I. Course Description: Historical overview of dance from the Middle Ages through the present, with an emphasis on Ballet and Modern. As this is an online course, you will be making frequent use of a computer and Brightspace. This course will require at least 150-minutes of instructional time per week. Course assessments include four quizzes and one major examination over required and suggested readings. Each student will research a topic and write a four-page paper. This paper will be transformed into a podcast, for a classmate to listen and respond too. These activities average a minimum of 2 hours of work each week outside of classroom hours.

The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

II. Intended Learning Outcomes:
These goals support and reflect the College of Education’s Vision, Mission, and Core Values in that they equip those candidates seeking “to achieve professional excellence” with the knowledge, skills, and disposition that “prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development”. The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website. This course supports the Dance Program Mission Statement related to achieving a high level of creative potential.

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. Explore dance history cross-culturally, focusing on the cultural diversity and universality of world societies through readings, video viewings, discussion, and research. (PLO 6)
2. Define and compare how theatrical dance forms originated and are influenced by other cultural dance forms. (PLO 6)
3. Examine and differentiate the eras of ballet, modern dance, contributions of seminal artists, and era-changing works. (PLO 6)

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

Research Paper - You will have one written research paper for this course. Your research paper will be 4 pages with a minimum of 3 sources, 2 of which must come from book sources. You may use internet sources as additional sources, but the first two must be books (eBooks are acceptable). All papers must be submitted through D2L. The papers will be typed, double-spaced, with 1” margins, and 12pt font, in a word document. If your paper is not in PDF or Word, you will receive a zero/no credit - (0). A separate bibliography (works cited) page must be included in each paper, (this does not count as part of your 4 pages). Your research paper/in-text citations and bibliography/works cited page must be in either APA or MLA format. Topic choices will need to be approved before starting your paper. More details will be provided.

Podcast – You will transform your four-page paper into a podcast. The podcast will need to be at least 10 minutes long, you can be as creative as you would like. After submitting your podcast, each student will be assigned a specific one to listen to and answer a guided prompt. More details will be provided.

Weekly Assignments – You will be given various assignments in each module, including but limited too, discussions, quizzes, and droboxes. These assignments will address a particular topic from the lecture, discussion, reading assignment, or video of that module. These assignments will be turned in through D2L.

Exams: There will be 4 content exams throughout the semester, each covering topics from readings and lectures. On Exam Weeks there will be a module and Exam, you must first complete the module and checklist to be able to access the Exam. NO make-up exams will be given unless the student speaks to me and the Exam is previously excused.
IV. Evaluation and Assessments (Grading)

1. Weekly Assignments – 10 to 20 points per assignment
   a. 20 total weekly assignments for the course (not including responses to peer discussions)
2. Exam 1 - 20pts
3. Exam 2 - 35 pts
4. Exam 3- 30pts
5. Exam 4- 25pts
6. Research Paper - 100 pts
7. Podcast - 80pts
8. Peer Review of Podcast – 20pts

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<th>Assignment/Assessment</th>
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<th>TEA</th>
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<td>2b, 3d</td>
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<td>2b, 3d</td>
<td>8r, 9f</td>
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**Rubrics:** Will be posted on D2L

**Make-Up Policy:** No late work will be accepted

V. Required Text/s

There is no required outside text for this course. All readings can be found in the course.

VI. Tentative Schedule

Week 1: Getting Started & More Than the Surface
Week 2: Power, Death, and Rebirth & Exam 1
Week 3: Dance at Court & From Court to Theater
Week 4: Accent, Decent, and Fermentation & Crystallization and Disruption in Russia & Exam 2
Week 5: First Steps Toward a New Form & The Natural Body & Exam 3
Week 6: Truly Modern – First Generation & Dance is a Weapon
Week 7: Metamorphosis of Form – Second Generation & Exam 4 & Peer Evaluation for Podcast

The Research Paper Module will be open from August 23rd – September 13th @ 5:00pm
The Podcast Module will be open from September 13th – September 27th @ 5:00pm
The Podcast Module will re-open for peer-review from October 4th – October 12th @ 5:00pm
VII. Course Evaluations:
Near the conclusion of the course, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!”

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VI. Student Ethics and Other Policy Information: Found at [http://www.sfasu.edu/policies/](http://www.sfasu.edu/policies/)

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

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.
**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

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


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. YOU must provide legal documentation to be allowed to take these mandated examinations that are
related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

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

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU 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