

Syllabus for
DANP 102—Beginning Related Dance Forms: Tred
1 Credit Hour
Spring 2024

I. COURSE DESCRIPTION

A study of beginning dance forms other than ballet and modern dance technique. May include tap, pointe, hip-hop, jazz, variations, pas de deux, world dance, among others. (This class is designed for two semesters.)

Prerequisite: Permission of the department.

II. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Demonstrate technical proficiency at a beginning level in the dance technique(s) studied
- B. Demonstrate a beginning level of performance and dance artistry in the dance technique(s) studied
- C. Demonstrate discipline and excellence in his/her approach to learning the given dance technique(s)

III. ASSOCIATED PROGRAMS

This course meets degree completion requirements for the following program

- A. Dance
 - a. Dance Outcome 2: The student will demonstrate advanced skill level III in ballet or modern dance in alignment, artistry, connectivity, physical capacity, movement principles, musicality and agency.
 - b. Dance Outcome 4: The student will criticize and assess dance performance identifying choreographic, theatrical, and performance elements, as well as synthesize content and opinions based on evaluations of observational evidence.

IV. UNIVERSITY OUTCOMES

This course aligns with the following University Outcomes as indicated on the last page [only list the University Outcomes addressed by this course]

- B. Personal Resilience
- C. Intellectual Pursuit

V. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Textbook: None

VI. POLICIES AND PROCEDURES

- A. Department Policies and Procedures
 - 1. **Attendance**—At Oral Roberts University, students are expected to attend all classes. Understanding that there are sometimes unavoidable circumstances that prevent perfect attendance, each student is allowed to miss class the number of

times per week a class meets. This allowance is for illness, personal business, and personal emergency. Students may consider this personal days or sick leave. If a student has absences in excess of this number, the earned grade for the course will be reduced one letter grade for each hour's absence above those allowed. A student missing class due to illness must take an unexcused absence. Extended illnesses are handled on an individual basis and require a doctor's excuse.

2. **Administratively Excused Absences**—Students who must miss class for University sponsored activities must follow these procedures:
 - a. Inform the professor before the event.
 - b. Arrange to complete missed work within one week.
 - c. Not commit to class performances (oral reports, speeches, television tapings, group presentations, etc.) on a date the student will be gone. Makeup work is not permitted if the student voluntarily commits to a performance on the date of an administratively excused absence.
 - d. Present an excuse, signed by the Dean of Arts and Cultural Studies, the day the student returns.
3. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, tardies are calculated in the attendance provision for this course. Three tardies equal one absence and are included in the absences when determining the course grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the student late; the student is the one responsible to convey that information following that class. Students should not expect to be credible the following class session concerning a late arrival on a previous day.
4. **Late Work**—The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. If late work is accepted, a substantial penalty will be assessed.

B. Course Policies and Procedures

1. Evaluation Procedures:
 - a. Attendance
 - b. Accomplishment of Course Objectives: 75%
(Assignments 35% and Exams 40%)
 - c. Attitude and Effort: 25%
2. Whole Person Assessment Requirements: None
3. Other Policies and/or Procedures
- Course Requirements
 - a. Each student should be prepared and ready to dance five minutes before the scheduled class time. Arriving late not only is disrespectful to the instructor, but is harmful to the dancer because it hurries the body into vigorous exercise without a proper warm-up.
 - b. For prolonged injury procedure, please see Dance Handbook.
 - c. Dance Class Format: The modern dance class format is as follows:
 - (1) Warm-up
 - (2) Barre, Center-work to increase technique and flexibility
 - (3) Dance phrases in the center or traveling across the floor

- (4) Possible improvisation or movement studies
- (5) Cool-down exercises to end the class
- d. **Classroom Etiquette:**
The basic rules of etiquette for the dance classroom are to promote consideration for other dancers and allow the class to proceed smoothly and rapidly, without interruption. A student should become aware of his/her body as it moves through the space and in relation to other bodies. The student should be quiet and respond to the instructor in a respectful manner.
- e. **Attire:** Please refer to the Dance Department Handbook for complete information.
- f. **Assignments:**
 - (1) Students are to keep a folder in which they record personal technical insights, examples of imagery, corrections, vocabulary and the processing of such, as well as weekly assignments. Please use a 3-brad/pocket folder for journaling and retaining handouts and assignments. The folder should be available for the instructor's review at anytime.
 - (2) Attendance at one dance concert or view one videotaped performance (must turn in ticket stub stapled to program) and one 1 ½-2 page double-spaced, typed dance critique in the dance form being studied *or videotaped performance* upon teacher approval.
- g. **Ensemble Auditions:** All dance majors are required to participate in all Dance Ensemble auditions and in any other departmental auditions for experience. (Please refer to the Dancer Handbook for further details)
- h. **Evaluations:**
 - (1) Movement evaluations: Students will be graded on their technical/artistic performance to provide feedback concerning whether the student has attained to the objectives of this course. The content of the evaluation classes will consist of material already given during the semester.
 - (2) Self/Peer-evaluations: Students may participate in self-evaluations and peer evaluations throughout the semester.
 - (3) Throughout the semester, students may be given written quizzes covering concepts and vocabulary discussed in class.

VI. COURSE CALENDAR

First and Second Semesters

Week 1-6:	Technique
Week 7:	Review and Performance Test
Week 8-13:	Technique
Week 14:	Review and Performance Test

Primary Program: Dance
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This course contributes to the University and program outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

OUTCOMES	Significant	Moderate	Minimal
Spiritual Integrity			
Personal Resilience			
Dance Outcome 2: The student will demonstrate advanced skill level III in ballet or modern dance in alignment, artistry, connectivity, physical capacity, movement principles, musicality and agency.	X		
DANP 102 Outcome A: Demonstrate technical proficiency at a beginning level in the dance technique(s) studied	X		
DANP 102 Outcome B: Demonstrate a beginning level of performance and dance artistry in the dance technique(s) studied	X		
DANP 102 Outcome C: Demonstrate discipline and excellence in his/her approach to learning the given dance technique(s)		X	
Intellectual Pursuit			
Dance Outcome 4: The student will criticize and assess dance performance identifying choreographic, theatrical, and performance elements, as well as synthesize content and opinions based on evaluations of observational evidence.		x	
Global Engagement			
Bold Vision			