



General Education

DNC 101-Dance Appreciation
Tier 2 Art, Artist Perspective, world culture
100% online –Fall 2023
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Introduction

Welcome to DNC 101. My name is Erika Julian and I am your instructor for the course. I am passionate about student success, and it is my goal to help you succeed in this class. My background includes a Masters of PE in Dance Pedagogy from the University of Idaho. I am from Idaho and used to run a whitewater outfitting company on the salmon river. I then decided to be a ballerina and danced professionally in Texas. I moved to Tucson in 2007, and began teaching Dance 100 in 2012, and began the online version in 2015. I have 3 children 15,17, and 20, and currently expecting a baby girl in February. I also have 2 goldendoodles and golf cart that bring me much joy.

1.1 Course Description

Students will explore dance as a communicative and multicultural art form in society. This course is an introduction to the aesthetic and critical dimensions of viewing various genres of theatrical, ethnological and ritual dance. Students will critically engage with the field of dance by viewing numerous dance videos, gaining awareness and understanding of dance forms, acknowledging personal aesthetic values, and by forming a well-rounded appreciation for dance.

1.2 Expected Learning Outcomes

General Education Student Learning Outcomes

1. Students will identify the approaches and methodologies of each perspective, use evidence and/or knowledge generated within the disciplinary perspective to critically analyze questions, ideas, and/or arguments, and describe contributions of this perspective to finding solutions to global and/or local challenges.
2. Describe, from one or multiple perspective the values, practices, and/or cultural products of at least one non-US cultural/society; relate how these cultural values, practices and cultural products have shaped their social, historical, political, environmental and/or geographic contexts; and reflect on how the student's own background has influenced their perceptions of other societies and their sense of place in the global community.

Additional Student Learning Outcomes

3. Discuss critically dance works by evaluating video and live performed dance for purpose and aesthetic value, accurately employing dance vocabulary explored in the class.
4. Articulate an informed personal reaction to works in the arts and humanities through their responses and dance performance evaluations through in class responses and reflective essay formats using their personally developing criteria for successful dance expression that reflects personal aesthetic values.
5. Reflect on a personal aesthetic by viewing and critiquing a live dance performance and engaging with the material through writing and discussion with peers.

1.3 Course Relevance on the Program Level

This course is important because it fulfills a General Education requirement in Artist Perspective/world cultures (Tier 2 Arts) which is required for graduation.

1.4 Course Curricular Category and Attribute Description

This course will delve into the choreographic process of a dance maker, while also investigating the different aspects of each dance genre, and their cultural influences and underpinnings.

1.5 Course Assessment Plan

Students will be required to complete 12 online course assignments. Each assignment will have a video and/or reading materials associated with it. Students will then write a short response to prompts on a discussion board provided through ActiveClass (embedded in d2l) and then comment on at least 1 other classmates' post. Assignments are worth 15 points each for a total of 180 points for this assessment. Each post has a minimum 150 word count, with a 50 word comment.

Signature Assignment and ePortfolio

Students are required to complete signature assignment 2, and then choose either SA 1 or SA 2. You only need to complete 2 out of 3 assignments.

Signature Assignment 1 (12/3/2023, 11:59 pm)

Students will collaboratively construct an original piece of choreography. Through this assignment the students to draw from core elements that they have engaged with over the course by:

- Students can utilize material of each dance genre and create a dance.
- The students will identify which non-western dance presented itself in the choreography.
- Reflect on their choreographic experience and how this experience has influenced their perspective on dance.

This choreograph project can be done solo or in groups of 5-10 students. Students will work together, or alone, over the course of three weeks. Students will decide on content, costumes, music, lighting, and staging. They will be workshopping the choreography. I will be available to work one on one with each group or student, via zoom, email, or phone providing feedback and ideas if needed. Finally, the students will record their dance and upload to the d2l submission site. Each dance is required to be at least 1.5 minute long.

Students can do this assignment **individually (OR in a group)** submit a short (400 words) written reflection on their choreographic process, including which genre was incorporated into their work. This means that students will upload both a **youtube** link AND a written reflection to the submission site. If you choose to work in a group, each student will need to submit their own original reflection along with the youtube link.

Assignment 2 (November 14, 2023 11:59pm MANDATORY COMPLETION)

Student will choose a world/cultural dance to investigate the following:

- social, historical, political, environmental, and/or geographic context of the dance
- how the student's background influenced their choice of world dance

The students will then create a presentation about what they have learned.

- power point (10 slides minimum-including works cited)
- Content must be about a world/cultural dance- not ballet, modern, or jazz.
- Slides must include pictures and videos

Students will write a 400 word reflection about why they chose their particular dance, what surprised, interested, or otherwise engaged them about this dance. Why is this dance important culturally?

Signature Assignment 3 (Due within 10 days of attendance)

Students will attend a live theater dance performance, write a 1000-word critique describing in detail what was happening on stage using the elements that make dance theatrical (lights, music, content, costumes, location, etc).

Student will reflect on a personal aesthetic by viewing and describing a live dance performance and engaging with the material through writing a dance critique.

Please remember to Signature Assignments to upload to Signature Assignments to the DigiCation ePortfolio. (I do not know how to do this, so you will have to check with GE advisor)

Required Extracurricular Activities

Students will be required to attend a live dance theater performance. Here is a list of Dance Theater offerings this semester on campus.

<https://dance.arizona.edu/news-events/events/>

Final Examination or Project

The Signature Assignments are your final exams. Signature assignment 3 is due no later than 12.10.23.

Honors Credit*

All Exploring Perspectives and Building Connections courses should be available for Honors credit. We will go over the additional requirements in class.

1.6 Scheduled Topics/Activities*

All off the Online Course Assignments are due by April 21, 2023 at 11 pm. I will not accept any work except for the creativity module which is right before the assignment's deadline. Please do not wait until it is too late to start this class. I have entered suggested due dates which I believe are wise to follow. There will be no late work accepted on any of the signature assignments.

Part 2: Course Information

This is a fully online, semi asynchronous class. All of the course reading materials, resources, and links to assignments are in the **CONTENT SECTION**. **As soon as you land on the d2l page, you click content to access all information, and click ActiveClass tab to access the announcements.** I am available to meet via phone, zoom or in person by appt only. Please contact me through the ActiveClass discussion board, email, or by phone. **520-401-6999**.

My office is at Ina Gittings Building, room 121R.

2.1 Instructor(s) and Course Sites

This course will utilize ActiveClass for all Course Announcements and Discussion threads. The fee to use ActiveClass for this semester is a one-time \$50.00 cost when you first log in. **This is separate from the university online course fee. This is in lieu of purchasing a textbook** --There is no required textbook.

Students can access ActiveClass and Active Assignments through D2L in the tabs section at the top of the page.

As with other course materials, the use of ActiveClass is required, including the following:

- ActiveFeed
- ActiveAssignments
- Conferencing
- Polling
- Resource Sharing

Please contact me, Erika Julian, ejulian@arizona.edu if you have any questions about using ActiveClass this semester. If you have technical questions or difficulties, please visit support.activeclass.com or contact ActiveClass at support@activeclass.com.

2.2 Course Communications

Course communication will primarily be conducted through the ActiveClass announcements and discussion board. Expect a response within 24 hours. I do not take calls, text or emails after 5 pm. *****If the answer can be found in the syllabus, I most likely will not call or email back efficiently, only because I have over 700 students, I care for each of you but I have to limit the emails if this can be found elsewhere.:.) . *****

2.3 Course Format and Session Structure

This is 100 % online course. All the Online Course Assignments are expected to be completed in the order of the suggested due dates. All assignments are due by **12.10.23**. We will interact with each other via the discussion board and announcement page.

2.4 Required Resources and Equipment

Students are required to have ActiveClass access, internet and computer access.

2.5 Student Success Resources:

- UA Academic policies and procedures are available at <https://catalog.arizona.edu/policies>
- Student Assistance and Advocacy information is available at <http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>
- Counseling and Psych Services (CAPS) information is available at <https://caps.arizona.edu>
- Other student support resources: <https://academicaffairs.arizona.edu/syllabus-policies>

Part 3: Course Policies

Students are expected to be kind and supportive to each other in their group discussions, and answer the prompts with clear and thoughtful language.

3.1 Progress and Completion Policies

Late Enrollment

Statement on whether students who register after the first class meeting may make up missed assignments/quizzes and the deadline for doing so.

Late Submissions and Revisions

I will not accept late work after 12.10.23 for the 12 online course assignments, or **any** of the Signature Assignments. If you know you are going to be out of town for something, then I suggest you do the assignments earlier. If you turn something that you would like to revise, I will work with you on that.

Grading

Rubric for all written assignments:

40% timeliness

20% originality and content

10% grammatically correct

10% including video or picture links

20% satisfying both word requirements for written papers and online assignments

Activities, Assignments and Grading Policy:

The grading schema for the class assignment is as follows:

180 pts	12 Online Course Assignments
100 pts	Signature assignment 1

100 pts

Signature assignment 2

100 pts

Signature assignment 3

There will be 3 extra credit opportunities.

Total Points: 380 (only 2 Signature Assignments)

- University policy regarding grades and grading systems are available at <http://catalog.arizona.edu/policy/grades-and-grading-system>
- Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.
- Dispute of Grade Policy (recommended): Provide the acceptable time period for disputing a grade on a paper, project, or exam.

3.2 Classroom Climate and Community Engagement

UA Policies and Student Resources*

Provide a central link to all UA Policies: <https://catalog.arizona.edu/policies>

All UA courses adhere to the general UA Policies as stated on the institutional websites: <https://academicaffairs.arizona.edu/syllabus-policies>. Please make yourself familiar with the Student Code of Academic Integrity and the protocol ensuring non-discriminatory, anti-harassment, non-threatening learning experiences. This site also includes a list of student resources. The entirety of University Policies can be found here: <https://catalog.arizona.edu/policies>.

Accessibility and Accommodations

Include the statement for reasonable accommodations provided by the Disability Resources Center: <https://drc.arizona.edu/instructors/syllabus-statement>.

Course Climate and Inclusion Statement

It is my hope that this course will promote as much interaction and connection as is possible in an online class. It is also my hope goal that every student succeeds and I will do my best to help that happen. As long as you complete the discussions, remain on topic and turn in your signature assignments, you will do well in this course.

Community Engagement

Students are expected to engage in a thoughtful and appropriate manor in the online course discussions. Please be kind and respectful and please notify me of any unkind or inappropriate responses.

Use of Devices for Learning

Outline the expected and permitted use of electronics.

Confidentiality of Student Records

Explain that student records are kept confidential as per the FERPA policy.

<http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>

Subject to Change Statement*

Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.