Syllabus – Fall 2013

Department:    Theatre & Dance
Course Number/Section:  2304.01
Course Title:    Dance Appreciation
Professor:    Golden Wright
               Office 880-8291
               HHPB Dance Annex Room 104
               Golden.wright@lamar.edu
               Office Hours 10-11am on Tuesdays/Thursdays

Course Description
A Survey of the art of dance, its role in world cultures, history and current issues. This is the only dance course that satisfies the fine arts core for non-dance majors.

Prerequisites

No Prerequisites required for this course.

Required/Optional Texts and/or Course Materials

- iClicker student response system
- Computer able to access Lamar’s Blackboard Service with Microsoft Word software installed (campus computers available) – you may bring a laptop or tablet to class.

Course Outcomes

Learning Outcomes: At the end of this course, students will be able to:

- Identify, classify, and apply the various functions/purposes of dance to the dance styles discussed in this course. Students will be assessed with the use of movement and written examinations.
- Observe, describe, analyze, interpret, evaluate and write critically about dance. Students will be assessed on a written critique over the Spring or Fall Dance Concert.
• Students will be required to create a dance work and design/present a group presentation. Both will be assessed with verbal feedback.
• Students will examine, experiment with and implement a personal aesthetic regarding dance: as it relates to the role it plays intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and global communities.

Core Curriculum Outcomes:

The Core Curriculum Objectives for Creative Arts are defined as follows:

• Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
• Communication Skills: to include effective written, oral, and visual communication.
• Teamwork: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.
• Social Responsibility: to include intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and global communities.

Classroom Management Policies

Disability accommodation: It is the policy of Lamar University to accommodate students with disabilities, pursuant to federal and state law, and the University’s commitment to equal educational opportunities. It is the student’s responsibility to register with Lamar’s Disability Support Services (880-8347) as quickly as possible. Any student who feels s/he may need an accommodation based on the impact of a disability should contact the professor directly during the first week of the course.

Academic Honesty: The following will result in a zero grade for your work and may result in an Immediate “F” for this course: claiming to attend a live dance event that you did not attend; copying or cheating; plagiarizing in any form. Lamar University students will not cheat, lie, plagiarize, or tolerate those who do. Academic dishonesty will not be tolerated on any course assignments. Should you be found responsible for a dishonest incident, the course instructor will assign a reasonable penalty, which may include failure of the course. If you do not consent to the findings and/or penalty, you must file an appeal with the department chairperson within five days, as specified in the student handbook (available at www.my.lamar.edu).

Drop: It is your responsibility to make sure that you are officially enrolled in this course. If, at any point, you decide to not participate in this course, it is your responsibility to officially drop or withdraw from enrollment. Failure to do so may result in a failing grade. Drops after the course begins may carry financial penalty in that full reimbursement may not be possible. 10/01/2013 is that last day to drop without academic penalty.

Attendance: Students are expected to show up to class on time and remain for the entire class period. Attendance will be taken using the i>clicker. Failure to bring your i>clicker to class will result in an unexcused absence. Be aware that some of your points come from in-class activities such as quizzes and participation and there will be NO make up for missed activities except for university approved absences. You may have two (2) unexcused absences without penalty. Each
additional unexcused absence will result in the loss of a letter grade. Seven (7) unexcused absences will result in the failure of this course.

Grading and Evaluation

Assignments:

20% Quizzes
Quizzes are conducted using the i>clicker student response system. Failure to purchase an i>clicker by the second week of classes will result in the failure of this course. During the course of this semester, you will be given several in-class quizzes (multiple choice/true false) over the lecture material, reading assignments, and videos that we watch during class.

20% Final
A comprehensive final exam will conducted through Blackboard during finals week. The exam will cover reading material (assigned outside of class) and classroom material. You will be allotted a three day window to take the exam ending before midnight on the day of the scheduled final. DO NOT put off taking your exam until the last minute. Anyone who contacts me after the window has expired because they could not take or complete their exam will not be allowed to take the exam for any reason. A practice exam (syllabus review) is available the first two weeks of class on Blackboard so that you may familiarize yourself with the process. Should you elect to take the practice exam, bonus points will be applied to your final exam.

30% Dance Performance Critique
1. Attend the Lamar University Fall Dance Concert (attendance taken with i>clicker)
   • Thursday, April 11, 2013 @ 7:30 pm OR
   • Friday, April 12, 2013 @ 7:30 pm
2. Prices: $7.00—Lamar students WITH ID (cash only)
3. You will use your i>clicker to sign in for attendance in the lobby as you LEAVE the performance. Failure to do so will result in a zero for the assignment
4. Type a written critique of YOUR opinion. Requirements for the critique:
   • 3-5 pages in length
   • This paper must be typed, double-spaced, 12 pt. font, 1-inch margins – points deducted for incorrect format § The critique must have an introduction, main discussion of what you liked/ disliked and WHY (you will use “I” statements), and a conclusion
   • Describe (briefly), Analyze, Interpret, Evaluate
5. The final written critique may be submitted in Blackboard any time before midnight of deadline date (.doc or .docx file extension ONLY). Due date November 21, 2012.

30% Experiential Learning Days
1. We will be engaging in active and collaborative learning. This means that during the semester, you will be required to participate in different dance experiences and assignments designed to facilitate learning of the material. Some different dance forms including tribal, praise dance, ballet, modern, jazz, tap, folk and social dance, dance therapy,
etc. We will also have in class assignments that you must participate in such as researching dance history, creating choreography, notating dance movement, etc.

2. You will be assigned a group to work with. You may also be asked to work individually or with a partner.

3. Your grade will be based on the following:
   a. Attendance – roll will be taken with i>clicker only – failure to bring your i>clicker to class means you cannot check in and you WILL be counted absent. Anyone who arrives to class after roll has been taken will be counted absent and will not be allowed to participate in the activity – no exceptions.
   b. Attire – please wear clothing that you can move in easily – tight clothing is difficult to dance in.
   c. Attitude – if you do not actively participate or appear to be unwilling to work with others, you will receive a zero for this grade.

### Grading scale:
- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = Less than 60%

### Schedule

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<tr>
<th>Schedule</th>
<th>Course Activities and Assignments</th>
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<tr>
<td><strong>Week 1</strong></td>
<td><strong>Topic: Defining Dance</strong></td>
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<td><strong>Student Learning Outcomes</strong> - Students will be able to: Observe, describe, analyze, interpret, evaluate and write critically about dance.</td>
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<td><strong>Core Curriculum Outcomes</strong> - Students will be able to: Communication &amp; Teamwork:</td>
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<td><strong>Required Readings/Videos:</strong> <em>Appreciating Dance Chapter 1: Origins and Definitions &amp; Dancing: The Power of Dance</em></td>
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<td><strong>Discussion</strong> - The class will be broken into small groups and required to define their own definition of dance. This will be questioned verbally by the rest of class and the instructor.</td>
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<td><strong>Assignment</strong> – Participation grade will be given all students that participate.</td>
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| Week 2 | **Topic: Choreography / Occupations** |
|        | **Student Learning Outcomes** - Students will be required to create/perform a dance work. |
|        | **Core Curriculum Outcomes** - Students will be able to: Communication & Teamwork & Critical Thinking Skills |
|        | **Required Readings/Videos:** *Appreciating Dance Pages 116-177* |
| Week 3/4 | **Discussion** – The class will discuss and learn the various types of choreographic tools used to create each piece.  
**Assignment** – Participation grade will be given a time frame to create a 2 minute dance that all group members will help choreograph and perform.  
**Topic: Ballet**  
**Student Learning Outcomes** - Students will examine, experiment with and implement a personal aesthetic regarding dance: as it relates to the role it plays intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and global.  
**Core Curriculum Outcomes** - : to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.  
**Required Readings/Videos:** *Appreciating Dance Chapter 4, Amelia, Nutcracker, Jewels, Baby Swans*  
**Discussion** – After reading the chapter four, taking a Ballet class and watching the Ballet Videos students will be lead in a discussion about their aesthetics and why?  
**Assignment** – Participation grade will be given all students that participate in a ballet dance class and Discussion of videos shown in class. |
| Week 4/5 | **Topic: Modern Dance**  
**Student Learning Outcomes** - Students will examine, experiment with and implement a personal aesthetic regarding dance: as it relates to the role it plays intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and global.  
**Core Curriculum Outcomes** - : to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.  
**Required Readings/Videos:** *Appreciating Dance Chapter 5 Modern Dance, Septet, Games, Cry, Lamentations, Witch Dances, Skirt Dances*  
**Discussion** – After reading the chapter five, taking a modern class and watching the modern dance videos students will be lead in a discussion about their aesthetics and why?  
**Assignment** – Participation grade will be given all students that participate in a modern dance class and Discussion of videos shown in class. |
| Week 6/7 | **Topic: Social Dance**  
**Student Learning Outcomes** - Students will examine, experiment with and implement a personal aesthetic regarding dance: as it relates to the role it plays intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and global.  
**Core Curriculum Outcomes** - : Critical Thinking Skills: to include creative thinking,
Week 8

**innovation, inquiry, and analysis, evaluation and synthesis of information & Communication Skills: to include effective written, oral, and visual communication**

**Required Readings/Videos:** *Appreciating Dance Chapter 3 Social Dance, Flying down the Rio, Take the Lead Tang, SYTYCD Duets*

**Discussion** – After reading the chapter three, taking multiple social dance classes and watching the social dance videos students will be lead in a discussion about their aesthetics and why?

**Assignment** – Participation grade will be given all students that participate in a social dance classes and debate over the importance of social dance in today's society.

**Topic: Midterm**

**Student Learning Outcomes** - Students will be able to: Observe, describe, analyze, interpret, evaluate and write critically about dance.

**Core Curriculum Outcomes** - Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

**Required Readings/Videos:** All videos and information shown or discussed up to week 8.

**Discussion/Assignment:** A review will be given going over all course material up to this point. A written exam will be given to verify that the information given is being retained.

Week 9 & 10

**Student Learning Outcomes**

- To examine, experiment with and implement a personal aesthetic regarding dance: as it relates to the role it plays intercultural

**Required Readings/Videos:** *This will depend on the videos or material presented by the students.*

**Discussion/Assignment** - The class will be broken into small groups and required to create a presentation on an influential person in dance. Students will be graded on a rubric with creative, relative, and informative. Information presented will also be on the Final Exam.

**Topic: HipHop Dance**

**Student Learning Outcomes** Students will examine, experiment with and implement a personal aesthetic regarding dance: as it relates to the role it plays intercultural
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<th>Week 11</th>
<th>competency, civic knowledge, and the ability to engage effectively in regional, national, and global.</th>
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<tr>
<td><strong>Core Curriculum Outcomes</strong> - Students will be able to: Critical Thinking Skills</td>
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<tr>
<td><strong>Required Readings/Videos:</strong> <em>SYTYCD Alex &amp; Twitch, RIZE, Bryan Gaynor, Phillip Chabeb</em></td>
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<tr>
<td><strong>Discussion</strong> – After taking a HipHop dance class and watching the HipHop Videos students will be lead in a discussion about their aesthetics and why?</td>
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<td><strong>Assignment</strong> – Participation grade will be given all students that participate.</td>
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<th>Week 12/ 13</th>
<th>Students will examine, experiment with and implement a personal aesthetic regarding dance: as it relates to the role it plays intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and global.</th>
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<td><strong>Core Curriculum Outcomes</strong> - Students will be able to: Communication &amp; Teamwork:</td>
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<td><strong>Required Readings/Videos:</strong> <em>Appreciating Dance Chapter 6: Tap, Jazz, Musical Theatre &amp; Film Dance</em></td>
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<td><strong>Discussion</strong> - After reading the chapter 6, taking a Jazz &amp; Tap class and watching the Videos on Jazz and Tap students will be lead in a discussion about their aesthetics and why?</td>
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<td><strong>Assignment</strong> – Participation grade will be given all students that participate.</td>
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<th>Week 14</th>
<th>Students will examine, experiment with and implement a personal aesthetic regarding dance: as it relates to the role it plays intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and global.</th>
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<tr>
<td><strong>Core Curriculum Outcomes</strong> - Students will be able to: Critical Thinking Skills</td>
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<tr>
<td><strong>Required Readings/Videos:</strong> <em>Various videos from earlier in the semester will be shown.</em></td>
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<td><strong>Discussion</strong> - The class will be given multiple ways of critiquing these familiar videos. Then guideline and rubric/guidelines for the dance concert critique will be given.</td>
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<td><strong>Assignment</strong> – Participation grade will be given all students that participate.</td>
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**Topic: Religion**
Students will examine, experiment with and implement a personal aesthetic regarding dance: as it relates to the role it plays intercultural competency, civic knowledge, and the ability to engage effectively in regional, national, and global.
**Core Curriculum Outcomes** - Students will be able to: Communication & Teamwork:

**Required Readings/Videos:** *Appreciating Dance Chapter 2: Dance and Religion*

**Assignment/Discussion** – After taking a Praise dance class students will be lead in a discussion about their aesthetics and why? A guest artist on praise dance will teach a class on the basis and styles presently performed in churches.

**Topic: Re-Defining Dance & Review for Final Exam**  
**Topic: Midterm**

**Student Learning Outcomes** - Students will be able to: Observe, describe, analyze, interpret, evaluate and write critically about dance.

**Core Curriculum Outcomes** - Critical Thinking Skills

**Required Readings/Videos:** All videos and information shown or discussed from week 9 up to week 15.

**Discussion/Assignment:** A review will be given going over all course material up to this point. A written exam will be given to verify that the information given is being retained.

### OTHER RULES:

- Late work will not be accepted from anyone, for any reason – no exceptions. All work is due by the due date or may be turned in early. Any work handed to me after the due date/time, placed in my box, emailed to me, or slid under my office door will not be graded or accepted. It is your responsibility to ensure that all work is completed, printed, proof-read, secure, etc., in plenty of time to turn in on the due date during class. I gladly accept work turned in early.

- Points will be deducted from any work that fails to follow the syllabus guidelines and rules.

- All work MUST be typewritten and all Blackboard work MUST be attached as a file – any work not typewritten or added as an attachment will not be graded or accepted.

- All work that is turned in as a hard copy that exceeds 1 page MUST be stapled together. Any assignments (including tickets/programs/receipts) not stapled together will not be graded or accepted.

- Unruly or disruptive behavior (including cell phone use or social network use during class) will result in the deduction of a letter grade from your total grade and may be cause for removal from the course.

- Street shoes are not allowed on the dance floor – be sure to walk on the rubberized floor when accessing front row seating or the stairs on the far side of the bleachers.

- Keep bags and other items out of the aisles and walkways.

- Food, drink and gum are not allowed in the classroom with the exception of bottled water.

- Student will turn their cell phones off during the duration of class. If a student uses the cell phone or a student's cell phone goes off during the duration of class the student will be asked to leave the classroom and an absence will be given. On a second offense the student will be dropped from the course.