Instructor: Mandi Moore                  Course time/Location: MWF: 10:00 – 10:50pm HPE 222
Office: HPE 210                  Office Hours: MWF 9-10am TTH 2:30-3:30pm
Office Phone: 468-1755                  Credits: 3
Department Phone: 468-3505                  Email: Amanda.moore@sfasu.edu

Prerequisites: NONE

I. Course Description: Historical overview of dance from the period of early man with an
emphasis on the development of Western theatrical dance from the Renaissance through the
present. History and Philosophy of Dance II (3 credits) class meet for 150 minutes per week for
15 weeks and a final exam. Course assessments include two major examinations over required
and suggested readings. They will present two major group research projects to the class which
will require meetings and collaboration outside of class. Students are also required to research
assigned topics and write a major paper with appropriate style and citations throughout the
semester. This equates to 2 hours of study and preparation per week outside of class per credit
hour. 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 dance history cross-culturally, focusing on the cultural diversity and universality of world societies through readings, video viewings, discussion, and research. (PLO 6)
2. Define and compare how theatrical dance forms originated and are influenced by other cultural dance forms. (PLO 6)
3. Examine and differentiate the eras of ballet, modern dance, contributions of seminal artists, and era-changing works. (PLO 6)

III. COURSE ASSIGNMENTS AND ASSESSMENT OF STUDENT LEARNING OUTCOMES

Participation: Active and committed participation throughout each class is expected. Students are expected to study between class sessions. This equates to 2 hours per week outside of class per credit hour. Each student’s active participation, including both individual and group work, is crucial for success in this class. Dance REQUIRES discipline, both internal and external. Discipline requires daily practice, focus, and effort. If you are unwilling to discipline yourself, and/or to be disciplined in the classroom, you may want to reconsider your field of study and/or career path.

- It is recommended that any student who is ill should attempt to attend class unless they are contagious or confined to a bed. Lack of participation for any sustained period of time 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, participating in class discussions, showing a positive attitude, and giving 100% effort. Students will lose points for being late or leaving early, slacking off, having a bad attitude, or being rude or disrespectful. No points can be earned if the student is absent for any reason.

Attendance: Attendance is crucial for the understanding of the material presented in the course. The class will meet three times per week. This is an “on the ground” class with several “blended” or online sessions in place of in-class participation. These will be announced in class and on the D2L. Be responsible for your notes. Understanding the material can be difficult if you are not in class hearing the lectures and asking questions!!!! DO NOT MISS CLASS.
Each student is allowed to miss 2 individual classes for any reason, i.e., sick, tired, skipping, sleeping, sports, traveling. Each additional absence, after the initial 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 5 minutes late), they will be counted absent! Arriving late two times will result in one absence. 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.

Assignments:

Ted Talk and Paper

Part 1 – Pick a research topic
Part 2 – Write a 3-page proposal. The proposal must discuss what topic you would like to research, why, and the plan for the Ted Talk. Must use 5 sources, three of which MUST come from book sources (one of these can be your text). You may use internet sources as additional sources, but the first three must be books (eBooks are acceptable). All papers must be submitted THROUGH D2L: typed, double-spaced, with 1” margins, and 12pt font, in PDF form or Word doc. A separate bibliography (works cited) page must be included in each paper (this does not count as part of your three pages). Your bibliography/works cited page must be in either APA or MLA format. Once proposals are approved, you may begin working on the next step
Part 3 – Create your Ted Talk, be creative as you can, please use technology to help

Must be 4-5 mins

More details will be given in class. Half of the class will present during midterms; the other half will present at the end of the semester.

Online discussion boards & participation – You will be given occasional writing assignments asking you to address a particular topic from the lecture, discussion, reading assignment, or video of that class period. These assignments will be turned in through D2L.

Exams: There will be 4 quizzes throughout the semester, each covering topics from readings and my lectures. These will be timed and given during class. The final exam is on Monday, May 4th from 10:45 am-1:15 pm. Questions on the final exam will come from your presentations, as well as lectures, reading assignments, and videos. NO make-up exams will be given unless the absence was previously excused.
GRADING POLICY AND PROCEDURES
The following criteria only apply if the attendance requirements are met, and a positive work ethic is maintained. Deductions due to either are taken from the total of your grade.

1. Active Participation 100%
2. Online Discussion Boards 10%
3. Quiz 1 15%
4. Quiz 2 15%
5. Quiz 3 15%
6. Quiz 4 15%
7. Ted Talk Project 50% total
   a. Proposal paper – 20%
   b. Ted Talk Lecture – 30%
8. Final Exam 30%

GRADING SCALE
90 or above = A
80-89 = B
70-79 = C
60-69 = D
59 or below – F

REQUIRED TEXT/S
Required – Moving History/Dancing Cultures Edited by Ann Dils & Ann Cooper Albright.
ISBN: 0-8195-6413-3
IV. TENTATIVE SCHEDULE
Week 1: Intro
Week 2-3: African / Vaudeville / Jazz
Week 4-5: Jazz / Musical Theater
Week 6 - 7: Tap / Hip Hop
Week 8: Presentations 1
Week 9: No class Spring Break
Week 10 -11: World Dance
Week 12: World Dance
Week 13: 80’s and 90’s Dance
Week 14: Dance in the 2000’s
Week 15: Presentations 2
Week 16: Review
Week 17: Exam Week

Final Exam: Monday, May 4th from 10:45 am-1:15 pm

Classroom Etiquette
1. Be ON TIME to class. It is considered disrespectful to walk into any class late. If the student is tardy, he/she should first ask the instructor for permission to join the class.
2. NO TEXTING. Silence all cell phones, and place them in your backpack or face down on the desk. If it becomes an issue, you will be asked to leave it on my desk.
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.
6. Be respectful of others. This is a place of learning, and once you step into the space, 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, as a student, and to feel comfortable with yourself.

V. 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.
VI. 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.


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 SFA

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu