Instructor: Jessica Thomas

Course Time/Location: TR 11-12:15pm, GFNA 324

Office: 305

Office Hours: MW 10-11am, 2:30-4pm

Office Phone: 936-468-1885

Credits: 3

Department Phone: 936-468-3503

Email: jessica.thomas@sfasu.edu

Prerequisites: 4 hours of dance technique

Corequisites: Regular attendance in a level II technique class or higher

I. Course Description & Justification

Description: Improvisation and Composition is a physical and intellectual course in which the students will learn the basic skills needed to create choreography. This course is an advanced course in which the students involved are dance majors and minors, having advanced movement skills and background in dance techniques to which they may apply to choreographic projects. The students’ main focus is on movement exploration through improvisation, and composition with an emphasis on spatial design, rhythmic and dynamic structure.

Justification: Choreography II meets 150 minutes per week for 14 weeks and a final exam. Course assessments are both theoretical and practical. Assigned readings and subsequent exams and quizzes require students to study between class sessions. This equates to 2 hours per week outside of class per credit hour. Students are assessed through 4 major choreographic presentations. Students are required to utilize additional practice and rehearsal outside of class and in assigned locations. Students are also given comprehensive examinations over required and suggested readings.

All of my class announcements and reminders are promptly communicated through our D2L email. Please be sure to check your messages here regularly, so I can feel assured that you are clear and on the same page with the class as a whole.

For additional feedback outside of class, please visit me during my office hours (see above). It is my passion to see you grow and thrive in your unique voice as a dance artist and/or educator.

Students should expect a response to emails and phone calls 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 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. **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. Demonstrate choreographic principles such as motif, theme and variation, use of space, time, and energy, positive/negative space through the creation of solo and duet movement studies. (PLO 3)

2. To learn the proper language and terminology needed to create choreography on one’s self or on a peer. (PLO 1)

3. Edit, refine, embellish and amplify movement content while maintaining personal movement style, inspiration, and technique. (PLO 1,3)

4. Develop musicality, spatial, and rhythmic awareness while choreographing and dancing to improve movement memory and personal style. (PLO 5)

5. Distinguish the responsibilities of choreographers and dancers in the symbiotic relationship.

*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, and use of Technology:**

The students will be required to create several choreographic projects based on stimulating activities learned throughout the semester. **Approaching each choreographic assignment, the students will journal their process, keeping a record of where their motivation came from, how the process matures, the outcome of the process. These journals are to be turned in at the midterm and final exam.** The students will be given partner work to understand better the choreographic process on how to create choreography for small groups and large groups. Each choreographic project will contain aspects of research to better engage each student in their journey through choreographing substantial work. **The students are encouraged to use**
technology such as Youtube and DVD to observe substantial choreography to create personal, creative work (we will do this together in class as well).

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 an 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 nonemergency 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: Active and committed participation throughout each class is expected. Choreographing dance is an art form that must be practiced daily for mastery. Students are expected to fully participate in each class. It is recommended that any student who is ill should attempt to attend class unless they are contagious or confined to a bed. **Any student who opts to observe and not participate will receive partial credit for that class.** Class observation gives students a good learning opportunity to listen to explanations and corrections the instructor has given out. Lack of participation for any sustained period of time due to illness, injury, or University sponsored events may result in needing to drop the course entirely. Daily participation means committing to the class and is worth a considerable amount of the student’s final grade. The student will not receive participation points if they are not in attendance.

Grading Percentages: Grading Scale:

<table>
<thead>
<tr>
<th>Participation 10%</th>
<th>100-90 = A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project 1 20%</td>
<td>89-80 = B</td>
</tr>
<tr>
<td>Project 2/Midterm 20%</td>
<td>79-70 = C</td>
</tr>
</tbody>
</table>
Project 3/Final 30% 69-60 = D
Journal/Midterm 15% 59 or Lower = F
Journal/Final 15%

Daily Participation Grading:

For each class, the student has the opportunity to earn a total of 10 points by being on time, wearing the proper attire, showing a positive attitude, and giving 100% effort. **Students will lose points for being late, leaving early, not wearing proper dance attire, slacking off, having a bad attitude, or being rude or disrespectful.** As stated before, **a student who observes class will only earn partial points. Points cannot be earned if the student is not in attendance.**

Short Film Projects:

Periodically throughout the semester, the students will be given instructions on specific short film projects and how to create them. These projects will include material discussed in class per each stage of the students’ choreographic journey for film. These projects are electronically recorded and are available for viewing upon a scheduled request. Each short film project will be graded on time (duration of material), content (consistency with classroom instruction), memory, use of space, and ability to make clear the content of the project.

**Project 1: The Solo**

**Project 2: The Duet/Midterm**

**Project 3: The Group/Final**

Midterm and Final Exam:

The Midterm and Final will consist of their Project 2 & Project 3 as well as their cumulative journaling. **The students’ journal is to be submitted on each specified date** (see tentative course schedule). Journals can be in the form of a handwritten notebook or word document format.

**Extra Credit:** Attend an approved dance concert and write a 400-word critique. Critiques are due one week after you see the performance. Be sure to include a picture of the program and/or ticket stub upon submission. A rubric will be provided as needed. **Critiques will be submitted in hardcopy format ONLY.** Applicable concerts for attendance include any PROFESSIONAL dance concert (must be approved by Jessica) held off-campus

**Make-Up Policy:**

Written assignments will be accepted late, however, **1 letter grade will be deducted for each day the assignment is late.** If the student is in good standing with the course, the instructor may allow absences to be made up. The student must come to office hours, or set up a meeting to discuss this option.

**Attendance:**

Each absence, after 2, will drop the student’s final grade by 1 full letter grade, assuming each student begins the semester with an A. For example: 3 absences = B, 4 absences = C, 5 absences = D. Any student who has 6 absences or more will result in an automatic failing grade and will not pass the class. An absence will be excused if the student notifies the instructor via email immediately, and presents a
doctor’s note the very next class period that he/she is approved to return to class. Doctor’s notes will not be accepted at the end of the week, month, or semester if the student has already returned to class and forgot to bring the doctor’s note. The same consideration will be given for funerals and University sponsored events. Points will be deducted for students who leave class prior to dismissal. If the student is tardy (more than 10 minutes late), they will be counted absent! For every 3 tardies, the student will receive 1 absence! Attendance will be strictly enforced. It is the responsibility of the student to keep track of their number of absences.

V. Tentative Course Calendar:

Week 1
1/18 Syllabus; Introductions

Week 2
1/23- Discuss Chapter 1; View film examples; Assign Chapter 2
1/25- Begin Project 1; Explore body parts; Play with video angles; Assign partners; Journaling

Week 3
1/30 Discuss Chapter 2; Teach body part movement to partner; Play with video angles; Journaling
2/1 Workday

Week 4
2/6 Project 1 Due; View works as a class; Assign Chapter 3 & Chapter 9
2/8 Intro video software

Week 5
2/13 Discuss Chapter 3 & Chapter 9; Video edit tutorial; Video edit practice; Assign Chapter 4
2/15 Workday/video edit practice

Week 6
2/20 Discuss Chapter 4; View film examples; Video edit practice; Begin Project 2
2/22 Workday

Week 7
2/27-2/29 Workdays for Project 2

Week 8
3/5: Midterm Project 2 Due; Midterm Journal Due; View works as a class; Assign Chapter 5 & Chapter 10
3/7 Optional Workday for video edit practice

Week 9
3/9-3/17 SPRING BREAK

Week 10
3/19 Discuss Chapter 5 & Chapter 10; View film examples; Assign Chapter 6
3/21 NO CLASS
3/20*22-3/24 ACDA @ UT AUSTIN

Week 11
3/26 Discuss Chapter 6; View film examples; Begin Project 3; Assign Chapter 7
3/28 NO CLASS
3/28-3/31 EASTER BREAK

Week 12
4/2 Discuss Chapter 7; Video edit practice; Work on Project 3; Assign Chapter 8 & Chapter 11
4/4 Workday

Week 13
4/9 Discuss Chapter 8 and Chapter 11; Video edit practice; Intro DanceWorks Reflection, Work on Project 3
4/11 Workday

Week 14
4/16-4/18 Work Days for Final Movement Project 3

Week 15
4/23 Final Project 3 Due; Final Journal Due; View works as a class
*Decide which projects will be shown at Informal Concert
4/24 Informal Concert @ 4pm

Week 16
4/29-5/3 DEAD WEEK

Week 17
5/6-5/10 FINALS WEEK

FINAL EXAM SCHEDULE CAN BE FOUND AT:
https://www.sfasu.edu/registrar/finalexams-grades/final-exam-schedule

VI. Readings:


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 should 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.
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.
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 an artist.**

Dance Studio Rules

1. No street shoes. All street shoes must be removed before walking on the dance floor.
2. No gum chewing, eating, or drinking. Water with a secured lid is permitted. Please pick up after yourself and throw away any trash you might bring into the dance space.
3. No wet umbrellas, etc. Please shake off and store any wet items before entering the studio.
4. All cell phones must be silenced in the dance studio.
5. Apple watches will not be allowed to be worn during technique class.

VII. 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!

VIII. Student Ethics and Other Policy Information:

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 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; and/or;
- 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 or ChatGPT
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- 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**

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. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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.

SFASU 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
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.