Stephen F. Austin State University
Department of Kinesiology and Health Science/Dance Program
CRN 26633 DAN 200.01 Somatic Practices & Dance Conditioning
Spring 2020

Instructor: Sarah Sanchez  
Office: A-102  
Office Phone: (936) 468-8493  
Department Phone: (936) 468-3503  
Course Time & Location: MWF 8-8:50;HPE 201  
Office Hours: M-F 11-12pm, TR 8-9am  
Credits: 2  
Email: Sanchezs12@sfasu.edu

Prerequisites: None

I. Course Description:
This is an introductory course centered around Pilates mat and equipment, in addition to weight-resistance training, high intensity interval training, somatics, nutrition, and injury prevention techniques to strengthen the dancer’s body, mind and soul.

Course Justification:
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.

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.

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. Dance Technique: The student will be able to execute intermediate/advanced level ballet, modern and jazz dance techniques.
2. Dance Production: The student will be able to identify and apply production values
necessary for concert dance, including lighting, sound, costuming, and publicity.
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.
4. Dance Kinesiology: The student will be able to apply concepts of dance kinesiology to performance and analysis of dance movement.
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.
6. Dance History: The student will identify and discuss seminal works in the development of Western theatrical dance.

**Student Learning Outcomes:**
Upon successful completion of this course, students will:
1. Explore & execute a variety of dance conditioning methods including Pilates Mat, weight-resistance training, high intensity interval training, somatics, nutrition and injury prevention techniques while continuing to develop proper alignment, balance, and spatial awareness as it relates to various dance techniques.
2. Identify and put into practice proper set-up and sequencing to result in safe and effective movement.
3. Define and demonstrate in practice the concepts of neutral spine and neutral pelvis.
4. Describe what it is meant by the “Powerhouse” and “Core”.
5. Utilize both class and self-observations & corrections as a tool for analyzing and enhancing the execution of technique and performance. Enhanced confidence in executing proper technique while continuing to increase strength, flexibility, motor coordination, agility, and memory.

**III. Course Assignments, Activities, Instructional Strategies, and use of Technology:**
The student will be required to participate in a series of physical fitness sequences, lectures, discussions, observations, quizzes, and tests. Each test will be solely physical testing the students on the proper execution, speed, focus, and technique of an exercise. The student will be required to use technology to view videos, notes, submit assignments, and collaborate on D2L in the attempt to learn dance conditioning. Students will be required to watch exercise videos and critique the pedagogical methods, techniques, sequencing and effectiveness of the class.

**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, Instagram, Facebook or Remind direct message me for academic matters i.e. running late, being absent, requesting a grade check…etc.

**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.

Grading Percentages:  
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Daily Participation</td>
<td>20%</td>
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<tr>
<td>Quizzes</td>
<td>20%</td>
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<tr>
<td>Class Activities</td>
<td>10%</td>
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</tr>
<tr>
<td>Observation Sheets</td>
<td>20%</td>
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<tr>
<td>Midterm</td>
<td>10%</td>
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<tr>
<td>Final</td>
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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 5 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.

Quizzes:  
Students will be given seven take-home quizzes reviewing material discussed in the preceding week. Quizzes will be in multiple choice and fill in the blank format. The use of technology or notes will not be allowed to complete these quizzes. Quizzes submitted after due dates will not be graded. At the end of the semester, students will execute a choreographed dance/workout routine in the Informal Concert. This performance will count as the 8th quiz grade.

Class Activities:  
Five short solo and group activities such as labeling muscle groups, creating a challenging exercise, or finding modifications for exercises will be given in class. Students will be allowed to use their notes to complete assignments. Directions and Rubrics will be provided in class and on d2l.

Observation Sheets:  
Four exercise class videos will be assigned for students to watch at home. A sheet titled “Observation Questions” will be available on D2L with various questions to answer while watching the class videos. This assignment aids the student in seeing different teaching styles and exercise formats. All observation sheets will be turned into “Observation Sheet Dropbox” folder by 11pm on April 24th.
Midterm and Final Exam:
The midterm and final will be conducted in a way that resembles a skills test; students will take the floor in groups to perform specific exercises. The midterm exam will consist of physical fitness exercises that the student has learned up to the mid-semester point. The final exam will be an accumulation of learned material from the entire semester. The midterm and final will be videotaped for grading. If the midterm or final is missed, the student cannot make it up, unless for academic campus event.

Make-Up Policy:
Exams and skills tests will not be accepted late and cannot be made up. If the student is in good standing with the instructor, absences can be made up by other assignments at the instructor’s discretion.

Extra Credit:
Students have the opportunity of making up (2) missed assignments or covering (2) unexcused absences by creating and performing a personalized 50-minute workout routine. Routine will consist of a 10-minute warm-up, 30-minute mat portion, and 10-minute stretch & cool down. Students will utilize exercises learned throughout the entire semester along with any exercises learned through external sources such as fitness books, videos or classes. The routine must be typed including a title page, organized list of exercises with movement names, number of repetitions and/or minutes for each, and lastly a works cited page with all sources used. Paper must be submitted into the D2L dropbox titled “Extra Credit Dropbox” by 8am on April 20th. Students will print two copies, one for themselves and one for the professor to grade as they execute their routines on April 20th. Students have an additional opportunity of 1 unexcused absence or (1) missed assignment by attending the Repertory Dance Company Concert on Feb 13th, 14th, or 15th.

V. Tentative Course Calendar:
Week 1
1/15 Introductions/Syllabus
1/17 Lecture: Pilates history, benefits, principles, fundamentals

Week 2
1/20 No Class-School Holiday
1/22 Quiz- History, benefits, principles, fundamentals due by 11pm
Lecture: Finish Fundaments & Benefits Begin: Mat sequencing, positions, posture, breathing, neutral spine & pelvis
1/24 HIIT A; Fundamentals sequence with review of vocabulary and topics, Begin 100s

Week 3
1/27 Lecture: HIIT & Plyometrics/ HIIT A workout; Master Fundamental sequences; Review Neutral Spine & Pelvis
1/29 Quiz -Neutral Spine, Pelvis, Breathing due by 11pm / Lecture: Core-Powerhouse/ Review and Introduce Roll-up, and Leg Circles with preps/ Rolling like a Ball, Single Leg Stretch, and Double Leg Stretch.
1/31 Resistance Band & Dumbbell Due Date/ Lecture: Weight Training-
Dumbbells/Dumbbells A Workout; Review Fundamentals through Double Leg Stretch/CLASS ACTIVITY #1

Week 4
2/3  Review Core, Review Weight Training, HIIT & Dumbbells A workout-Pilates Mat sequences
2/5  Quiz-Core-Powerhouse due by 11pm HIIT & Dumbbell A workout; Review Single Leg Stretch, Double Leg Stretch, Single Straight leg Stretch, Double Straight Leg Stretch, Criss Cross
2/7  No Class- Presenting out of town, Assignment on D2L- Injury Prevention Research

Week 5
2/10 HIIT B, Dumbbell B, Review and Introduce Spine Stretch Forward, Spine Stretch Side, Saw
2/12  Plyometrics & Dumbbell Quiz due by 11pm/ Lecture: Nutrition Introduce Open Leg Rocker, Swan, Single Leg Kicks, Double Leg Kicks Side Kicks
2/14  HIIT & Dumbbell B Workout; Complete class flow; Introduce Swimming, Side Leg Lifts, Side Leg Circles, Seal, Push Ups/ CLASS ACTIVITY #2

Week 6
2/17  Foam Roller Due Date/Somatics Lecture 1/Execute HIIT & Dumbbell B Workout & Complete mat class in flow with Somatics Cool Down/Begin Foam Roller Work
2/19  Nutrition Quiz due by 11pm/ Somatics Lecture 2/Review Foam Roller/ Master Mat 1
2/21  Clean Mat 1 Exercises with Somatics Cool Down/Review Roam Roller/CLASS ACTIVITY #3

Week 7
2/24  Midterm Outline & Rubric
2/26  Midterm Review during class with Somatics Cool Down
2/28  STEM DAY PERFORMANCE- Assignment on d2l, Review for Midterm

Week 8
3/2  Midterm Exam
3/4  Midterm Feedback/ Begin HIIT C & Dumbbell C, Continue Foam Roller/ Somatics Cool Down/Lecture-Stretching
3/6  Introduction to Yoga, Somatics Cool Down, CLASS ACTIVITY #4

SPRING BREAK 2/7-2/15

Week 9
3/16  No Class- American College Dance Festival/ Stretching Quiz on D2l
3/18  Explain Video Observation Assignment/ HIIT C, Dumbbell C, Begin Mat 2 Work- Spine Twist, Teaser Prep, 1,2,3, Hip Circles
3/20  HIIT C, Dumbbell C, Review & Add on Roll Over, Mod. Corkscrew, Corkscrew, Neckpull, Leg Pull Down, Leg Pull Up/ Somatics Cool Down
Week 10
3/23 Submit Video Observation #1/ HIIT & Dumbbell D/ Review and Add Jacknife, Kneeling Side Kicks, Side Bend Twist, Side Bend Mermaid
3/25 Review all Mat 2 in order
3/27 HIIT & Dumbbell D/ Review and add Tower Work

Week 11
3/30 Submit Video Observation #2/ Review Tower Work- Complete Mat 2 in flow
4/1 Stations Day 1/Somatics Cool Down
4/3 Stations Day 2/Somatics Cool Down

Week 12
4/6 Submit Video Observation #3/ Begin Informal Routine
4/8 Continue Informal Routine/ Review Mat 1 & Mat 2
4/10 No class- Easter Break

Week 13
4/13 Submit Video Observation #4/ Finish Informal Routine- Set Formations/Review Mat 1 & Mat 2, Somatics Cool Down
4/15 HIIT & Dumbbell D, Mat 1 & 2, Somatics Cool Down/CLASS ACTIVITY #5
4/17 Lights in Studio for Danceworks

Week 14
4/20 Extra Credit Presentations
4/22 Final Exam Outline & Rubric
4/24 Final Day to Submit Video Observations/ Run through Final Exam/ Run through Informal

Week 15
4/27 Review Informal & Final Exam, Somatics Cool Down
4/29 Informal Performance, Somatics Survey
5/1 Stations Day

Week 16
5/4 Final Exam- 8-10:30am

*Tentative Schedule

VI. Required Reading:
No textbook is required. All material will be available via D2L or hardcopy.

Equipment:
Students need to purchase (1) yoga mat, (1) resistance band, (1) Foam-roller, (1) 8 to12 pound dumbbell, (1) Notebook. Equipment may be stored in Pilates Studio or lockers once purchased. Materials will be used in class everyday unless otherwise instructed.

Recommended Reading:
Return to Life by Joseph Pilates, High-Intensity Interval Training for Women by Sean Bartram, Eat Right Dance Right by Marie Scioscia
Required Attire:

Tops - sports bras, leotards, tanks and spaghetti straps, no loose t-shirts. Bottoms - leggings, jazz pants or stretch capris, shorts are allowed with compression shorts underneath. All hair must be pulled back into a secure bun or ponytail 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 them.

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 not take another dance professor’s technique class to make-up absences. Students may use the Extra Credit opportunity to make up for (2) unexcused absences.

Classroom Rules of Conduct:
1. Be on time. It is considered disrespectful to walk into a dance class
late. 1-3 minutes late, students are allowed to join class. If the student is over 3 minutes late, they must sit out and complete an observation form. Either way, points will be deducted from the student’s daily participation grade.

2. No cell phones or laptops in the dance studio while class is in session. You may check your apple watches before and after class.

3. 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 with slices of fruit. Bring a small hand towel for water bottles that sweat.

ABSOLUTELY NO GUM!

4. No talking. Students near and around you can hear and get distracted from learning. Be considerate of others.

If any of these rules of conduct are broken, the student will have points deducted from their daily participation grade.

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 services/.

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: