Prerequisites: None

I. COURSE DESCRIPTION:
For non-dance majors and minors only. An introduction to dance as a theatrical art and as a valued component in diversified cultures and societies. This course may be used to satisfy core curriculum.

Course Justification: Dance Appreciation (3 credits) meets for 150 minutes per week for 14 weeks and for a final exam. Course assessments include eight minor examinations over assigned readings. They will present two major group research projects to the class which will require meetings and collaboration outside of class. Readings, vocabulary & terminology, and critical analysis papers also require additional study outside of class. This course fulfills university core requirements. This equates to 2 hours of study and work on assignments per week outside of class per credit hour.

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:
This is a general education core curriculum course and on specific program learning outcomes for
this major are addressed in this course.

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. The student will be able learn and repeat basic movement combinations from various dance styles during experiential modules. (PLO 1)
2. The student will be able to express an informed opinion about traditional and contemporary dance performances. (PLO 1, 2, 3, 5)
3. The student will be able to critically analyze and write about dance using established methods of dance criticism. (PLO 1, 2, 3, 4, 5)
4. The student will be able to evaluate the impact of dance at a personal, regional, and worldly scale. (PLO 1, 2, 3, 4, 5, 6)
5. The student will gain an appreciation for dance as an art form. (5, 6)

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

General Education Core Curriculum:
The Texas Higher Education Coordinating Board has identified six core learning objectives: Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Personal Responsibility, and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these six objectives. Last updated by the SFA Core Curriculum Committee April 2021

By enrolling in Dance Appreciation you are also enrolling in a Core Curriculum Course that fulfills the Critical Thinking, Communications Skills, Teamwork, and Social Responsibility requirements. The chart below indicates: (a) The core objectives that are required to be taught in this course per the Texas Higher Education Coordinating Board (THECB), (b) How the required core objectives will be addressed. Include only the core objectives that must be addressed by this course in the first column. Examples of the things that can be included in the final column are: Specific assignments, class module(s), chapter(s), strategies, activities, and/or techniques that address the core objectives.

**Core Curriculum Objective Table**

<table>
<thead>
<tr>
<th>Core Objective</th>
<th>Definition</th>
<th>How the Core Objective Will be Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>To include creative thinking.</td>
<td>Through the use of critical</td>
</tr>
<tr>
<td>Innovation</td>
<td>Communication Skills</td>
<td>Empirical and Qualitative Skills</td>
</tr>
<tr>
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<td>----------------------------------</td>
</tr>
<tr>
<td>innovation, inquiry, and analysis, evaluation and synthesis of information.</td>
<td>To include effective development, interpretation and expression of ideas though written, oral, and visual communication.</td>
<td>To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.</td>
</tr>
<tr>
<td>analysis strategies in written papers and in class discussion</td>
<td>Through written assignments students will develop their written communication skills. Verbal communication skills will be nurtured during in class discussions and during verbal presentations.</td>
<td></td>
</tr>
</tbody>
</table>

### III. COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY:

This course includes lectures, discussions, collaborative activities, viewing and analyzing online videos, quizzes, Tests and papers.

Required Course Text: Appreciating Dance: A Guide to the Worlds Liveliest Artform, by Harriet Lihs

Supplementary materials will available online via D2L.

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 heatstroke, strains, sprains, scrapes, bruises, and fractures. By registering sand 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 encouraged to notify the instructor of any relevant prior medical history regarding injuries, surgeries, medications, or other considerations which may affect or impair participation in this course. If necessary, students will
provide, upon request, a physician’s statement clearing them to participate in this course.

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

IV. EVALUATION AND ASSESSMENTS (GRADING):

Participation:
Dance is an art form that requires hands-on physical participation. Students are expected to fully participate in each class whether it be class discussion, group project, or learning a dance combination. It is recommended that any student who is ill should attempt to attend class unless they are contagious or confined to a bed.

Daily participation means committing to the class; students who are continuously on their phones, talking, or doing outside class assignments will have points deducted from their grade.

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 Type</th>
<th>Points Breakdown</th>
<th>Total Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>10 pts ea (maximum of 100 pts)</td>
<td>100 pts</td>
</tr>
<tr>
<td>Written Video Response Assignments</td>
<td>20 pts ea (maximum of 80 pts)</td>
<td>80 pts</td>
</tr>
<tr>
<td>In Class Discussions</td>
<td>5 pts ea (maximum of 80 pts)</td>
<td>80 pts</td>
</tr>
<tr>
<td>Collaborative Presentations</td>
<td>50 pts ea (maximum of 100 pts)</td>
<td>100 pts</td>
</tr>
<tr>
<td>Concert Response Papers</td>
<td>50 pts ea (maximum of 100 pts)</td>
<td>100 pts</td>
</tr>
<tr>
<td>Midterm</td>
<td>90 pts</td>
<td>90 pts</td>
</tr>
<tr>
<td>Final</td>
<td>150 pts</td>
<td>150 pts</td>
</tr>
</tbody>
</table>

Grading Scale:

- 700 pts - 630 pts = A
- 639 pts - 560 pts = B
- 559 pts - 490 pts = C
- 489 pts - 420 pts = D
- 419 pts or lower = F

Quizzes:
Quizzes will be administered in class at the beginning of each discussion unit and will cover the materials contained in the assigned reading chapter.

Video Responses:
Students will be provided with supplementary videos, which they will watch and review specific aspects of the dancing portrayed within. These responses will form the foundation of the two concert review papers which will be due during the semester.
In Class Discussions:
Each reading will be discussed across the subsequent 2 days of class. Students will receive points for their participation in these in class discussions.

Movement/Video Days:
Each Friday Students will have and experiential module in which they will watch a film and discuss, or partake in a movement class in a specific style of dance. Movement days will have a discussion board on D2L which can be responded to and will count as participating in an in class discussion.

Collaborative Activity:
Students will be assigned 2 research projects. These projects will occur directly before the Midterm and the Final and will require additional research outside of class. These research projects will be comprised of a in person lecture and a write up with citation. Both research projects will be selected from a list of topics and no topics will be repeated by any groups.

Midterm and Final Tests:
Two cumulative tests will be conducted during the semester. Both tests consist of multiple-choice questions and short answer responses. The First will be a 1 hour in person proctored test taken during class. The Final exam will be a two hour in person proctored test.

Critique Papers:
2 Two-page, double-spaced paper will be written in response to a live dance performance. Papers must be in MLA format, Times New Roman, 12-point font. Critique will be utilizing the vocabulary and paradigms created throughout the course. All papers will be submitted No more than one week after the show they are written for.

Make-up policy:
If a student misses a lecture, they may write a 300 word double spaced paper comparing and contrasting 2 separate ideas from the present reading. Late work will be accepted within 2 weeks of the due date for half credit.
V. TENTATIVE COURSE OUTLINE:

There are 3 Fridays during the semester where students are free to work asynchronously. Those dates are 09/03, 10/01 and 11/19. 10/01 and 11/19 are designed to allow collaboration time in preparation of major presentation assignments. 09/03 is a online film viewing day and D2L discussion board post.

Week 1
8/23 Syllabus and Course Overview.
8/25 Chapter 1 Quiz Discuss Chapter 1 Reading. Build a Class Definition of Dance
8/27 Assign Groups, Receive list of Research Topics, Discuss how to write a critical response paper

Week 2
8/30 Chapter 3 Quiz, Discuss Chapter 3
9/1 Movement Day: Foxtrot
9/3 Online Module: Lucy Worsley's Dancing Cheek to Cheek Episode 2 Revolution on the Dance Floor. Online Video Response in Lieu of in class discussion No physical Class

Week 3
9/6 Liz Lerman Quiz, Discuss Liz Lerman
9/8 View Videos, Brainstorm Relevant Questions
9/10. View Videos Practice writing critiques of dance

Week 4
9/13 Chapter 2 Quiz, Discuss Chapter 2: Dance and Religion
9/15 Continue Chapter 2 Discussion: Dance and Culture
9/17 Movement Day Tahitian Hula Taught by Heather Samuelson

Week 5
9/21 Costuming, Lighting, Set Quiz, Discuss Costuming
9/23 Discuss Lighting and Set
9/25 View Videos and Discuss the Costuming, Lighting and Set. Pick Topics for 1st Presentation.

Week 6
9/27 Meeting at the Library Research Day
9/39 Workday in class group meetings. Discuss Presentation Format. Receive Midterm Study Materials
10/1 Workday NO PHYSICAL CLASS group meetings.

Week 7
10/4 Presentation Day #1.
10/6 Presentation Day #1.
10/8 Midterm Test.

Week 8
10/11 Chapter 4 Quiz. Discuss Chapter 4: Court Ballet – the Romantic Period
10/13 Continue Discussion of Chapter 4: Classical Period- Notable Choreographers
10/15 Movement Day: Ballet Class

Week 9
10/18 Chapter 7 Quiz. Discuss Chapter 6: Jazz
10/20 Discuss Chapter 6: Tap
10/23 In Class Video Viewing and Discussion Day. Video Response 3 Due

Week 10
10/25 Chapter 5 Quiz. Discuss Chapter 5: First Generation
10/27 Discuss Chapter 5: Second Generation
10/29 Movement Day: Modern Dance Class Sampling of First, Second and Current Movement Ideas

Week 11
11/1 Chapter 6 Quiz. Discuss Chapter 7: Modernists and Crossing Boundaries
11/3 Discuss Chapter 7: World Contemporary Dance
11/5 In Class Video Viewing and Discussion Day

Week 12
11/8 Chapter 8 Quiz. Discuss Chapter 8.
11/10 Discuss Chapter 8.
11/12 In Class Video Viewing and Discussion Day. Video Response 4 Due. Pick Topics for 2nd Presentation.

Week 13
11/15 Meeting at the Library Research Day
11/17 Workday in class group meetings. Receive Final Study Materials
11/19 Workday NOPHYSICAL CLASS group meetings.

Week 14
11/29 Presentation Day 1
12/1 Presentation Day 2
12/3 Make-up Quiz and test day.

Week 15
12/6 8-10am Final Exam

VI. REQUIRED READING

Appreciating Dance: A Guide to the Worlds Liveliest Artform, by Harriet Lihs

Additional assigned readings will be provided via D2L.
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/**.

**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

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.