LAC PROPOSAL SAMPLE SYLLABUS:
ARTS & HUMANITIES, ARTS & EXPRESSION, LAA1 AND US MULTICULTURAL STUDIES, LAMS

Course Number and Section: DNCE 130
Course Name: Dance and Culture
Credits: 3

Semester and Year: Fall and Spring Offerings
Class Meeting Information: TBA

Instructor: Dayna DeFilippis
Email Address: dayna.defilippis@unco.edu
Office Location: Guggenheim, 004
Student Hours: TBA

"To sing well and to dance well is to be well-educated."
Plato (c. 428-c. 348 B.C.)

"Dance can give the inarticulate a voice."
Pamela Brown, b. 1928

"The truest expression of a people is in its dances and its music. Bodies never lie."
Agnes de Mille

Catalog Course Description:

This course will introduce the student to the foundations, and subsequent cultural impact, of social and theatrical dance through lectures, discussions, and written assignments. The primary focus of this course is to impart the basic groundwork for the development and purpose of dance across many cultures in order to provide the student with a broad understanding of dance as a performative art, source of communication, and reflection of multicultural influence. No previous dance training is required.

Prerequisites: None

Liberal Arts Curriculum & GT Pathways:

This course is a part of the Liberal Arts Curriculum at UNC and fulfills 3 credit hours of the Arts & Humanities: Arts & Expression and the US Multicultural Studies categories. The Colorado Commission on Higher Education has approved DNCE 130 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-AH1 category.

For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html

UNC's LAC outcomes in Arts & Humanities: Arts & Expression are aligned with the State of Colorado's GT Pathways student learning outcomes, competencies, and content criteria for AH1. This includes CDHE competencies and student learning outcomes in Creative Thinking, Critical Thinking, and Written Communication.

LAC Arts & Expression Learning Outcomes + GTP Competencies & SLOs	Course Mapping
Creative Thinking: Competency in creative thinking represents both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking. Student Learning Outcomes (SLOs) Students should be able to: 4. Embrace Contradictions • Incorporate alternate, divergent, or contradictory perspectives or ideas within the context of the discipline and the shape of the work.	Creative thinking is at the heart of course content throughout this class; without creative thinking, dance as a performing art would not exist. Past that, dance as communication and cultural connection/ reflection would not evolve and grow with the passing of time. As such, the use and impact of creativity/ creative thinking is the basis for which material, concepts, and assessments have been developed for this course, *Dance and Culture.* Students will demonstrate competency in Embracing Contradictions through discussion participation in lecture/ discussion sessions and through the Dance Performance Critical Response and Visual/ Verbal Research Presentation assessments.
Critical Thinking: Competency in critical thinking addresses a student's ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis. Student Learning Outcomes (SLOs) Students should be able to: 2. Utilize Context a. Evaluate the relevance of context when presenting a position. b. Identify assumptions. c. Analyze one's own and others' assumptions. 5. Understand Implications and Make Conclusions a. Establish a conclusion that is tied to the range of information presented. b. Reflect on implications and	Sharpening observational skills is a main objective of course content, equally highlighted in lecture and discussion sessions, lab sessions, and assessments. Through heightened observational skills, as refined by viewing varied dance performances (via video and live performance) and participating in explorative movement labs, students' analytical and critical commentary skills will also be developed. In this way, Dance and Culture will allow students to demonstrate their ability to articulate opinions based on a synthesis of information and concepts gathered from multiple perspectives within a historical framework. Students will demonstrate competency in Utilizing Context through discussion participation in lecture/ discussion sessions as well as through the successful completion of the Dance Performance Critical Response and Visual/ Verbal Research Presentation assessments. Students will demonstrate competency in Understanding Implications and Make Conclusions through participation in class discussions and the successful completion of the Dance Performance Critical Response and Visual/ Verbal Research Presentation assessments. Completion of the standardized test required in this course will also assist student competency of this SLO by reinforcing important information from which to draw their own conclusions.

consequences of stated conclusion.	

Written Communication: Competency in written communication is a student's ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum. Student Learning Outcomes (SLOs) Students should be able to: 2. Develop Content a. Create and develop ideas within the context of the situation and the assigned task(s). 4. Use Sources and Evidence a. Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim. b. Follow an appropriate documentation system.	While dance, since the humble beginnings of humanity, takes pride in being a non-verbal and non-written from of communication, it is of the utmost importance for dance as an academic discipline to include effective writing into the curriculum. This course will incorporate the need for effective writing as a means to communicate the cultural importance and relevance of movement and dance from history through contemporary times. Students will demonstrate competency in Developing Content through the successful completion of each physical practice/ movement lab session as well as the Critical Response and Research Presentation assessments. Completing each of the readings and reading quizzes will also assist with the development and synthesis of content so that construction of ideas can be more clearly informed and, thus, critically analyzed. Completion of the Research Presentation assessment will provide students with the opportunity to demonstrate competency in the Use of Sources and Evidence; the required standardized course assessments, ie, Midterm/ Final Exam and Reading Quizzes, will assist the student in gaining additional context and evidence in order to effectively prepare to complete this SLO.

Content Criteria for Arts and Expression (GT-AH1)	**Course Mapping**
Respond analytically and critically to works of artistic expression, by addressing all of the following: • Describe the basic elements and their effects on meaning in a work of art. • Relate the effects of geography, economics, politics, religion, philosophy, and science on the values of a culture and the stylistic features of its arts. • Determine how a work reflects or rejects the major values or concerns of a historical era or culture. • Interpret themes or major concepts.	Critical observation, response, and discourse are over arching objectives in this course. Each discussion prompt, formal assessment, and movement lab session is designed with these objectives in mind. Therefore, responding analytically and critically to each type and form of dance performance viewed throughout the course in an informed and respectful manner is tantamount to understating the complexities and range of artistic expression as well as cultural implications in this course. Students will demonstrate competency in each area listed by participating fully in class discussions and movement labs, completing the Critical Response and Research Presentation assessments, and reflecting upon the change in their knowledge based and understanding of dance overall as provided in their Introduction Worksheets as compared to their Curtain Call exit survey in the Final Exam.

LAC U.S. Multicultural Studies Competency & SLOs	Course Mapping
U.S. Multicultural Studies Competency: As part of a Liberal Arts Curriculum, the U.S. Multicultural Studies (MS) competency refers to students' ability to recognize the perspectives of individuals and groups with a range of identities (including but not limited to race, gender, economic class, sexual orientation, physical ability, religion, language, age, and/or national identity) in terms of the greater "American Experience." Courses designated MS introduce students to concepts, theories, and histories of marginalization and inequity and systemic impacts on individuals, groups, and events. By building an awareness of the possibilities and challenges of diversity and inclusivity, courses with the MS designation reveal to students their historically rooted roles in communities and their potential as agents of change. Student Learning Outcomes (SLOs) Students should be able to: 2. Explain the social, political, historical, cultural, and/or economic experiences of at least one cultural group in terms of the greater "American Experience." 3. Recognize and explain key concepts and terms related to diversity, equity, and/or inclusion (for example, bias, implicit bias, cultural appropriation, equity, privilege, inclusion, intersectionality, structural inequality, institutional racism, systemic racism, etc.) 4. Explain theories and histories of marginalization, discrimination, and/or structural inequality, their effects on contemporary events, and their implications for the future. 5. Identify and analyze systems and structures (historical, organizational, political, global) of power that create and/or perpetuate oppression, privilege, or marginalization, and describe how these systems present barriers to equity and inclusion. 7. Assess one's own role in systems of oppression, privilege, and/or power and identify the various ways in which they have used or may use their roles to ensure equity, inclusion, and justice.	Recognizing the perspectives of individuals and groups with a range of identities as seen through the lens of dance across many cultures is a main focus of Dance and Culture. This course will examine how movement and multicultural identities intersect in social, theatrical, religious, and pop culture representations in a way that will fuel dialog, self- reflection, and critical analysis. In this way, Dance and Culture will build awareness of the possibilities and challenges surrounding diversity and inclusion in dancing communities and how this can translate to the greater societal and personal narrative. Assigned readings and quizzes (specifically Units 1 & 5), class lecture/ discussions, and reflection days will assess SLO 2. Additionally, coordinated movement lab sessions will allow embodied practice and further assessment/ reflection. This course content and coordinating assessments will provide insight into the Black experience in America through the origins and evolution of Swing Dance/ Lindy Hop, Jazz Dance, Tap, and the Hip Hop culture. Overall, course content is designed to give students foundational information regarding dance history and how subsequent events have contributed to cultural appropriation, diversity, equity, and inclusion concepts – and issues – in the world of dance today. Assigned readings and quizzes, alongside class lectures/ discussions and reflection days, and completion of the Critical Response and Research Presentations assessments will each work to assess SLO 3. As the course readings unfold from ancient dance rites through world practices to the most popular movement trends in the US today, each assigned reading will provide background that, when applied with critical analysis, will demonstrate how history of inequality effects contemporary and future events/ practices alike. Assigned readings and quizzes, alongside class lectures/ discussions and reflection days, and completion of the Critical Response and Research Presentation assessments will each work to assess SLO 4. Additionally, coordinated movement lab sessions will allow embodied practice and further assessment/ reflection. Course content in Units 1, 2, 3, & 5, seek to identify and analyze the systems of power/ structure that have created, and still perpetuate in several instances, privilege and marginalization to varying degrees. Assigned readings and quizzes will assess SLO 5 on one level. On another level, class discussions and reflection days will also seek to assess this SLO while attempting to further distinguish present barriers. Units 1, 2, 3, & 5, seek to provide an opportunity for students to assess their own role in systems of oppression/ privilege within the world of dance and, more broadly speaking, entertainment and art today. Assigned readings and quizzes alongside class discussions and reflection days will seek to assess SLO 7 while also attempting to further evaluate personal responsibilities. Completion of the Introduction Worksheet and Curtain Call exit survey will also assist in assessing this SLO.

Full Course Description:

The purpose of this course is to introduce the beginning dance student to the foundations, and subsequent cultural impact, of social and theatrical dance in many cultures through lectures, discussions, written assignments, and basic physical practice. No previous dance training is required. The historical significance, evolution, and cultural relevance of the main movement practices in participatory and artistic dance, as well as the social characteristics that intertwine, will be explored via observation and analysis. The primary focus of this course is to impart the basic groundwork for the codification and continued practice of dance world- wide in order to provide the student with a broad understanding of dance as a performative art, source of communication, and reflection of multicultural influence so that they may participate in observation, discussion, and appreciation in an educated way.

Course Objectives:

- Introduce the student to the history and evolution of dance in social and theatrical contexts within a diverse, multicultural framework
- Foster the student's ability to comprehend and analyze the basic movement and artistic markers that denote the main dance genres in theatrical dance and identify the social and cultural characteristics that overlap
- Provide the student with general guidelines for the training and creative dance making processes
- Provide the student with information that will assist in physical and aesthetic assessment when observing dance both formally and informally
- Assist the student in gaining a greater appreciation for the use of dance as a performing art and as a means of artistic expression and communication across many cultures

Course Requirements:

- **Required Text** – *Appreciating Dance, fifth edition* by Harriet Lihs
- Attendance, full participation, and focus in classes each week, regardless of format
- Completion of all readings, written assignments, quizzes, and exams
- Regular access to class Canvas page via computer or laptop and internet
    - Tablets, Chromebooks, and iPads do NOT fully run Canvas and coordinating applications all the time
    - Internet connection speeds should be fast enough to support project/ assignment uploads and video playback when applicable
- Enthusiasm, commitment, and academic integrity

Name/Pronoun:

My gender pronouns are she/ her/ hers, and I prefer to be addressed as Dayna or Day. I will gladly honor your request to address you by an alternate name and use your preferred gender pronouns. Please advise me of these early in the semester so that I may make appropriate changes to my records.

If you'd like to/ need to update your name in official school records, the process to request that the University change the name that appears on Canvas and on the course roster is available here: https://www.unco.edu/registrar/name-change.aspx

ASSIGNMENTS, EXAMS, and REQUIRED COURSE WORK:

Formal Written Assignments and Exams: 250 points total -

Additional details (including the policy for submission of late work), specific guidelines, and grading criteria for each formal written assignment and exam listed below can be found on our class Canvas page. Canvas will be an integral part of this course for general communication (through Announcements), assignment instructions, assignment and exam submittal, and grade/ attendance tracking. A guided 'tour' of our class Canvas site will take place on the first class meeting of the semester so that you are familiar with where to find all pertinent information related to required course work.

If at any time you have any technical difficulties accessing Canvas or any of the supporting/ partner applications, including accessing a quiz or exam, you MUST contact UNC IT for help; the instructor will NOT be able to assist you with any computer or software/ application issues. If at any time, however, you have questions concerning class content or assignment/ exam directions please contact the instructor via email, Canvas message or Student Hours as soon as possible.

1. Introduction Worksheet - 20 points
    1. Brief introduction of self and first impressions of course content, including previous experience/ knowledge/ understanding of dance
    2. Due the 3rd week of the semester
2. Midterm Exam - 50 points
    1. Assessment of information assimilation from first three content units covered in the course: (1) Introduction and History, (2) World/ Multicultural Dance, and (3) From Social Dance to Ballet
        1. Due the 8th week of the semester
            1. Taken online via Canvas with LockDown Browser
3. Dance/ Musical Theatre Performance Critical Response Worksheet - 30 points
    1. Analysis of UNC Dance or Musical Theatre performance (depending on the semester and production schedule) based on personal observations that targets aesthetic and technical critique while also gauging connections to historical perspectives and additional course content as outlined by the instructor and specific to assigned production/ performance.
    2. Due the week following the assigned UNC Production
        1. Appropriate notice and information on how/ where to attend will be provided to all students via in- class and Canvas Announcement.
4. Visual and Verbal Research Presentation - 50 points
    1. Overall, this is an in depth scholarly research project on a topic of choice relating to the course but not discussed at length in lectures or assigned readings.
    2. Visual Presentation due the 11th week of the semester
        1. Completed via Powerpoint,KeyNote or GoogleSlides
    3. Verbal Presentation (based on visual submission) due the 13- 15th week
        1. Verbal presentation will provide 'performance' opportunity for students and demonstrate ability to communicate scholarly research at an appropriate collegiate level.
        2. In class verbal presentation will be pre- scheduled in the 6th or 7th week of the semester once all research topics have been approved (so there are no repeat topics)
        3. 10- 15 minute verbal presentation accompanied by previously submitted (and graded with feedback) visual presentation
5. Final Exam - 100 points
    1. Assessment of information assimilation from entire semester BUT majority of exam will focus on final three content units: (4) Modern Dance and the Contemporary Revolution, (5) Jazz, Tap, and the Bridging the Gap, and (6) Creativity in Dance
    2. Due during the Final Exam period
        1. Taken online via Canvas with LockDown Browser
    3. A 'Curtain Call' exit survey/ feedback query is included in the Final Exam.

Readings and Reading Quizzes: 90 points total -

The required text for this course is *Appreciating Dance, Fifth Edition* by Harriet Lihs and can be purchased at the UNC bookstore. There are also supplemental readings that coincide with some of the units covered in class. These readings are excerpts from either *Looking at Dance, 3rd Edition* by James Clouser or *Learning about Dance: Dance as an art form and entertainment, 5th Edition* by Nora Ambrosio. The appropriate selections from each of these books are provided on Canvas in PDF format. They can be accessed in the Supplemental Readings Page in each unit's corresponding Module. Copies of each of these supplemental texts are also available in the library if you'd prefer to access these readings in this format.

The assigned readings are meant to enhance each coordinating lecture in the specific content unit and should be completed, generally, *before* the start of each unit. Relatedly, there is also a corresponding reading quiz that must be completed by the dates listed below. Each quiz is worth 15 points. Please have each unit's readings completed prior to the outlined dates in order to be prepared for the corresponding quiz. Make note of which units require text only, which require supplemental readings only, and which require both. Each reading quiz- of which there are six- is to be completed as explained/ outlined in Canvas.

Note: Some content overlaps between the required text and the supplemental readings; most, however, presents the subject matter in a new light. It is important to complete all readings early on in the corresponding content unit as the summation of the information will give you the most well rounded look at the topic and best prepare you for quizzes and exams as well as enrich the lecture material.

READING QUIZ CONTENT AND DUE DATES:

UNIT ONE: Introduction, History and the Courts- Chapters 1 – 3 (pg 1- 53), QUIZ DUE END OF WEEK 2 BY 11:59 PM

UNIT TWO: World/ Multicultural Dance- *Supplemental Readings Only* (Also Review Chapter 2 from your required text), QUIZ DUE END OF WEEK 4 BY 11:59 PM

UNIT THREE: From Social Dance to Ballet- Chapter 4 (pg 54- 90) and Supplemental Readings, QUIZ DUE END OF WEEK 5 BY 11:59 PM

UNIT FOUR: Modern Dance and the Contemporary Revolution- Chapter 5 (pg 91- 116) and Supplemental Readings, QUIZ DUE END OF WEEK 7 BY 11:59 PM

UNIT FIVE: Jazz, Tap, and Bridging the Gap- Chapter 6 (pg 117- 147) and Supplemental Readings, QUIZ DUE END OF WEEK 9 BY 11:59 PM

UNIT SIX: Creativity in Dance- *Supplemental Readings Only,* QUIZ DUE END OF WEEK 12 BY 11:59 PM

Class Lectures and Discussion Participation: 220 points total -

As a LAC/ general education course, lectures and discussions make up a significant portion of the class meeting modalities; you are expected to attend every class meeting for the entire duration and participate accordingly. For class lecture and discussion days, you will receive 5 points for attendance and this attendance credit is factored into your final grade calculation. Attendance will be marked via a

Sign In sheet and each student is responsible for recording their own attendance BEFORE the start of every class session. Presentation days (at the end of the semester) are awarded 10 points for attendance (still marked on the Sign In sheet) and the completion of an anonymous peer review form for each student verbal presentation observed.

Full attendance credit (5 or 10 points accordingly) for each lecture class meeting is NOT assumed but is, rather, dependent upon each individual student's active listening skills and their participation in either small group, pair/ share, or class discussion that takes place each day as well as the completion of appropriate peer reviews during presentation days. Lecture and discussion format, and therefore participation, is fluid from class to class and dependent upon instructor discretion during each meeting time.

Each student will be awarded 10 Buffer Attendance Points at the end of the semester to compensate for an unforeseen absence. Please note that this buffer does not negate the Attendance Policy stated in the Syllabus below. The Buffer Attendance Points are, essentially, 'free' points; if a student does not 'use' them, they become extra credit. There is, however, no way to earn more than a total of 695 points in this course.

Movement/ Lab Sessions: 135 total points -

There are 9 movement sessions throughout the semester. Each movement session is based upon the material covered in the lectures for each of the content units: Social (2), World/ Multicultural (2), Ballet, Modern Dance, Jazz Dance (2), and Creativity in Dance. Movement days will be held in the Dance Studio - Gray Gym - and are meant to introduce the student to various genres of codified dance while exploring the mind- body connection. No judgments on ability will be made at any time throughout the studio sessions. Students are awarded 15 points for each studio session attended with full effort/ participation. When scheduled, movement days will replace the lecture/ discussion class format. Below are the general guidelines and expectations for movement sessions:

- Students should wear comfortable dance or exercise attire.
    - NO JEANS OR SKIRTS ON MOVEMENT DAYS.
- Wear dance/exercise attire that you feel confident and comfortable moving in.
- Stocking feet are appropriate for all movement sessions.
    - If you have taken formal dance lessons in the past, you are more than welcome to bring appropriate dance shoes for each session.
- Hair should be pulled back and away from the face. Off the neck is preferable.
- Please Note: Anyone attending class without appropriate attire may be asked to observe instead of actively participate. This decision will be made at the instructor's discretion.
- Dance is a non- verbal form of communication. Even so, should you have a question or need clarification of a lesson or concept, be sure to ask and don't be shy!
- Food and beverages, other than closed water bottles, are not permitted in the movement space.
- No gum chewing. This is both a safety and an etiquette issue. Just say no to gum in class.
- Please turn off/silence ALL electronic equipment prior to the start of each class. There will be NO phone usage at any time during movement sessions.
- Upon arrival to the movement session in the Dance Studio, please place all personal items along the perimeter of the 'holding area', remove your shoes, and make your way onto the dance floor to find your own movement space. You may sit on the floor until the class session formally begins and more instructions are given. This process will be explained in more detail prior to our first movement session.
- If you are unable to physically participate in the studio session, please inform the instructor as soon as possible so a viable make up assignment can be assigned for attendance credit.
    - Observation is the best make up method if possible. Students observing a movement session are NOT guaranteed to earn the full 15 attendance points. Total points awarded are

based on the quality of written report completed that session. Specifics for the written observation will be provided on a case by case basis prior to the start of the movement session.

- **Please Note:** No other dance technique or movement classes may be substituted for movement sessions associated with this course. If you are currently enrolled in a dance technique course, either on campus or at a private/ community studio, these classes may NOT take the place of your attendance and participation in any of the scheduled movement sessions this semester.

Submission of Assignments:

All formal written assignments, exams, and quizzes will be submitted via designated Canvas upload or portal by the date/ time listed in the Class Schedule and/ or above. The Class Schedule is also posted as a 'stand alone' document on Canvas in the Start Here FIRST Module, under the Syllabus.

Late work will be accepted as outlined for each assignment in the corresponding guidelines document. Not all assignments have the same late work submission policy.

- Late work can be submitted between 2 days and 1 week after the listed official Due Date, depending on the type of assignment.
    - See the detailed guidelines as listed on Canvas for each specific assignment for late submission information.
- Submit late work via the same initial (on time submission) Canvas link as this link will stay open accordingly after the official due date.

Course Grading:

There are a total of 695 points (not including Buffer Points) possible in this course that take into account your written work, quizzes, exams, and discussion participation/ content, and attendance. Final grades are calculated based on the total number of points earned over the session and then translated into the corresponding letter grade. The following is the grading criteria and scale for this course.

Grading Criteria:

- Lecture/ Discussion/ Presentation Days Class Attendance: 220 points
- Movement Session Attendance: 135 points
- Reading Quizzes: 90 points
- Introduction Worksheet: 20 points
- Midterm Exam: 50 points
- Visual & Verbal Research Presentation: 50 points
- Dance/ Musical Theatre Performance Critical Response: 30 points
- Final Exam: 100 points

TOTAL: 695 points

Grading Scale:

***NOTE: No extra credit will be offered for this course this semester.**

646- 695 = A	507- 541 = C
626- 645 = A-	487- 506 = C-
612- 625 = B+	473- 486 = D+
577- 611 = B	438- 472 = D
556- 576 = B-	417- 437 = D
542- 555 = C+	416- 0 = F

Grading Feedback:

Students should expect feedback on assignments within one week of submission except when I provide notification via Canvas Announcement of a different timeline. Grading feedback will be provided to each individual in the comments section for each specific assignment.

Communication and Student Hours Appointments:

Students should check their UNC Canvas course sites (Announcements and Messages) and UNC e-mail regularly, as this is how I will communicate any notes and/or updates to the class. Any questions or concerns you may have regarding the course throughout the semester can be sent to me via Canvas message (preferred) or UNC email. For this course, students may expect responses to emails/messages within 24 hours during the school week if submitted by 5 PM MST. Should you have any concerns about my responsiveness, you are welcome to contact the Director of the School of Theatre Arts & Dance.

My listed Student Hours are meant to provide all students with the opportunity to drop by my on campus office during the designated days/times to ask questions, share information or just say hi. If my Student Hours availability does not work with your schedule, and you'd prefer to meet in person rather than exchange written communication, email or Canvas message me with a request to meet. Please include three dates/times that you are available to meet in your initial message; I will return your request within 24 hours with the confirmed meeting date/ time.

COURSE EXPECTATIONS, ADDITIONAL REQUIREMENTS, AND ETIQUETTE:

Format: This is a traditional, face to face format course. As such, attendance at each class meeting is mandatory (and factored into all final grades). Even so, regular access and use of our class Canvas site is also expected and required, particularly for class communication and assignment/ exam submittal. If you have any questions about the format of this course or how Canvas is integrated, please let me know.

If you do not have a reliable personal device to access the internet (laptop or desktop is suggested as Chromebooks, iPads, and other tablets do not always run the Canvas site fully) the UNC computer labs are available for student use. Laptops can also be rented through the Michener Library on campus.

- Find out about computer lab locations, hours, and policies here: https://www.unco.edu/information-management-technology/technology-rooms-labs/smart-classroom.aspx
    - Anchor Lab (University Center): https://www.unco.edu/information-management-technology/technology-rooms-labs/rooms-uc.aspx
    - Anchor Lab (Michener Library): https://www.unco.edu/library/
- Canvas is free to all UNC students and can be accessed with your URSA credentials. Log onto Canvas here: https://www.unco.edu/canvas/
- For additional UNC technology related information and resources, including how to get technical assistance and tips on using Canvas, visit here: https://www.unco.edu/information-management-technology/students.aspx
- **PLEASE NOTE:** If at any time you experience any technical difficulties with our class Canvas site, especially in terms of accessing/ completing a quiz or exam or viewing any content, you MUST contact the UNC Help Desk (IT) for assistance. I will NOT be able to assist you with any technical issues. If your issue is content related, however, please message me ASAP. *Lastly, if you get 'kicked off' the internet during an exam or quiz (or something with Canvas freezes) you may request a re-do only ONCE during the session by sending me a message request immediately.*

Attendance/ Tardy Policy: Attendance is mandatory and, as such, is factored into your overall grade. Three tardies to a MWF class and two to a TR class equal one absence or the equivalent of a deduction of 5 points from your final grade. Class begins precisely on the hour and students must sign-in to document attendance. Arriving after the sign-in sheet has been returned to the instructor results in a tardy. Forgetting to sign-in will result in an absence. Arriving more than fifteen minutes late to class will result in being counted absent.

Excessive absences, even if excused, will prevent a student from achieving the educational objectives of a course. For this reason, if a student is absent from 12 MWF classes or 8 TR classes, as a result of excused absences prior to the last day to drop, the student may be removed from the class via faculty-initiated withdrawal. After this date, a student with this amount of excused absences will be assisted in obtaining a medical withdrawal from the course, if appropriate. If the student does not obtain this withdrawal, the appropriate attendance penalties will result in a failing grade for the course.

If you are participating in a University/Departmental function and anticipate missing a class, please provide the instructor with written notice in advance of the absence. Excuses received after the absence will be at the instructor's discretion. Please remember to obtain doctor's excuses for all illnesses which result in you missing a class.

Accommodations Due to Disability: It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students 'inclusion or to accurate assessments of students 'achievement (e.g. inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s). Additionally, if you have a temporary health condition or a permanent disability that requires accommodations, contact the Disability Resource Center (DRC) as soon as possible. DRC facilitates the interactive process that establishes reasonable accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more here: www.unco.edu/disability-resource-center

Title IX: The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC). This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students 'participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future. Confidential Campus Resources:

Assault Survivors Advocacy Program (ASAP)
Office Located: 2nd floor of Cassidy Hall
Office Phone: 970-351-1490
Web: unco.edu/asap

Hours: M-F, 9am-5pm
24 Hour Hot Line: 970-351-4040
Email: advocacy@unco.edu

UNC Counseling Center
Office Located: 2nd floor of Cassidy Hall
Office Phone: 970-351-2496

Hours: M-F, 8am-12PM, 1pm-5pm
Web: unco.edu/counseling-center

Psychological Services
Office Located: McKee Hall Room 247
Office Phone: 970-351-1645
Web: https://www.unco.edu/cebs/psychological-services-clinic/

Hours: By Appointment
Email: ppsy.clinic@unco.edu

*Staff members at confidential campus resources are not required to automatically report incidents of sexual or relationship/dating violence or stalking to the University. There are limits to confidentiality, and before speaking with a staff member, those exceptions will be outlined.

Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit www.unco.edu/sexual-misconduct. Students may also contact OIEC at 970-351-4899 or email titleix@unco.edu.

Tutoring and Writing Center: All students are encouraged to use the UNC tutoring and/ or writing center at any time to ensure their written assignments and overall courses are completed to a high collegiate standard. For more information regarding the services available to all currently enrolled UNC students free of charge, visit: www.unco.edu/writing-center and/ or https://www.unco.edu/tutoring/

Instructor Diversity Statement: You are empowered to be and think freely and inquisitively in this course. As such, you will respect and appreciate the background, skills, personal experiences, and contributions of others just as you would have your own be valued and considered. You have the right to express yourself with confidence and without judgement. You will not take this right from others at any time for any reason, regardless of class format. This is a safe place for all people of all identifying characteristics to learn and grow physically, mentally, and emotionally in a collaborative, inclusive environment.

Land Acknowledgement: The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

As part of the learning and reflection process please visit https://native-land.ca/ or call the Office of Equity & Inclusion at 970-351-1944.

Classroom Behavior and Etiquette Policies: It is critical that we listen to and respect one another. If I observe behaviors that could be considered disrespectful, demeaning, disruptive or threatening in any

way, I will reach out to those involved immediately. If warranted, removal from class with additional repercussions as required by UNC policy will be followed.

Reference the following resources for additional information on UNC policies pertaining to Student Conduct (including the policy on plagiarism), Faculty Conduct, Threatening Behavior, Academic Integrity, Discrimination, Harassment, and Title IX.

- https://www.unco.edu/student-conduct-accountability/
- https://www.unco.edu/dean-of-students/pdf/Student-Code-of-Conduct.pdf
- https://www.unco.edu/institutional-equity-compliance/
- https://www.unco.edu/institutional-equity-compliance/discrimination-harassment.aspx

Food Insecurity: Knowing that food insecurity is experienced at higher rates among college students, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information.

COVID - 19: The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. UNC will follow applicable legal requirements and public health mandates, and evaluate federal, state, and county public health recommendations in all decisions related to university operations.

Students should review the Coronavirus website - https://www.unco.edu/coronavirus/ - for the current academic term for the most up to date guidance. Students who fail to comply with any public health requirements that UNC puts in place, such as the use of masks and social distancing, will be reminded of current policy; students who fail to correct their behavior will be asked to leave the classroom and may be referred to the Student Conduct and Accountability.

The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors. It is important that all members of the university community work together to do all we can to keep our community safe.

Changes in the Syllabus: The information contained in the course syllabus, other than the grade and conduct policies, may be subject to change, with reasonable advance notice, as deemed appropriate by the instructor. I will notify the course of any modifications to the course Syllabus via Canvas Announcement.

Important Dates:

*For a full list of important dates and deadlines, check out the Academic Calendar here: https://www.unco.edu/registrar/calendars/#fndtn-tabFall20222-d20e192

August/ January– Last Day to Add a Class
September/ February - Last Day to Drop a Class for Full Refund
December/ May – Last Day to Change to an Audit, Satisfactory/ Unsatisfactory or Withdraw (W) from a Class

*After the deadline, a student may only receive an A–F letter grade.

*If you are considering withdrawing from class please talk to me before you do. I want you to succeed in this class and may be able to work with you to accomplish this. If you intend to retake the class, consider an Audit instead of withdrawing from the class.

***A temporary grade of **Incomplete** (I) may be granted if the student is performing passing work, and there are extenuating circumstances (beyond the student's control) that prevent you from completing the course work. This allows you one semester to complete the remaining work. Incomplete grades will not be issued unless the reason is very compelling (ie: Injury, Military Deployment).*

SAMPLE CLASS SCHEDULE -

DATE	**MONDAY**	**WEDNESDAY**	**FRIDAY**	***NOTES***
WEEK 1	Syllabus Review	Introduction Lecture	A Brief History Lecture	
WEEK 2	Dancing From the Courts to the Stage Lecture	Social Dance Movement Session One (*Example: Salsa Dance*)	Social Dance Movement Session Two (*Example: Country Line Dance*)	*Unit 1 Reading Quiz Due*
WEEK 3	Reflection Day: '*Cultural Reflections in Social Dance Practices - What Does that Mean to you?*' Class Discussion	Multiculturalism through Dance Lecture	Dancing Peoples: The Intersection of Tradition, Entertainment, and Art Lecture	*Introduction Worksheet Due*
WEEK 4	World Dance Movement Session One (*Example: West African Dance*)	World Dance Movement Session Two *(Example: Asian Traditional Dance)*	Theatrical Dance and the Ballet Lecture	*Unit 2 Reading Quiz Due*
WEEK 5	Classical to Neo-Classical Ballet Lecture	Beyond Western Ballet Traditions Lecture	Ballet Movement Session *(Example: 5 Positions, Plie, Tendu, Pas Marche, Allegro)*	*Unit 3 Reading Quiz Due*

WEEK 6	Modern Dance: The Theatrical Revolution Lecture	Modern Dance and Personal Expression Lecture	Post Modern Dance and Shifting Perspectives Lecture	*Research Presentation Topics Due*
WEEK 7	Contemporary Modern Dance as Cultural Reflection Lecture	<u>Modern Dance Movement Session</u> *(Example: Fall & Recover)*	Critiquing Dance - Examples and Dialogue (Lecture/ Discussion)	*Unit 4 Reading Quiz Due*
WEEK 8	Catch Up Day and Midterm Review	The Multicultural Roots of Jazz Dance Lecture	Jazz Dance is Social Lecture	*Midterm Exam Due*
WEEK 9	It's All About the Rhythm: Tap n' Jazz Dance Lecture	Pop Culture Meets Jazz Dance Lecture	Beyond Jazz Dance and Bridging the Gap Lecture	*Unit 5 Reading Quiz Due*
WEEK 10	<u>Reflection Day:</u> *'Is the Jazz Effect Enough to Diversify Concert Dance?'* Class Discussion	<u>Jazz Dance Movement Session One</u> *(Example: Lindy Hop &/or Vernacular Jazz)*	<u>Jazz Dance Movement Session Two</u> *(Example: Broadway Jazz &/or Hip Hop)*	*Dance Performance Critical Response Due (actual due date dependent on concert dates)*

WEEK 11	Introduction to Creativity in Dance Lecture	Creativity in Dance, Cont. Lecture	What's REALLY Outside of the Box Lecture	*Visual Research Presentation Due*
WEEK 12	<u>Creativity Movement Session</u> *(Example: Laban 8 Movement Efforts and Structured Improvisation)*	<u>Reflection Day:</u> *'How does creativity and movement influence us'* Class Discussion	Catch Up Day and Final Exam Review	*Unit 6 Reading Quiz Due*
WEEK 13	<u>Library Day -</u> Finalize your Verbal Presentations	**Visual Presentations - Group 1**	**Visual Presentations - Group 2**	
WEEK 14	**Visual Presentations - Group 3**	**Visual Presentations - Group 4**	**Visual Presentations - Group 5**	
WEEK 15	**Visual Presentations - Group 6**	**Visual Presentations - Group 7**	**Visual Presentations - Group 8**	
FINALS WEEK				*Final Exam Due*