Prerequisites: NONE

I. Course Description: Historical overview of dance from the 1700s to present day, specifically focusing on Jazz and Tap. 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 various weekly assignments and three major exams over required and suggested readings. Additionally, each student will research a topic of their choosing that relates to the course content and write a four-page paper. This paper will be transformed into a Tedtalk, for a classmate to watch 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.

Course Delivery Modality: Online

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. A separate bibliography (works cited) page must be included in each paper, (this does not count as part of your 4 pages). Your 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.

TEDTalk Presentation– You will transform your four-page paper into a TEDTalk presentation. The TEDTalk will need to be at least 5 minutes long, you can be as creative as you would like. After submitting your TEDTalk, each student will be assigned a specific presentation to watch 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 3 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. 22 total weekly assignments for the course (not including responses to peer discussions)
2. Exam 1 - 45pts
3. Exam 2 - 45 pts
4. Exam 3 - 45pts
5. Research Paper - 100 pts
6. TEDTalk Presentation - 80pts
7. TEDTalk Peer Review – 20pts each

**Rubrics:** Will be posted on D2L

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

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<th>Assignment/Assessment</th>
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<th>ISTE</th>
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<td>3b, 8n</td>
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<td>2b, 3d</td>
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**V. REQUIRED TEXT/S**


Required – A subscription to Netflix. We will use Netflix during Week 7 & Week 8. The student will only be expected to maintain a subscription during the last two weeks of the course.

**IV. TENTATIVE SCHEDULE**

Week 1: Getting Started & The Impacts – Prohibiting and Adapting
Week 2: Entertainment for All & Exam 1
Week 3: A New Era & Master Teachers & Choreographers & Exam 2
Week 4: Hitting the Big Stage & Let’s Talk Tap
Week 5: Keeping Tap Alive & Exam 3
Week 6: More Branches & Behind Closed Doors & Peer-Review of TEDTalk

The Research Paper Module is open from July 5th – July 19th @ 5:00pm
The TEDTalk Presentation Module is open from July 12th – July 19th @ 5:00pm
The TEDTalk Presentation Module re-opens for peer-review July 26th – August 6th @ 5:00pm
V. Course Evaluations:
Near the conclusion of each semester, 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.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. 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/

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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

Student Code of Conduct: Policy 10.4
Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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.

Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.


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