity Statement:
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

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. https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/social-distancing.html
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, Folk and Social.
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.

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 I 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 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; students who are continuously on their phones, talking, or doing outside class assignments will have points deducted from their 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:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Quizzes</td>
<td>10%</td>
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<tr>
<td>Written &amp; Video Assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Discussions</td>
<td>10%</td>
</tr>
<tr>
<td>Collaborative Activity</td>
<td>20%</td>
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<tr>
<td>Midterm</td>
<td>10%</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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</tbody>
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Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>89-80</td>
<td>80-90</td>
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<tr>
<td>C</td>
<td>79-70</td>
<td>70-80</td>
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<tr>
<td>D</td>
<td>69-60</td>
<td>60-70</td>
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<tr>
<td>F</td>
<td>59 or lower</td>
<td>Lower than 60</td>
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Quizzes:
Quizzes will be assigned on specific days to test students over the week’s topics. Quizzes will be multiple choice and located on D2l. Students are able to use notes and complete the quizzes at home.

Homework Assignments:
Students will be assigned written and video recording assignments to practice growing and applying personal aesthetic towards dance. Most assignments will consist of watching a brief dance clip and answering provided questions in a 200-word paragraph. These written homework activities will serve as building blocks for the critique paper at the end of the semester. Video recordings will be short 10-15 second clips that can be recorded by phone, tablet or computer to provide a tactile experience of learning the art of dance. I will be instructing the student to either learn a provided dance move or create one on their own. All assignments will be located in D2l. Students will not be able to complete assignments after their due dates.
Discussion Board:
Each weekly module will contain a discussion board where students will answer a personal reflection question pertaining to the week’s topic. Students are required to make a post with a minimum of 5 sentences and substantial content answering the provided questions. Students will also be required to add to a classmate’s post by asking a question or adding to the conversation with more detail.

Collaborative Activity:
Students will be appointed to groups of 3-4. Each group will choose from a suggested dance 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. 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, 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 multiple-choice questions and 1 short answer response. The midterm will be an online test for everyone; this will not be a physically proctored test. For the Final, students will have to take the test online. The exam will be a timed 2-and-a-half-hour test. The test will be available from 8am-5pm on D2L. You will have 2 and a half hours to complete the exam within that time frame.

Critique Paper:
A 2-page, double-spaced paper will be written in response to a live dance performance. If the dance program is unable to present a live performance, links from zoom or livestream from youtube will be provided. Paper must be in MLA format, Times New Roman, 12-point font. Critique will be utilizing the vocabulary and paradigms created throughout the course. All papers will be submitted on D2L on November 20th by 11pm. If you do not turn in a paper, you will receive a zero.

Make-up policy:
If the student is in good standing with the instructor, 2 absences and 2 missed assignments can be made up by A. Researching a dancer, choreographer or production and writing a 3-page, double spaced paper over your findings and perspective or B. Choreographing a 30 second-1 minute routine and submitting a video recording. Dance may be any style or genre as long as it is appropriate.

V. Tentative Course Outline:
Week 1
8/24  Topic 1: Getting Started-Class Overview. Topic 2: Professor’s About Me.
8/26  Discussion Board-About Me Syllabus Quiz due Today by 11pm. Topic 3: 1st Reading posted.

Week 2
8/31  **PHYSICAL CLASS ON CAMPUS:** Finish Topic 6 & Begin Topic 7: Religious Dance in Ancient and Modern Times, Discussion board assignment given.
9/2  Discussion Board-What do you classify as dance due today by 11pm, Social Media Observation Assignment given.
9/4  Social Media Assignment, Dance Beginnings & Religious Dance Quiz due today by 11pm.

Week 3
9/7  **PHYSICAL CLASS ON CAMPUS:** Topic 1: Artistic Process, Dance Choreography Styles, Phrasing. Topic 2: Laban Movement Analysis, BESS, Motif, 16 Ways to manipulate a motif.
9/9  Interpretation-Discussion Board & Hand Dance Video Assignment given.
9/11  **PHYSICAL CLASS ON CAMPUS:** Discussion Board, Hand Dance Video Assignment and Artistic Process Quiz due Today by 11pm. Hand Dance Show offs.

Week 4
9/16  Production Perspectives Discussion, Video Response Written Assignment given.
9/18  Dance Production Unit Quiz due today by 11pm.

Week 5
9/23  Discussion-Mini Video Critique, Dream Dance Assignment given.
9/25  Dream Dance Assignment and Categories Quiz due Today by 11pm

Week 6
9/28  **PHYSICAL CLASS ON CAMPUS:** Collaborative Activity #1 Guidelines Day-Bring Laptops, draw for order.
9/30  Work day on your own time/virtual or face to face while socially distanced.
10/2  Presentation Day on zoom. Same zoom address at the top of the syllabus. Reflection Paper due tomorrow by 11pm.

Week 7
10/7  Positions of the Feet Video Assignment & Discussion Board-abled bodied given.
Positions of the Feet Video Assignment, Discussion Board and ballet quiz due today by 11pm.

Week 8
10/12 PHYSICAL DAY ON CAMPUS Topic 1:Modern Dance Part I Early Rebellion. Topic 2: Modern Dance Part II- Expression with Form. Topic 3: Post-Modern Dance Gender & Costumes Discussion Board & Written Assignment given.
10/14 Modern Quiz due today by 11pm. Midterm Exam Review Provided.
10/16 Midterm Exam available on d2l from 8am to 5pm.

Week 9
10/21 Tap Dance Video Assignment & Broadway Online Discussion Board given.
10/23 Tap Dance Video Assignment, Broadway Online Discussion Board All that Jazz Quiz due by 11pm.

Week 10
10/28 Work Day
10/30 Presentation Day #1 on zoom

Week 11
11/2 Presentation Day #2 on zoom.
11/4 Topic 1: Scottish Folk Dance, Topic 2: Flamenco Topic 3: Bharatanatyam
11/6 Reading Response due today by 11pm.

Week 12
11/9 PHYSICAL DAY ON CAMPUS Topic 1: Capoeria, Topic 2: American Square Dance
11/11 Folk Dance Video due today by 11pm.
11/12-14 Dance Concert. 7pm Thursday, Friday, Saturday on zoom

Week 13
11/16-11/20 All make up work due, Classes Cancelled. Culture Written Assignment, & Discussion Board due on Friday by 11pm.

Week 14
11/30 Final Exam Review provided.
12/2 Kahoot Game

Week 15
12/9 8-10:30am Final Exam online

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 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.** If the student is 1-3 minutes late, they may join the rest of the class; over 3 minutes will require the student to sit out and complete an observation form. It is the responsibility of the student to keep track of their number of absences and tardies. 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 may use the Extra Credit opportunity to make up for (2) unexcused absences.

Emails:
Students should expect a response to emails within 24-48 hours from their contact efforts. I will respond within a 5-day window (Monday- Friday). All emails must go to sanchezs12@sfasu.edu. I prefer the Mysfa Outlook account. Do not text, Groupme, Snapchat, Instagram, Facebook, or Remind direct message me for academic matters i.e. running late, being absent, requesting a grade check…etc. Please refer to the top of the syllabus to locate my office hours.

**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](http://www.sfasu.edu/disability).

**Student Academic Dishonesty: Policy 4.1**

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.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.
Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at 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: