Stephen F. Austin State University
Department of Kinesiology and Health Science/Dance Program

CRN 29322, DAN 475- Independent Study

Spring 2020

Instructor: Heather Samuelson  

Time and Location: M 4-5:15, W 4-6:30, HPE 224

Office: 211  

Office Hours: MW 1-3p, Tues 8-10a

Office Phone: 936 468-1614  

Credits: 3

Department Phone: 936 468-2283  

Email: Samuelsoh@sfasu.edu

Prerequisites: 6 hours of dance and the approval from the instructor.

Co-requisite: DAN360-Danceworks and regular attendance in a level II or higher dance technique course.

I. Course Description:

The student will research a conceptual topic for dance choreography. Upon gathering research, the student will develop substantial choreography, inspired by the research, in a dance genre that is complementary to the examination of the chosen topic and present the choreographic work in a full concert setting. Please note that there is not a course fee assessed to this class.

Students should expect a response to emails and phone calls within 24-48 hours from their contact efforts. This is only available Monday through Friday.

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.

Course Justification:

Choreographic Projects/Senior Seminar (3 credits) meets 150 minutes per week for 15 weeks. Course assessments are both theoretical and practical. Students are assessed though production of a major choreographic presentation and full-length dance concert. Students are required to research approved topics, utilize additional practice and rehearsal outside of class (2-4 hours per week) in assigned locations. Students must maintain attendance records for each dancer in their cast.
Students must secure sponsors or donors, create lighting and technical elements for each piece, design and create publicity for the concert, produce the dates, show order, and lobby display for the final event. This equates to a minimum of 2 hours per week outside of class per credit hour of research and preparation.

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. **The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.**

**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)

**Student Learning Outcomes:**

1. To gain a broader knowledge and experience in choreographic design. (PLO 2,3,5,6).
2. To develop the ability to critique and analyze a movement composition. (PLO 1,6)

3. To develop individuality in manipulating movement as related to phrasing, abstracting, editing and generating compositional ideas. (PLO 1,3,5).

4. To develop the ability to set movement phrases on more than one dancer and enhance skill in the rehearsal and performance process. (PLO 1,4,5).

5. To make informed decisions related to lighting, sound editing, costuming, set design and publicity. (PLO 2).

6. To provide an opportunity to present original choreography in a concert setting. (PLO 1).

For additional information on meaningful and measurable learning outcomes see the assessment resource page http://www.sfasu.edu/assessment/index.asp.

III. Course Assignments, Activities, Instructional Strategies, and use of Technology:

This course will require the student to research an evocative and conceptual topic as a means of inspiration for choreography. Any research submitted must be in hard copy and should consist of website information, personal written interviews, statistics, video links of other choreography relating to one’s topic, and any book/periodical/etc. from a library. This project is designed to provide the student with the opportunity to develop a substantial and an original piece of choreography under the supervision and guidance of the dance faculty. The student is required to journal their choreographic process and will be given a series of projects throughout the choreographic process to better the development and generation of movement. The student’s work will be mentored in all stages of the choreographic and production process. The student will be required to have consistent, active participation in technique class as well as coordination of rehearsal. In addition, the student will be fully involved in the production of lighting, costuming, publicity, etc., for the Danceworks concert. The student is not required but encouraged to use technology as a means of reference for structure, design and inspiration towards dance choreography. Any dance that has been deliberately copied or plagiarized from a work found on the internet will result in an automatic failing grade and removal from the concert.

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
couraged 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):

This course is graded on a Letter Scale system (A, B, C, D, F). As required of
the dance program and University policy, the student must make a “C” or higher to
pass the course. The project must reflect artistic integrity, professional
maturity and successful mentoring process. Failure to meet any of the
deadlines or goals will constitute failure in the course.

V. Tentative Course Calendar:

November 3, Tuesday 4-6:30 pm., Audition: Will be held in the dance studio. The
choreographers are responsible for conducting the audition (warm-up, across the
floor) and publicity for the event. A list of chosen dancers and contact information
must be submitted to dance faculty. Showings will occur frequently; be prepared to
perform dance at each meeting.

January 15, 2020- Classes begin. First day of classes and rehearsals. Attend
Danceworks class to go over syllabi for any additional information and prepare
students for first showing. Seniors begin rehearsals.

January 20, 2020- MLK Day. No Class.

January 22, Wednesday 1st Showing: Bring research over the chosen topic and
present 1 minute of choreography that relates to the chosen topic during the
Danceworks class. Turn in hard copies of research. Receive sponsorship form
and begin asking for sponsors and donations.
2nd Showing (January 29): Choreographers and Dancers - Present manipulated choreography with dancers, paying attention to form, level and facings. Choreography is extended to 1 ½ minutes. Turn in a list of donors/sponsors you approached.

3rd Showing (February 5): Choreographers and Dancers - Present 2 minutes of choreography with dancers, paying attention to spatial design and elements of force and time. Start thinking of music ideas. **Turn in additional hard copies of research. Submission #2.**

4th Showing (February 12): Choreographers and Dancers - Present extended or cleaned choreography. Continue working spatial design and elements with force and time. Bring music ideas to instructor for approval and have choreography ready to be performed to music at the next showing. Start thinking about costume ideas. You should not have your dancers purchase costumes other than possible shoes or a nude leotard.

*Class on February 12 will end early due to RDC concert in Cole. Please be prepared. Feedback will be given during Monday’s class.*

5th Showing (February 19): Choreographers and Dancers - Present 2 ½ to 3 ½ minutes of choreography experimenting with music ideas. Have dancers run pieces in prospective costumes/color pallets. Hardy Meredith in for a (possible) publicity photo shoot at 5:30pm. Light trees to be set up the day before.

**Monday February 24:** Discuss theme of concert and begin creating a show order. Show order must be turned in by the end of the week. Get photo(s) to Graphics shop for poster design. Have Kasi Dickerson write a press release. **Turn in remaining hard copies of research. Submission #3.**

6th Showing (February 26): Choreographers and Dancers - Present a cleaned dance, up to 3 ½ minutes, with music. Give instructor a recording of music.

**Monday March 2:** Begin writing senior bio’s in class. Begin thinking of lighting ideas. **Dances have a limit of 4-5 light cues. Bio’s are due by Friday March 6 and should be emailed to the instructor.**

7th Showing (March 4): Choreographers and Dancers - Present 4 minutes of choreography with lighting ideas turned in to Heather. **Dances have a limit of 4-5 light cues.**

-Spring Break—March 7-15, 2020


**Wednesday, March 18:** Pick up poster design from printing services to begin posting around Nacogdoches. Proof the program for errors.
-No Class Wednesday due to lack of rehearsal during the holiday break. Please rehearse and review choreography. Resume showings on Wednesday, March 25.

8th Showing (March 25): Choreographers and Dancers- Present complete dance in show order. Costumes are complete. Hang posters by the end of the week around Nacogdoches, campus, surrounding towns, FB, Twitter, Snapchat, etc.

9th Showing (April 1): Run the show in show order in costume. Costumes, lighting, and music should be complete and ready on disc.

10th Showing (8): Run the show in show order in costume. The week of April 6-8 should be used only for final rehearsals/cleaning.


April 13-18- Show week!

Monday April 20- Post Production 4-5:15.

Thursday April 23- AUDITIONS for Spring Danceworks and RDC. 4-7pm. In the dance studio.

April 29- Informal Concert 4pm in dance studio.

May 4-8- FINALS WEEK!

May 9, 2020- COMMENCEMENT!!! 9:30am at the Collesium.

**Tentative Danceworks Schedule (May be subject to change): April 13-18, 2020**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>04/13</td>
<td>Set up light trees prior to class, Light Tech full show 4pm. <strong>Dances have a limit of 4-5 light cues.</strong></td>
</tr>
<tr>
<td>04/14</td>
<td>Complete Light Tech if needed 4pm. Dry tech for tech crew. <strong>Dances have a limit of 4-5 light cues.</strong></td>
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<tr>
<td>04/15</td>
<td>Dress Rehearsal: call 4pm, warm up 4:30-5:30pm, crew sweep 5:45pm, 6pm run the show. Possible second run.</td>
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<tr>
<td>04/16</td>
<td>Opening night: Crew call 4:00pm to mop, Dancer call 5pm, warm up 5:15-6:15pm, Show 7pm.</td>
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<tr>
<td>04/17</td>
<td>Second show. Crew call 4:30pm, Dancer call 5pm, warm up 5:15-6:15pm, show 7pm.</td>
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04/18 Final show. Call 1pm, warm up 1:15-2:15pm, show 3pm.

STRIKE AND FLIP/MOP MARLEY

Attendance:

Each absence, after 2, will drop the student’s final grade by 1 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. 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 prior to dismissal. If the student is tardy (more than 10 minutes late), they will be counted absent! **For every 3 tardies, the student will receive 1 absence!** Attendance will be strictly enforced. It is the responsibility of the student to keep track of their number of absences.

<table>
<thead>
<tr>
<th>Assignment/Assessment</th>
<th>CAEP/AAHE</th>
<th>TEA</th>
<th>ISTE</th>
<th>InTasc</th>
<th>NDA/SHAPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly showings</td>
<td></td>
<td>1.2k, 1.3k, 1.4k, 1.5k, 1.6k, 1.7k, 1.8k, 1.9k, 2.10k, 5.6s, 5.7s</td>
<td></td>
<td>2c</td>
<td>1</td>
</tr>
<tr>
<td>Performance</td>
<td></td>
<td>1.7s, 1.8s, 3.1s, 3.13s, 3.14s, 4.10s, 6.8s</td>
<td></td>
<td>3q, 8e</td>
<td>3</td>
</tr>
<tr>
<td>Post Production Reflection</td>
<td>1.5</td>
<td>3.8s, 5.8s</td>
<td>1c, 2a</td>
<td>2n, 3q</td>
<td>2</td>
</tr>
<tr>
<td>Journals</td>
<td></td>
<td>1.6k, 3.1k, 1.9s, 1.11s, 3.2s, 5.8s</td>
<td>2a, 4a</td>
<td>1a, 2b</td>
<td>7</td>
</tr>
</tbody>
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VI. Readings (Required and recommended—including texts, websites, articles, etc.):


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: 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.

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, 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/disabilitieservices/

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**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; and/or;
- 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; and/or,
- 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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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 https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&ri=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/](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 [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). 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:

Classroom Etiquette

Classroom Rules of Conduct:

1. Please be on time. 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. Please no cell phones in the dance studio while class is in session. Cell phones can be very distracting and annoying.
3. Please no food or drink in any of the dance studios. Please help keep the dance space clean and bug free! Bottled water is acceptable. Please pick up
after yourself and throw away any trash you might bring into the dance space. **ABSOLUTELY NO GUM!**

4. 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.