I. COURSE DESCRIPTION:
Dance Improvisation is a physical class in which the students will learn the basic approaches to movement initiation, generation, and structured improvisation. This course is geared toward dancers with little or no knowledge of improvisation.

Course Justification:
Dance Improvisation (1 Credit) Meets 100 minutes for 14 weeks. Course assessments are movement series developed over the course of the semester and evaluated during summative assessments. Additionally, students will demonstrate mastery or reading materials, write a critical response paper, and submit an online improvisation journal which will require additional time outside of class. This equates to two hours of additional study time outside of class per credit hour.

II. Intended Learning Outcomes, Goals, and 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:

Student Learning Outcomes:
1. The student will be able to develop and generate movement in an improvisational setting.
2. The student will be able to maneuver the body in such a way to exhibit advanced motor skills and muscle memory.
3. The student will be able to clearly articulate the use of Improvisation vocabulary in and out of the classroom.
4. The student will be able to demonstrate Structured Improvisations that fulfill the preplanned scores in a satisfying performance.
5. Recognize and exhibit dance class etiquette such as spatial awareness, active listening, personal responsibility, commitment to the practice, and respect for the larger community of dance.

Prerequisites: None
6. Articulate & demonstrate the fundamentals of free movement generation and movement qualities.
7. Utilize both class and self-observations & corrections as a tool for enhancing the student’s perspective on improvising.
8. Demonstrate confidence in improvising alone or with a group.
9. To utilize and create Improvisational Scores in the service of generating a performance.

III. Course Assignments, Activities, Instructional Strategies, and use of Technology:
Students will be required to participate in daily improvisational exercises and movement sequences which will include solo, duet and larger group work. Props, music, scenery, and costuming may all be used as additional elements in the construction of improvisational scores. These can include low technologies like stools and skirts as well as high technologies such as film and projection. Critical response papers, online journal entries, and written improvisation scores will constitute the written portion of the course

Movement Exams: (70pts ea.) Students will performing Improvisation Scores three times during the semester. One solo, one duet, and one small group 3-5 dancers.

Reflection Journal: (10 pts ea.) Each week dancers will submit a reflection online to D2L which discusses the weeks improvisations from an in-body perspective as well as detailing any feedback you received that was particularly useful to you.

Critical Response Paper: (50 pts) Students will be required to attend and write a critical response paper for Dance Works. For those students performing in Dance Works will need to attend and write a critical response paper for the Informal Concert.

Written Improvisation Scores: (50pts ea) Students will write and submit their improvisation scores to D2L in advance of each Movement Exam.

Daily Participation 10pts ea. Improvisation as a psycho-physical activity. This means that proficiency is engaged not just from reading, writing, and discussing it and its tenets, but also requires physical practice. As such students will be graded on their physical participation in daily improvisation sessions.

IV. Evaluation and Grading
This Course is graded based on a point system. Students earn points for each assignment, quiz, class discussion and test they complete. Students will be assigned a letter grade based on the total points they have earned.

Grading Points Breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Movement Exams</td>
<td>80pts ea.</td>
</tr>
<tr>
<td>Reflection Journal</td>
<td>10pts ea.</td>
</tr>
<tr>
<td>Critical Response Papers</td>
<td>60pts</td>
</tr>
<tr>
<td>Written Improvisations Scores</td>
<td>60pts ea.</td>
</tr>
<tr>
<td>Daily Participation</td>
<td>10pts ea.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>900 – 810</td>
<td>A</td>
</tr>
<tr>
<td>809 – 720</td>
<td>B</td>
</tr>
<tr>
<td>719 – 630</td>
<td>C</td>
</tr>
<tr>
<td>629 – 540</td>
<td>D</td>
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<tr>
<td>539 or below</td>
<td>F</td>
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Make-up policy:
Late work will be accepted within 2 weeks of the due date for half credit. If a student misses a movement test, they will need to attend the make up day at the end of the semester. Due to the participatory nature of this class there will be no make-ups available for normal activities.

V. Tentative Course Outline

Week 1
8/23 Syllabus and Course Overview.
8/25 Discuss Chapter 1 and the Liz Lerman Handout

Week 2
8/30 Group 1 Improvisations and Shapes
9/1 Continue Group 1 Improvisations and Shapes

Week 3
9/6 Continue Group 1 Improvisations, Begin Initiations
9/8 Continue Group 1 Improvisations and Initiations

Week 4
9/13 Continue Group 1 Improvisations, Begin Focus
9/16 Continue Group 1 Improvisations and Focus

Week 5
9/21 Create Solo Improvisation Scores
9/23 Show Solo Improvisation Scores

Week 6
9/27 Begin Group 2 Improvisations and Weight
9/39 Continue Group 2 Improvisations and Weight

Week 7
10/4 Continue Group 2 Improvisations, Begin Space
10/6 Continue Group 2 Improvisations and Space

Week 8
10/11 Continue Group 2 Improvisations, Begin Time
10/13 Continue Group 2 Improvisations and Time

Week 9
10/18 Create Duet Improvisation Scores
10/20 Show Duet Improvisation Scores

Week 10
10/25 Begin Group 3 Improvisations, Begin Effort
10/27 Continue Group 3 Improvisations, Continue Effort

Week 11
11/1  Continue Group 3 Improvisations, Continue Effort
11/3  Continue Group 3 Improvisations, Begin Effort

Week 12
11/8  Continue Group 3 Improvisations, Continue Effort
11/10 Continue Group 3 Improvisations, Continue Effort

Week 13
11/15 Make-up Movement Test Day
11/17 Begin Developing Group Improvisation Scores(select location)

Week 14
11/29 Continue Developing Group Improvisation Scores
12/1 Improvisation Score Showings

Week 15
N/A

VI. Required Reading
Dance Improvisations: Warm-Ups, Games, and Choreographic Tasks by Justine Reeve


VII. Classroom Policies
Environment of Respect:
Students are expected to maintain a professional learning environment. This means being respectful of others ideologies and opinions, while not creating a hostile environment based on sex, gender, sexual orientation, skin color, racial background, ethnicity, country of origin, religion, or socio-economic standing. If a student violates this rule I reserve the right to remove you from the classroom for the day and refer a report of said behavior to the office Student Ethics and Responsibility.

Personal Hygiene:
Students will be dancing in close proximity and even in physical contact with one another. This means that personal hygiene is mandatory. Students should be showered, wearing clean clothing (appropriate including undergarments), maintain oral hygiene, and address body odor issues as needed. A student who fails to maintain proper hygiene will be required to take an observation day.

Dress Code:
Students are expected to wear non-print, form fitting clothing such as Tank Tops, Leotards, Leggings and Tights. Close fitting sweatpants and a form fitting sweatshirt devoid of holes may be worn as cover-ups which are to be removed at the completion of warm-up. Male, Female, Non-Binary, and Metagendered students may wear shorts or skirts over their tights. However large baggy basketball shorts are not acceptable. Those with the anatomy that require it should wear dance belts during class so as to avoid injury and discomfort of all parties involved. Those with secondary sexual characteristics on their torsos should ensure that their tops maintain proper coverage so as to avoid discomfort of all parties involved. No shoes or socks are to be worn during this class.

Cell Phones:
Cell Phones are to be silenced and kept in your bag unless otherwise directed. I reserve the right to
remove you from the classroom for the day and refer a report of said behavior to the office Student Ethics and Responsibility for failure to comply with this rule.

Observation Days:
If for any reason a student is unable to participate in the day’s activities, they may take an observation day. Students may take 3 observation days total without penalty. Further observation days will count as half an absence in the attendance policy. Students who are napping during an observation day will be excused from the classroom, receive 0 points of credit for the day, and receive an unexcused absence. Students will need to bring their own pen and paper on which to write observation notes. These notes will include a list of the improvisations explored that day, what improvisation/movement terms were used and a definition of those terms, any feedback or corrections given to each dancer during class and how that applies to you, what corrections you would offer to specific dancer(s) or the class in general, and what have you learned observing class. Each answer is worth 2 points.

VIII. Course Evaluation
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.

IX. Student Ethics and Other Policy Information
Attendance:
I allow for each student to miss 3 class periods for any reason. Students who miss more than 4 courses will have their final grade dropped by a full letter grade. Each tardy is equal to half of an absence. Leaving early without excuse will constitute half of an absence. Absences will be excuse for approved university travel, illness if accompanied by a doctor’s note which is to be presented at the next class period the student attends, or severe inclement weather that prevents the student from commuting. Students who miss 6 class days without excuse will automatically fail the course. Doctor notes must be presented at the end of class or during office hours for proper accounting. Students may also submit a photocopy via email before they return to class. Tardiness and leaving early will be excused on a case-by-case basis. The student may ask the instructor for the number of absences accrued at the end of the class or during office hours.

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. Do not text, Groupme, Snapchat, Instagram, Facebook, or Remind direct message me for academic matters i.e. running late, being absent, requesting a grade check…etc. Please refer to the top of the syllabus to locate my office hours.

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities
for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 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/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Academic Integrity (4.1)**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at [http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf](http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf)

**Withheld Grades Semester Grades Policy (5.5)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, 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. If students register for the same course in future terms 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.

X. Additional Information:

Mental Health and Wellness:
SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential. On-campus Resources: SFA Counseling Services www.sfasu.edu/counselingservices Rusk Building, 3rd Floor 936.468.2401 SFA Human Services Counseling Clinic www.sfasu.edu/humanservices/139.asp Human Services, Room 202 936.468.1041 Crisis Resources: Burke 24-hour crisis line: 1.800.392.8343 Suicide Prevention Lifeline: 1.800.273.TALK (8255) Crisis Text Line: Text HELLO to 741-741

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:

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/.

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.

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 oredprep@sfasu.edu.