Prerequisites: Audition ONLY Prior dance training and performance experience. Co-requisite: Enrollment in a ballet, modern, or jazz technique class.

I. COURSE DESCRIPTION:
The student will demonstrate intermediate and advance performance techniques. This course serves as a lab vehicle, providing dancers for the senior choreographers in DANC 4380.

Course Justification: Dance Performance (2 credits) meets 170 minutes per week for 14 weeks. Course assessments are movement combinations to be practiced, memorized, and performed during summative assessment periods, monthly journal entries, self-reviews, peer reviews and Choreographer Reviews. Students are expected to practice combinations between class sessions in assigned locations. Students are assessed through the performance of a major choreographic presentations and full-length concert. This equates to 2-4 hour 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, 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:
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) Students will develop skills necessary to document the choreographic process in the service of deepening performative ability as well as to serve as documentation for recreation. (PLO 2,3,4,5)

2) Students will make connections between the choreography they are doing and other works of art including historical dances in the service of performance and movement expressivity(PLO 6)

3) Students will be able to give and receive constructive and useful feedback in a peer setting. (PLO 2,3)

4) Students will be able to give and receive constructive and useful feedback in a non-peer setting.(PLO 2,3)

5) Students will be able to learn, practice, and demonstrate growth in the execution of complex movement patterns of various technical disciplines (PLO 1)

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

Choreographic Journal 100 pts ea.: Students will keep Choreographic Journals which detail all movement generation explored during each rehearsal, all choreographic with counts or musical landmark notations(as appropriate to the individual choreographer’s process), research on outside art especially historical dances, notes on all personal corrections, notes on all general cast corrections, notes on a plurality of corrections directed to other dances, and a history of all choreographic changes. These will be turned in and graded once a month.

For seniors choreographing and dancing for their peers their journals need only contain their corrections.

Self-Assessment 10 pts ea.: Students will complete a self-assessment at the conclusion of each showing where they evaluated their own performance during the showing.

Peer Assessment 10 pts ea.: Students will complete an assessment of each other dancer in their cast at the conclusion of each showing where they evaluated their peer’s performance during the showing.

Peer Assessment Average 10: Students will receive reviews by each of the dancers they are dancing with. These points for each peer assessment will be averaged and applied to the person being assessed.
Choreographer Assessments 20 pts ea: Choreographers will complete an assessment of each dancer in their piece. These points will be awarded to the dancer being assessed.

Peer Feedback 5pts each: Students will remain throughout the end of each showing and will provide feedback to the choreographers whose dances they are not in. The feedback will be in form of the Liz Lerman Critical Response Process.

Attendance 5 Pts ea.: Students will receive points for each hour of rehearsal they attend and each showing they attend. If a student leaves early from showings they will receive no points for that day.

Post Production 150 pts: Students will attend the post production day on 11/13/2021.

IV. Evaluation and Grading
Choreographic Journals: 100 pts ea. (300 Maximum)
Peer Assessment 10 pts ea. (90 pts maximum per dance cast in) (270pts super maximum)
Self Assessment 10 pts ea. (90 pts maximum per dance cast in) (270pts super maximum)
Choreographer Assessment 20 pts ea. (180 pts maximum per dance cast in) (540 pts super maximum)
Peer Feedback 5 pts ea. (45 pt maximum)
Attendance 5 pts ea. (90 maximum pts piece ) (270 super maximum)
Showing Attendance 5 pts each (45 pt maximum)

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>Point Maximum</th>
<th>1 piece</th>
<th>2 pieces</th>
<th>3 pieces</th>
<th>Letter Grade</th>
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</thead>
<tbody>
<tr>
<td>840-756</td>
<td>1380-1242</td>
<td>1740-1566</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>755-672</td>
<td>1241-1104</td>
<td>1565-1392</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>671-588</td>
<td>1103-966</td>
<td>1391-1218</td>
<td>C</td>
<td></td>
</tr>
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<td>587-504</td>
<td>965-828</td>
<td>1217-1044</td>
<td>D</td>
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</tr>
<tr>
<td>503 or below</td>
<td>823 or below</td>
<td>1043 or below</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

V. Tentative Course Outline
Week 1
8/25 Syllabus Day read Liz Lerman Excerpt

Week 2
9/1 Showings and Peer Feedback 1 due on D2L

Week 3
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/8</td>
<td>Showings and Peer Feedback 2 due on D2L</td>
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<tr>
<td>Week 4</td>
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<tr>
<td>9/16</td>
<td>Showings and Peer Feedback 3 due on D2L</td>
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<tr>
<td>Week 5</td>
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<tr>
<td>9/23</td>
<td>Showings and Peer Feedback 4 due on D2L</td>
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<td>Week 6</td>
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<tr>
<td>9/39</td>
<td>Showings and Peer Feedback 5 due on D2L</td>
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<td>Week 7</td>
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<td>10/6</td>
<td>Showings and Peer Feedback 6 due on D2L</td>
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<td>Week 8</td>
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<tr>
<td>10/13</td>
<td>Showings and Peer Feedback 7 due on D2L</td>
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<tr>
<td>Week 9</td>
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<tr>
<td>10/27</td>
<td>Showings and Peer Feedback 8 due on D2L</td>
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<td>Week 10</td>
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<tr>
<td>11/3</td>
<td>Showings and Peer Feedback 9 due on D2L</td>
<td>No Class Tech Week</td>
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<td>Week 11</td>
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<tr>
<td>11/15</td>
<td>Post Production and Laundry Day 11/17</td>
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<tr>
<td>Week 12</td>
<td></td>
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<tr>
<td>11/13</td>
<td>Informal Concert</td>
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<tr>
<td>Week 13</td>
<td></td>
<td></td>
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<tr>
<td>11/15</td>
<td></td>
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<tr>
<td>Week 14</td>
<td>No Class This week study and prep for Finals.</td>
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<tr>
<td>Week 15</td>
<td>No Final</td>
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</table>

**VI. Required Reading**

Required Readings: (The excerpts of this reading will be provided to all dancers in a digital printed format.) Critical Response Process: A method for getting useful feedback on anything you make, from dance to desert by Liz Lerman

**VII. Classroom Policies**

**Rehearsal Attendance:** Attendance is Mandatory. If you have been cast in a piece and accepted that casting, you are committing to that work. **If you miss 4 HOURS of rehearsal for any reason, you will be released from that piece.** Rehearsals typically rehearse for one hour twice a week. Which means you are only allowed to miss 4 rehearsals before you are cut. If you are in a piece that rehearse once a week, you will rehearse 2 hours in that time. You may only miss a combined 4 hours of these rehearsals. **If you are an hour late or leave an hour early this counts as missing 1 hour of rehearsal.** If you are released from the
piece, see attendance policy below. If you are released from all of the dances you have been cast in, you will need to drop the class or receive a failing grade. **Each choreographer may also reserve the right to reduce the number of hours allowed to miss for each piece, given our short time frame for the November concert.**

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. The right to remove a dancer from rehearsal is at the sole discretion of the Choreographer. If a choreographer removes a dancer from a rehearsal, they will report that dancer to me and I will determine any further appropriate actions. A dancer who is removed from a rehearsal will be counted absent from that rehearsal.

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:
Choreographers will select a showing color for their works. Dancers will wear that color top and bottom for all showings unless costumes are being worn. These clothes should be form fitting and not reveal an excessive amount of flesh. 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 and support so as to avoid injury and discomfort of all parties involved. Foot coverings are determined by the individual choreographer. Hair should be pulled up and out of the face. No dangling jewelry or excessive rings/bracelets or other body decorations that might get caught on a fellow dancer.

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.

**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.