

**\*\*Disclaimer\*\***

This syllabus is to be used as a guideline only and is subject to change. The information provided is a summary of topics to be covered in the class. Information contained in this document such as assignments, grading scales, due dates, office hours, required books and materials may be from a previous semester and are subject to change. Please refer to your instructor for the most recent version of the syllabus.

## **DCE 100 Introduction to Dance**

42768,40898

**Session A: May 16-June 26, 2018**

**Instructor of Record: Sumana Mandala, MFA Dance Candidate**

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**Technical Issues: [holsupport@asu.edu](mailto:holsupport@asu.edu)**

**Course Description: Course Description:** DCE 100 is an introduction to dance in the 21<sup>st</sup> century through the lens of a new approach to dance that acknowledges dance as a vital art where leadership, context, humanity and reflection provide centers of dynamic engagement.

Dear DCE 100 Student,

I have revised this online class for you introducing you to dance in the 21<sup>st</sup> century. I am part of the faculty that recreated a new approach to dance in the School of Film, Dance and Theatre.

This new approach began in 2007 when I, along with the other faculty here at that time, came together to create a new vision of dance, a new way to approach movement in a world where creativity was fast becoming the most important skill. By placing creativity at the center and realizing that as dancers the body is the main vehicle of communication we, as a faculty, created four areas that we feel are important to highlight for dance in the 21<sup>st</sup> century. These four areas are: leadership, context, humanity and reflection.

Through this online class you will create an online community to explore this 21<sup>st</sup> century view of dance. Each week you will read short essays I have written for you explaining ways to assemble and work with these new ideas about dance. You will write your ideas to participate in group discussion, you will listen and respond to your peers through peer response discussions. You will view dance and report weekly on the dance media you are asked to view. You will express the knowledge you have constructed for yourself in a final cumulative assignment. Your final project will creatively explore new meanings and new possibilities that you now engage in after having experienced the course.

This online class is unique in that I have created this revision for you, but I will not be teaching this class. To that end I have designed a simple survey you will take in week one so that your instructor will have a snapshot of who you as a student group are. Then as you begin your journey through this class your instructor will create one learning opportunity custom designed for you so that you can deepen the special interests that you as this particular student group have.

I hope your introduction to dance proves to be insightful and that as you emerge at the end of this class you are open to envisioning dance in the 21<sup>st</sup> century as a vital art. – Dr. Cynthia Roses-Thema

## Student Learning Outcomes

1. Define multiple **meanings of dance** for students across disciplines by introducing students to dance in diverse international contexts to show how dance connects to leadership and humanitarian values.
2. Recognize the **possibilities of dance** in current society through providing examples of dance in multiple and diverse social and cultural contexts.
3. Describe, express, and impart **comprehension of dance** through discussion, learning opportunities, expression of knowledge and creative project in class assignments.

## Course Content Outline

- Introduction to Dance Now!
- Why Dance?
- Dance and Leadership
- Dance and Context
- Dance and Humanity
- Dance and Reflection
- Expression of Knowledge and Creative Project

## 5 Tips for your Success in this class:

- **Take notes** weekly on the PDFs and the media you watch. There are people, vocabulary words, dance names, ideas about dance that you will need to learn. Think of it as a treasure hunt when you engage with the material in this class. Use mind maps, draw, color your notes, Cornell Notes, etc. All of these will work. **Take notes!**
- **Organize the notes** so you know where things are as you go through the weeks. DO NOT WAIT till the last minute to highlight, put stickers or underline. This will not help you for the *Expression of Knowledge* assignment where you can use your notes but have a limited time to do the assignment. **Organize ahead of time!**
- **Review weekly.** You can do this simply by video or audio recording what you feel is important each week. Then listen to or view it during your day on campus or at work. **Review!**
- **Ask questions.** Check the student question discussion board to see if your question is already there and answered. If not, post a new one, and the instructor will answer your question on the discussion board within 48 hours. If your question is sensitive, and you do not want the entire class to read it, then email the instructor privately **from your ASU email.**
- **Answer the discussion question.**
  - In this online class, you are expected to write extensively to share your ideas in discussion with others. You also have to answer questions. Support your answers with examples from class materials—media, Dr. Roses-Thema's PDFs—and, when appropriate, with your personal experience.
  - Here it gets tricky. When writing about personal experience, you may get so involved in that you forget to actually answer the question. This is common. Remember to refer back to the question often. **Before posting** your answer, re-read the question and your answer to make sure you have not digressed. **Answer the question!**

## Assignments

Assignment	Grade%	Points / Mode of Assessment	Explanation of Assignment
<b>Survey</b>	3	30 points possible	EASY POINTS!!! Take this survey in the first week of class to create a snapshot of the online student community
<b>Discussion 1 Post</b>	18	180 points possible (30 points each) Each week there is a <i>Discussion 1</i> post. The instructor will use a rubric to assign points to you for this.	Each week you will post 2 paragraphs (7+ sentences/ paragraph) in response to 2 discussion questions regarding class material. Read & follow directions for the prompt, as they change each week.
<b>Discussion 2 Post</b>	6	60 points possible (10 points each) Each week there is a <i>Discussion 2</i> post requiring you to respond to your peers.	Read through the Discussion 1 posts and respond to 1 or more of your peers in 1 paragraph of 7+ sentences.
<b>Weeks 2-6 Media Reports</b>	30	300 points possible (60 points each)	There are lots of media to view and PDFs to read. To help organize all the information, each week you will have a 10-question media report assignment. Take notes during the videos and refer to the PDFs of Dr. Roses-Thema to help bring each week's ideas together.
<b>Learning Opportunity</b>	8	80 points possible	Your instructor will create a learning opportunity assignment custom designed for your class.
<b>Expression of Knowledge</b>	15	150 points possible (15 points each)	The expression of knowledge assignment covers the entire course. Student will have the entire final week to study and take the quiz by the final day of classes. A study guide will be provided.
<b>Viewing of Live Dance Performance</b>	5	50 points possible View a live dance performance.	<b>Requirements:</b> Picture of student at performance with ticket and program in hand followed by posting on Live Performance Discussion. Please find & read the instructions for what you need to post on the Live Performance Discussion Board.
<b>Creative Project &amp; Peer Response</b>	15	150 points possible (100 points—Creative Project & 50 points—Peer Response) <b>Rubric</b> will be used for assessment.	Directions for this project will be provided in Week 4. Students will create a 5-slide PPT project and participate in 1 final peer discussion commenting on peer projects.

## Assignment Due Dates *(subject to change)*

### Session A: May 16 (5.16)-June 26(6.26), 2018

Assignment	Points	Due
Survey	30	5.18 @ 11:59 PM
1.1 Discussion	30	5.18 @ 11:59 PM
1.2 Discussion	10	5.18 @ 11:59 PM
2.1 Discussion	30	5.25 @ 11:59 PM
2.2 Discussion	10	5.25 @ 11:59 PM
Media Report Why Dance?	60	5.25 @ 11:59 PM
3.1 Discussion	30	6.1 @ 11:59 PM
3.2 Discussion	10	6.1 @ 11:59 PM
Media Report Dance & Leadership	60	6.1 @ 11:59 PM
4.1 Discussion	30	6.8 @11:59 PM
4.2 Discussion	10	6.8 @11:59 PM
Media Report Dance & Context	60	6.8 @ 11:59 PM
Learning opportunity #1	80	6.8 @ 11:59 PM
5.1 Discussion	30	6.15 @ 11:59 PM
5.2 Discussion	10	6.15 @ 11:59 PM
Media Report Dance & Humanity	60	6.15 @ 11:59 PM
6.1 Discussion	30	6.22 @ 11:59 PM
6.2 Discussion	10	6.22 @ 11:59 PM
Media Report Dance & Reflection	60	6.22 @11:59 PM
Creative Project	100	6.26 @ 11:59 PM
Creative Project Peer Responses	50	6.26 @ 11:59 PM
Live Performance Discussion Post	50	Due 6.26@ 11:59 PM
Expression of Knowledge	150	6.19-6.26, 11:59 PM Open first day of last week of class & closes on last day of class
Total Points	1000	

### **No late assignments accepted for any reason!**

Late assignments are determined by the ASU time stamp that is on each of your discussion posts after you hit submit. And yes, it is possible to be 1 SECOND late! You are strongly advised to not wait until the day of the deadline to post your work as technological issues may arise. **POST EARLY!**

There are **no make-ups or extra credit** in this class. This class is challenging in terms of concepts and concept application. Thus, it is important for you to **stay up-to-date** with the work. You are strongly advised to **check your point totals** and **ask questions immediately** after your work has been assessed. Waiting until the final week to ask about a first-week post is not in your best interests.

### **Final Grade Table**

Your final grade is a compilation of all the points earned by you during the course. When tallied your total points reveal the grade according to ASU plus/minus scale as below:

A+	1000-921 points
A	920-841 (92%)
A-	840-761 (84%)
B+	760-691 (76%)
B	690-611 (69%)
B-	610-531 (61%)
C+	530-461 (53%)
C	460-231 (46%)
D	230-1 (23%)
E	0

**Student Question Discussion Board:** On the class website, you will see a student question discussion board. If you have a question about the class, please post it to this discussion board, and the instructor will answer it within 48 hours. If your question is personal, do not hesitate to email the instructor from your ASU email.

# A Message from Herberger Online Technical Support

*The following is a message for you about Technical Support which is now available for you 24/7!*

## Technical Requirements

- You will need a standard laptop or desktop computer to access your classes. A mobile device, tablet or netbook will not provide the access and functionality necessary for ASU Online courses. A webcam and headset (with microphone) may be required for some classes.
- High-speed internet is needed as most ASU Online courses use multimedia tools that are best viewed with high-speed internet, so having the proper connection is essential.
- You should have at least two browsers on your computer. Any browser will work, though preferred browsers are [Chrome](#) and [Firefox](#), which can be downloaded for free online.
- In general, course access and assignments do not require special software, however certain degrees may require specific software programs (your instructors will notify you if this is the case).
- ASU students have access to Google Drive (My Drive via MyASU), where you can create and share Google documents, presentations, spreadsheets and more. You will also have access to additional software provided at no cost through My Apps at MyASU.
- Be sure to take time to [explore MyASU](#). This will be critical for your success as a student.

## Technical Support

**Please do not contact your instructor with technical questions.** Herberger Online handles all technical questions and issues that may arise in this course.

**Please contact the support team immediately if you encounter technical issues while completing an assignment and you are unable to resolve the problem and reset your work.**

The Herberger Online support team is available to assist you 24 hours a day, 365 days a year. You may reach them anytime at:

- [holsupport@asu.edu](mailto:holsupport@asu.edu)
- 1-888-298-4117
- 480-965-3057 (International)

When contacting support, please provide:

- The full name of this course (ABC 123: Long Name)
- The title(s) of any assignment(s) you're having trouble with
- A brief description of the problem
- Detailed, step-by-step instructions to reproduce the problem

## **POLICIES FOR DCE 100**

### **Attendance & Absence Policy**

As an online course participant your attendance and absences are based on active participation in course discussion forums and timely submission of assignments. All due dates and times are in accordance with Arizona time.

**Academic Calendar and Important Dates:** The academic calendar can be found here: <https://students.asu.edu/academic-calendar>

#### **Some of the important Session A Dates are:**

Classes begin: May 16

Last Day to Register or Add/Drop without College approval: May 17

Tuition & Fees 100% Refund Deadline: May 20

Withdrawal Deadline: June 5

Classes End: June 26

Grades Due: June 28

### **Academic Integrity and Plagiarism**

Students are expected to adhere to the [ASU Student Code of Conduct](#).

Besides academic performance, students should exhibit the qualities of honesty and integrity. Every student is expected to produce his/her original, independent work. Any student whose work indicates a violation of the ASU Academic Misconduct Policy including cheating, plagiarism, and dishonesty will be subject to disciplinary action. Plagiarism is defined as deliberately passing off someone else's words or ideas as your

own. All necessary and appropriate sanctions will be issued to all parties involved with plagiarizing any and all course work.

Plagiarism and any other form of academic dishonesty that is in violation with the Student Code of Conduct will not be tolerated. Arizona State University and the Herberger Institute for Design and the Arts expect the highest standards of academic integrity from all students. Failure to meet these standards may result in suspension or expulsion from the university or other sanctions as specified in the University Student Academic Integrity Policy. For more information, please see the ASU Student Academic Integrity Policy: <http://provost.asu.edu/academicintegrity>. Per ASU policy, a student may not avoid the consequences of academic dishonesty by withdrawing from a course, and may be placed back in the course in order to face sanctions resulting from academic integrity violations. You are responsible for abiding by this policy.

In addition, ASU adheres to a university-wide Student Code of Conduct. The philosophy behind this policy states: The aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals. The Student Code of Conduct is designed to promote this environment at each of the state universities.

The ASU student [academic integrity policy](#) lists violations in detail. These violations fall into five broad areas that include but are not limited to:

1. Cheating on an academic evaluation or assignment.
2. Plagiarizing.
3. Academic deceit, such as fabricating data or information.
4. Aiding academic integrity policy violations and inappropriately collaborating.
5. Falsifying academic records.

### **Auditing**

If you are auditing please check with the instructor in the first week as to your responsibilities.

### **Policy regarding Disruptive, Threatening or Violent Individuals**

Please know that this class will handle any issues of a student's threatening behavior in accordance with the Student Services Manual [SSM 104-02](#).

### **Incompletes**

There is no guarantee that you will receive an incomplete, so it is not always the best option for you. All incompletes must satisfy the criteria set by the Director of the School of Film, Dance and Theater who is solely responsible for approving an incomplete. You must a grade of C or higher to be eligible for an incomplete. If you feel an incomplete is what you need email your instructor immediately. You cannot wait until the end of term and then decide you need an incomplete.

## Online Course Expectations

**IMPORTANT:** This is an online course delivered entirely via the internet. You should proceed with this course only if you have previous computer and internet experience and you're willing and able to assume the added personal responsibility of completing an online course.

- It is your responsibility to ensure you have adequate computer resources and fast enough internet service to view course materials, use the required multimedia textbook and course pack, and complete all online activities, screenings, assignments, etc.
- If your computer or internet service malfunctions at any time during the semester, it is your responsibility to locate adequate resources elsewhere or to withdraw from the course.
- It is strongly recommended that you do not wait until the last minute to submit your assignments, just in case of internet service disruptions at your location or other technical problems. Requests for extensions due to computer or internet malfunctions may not be granted.
- If you have technical questions or difficulties with the course site, please do not contact the instructor; instead, contact the ASU Help Center.

## Time Management

Online classes provide the flexibility of "attending" class at the time that is most convenient for you, but you should still plan a schedule for each class. Online courses are just as rigorous as in-person courses, so expect your coursework to be challenging but rewarding.

For 7.5 week sessions, you should plan for 18 hours of coursework per week for every 3 credits.

For 15 week sessions, you should plan for 9 hours of coursework per week for every 3 credits.

## Withdrawals

It is the student's responsibility to withdraw from class in accordance Herberger Institute of Design and the Arts' dates.

**Student Conduct:** You are expected to treat your instructor and your fellow classmates with respect and kindness. In all correspondence and in Discussion Board postings, you should show respect for the viewpoints of others who may disagree with you or see things from a different perspective. Criticizing, ridiculing, insulting, or belittling others will not be accepted. Keep in mind that electronic communications do not have the advantage of nonverbal cues that are so much a part of interpersonal communication. Humor or satire can sometimes be misinterpreted in strictly electronic communication forums.

**Online Activity Logs:** All course activity is logged by the Herberger Online servers, and those logs are regularly reviewed by Herberger Online during the course of normal business. These logs contain all requests you make while visiting the site: every image, video, web page, etc. Each request is logged with the time, down to the second, when it was made. If you contact your instructor, or Herberger Online, about a technical issue, these logs will be reviewed as part of that process.

**Disruptive, Threatening or Violent Behavior:** Threatening, violent, or disruptive behavior will not be tolerated in this class, and will be handled in accordance with ASU policy. For more information please visit:

<https://eoss.asu.edu/dos/srr/PoliciesAndProcedures> and <https://eoss.asu.edu/dos/safety/ThreateningBehavior>.

**Title IX:** Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/students>.

**Netiquette - online etiquette:** Netiquette, a social code that defines "good" online behavior is something to keep in mind during your online course interactions. Writing may be the only means of communication you have with classmates and instructors, so it is especially important to do this effectively. Follow the guidelines below to leave your mark as a knowledgeable, respectful and polite student who is also positioned to succeed professionally. Tips for appropriate netiquette can be found here, <https://asuonline.asu.edu/newsroom/online-learning-tips/netiquette-online-students>.

**Special Accommodations:** Your instructor is willing to make any reasonable adaptations for limitations due to any documented disability, including learning disabilities. Please contact the instructor during office hours or by appointment to discuss any special needs you may have. You must contact the Disability Resource Center to process the paperwork for special

course accommodations. To request academic accommodations due to a disability, please contact the ASU Disability Resource Center (<http://www.asu.edu/studentaffairs/ed/drc/#>; Phone: (480) 965-1234; TDD: (480) 965-9000). This is a very important step as accommodations may be difficult to make retroactively. If you have a letter from their office indicating that you have a disability which requires academic accommodations, in order to assure that you receive your accommodations in a timely manner, please present this documentation to me no later than the end of the first week of the semester so that your needs can be addressed effectively.

**Disability Support Services:** Students with disabilities must have an equally effective and equivalent educational opportunity as those students without disabilities. Students experiencing difficulty accessing course materials because of a disability are expected to contact the course instructor so that a solution can be found that provides all students equal access to course materials and technology.

**Information for Students with Disabilities:** If you have a documented disability, including a learning disability, and would like to discuss possible accommodations, please contact the ASU Disabilities Resources and Services Office at 480-965-1234 or email [DRC@asu.edu](mailto:DRC@asu.edu) <https://eoss.asu.edu/drc>. On then Tempe Campus: Matthews Center building, 1st floor

**Student Rights and Responsibilities:** Students must abide by all the requirements stated in this syllabus. In addition, all students should be aware of their rights and responsibilities at Arizona State University. Please reference the college catalog and student handbook for student rights and responsibilities.

These can be found here:

[http://herbergerinstitute.asu.edu/students/undergrad/documents/student\\_handbook.pdf](http://herbergerinstitute.asu.edu/students/undergrad/documents/student_handbook.pdf)

**Student Services & Resources:** You will find a list of student resources at: <https://tutoring.asu.edu/student-resources>  
Resources included are advisement, registration, financial aid, disability services, counseling, tutoring, library, and more.

**The Writing Center:** Students have access to Academic Support Programs including tutoring and the writing center. Information on these resources can be found here, <https://tutoring.asu.edu/>.

**Counseling & Consultation:** Students have access to Counseling & Consultation services. Information on this can be found here, <https://eoss.asu.edu/counseling>.

**Health and Wellness:** Students have access to Health and Wellness services. Information on this can be found here, <https://eoss.asu.edu/health>, <https://wellness.asu.edu/>.