

Department of Kinesiology and Health Science
DAN 140 DANCE APPRECIATION
Fall/Spring 20__

Instructor:
Office:
Office Phone:
Dept. Phone:
Email:

Course Time & Location:
Office Hours:
Credits: 3

Prerequisites: None

I. Course Description:

For non-dance majors only. An introduction to dance as a theatrical art and as a valued component in diversified cultures and societies. A significant historical survey will be included.

II. Intended Learning Outcomes/Goals/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 is an introductory survey course designed to increase one's understanding and appreciation of dance as an art form and valued cultural component. This course satisfies the Creative Arts requirement of the University's Core Curriculum requirement. It supports SFASU's core curriculum mission "to equip students with the broad intellectual foundations needed to live satisfying lives, to ready themselves for advanced study, to contribute significantly to society, and to succeed in a diverse global community".

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 an 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.

Core Objectives:

1. Critical Thinking: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication

3. Teamwork: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
4. Social Responsibility: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Student Learning Outcomes. Upon successful completion of the course, the student will be able to:

- Understand dance as a form of human expression and as a means of communication - (PLO 2) **Communication**
- Think critically and creatively about the nature of dance and its relation to the other arts - (PLO 3) **Critical Thinking**
- Investigate the similarities and differences of dance throughout history and across cultural lines - (PLO 2) **Social Responsibility**
- Explore the various genres of dance and selected seminal works within those genres - (PLO 1) **Critical Thinking**
- Collaborate in practical experiences which support the understanding of dance - (PLO 4) **Teamwork**

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

Methods include lecture, discussion, class activities that involve working in groups, viewing and analyzing visual material such as DVDs or web-based images. Students may be asked to view visual media and/or a live concert outside of class time. See project below.

Project - Dance as a Theatre Art. This project is the culmination of the student's ability to demonstrate his/her understanding, and therefore, appreciation of dance as a theatrical art. It will provide the basis for assessing the four Core Objectives above: Critical Thinking, Communication Skills, Teamwork, and Social Responsibility.

The project has two components. 1) All students will participate in a group activity that will involve practical experiences in the pre-production process for a dance concert followed by discussion and submission of a written outline reflecting the group's voice, 2) Each student will select a performance to attend and individually submit a written concert analysis that will include a discussion of the elements of movement and production enhancements such as costuming and lighting. Further details and the relationship of core objectives appear below.

Component 1) – Group Activity/Teamwork and Social Responsibility

- Students will work in groups of five to eight people.
- Information on appropriate pre-production activities will be given and explained by the instructor verbally and via a handout. Activities may include:
 - Observing a rehearsal
 - Assisting with publicity
 - Participating in load-in; i.e. setting up the theatre space
 - Observing a light tech
 - Observing the warm-up process before the concert
- Students will decide as a group who will participate in the various activities; each group should have representation in at least three pre-production activities.
- Appropriate etiquette must be applied in each situation.
- After all group members have attended their selected activity, the group will meet to share information gleaned from their practical experience. (This phase of the project is supported by reading and lecture material disseminated prior and/or during the time period of the group activity.) Each person should offer three to five concise statements about what they learned.

- The group, as a whole, will prepare one document in outline format with supporting images that reflects the experience of the group. One group member will submit the outline portion to the Group Activity dropbox via D2L.

Component 2) – Concert Analysis/Critical Thinking and Communication Skills

- Each student will attend a live dance performance produced by the SFA Dance Program. Generally this concert is known as Danceworks. A live professional performance in W.M. Turner Auditorium may substitute if it falls at an appropriate time during the semester.
- Students will take notes during the concert.
- Each student will then write a paper addressing dance movement as it relates to space, time, and energy (see Chapter 2 in course text); other choreographic components such as style, theme, and form; and production elements such as lighting and costuming.
- Each student will write an analysis of the concert and submit it to the Concert Analysis dropbox via D2L.

IV. Evaluation and Assessments (Grading):

Participation in daily classroom discussion	10%
Quizzes	10%
Project – Dance as a Theatre Art (Components 1 & 2)	10%
Exams including Final	<u>70%</u>
	100%

A = 90-100%

B = 80-89.9%

C = 70-79.9%

D = 60-69.9%

F = less than 60%

Participation in Daily Classroom Discussion - Perfect attendance, evidence of preparation for class and some contribution to discussion will yield 95%. Perfect attendance, exceptional preparation and exceptional contribution to discussion may yield up to 100%. If you are called on or volunteer a response, sit up and project your voice. After 3 absences, participation grade will drop. For 4 absences, the highest participation grade possible is 80% for the semester, 5 absences - 70%, 6 absences - 60%. More than 6 absences will result in a grade of F or QF for the course. A progress grade for participation will be available mid-semester. Final participation grade may change based on attendance and overall contribution to discussion. Excellent attendance is a prerequisite for a top participation grade, but not a guarantee of such. See also, classroom etiquette. Students with multiple incidents of poor etiquette will not be able to receive an A in classroom participation.

Concert Attendance will be based on the SFA Dance Program's fall/spring concert, or a professional dance concert in Turner Auditorium. Any conflicts must be discussed at the beginning of the semester or as soon as they arise. Failure to do so will result in forfeiture of a make-up opportunity. Plan any employment, other academic, or personal commitments around the concert you choose to attend. Should an emergency inhibit your ability to complete this course requirement, refer to "missing an exam" below. If you miss the concert, you must contact your instructor by noon the day after the concert and provide documentation of your emergency absence upon return to class. A makeup assignment will be arranged for those with excused absences who follow procedure.

V. Tentative Course Outline: (See separate calendar for reading assignments and exam dates.)

- Weeks 1 Introduction to the course, meaning of dance. **Includes instruction in Critical Thinking.**
- Week 2 Roots of dance through Middle Ages
- Week 3 The Participants: Choreographer, Dancer, Audience
- Week 4 Court dances, Renaissance through 18th century
- Week 5 Romantic era in ballet
- Week 6 Petipa era or classical ballet in Russia. Explanation of Dance as a Theatre Art project with emphasis on Component 1, Group Activity. **Includes instruction in Teamwork and Social Responsibility.**
- Week 7 Diaghilev era and Balanchine
- Week 8 Modern dance, birth of the form and early years
- Week 9 Modern dance cont'd, mid-20th century to the present
- Week 10 Dance production. Explanation of Dance as a Theatre Art project with emphasis on Component 2, Concert Analysis. **Includes instruction in Communication Skills.**
- Week 11 World/cultural dance forms.
- Week 12 Social dance. Attend dance concert this week. Due: Group Activity outline
- Week 13 Jazz Dance and Tap Dance.
- Week 14 Musical Theatre. Due: Concert Analysis paper
- Week 15 Summation of semester, review for final exam
- Week 16 Comprehensive final exam per University schedule

VI. Textbook and Readings:

Required - Learning About Dance; An Introduction to Dance as an Art Form and Entertainment, 6th edition by Nora Ambrosio.

VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education (COE) 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! The course evaluation process 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. (COE)

VIII. Student Ethics and Other Policy Information:

Attendance

Attendance is mandatory. See Sections IV above and IX below.

Students with Disabilities

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

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 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/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)

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.

Acceptable Student Behavior

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 (see the Student Conduct Code, policy D-34.1). 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 prohibition 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. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

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

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due _____. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <<http://www.texas.ets.org/registrationBulletin/>>). 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.

LiveText

LiveText is the data management system used by the Perkins College of Education for program improvement and accreditation. All students are required to purchase a LiveText account, either through the University Bookstore or at www.livetext.com. This is a one-time purchase, and the account will be used throughout your program. Required program assignments must be submitted through LiveText. Successful completion of the course and program are dependent on submission of all required LiveText assignments.

IX. Other Relevant Course Information:

Attendance/Absences: Attendance is expected; however, in the case of a missed class, it is the student's responsibility to get lecture notes from a classmate. The maximum number of absences permitted for a passing grade is 6. This number will be adjusted accordingly for late registrants. For example, if you miss 2 classes due to late registration, the maximum number of absences allowed for a passing grade is 4. (See IV, Grading.) If you have extenuating circumstances affecting your performance and would like consideration for final grade, make an appointment for an office visit within a timely fashion.

Missing an Exam: If you are absent on an exam day, you must contact me no later than noon on the following day. Your situation will be evaluated and you may be afforded an opportunity to take a make-up exam. You must provide official documentation upon return to class for the make-up score to fully count. Any planned absences on exam days must be discussed at the beginning of the semester. Quizzes may not be made up.

Extra Credit: It is a requirement to attend one concert (See IV.) For extra credit, attend both concerts or a professional fine arts dance concert or musical, perhaps in your hometown. Submit a 250-word report along with your program within two class periods and clearly indicate Extra Credit. Extra credit will generally enhance your participation grade 5%. Announcements for additional events may be made in class. **Do not use the same activity for any other SFA course.** Note: for any concert, required or extra, you are expected to be punctual, stay for the entire show, and demonstrate exemplary audience behavior.

Late Work: Late work will be accepted at the discretion of the professor, and grade will be lowered depending on circumstances for lateness and the quality of your work. Generally 5% will be deducted per day.

Email: On occasion, I may post you with course information via your SFA account. If you post me, include the course number in the subject line. Send mail from your Titan account, and be concise.

Classroom Etiquette: Be conscientious, respectful, and use discretion at all times. You will receive a lowered participation grade equal to $\frac{1}{2}$ of an absence for infraction of any of the following regulations.

1. No food or beverage in the classroom.
2. No talking out of turn such as private conversations with classmates during a lecture.
3. No electronic device will be visible with the exception of a digital wrist watch. All phones, computers, MP3 players, ear buds, headphones, and/or related equipment must be secured in a backpack, book-bag, or other similar article and stored beneath your desk.

4. Be punctual; however, if late entrance is permitted, do not walk across the front of the room to find your seat.
5. Remain focused in class until dismissed. Avoid packing your belongings while class is in session.
6. No sleeping or body postures that could read as such.
7. If you have an emergency that requires you to leave the room, do not re-enter while class is in session. If you know you will be leaving class early, notify the instructor as a courtesy and sit near the door.
8. During exams, shield your work. No hats with bills or brims. Keep eyes on your own exam. See also Academic Honesty below.

Academic Honesty—See VIII above. For this class, the minimum penalty for written plagiarism on an assignment or exam is a zero or no-credit and forfeiture of any make-up. Academic integrity also applies to reporting concert attendance and/or extra credit activities. Do not use the same event for another class.