Dance Appreciation is designed to inform the student about dance as a performing art form. Focus is on developing a critical framework for viewing various styles of dance performance. By viewing and attending performances, tracing the development of the particular form, studying the demands the art form makes upon its performers, and discussing critics’ views and evaluating the experience, students are exposed to a broad representation of dance experiences.

Course Justification: Dance Appreciation (3 credits) is an online/livestream course and will consist of 85% online learning along with 15% virtual Zoom meetings for 15 weeks and a final exam. Course assessments include two major examinations over assigned readings. This equates to 2 hours of study per week outside of class per credit hour. Readings, vocabulary and terminology, and critical analysis papers also require additional study outside of class. This course fulfills university core requirements.

Students should expect a response to emails within 24-48 hours from their contact efforts. This is only available Monday through Friday.

II. Intended Learning Outcomes:
These goals support and reflect the Dance Program’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”. This course supports the Dance Program Mission Statement related to achieving a high level of creative potential.

Program Learning Outcomes:
1. The student will be able to demonstrate awareness of the scope and variety of works in the arts and humanities.
2. The student will be able to understand those works as expressions of individual and human values within a historical and social context.
3. The student will be able to respond critically to works in the arts and humanities.
4. The student will be able to engage in the creative process or interpretive performance and comprehend the physical and intellectual demands required of the author or visual or performing artist.
5. The student will be able to articulate an informed personal reaction to works in the arts and humanities.
6. The student will be able to develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.
7. The student will be able to demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

**Student Learning Outcomes:**
1. To understand dance as a form of human expression and as a means of communication (PLO2)
2. To think critically and creatively about the nature of dance and its relation to the other arts (PLO3)
3. To investigate the similarities and differences of dance throughout history and across cultural lines (PLO2)
4. To explore the various genres of dance and selected seminal works within those genres (PLO1)
5. To have practical experiences which support the understanding of dance (PLO4)

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).

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

**Livestream Participation:**
This class will meet approximately 4 times virtually over Zoom throughout the semester. Students are expected to fully participate in the virtual Zoom meetings.

**Weekly Assignments:**
Students will be given various assignments in each module, including but not limited to, 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.

**Mini auto-ethnographies:**
Students will be assigned 3 auto-ethnography projects. For each auto-ethnography they will need to attend a movement class. More details will be given in class and on D2L.

**Critique Paper:**
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. More details will be given in class and on D2L.

**Major Exams:**
There will be 2 content exams throughout the semester, each covering topics from readings and lectures. **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. Participation – 200 (50 pts possible per livestream)
2. Weekly Assignments – 200 pts
3. Exam 1 (Mid-term) – 100 pts
4. Exam 2 (Final) – 100 pts
5. Mini auto-ethnography 1 – 100 pts
6. Mini auto-ethnography 2 – 100 pts
7. Mini auto-ethnography 3 – 100 pts
8. Concert Critique Paper – 100 pts

**Rubrics:** Will be posted on D2L

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

V. REQUIRED TEXT/S

None. Any readings will be assigned through D2L.

VI. TENTATIVE SCHEDULE (subject to change)

Week 1: Jan 18 – 22
- January 18th – First Day of Classes
- Modules:
  - Getting Started
  - Mini Auto-Ethnographies
  - Concert Critique

Week 2: Jan 22 – 29
- Livestream Zoom Class #1
- Module:
  - More Than the Surface

Week 3: Jan 29 – Feb 5
- Module:
  - Behind the Scenes

Week 4: Feb 5 – 12
- Module:
  - Why People Dance

Week 5: Feb 12 – 19
- Module:
  - Dance in / as Culture

Week 6: Feb 19 – 26
- Module:
  - Dance as a Weapon

Week 7: Feb 26 – March 4
- Livestream Zoom Class #2
  - Review for Midterm.

Week 8: March 4 – 11
- Mid-terms

Week 9: March 11 – 18
- No Class Spring Break
Week 10: March 18 – 25
• Module:
  o From Court to Theater

Week 11: March 25 – April 1
• Livestream Zoom Class #3

Week 12: April 1 – 8
• Module:
  o Strategic Abilities

Week 13: April 8 – 15
• Module:
  o The Natural Body

Week 14: April 15 – 22
• Modules:
  o Hitting the Big Stage

Week 15: April 22 – 29
• Modules:
  o Dance Around the World

Week 16: April 29 – May 6
• Livestream Zoom Class #4
  o Review for Final Exam

Final Exam Week: May 6 – May 10
• Final Exam

VII. DANCE CLASSROOM ETIQUETTE
1. Be ON TIME to class. It is considered disrespectful to walk into a dance class late. If the student is tardy, he/she must first ask the instructor for permission to join class. If the warm-up is missed, the student may stay and observe the rest of the class.
2. NO TEXTING & Silence all cell phones/Apple watches. Store cell phones in the cubbies or with your shoes.
3. Always come prepared to work both mentally and physically.
4. Do not give corrections to other students unless they ask for your help or if you are asked to provide observations by the instructor.
5. Do not speak while instruction or correction by the instructor is occurring. If you choose to speak or otherwise disrupt this class, you may be asked to leave, and it will affect your grade.
6. Be respectful of others. This is a place of learning and once you step into the studio, you are all on the same level. Be positive with yourself and with others. This should be a safe place for you to grow as a dancer and to feel comfortable with yourself.
7. No street shoes. All street shoes must be removed before walking on the dance floor.
8. No gum chewing, eating, or drinking. Water with secured lid is permitted. Please pick up after yourself and throw away any trash you might bring into the dance space.
9. No wet umbrellas, etc. Please shake off & store any wet items before entering the studio.
Tactile Teaching:
It is understood that the study of dance involves tactile teaching. The instructor may appropriately position the student’s body for better understanding of dance technique. In this class, students may come into physical contact with other students. If this is unacceptable to you, please inform the instructor ASAP. All such correspondence will be kept confidential.

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 heat stroke, strains, sprains, scrapes, bruises, and fractures. By registering and participating in 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.

VIII. Course Evaluations:
Near the conclusion of each semester, students will electronically evaluate courses taken within the MECFA, through MySFA. 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 MECFA faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

IX. 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/](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**

Upon the request from student to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may 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

Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with university resources without prior approval from university officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct. More information on Student Code of Conduct can be found at https://www.sfasu.edu/docs/board-regents/student-code-of-conduct-10.4.pdf

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.

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:
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

X. Additional Information Specific to Educator Preparation:
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.inesinc.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 SFA.

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