Stephen F. Austin State University  
Department of Kinesiology and Health Science/Dance Program  
CRN 28609, DAN 102L-001 Ballet I  
Spring 2020  

Instructor: Mandi Moore  
Course Time/Location: TTR 9:30-10:45, HPE 201  
Office: HPE 210  
Office Hours: MWF 9-10am TTH 2:30-3:30pm  
Office Phone: 468-1755  
Credits: 2  
Department Phone: 468-3503  
Email: amanda.moore@sfasu.edu  

Prerequisites:  
I. Course Description:  
Ballet I is a physical class in which the students will learn the fundamentals of Ballet technique. This course is geared toward dancers with little or no knowledge of Ballet.  

Dance technique courses meet between 150-270 minutes per week for 15 weeks. Course assessments are movement combinations to be practiced, memorized, and performed during summative assessment periods. Students are expected to practice combinations between class sessions. This equates to 2 hours per week outside of class per credit hour. Readings, vocabulary & terminology, and critical analysis papers also require additional study of the required and recommended texts. Students are also tested on the material given in class and throughout the texts. Fees $10  

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.  

II. Intended 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.” The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website. This course supports the Dance Program Mission Statement related to achieving a high level of creative potential.  

A) 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)

B) Student Learning Outcomes:

1) Explore & execute a variety of modern dance styles, including Horton, Limon, Safety Release, partnering skills, and various others by learning combinations, while continuing to develop proper alignment, and spatial awareness as it relates to modern technique. (PLO 1)

2) Articulate & demonstrate improved knowledge of proper dance terminology.

3) Utilize both class and self-observations and corrections as a tool for enhancing the execution of technique and performance. Enhanced confidence in executing proper technique while continuing to increase strength, flexibility, motor coordination, agility, and memory. (PLO 4)

4) Demonstrate expanded performance versatility and quality while continuing to develop an awareness of rhythm, dynamics, tempo and musicality. (PLO 5)

5) Ability to demonstrate a sense of self while dancing, through confidence in movement and greater awareness of the body.

III. COURSE ASSIGNMENTS AND ASSESSMENT OF STUDENT LEARNING OUTCOMES

**Participation:** Active and committed participation throughout each class is expected. **Students are expected to practice combinations between class sessions. This equates to 2 hours per week outside of class per credit hour.** Each student’s active participation, including both effort and improvement, will be assessed based on their individual levels. Dancers with less experience will not be compared with those who have more experience.

- 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. While observing, the student will take notes. The notes will be turned in at the end of 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 due to illness, injury, or University-sponsored events may result in needing to drop the course entirely.
• **Daily Participation Grading:** Daily participation means committing to the class and is worth a considerable amount of the student’s final grade. For each class, the student has the opportunity to earn 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 for any reason.**

**Attendance:** Each absence, after 2, will drop the student’s final grade by one 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 via email immediately, and presents a doctor’s note the very next class period that he/she is approved to return to class. The 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. The same consideration will be given for funerals and University-sponsored events. Points will be deducted for students who leave class before dismissal. **If the student is tardy (more than 10 minutes late), they will be counted absent!** Attendance will be strictly enforced. It is the responsibility of the student to keep track of their number of absences.

**Make-Up Policy:**
Written assignments will be accepted late; however one 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. The student must come to office hours or set up a meeting to discuss this option.

**Exams:** Movement Exams over the materials are required as given. These will be videotaped for assessment & self-assessment. Material for movement exam can be given up until the day before the exam as a dancer/performer one should be able to pick off material in a timely fashion. NO make-up exams will be given unless the absence was previously excused. **The Final exam will be two parts.** The first part will be done in class. The second part of the final exam is to be an informal performance in the dance studio on Wednesday, **April 29th from 4 pm-6:30 pm.**
- There will be a juried examination done in class for a professional panel of judges on April 27th & April 29th - Which day you perform will be TBA. This will determine your technique placement for the following semester.

**Concert/Critique:** All students enrolled in this course will be expected to attend the Danceworks concert, April 16-18, in support of their dance family, program, and department. Attendance will be taken and this will count towards your attendance/participation grade. Admission is **FREE** with your student ID. After attending, you write a short discussion board critique on D2L. After writing an initial critique, students will respond to one other critique. More details to come. All critiques are due one week after you see the performance.
**Journal/Reflection:** You will be asked to comment on your progress throughout the semester on D2L.

**IV. GRADING POLICY AND PROCEDURES**

1. Active Participation/Attendance. 100%
2. Journal & reflection 20%
3. Exams 70%
4. Dance Concert Critiques 10%

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<tr>
<th>Assignment/Assessment</th>
<th>CAEP/AAHE</th>
<th>TEA</th>
<th>ISTE</th>
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<td>1.2k, 1.3,k</td>
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<td>1c, 2b</td>
<td>1a, 1b, 2c, 4a</td>
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<td>1c, 2b</td>
<td>1a, 1b, 2c, 4a</td>
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<td>1.7k, 1.8k, 1.9k, 3.8s, 3.9s, 3.13s</td>
<td>3g, 5i</td>
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<td>3m, 5c, 6i, 6q</td>
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**V. TENTATIVE SCHEDULE**

Week 1: Introduction/syllabus

Week 2: Ballet Technique focusing on control. Begin learning a complete ballet barre that consists of plie’, tendu, degage’, rond de jambe, etc. Focus on posture and positioning of the torso to leg in specific combinations.

Week 3 – 4: Ballet Technique focusing on control. Learn stretching and balance at the barre so that information performed at the barre can be transferred to the center floor. Movement Exam 1

Week 5 – 6: Body Facings/Turns. In the center floor exercises, the student will learn specific placements of the body that adhere to directions on stage in relation to the audience. The student will also begin learning the basic turns in ballet technique such as Chaine’s turns, Pique’, Soutenu, and Pirouette.

Week 7 – 8: Review for the midterm. Learn a combination that contains all information learned up to the midterm point. Rehearse and clarify the combination. Midterm Exam / Movement Test 2

Week 9: No Class – Spring Break
Week 10 – 11: Grand Allegro. Learn basic jumps performed in ballet technique such as glissade, grand jete’, sissonne, pas de chat and temps leve’.

Week 12 – 13: Petite Allegro Center Jumps. Learn the basic small jumps such as changement, saute’, demi contretemps, etc. that make up petite allegro.

Movement Exam 3

Week 14: Learn combinations for Juries

Week 15: Review for Juries / Create Informal

Week 16: Juried Exams & Informal Performance

Week 17: Exam Week

VI. REQUIRED TEXT/S


VII. CLASSROOM ETIQUETTE

1. Be ON TIME to class. 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. NO TEXTING & Silence all cell phones/Apple watches. Store cell phones in the cubbies or with your shoes.

3. Always come prepared to work both mentally and physically.

4. Do not give corrections to other students unless they ask for your help or if you are asked to provide observations by the instructor.

5. Do not speak while instruction or correction by the instructor is occurring. If you choose to speak or otherwise disrupt this class, you may be asked to leave, and it will affect your grade.

6. 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.

Dance Studio Rules: Please enter the studio from the Rm 201/205 alcove.

1. No street shoes. All street shoes must be removed before coming in

2. No gum chewing, eating, or drinking. Water with a secured lid is permitted. Please pick up after yourself and throw away any trash

3. No wet umbrellas, etc. Please shake off & store any wet items before entering

4. All cell phones must be silenced in the dance studio.
Dance Attire:

- Women: Leotard, Tights, and pink ballet shoes. A ballet skirt is acceptable.
- Men: Form-fitting White or Black t-shirt, Black spandex tights (non-see-through), Black ballet shoes, and a dance belt.
- Hair must be pulled back into a secure bun with no bangs in the eyes.
- No baggy clothing! Lines need to be seen, tight, form-fitting clothing is necessary.
- Warm-ups are allowed for the beginning of class. Once warm, please remove the warm-ups.
- No dangling jewelry.

**ALL BLACK will be worn for the Exams (NO EXCEPTIONS) If you come to class in something other than all black, you will not be allowed to take the exam.**

Tactile Teaching:

It is understood that the study of dance involves tactile teaching. The instructor may appropriately position the student’s body for a 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.

Injury/Accident Statement:

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

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

1. Administer appropriate first aid.
2. For a major medical emergency, a phone call should be placed to the University Police Department (UPD)(911). UPD will report to the scene of a medical emergency, assist with first aid, and contact an ambulance service.
3. Students may choose to report directly to the Student Health Services for minor first aid needs or routine medical services.
4. If assistance is needed in transporting the injured student, call the UPD non-emergency phone number at 936-468-2608.
5. The instructor should complete an accident report which can be obtained from the department office.
VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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 PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins 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: Found at http://www.sfasu.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. 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 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/

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 Early Alert Program at SFA.
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 https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y.

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
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.