

DCE 100 Introduction to Dance

Summer 2017; Session B Online June 29 – August 9 2017

Instructor: Angeline Young

I check email M-Th 9am-5pm so email me in advance if you have questions about items due on Mondays ☺

Technical Issues: holsupport@asu.edu

*Please see page 2 of syllabus for details on contacting Herberger Online staff.

Course Description: DCE 100 is an introduction to dance in the 21st 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 21st 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 21st century. These four areas are: leadership, context, humanity and reflection.

Through this online class you will create an online community to explore this 21st 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 two learning opportunities 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 21st century as a vital art. – Dr. Cynthia Roses-Thema

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

Policies for DCE 100

Technological Support

If you experience any technological issue with this online class, please contact the technological support from Herberger Online. Email them at holsupport@asu.edu and you can copy the instructor in that email so that the instructor is aware you have a problem. Should any problems with technology interfere with assignment completion please know that your HOL ticket will be needed to verify your technological problem existed. Email to the instructor is not enough to verify technology issue.

***IMPORTANT: How to contact Herberger Online Technical Support**

Herberger Online administers the technology used to deliver this course. Please contact the Herberger Online support team for assistance if you encounter technical issues during assignments, discussions, lecture videos, or have technical trouble with any other aspect of the course website. **Please do not contact your instructor for help with technological issues.**

You may contact Herberger Online's support team 24/7/365 in the following ways:

- Toll-free at: [1-888-298-4117](tel:1-888-298-4117)
- Internationally at: [480-965-3057](tel:480-965-3057)
- Via email to holsupport@asu.edu
- Via the web at <https://herbergeronline.asu.edu/help>, or from the Service tab in MyASU.

When you contact support, please be prepared to provide:

- a brief, detailed description of what happened
- the exact text of any error messages you encountered
- steps the support team can take to reproduce the problem
- the titles of any assignments, lectures, discussions, etc. affected by the issue

Student Code of Conduct

All students must abide by the policies as stated in the following online document pertaining to student codes of conduct such as definitions of academic dishonesty and the consequences for such actions (cheating, plagiarism). http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5Section.C.pdf

Students with Disabilities

Student with disabilities must be documented by ASU Disability Resources for Students. (<http://www.asu.edu/studentaffairs/ed/drc>) or 480-965-1234. Please inform the instructor the first day of classes to provide the necessary accommodations.

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 Dr. Roses-Thema immediately. You cannot wait until the end of term and then decide you need an incomplete.

Withdrawals

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

Assignments

Assignment	Grade%	Points Worth/ Mode of Assessment	Explanation of Assignment
Survey	3	30 points possible	Take this survey in the first week of class to create a snapshot of the online student community for you and your instructor.
Discussion ONE (1.1/2.1/3.1/etc.)	18	180 points possible per semester- Each week there is a discussion post we will call DISCUSSION ONE or .1 . The grading rubric is attached to this syllabus. Your instructor will use this rubric to assign points to you for this DISCUSSION ONE post. Each DISCUSSION ONE post is worth 30 points.	For each DISCUSSION ONE you MUST submit a single post composed of TWO paragraphs. Each paragraph MUST be 7+ sentences each. Please read and follow directions of the discussion one prompt as the prompts change each week.
Discussion TWO (1.2/2.2/3.2/etc.)	6	60 points possible per semester- Each week there is a peer response post which we will call DISCUSSION TWO or .2 . You are required to respond to ONE of your peers. Each DISCUSSION TWO post is worth 10 points.	Read through DISCUSSION ONE and respond to ONE of your peers in ONE paragraph. The paragraph MUST be 7+ sentences.

Weeks 2-6 Media Reports	30	300 points possible	<p>You have lots of media to view and pdfs to read to help you organize all the dance you will be viewing. Each week you will have a 5-question media report assignment.</p> <p>Make sure you take notes during the video and refer to the pdfs of Dr. Roses-Thema to help you bring each week's ideas together.</p> <p>Tip: Your ability to reference the course material in your DISCUSSION ONE and synthesize the material with your critical view is KEY to earning the highest score possible in DISCUSSION ONE posts.</p>
Learning Opportunity	8	80 points possible	Your instructor will create a learning opportunity assignment custom designed for your class.
Expression of Knowledge	15	150 points possible- 10 questions, 15 points each.	The expression of knowledge assignment covers the ENTIRE COURSE . Students will have the entire final week to study and take the quiz by the final day of classes. A study guide will be provided.
Viewing of Live Dance Performance	5	50 points possible for viewing a live dance performance	<p>Requirements:</p> <p>The performance MUST be a LIVE DANCE performance. If you are unsure of what qualifies as a dance performance, contact your instruction IN ADVANCE.</p> <p>Also required:</p> <p>A picture of student at performance with ticket and program in hand followed by posting on the Live Performance discussion.</p> <p>Please find and read the instructions on the course website for what you need to post on the Live Performance Discussion Board.</p>
Creative Project & Peer Response	15	150 total possible for 5 slide PPT/prezi; 100 points for creative project and 50 points for peer response Rubric to be used for assessment is included in this syllabus below.	Directions will be provided in week 4 for this project. Student will create project and participate in one final peer discussion commenting on peer projects.

No late assignments accepted for whatever 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 one 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 and further this class is challenging in terms of concepts and concept application. Thus, it is important for you to **stay up to date** with this class. 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

Assignment Deadlines

Assignment	Deadline
<u>WEEK 1</u>	
1.1 discussion	Opens Thursday June 29 Closes Friday June 30 @ 11:59 pm
1.2 discussion	Opens Thursday June 29 Closes Friday June 30 @ 11:59 pm
Survey	Opens Thursday June 29 Closes Friday June 30 @ 11:59 pm
Week 2-Media Report Why Dance?	Opens Monday July 3 Closes Wednesday July 5 @ 11:59pm
<u>WEEK 2</u>	
2.1 discussion	Opens Monday July 3 Closes Wednesday July 5 @ 11:59pm
2.2 discussion	Opens Monday July 3 Closes Wednesday July 5 @ 11:59pm
Week 3-Media Report Dance and Leadership	Opens Wednesday July 5 Closes Friday July 7 @ 11:59pm
<u>WEEK 3</u>	
3.1 discussion	Opens Friday July 7 Closes Monday July 10 @ 11:59pm
3.2 discussion	Opens Friday July 7 Closes Monday July 10 @ 11:59pm
Learning Opportunity	Opens Wednesday July 12 Closes Wednesday July 19 @ 11:59pm
Week 4-Media Report Dance and Context	Opens Monday July 10 Closes Friday July 14 @ 11:59 pm
<u>WEEK 4</u>	
4.1 discussion	Opens Friday July 14 Closes Monday July 17 @11:59pm
4.2 discussion	Opens Friday July 14 Closes Monday July 17 @11:59pm
Week 5-Media Report	Opens Monday July 17

Dance and Humanity Closes Friday July 21 @ 11:59 PM

WEEK 5

5.1 discussion Opens Friday July 21
Closes Monday July 24 @ 11:59 pm

5.2 discussion Opens Friday July 21
Closes Monday July 24 @ 11:59 pm

Week 6-Media Report Dance and Reflection Opens Monday July 24
Closes Wednesday July 26 @ 11:59 pm

WEEK 6

6.1 discussion Opens Monday July 24
Closes Wednesday July 26 @ 11:59 pm

6.2 discussion Opens Monday July 24
Closes Wednesday July 26 @ 11:59 pm

Creative Project Opens Wednesday July 26
Closes Monday July 31 @ 11:59 pm

Creative Project Peer Responses Opens Monday July 31
Closes Friday August 4 @ 11:59 pm

Live Performance Opens Thursday June 29
Closes Monday August 7 11:59 pm

Expression of Knowledge Opens Wednesday August 2
Closes Wednesday August 9 @ 11:59 pm

5 Tips for your Success in this class:

1. **Take notes** weekly on the pdfs and the media you watch. There are people, vocabulary words, dance names, ideas about dance that you need to learn. Think of it like a treasure hunt as you engage with the material in this class. You can do mind maps, draw, color your notes or use the Cornell method of notetaking: all of these will work. **Take notes!**
2. **Organize the notes** so you know where things are as you go through the weeks. Waiting until the last minute to highlight or put stickers or underline will not help you for the expression of knowledge assignment where you can use your notes but you have a limited time to do the assignment. So you need to know where things are. **Organize!**

3. **Review weekly;** you can do this simply by video or audio recording of what you feel is important each week and then listen to it or view it as you travel around your everyday on campus or at work. **Review!**
4. **Ask questions-** Check out 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 new question on the discussion board within 48 hours. If your question is sensitive and you don't want the entire class to read it, then email the instructor privately.
5. **Answer the discussion question-** in this online class there is a lot of writing your ideas in discussion with others. You have to answer questions. You support your answers with examples from the class materials such as films, or Dr. Roses-Thema's pdfs. You may also support your ideas with your personal experience. **And here is where it gets tricky!** *Realize that sometimes when you write about personal experience you may get so involved in your writing you forget to go back to answering the question. This happens a lot to students. Instead you want to refer back to the question often and right before you post your answer make sure you reread the question and your answer so you post your answer with confidence realizing you have not digressed.* **Answer the question!**

RUBRICS

I have attached the THREE rubrics that I, the instructor, Angeline Young, will be using to grade your work. The first rubric is for the Discussion posts. The second rubric is for the Learning Opportunity AND the third rubric is for the final Creative Project.

	3 points	2 points	1 point
Content quality & Support for Answers	Content answers question thoroughly and thoughtfully. Content uses description, connects to class content. No digression is present. For all ideas support is provided through class content connection or personal experience.	Content answers the question with some connection to class material and/or Minimal digression present and/or Supports ideas more than 50% of time with references or personal experience.	Content digresses more than 25% and/or has no descriptions, analysis, synthesis and/or evaluation presented in post.
Contribution to Online Community	No reliance on generalizations to make or support point. Contributes new ideas, new ways of thinking and/or is open to possibilities of diverse ideas and thinking differently.	Generalizations are 25% or less and/or contributes some new ideas but for the most part the answer seems to be very general.	Post is nothing but generalizations with no effort made by student to think through questions and make contribution to online community.
Requirements	Student has written the required amount of paragraphs and sentences for each paragraph.	One question not answered or questions not answered fully or sentence requirement issue. Assignment is incomplete in one way.	More than one requirement is missed. Assignment is incomplete in more than one way.
Writing Conventions	Post has no writing convention (spelling, punctuation, sentence fragments, textspeak, etc.) errors & student has read through and edited post.	One-two writing convention errors &/or evidence of haste w/no editing of post to refine writing.	Post has more than three writing convention errors & evidence of haste; no editing.

Point totals from rubric and conversions to point totals awarded:

12 points on rubric = 30 points on discussion post

11 points on rubric = 28 points on discussion post

10 points on rubric = 25 points on discussion post

9 points on rubric = 23 points on discussion post

8 points on rubric = 21 points on discussion post

7 points on rubric = 18 points on discussion post

6 points on rubric = 16 points on discussion post

5 points on rubric = 14 points on discussion post

4 points on rubric = 7 points on discussion post

CREATIVE THINKING VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Creative thinking is 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

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Acquiring Competencies <i>This step refers to acquiring strategies and skills within a particular domain.</i>	Reflect: Evaluates creative process and product using domain-appropriate criteria.	Create: Creates an entirely new object, solution or idea that is appropriate to the domain.	Adapt: Successfully adapts an appropriate exemplar to his/her own specifications.	Model: Successfully reproduces an appropriate exemplar.
Taking Risks <i>May include personal risk (fear of embarrassment or rejection) or risk of failure in successfully completing assignment, i.e. going beyond original parameters of assignment, introducing new materials and forms, tackling controversial topics, advocating unpopular ideas or solutions.</i>	Actively seeks out and follows through on untested and potentially risky directions or approaches to the assignment in the final product.	Incorporates new directions or approaches to the assignment in the final product.	Considers new directions or approaches without going beyond the guidelines of the assignment.	Stays strictly within the guidelines of the assignment.
Solving Problems	Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Considers and rejects less acceptable approaches to solving problem.	Only a single approach is considered and is used to solve the problem.
Embracing Contradictions	Integrates alternate, divergent, or contradictory perspectives or ideas fully.	Incorporates alternate, divergent, or contradictory perspectives or ideas in a exploratory way.	Includes (recognizes the value of) alternate, divergent, or contradictory perspectives or ideas in a small way.	Acknowledges (mentions in passing) alternate, divergent, or contradictory perspectives or ideas.
Innovative Thinking <i>Novelty or uniqueness (of idea, claim, question, form, etc.)</i>	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates a novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas.
Connecting, Synthesizing, Transforming	Transforms ideas or solutions into entirely new forms.	Synthesizes ideas or solutions into a coherent whole.	Connects ideas or solutions in novel ways.	Recognizes existing connections among ideas or solutions.

Rubric for your Creative Project to be used by the instructor to assess your work

	4	3	2
Creativity: see skills listed below	More than 75% of student's project demonstrates the skills listed below.	Up to 75% of student's project demonstrates the skills listed below.	More than 74% of student's project demonstrates the skills listed below.
Requirements: 5 slides in total Each slide has appropriate material on it; project in on time and posted appropriately	All requirements are met.	One requirement is not met.	Two requirements are not met.
Design: color choice, slide theme, ability to read, not too much on slide, images, font choice	Design goes beyond enhancing into being an integral part of the project	Design is wonderful and helps or enhances project	Design is good but does not enhance project
Writing conventions: Spelling, punctuation, grammar	No errors and evidence of special attention to details such as word choice and editing are evident	No errors- everything is excellent	1 or 2 writing convention errors overall all requirements met

Creative skill list:

- You've produced something new and original by thinking for yourself and presenting your ideas.
- You have been flexible in your thinking finding new ways to put the connections you learned together that make sense for dance in the 21st century.
- You have used what you have learned and built on it enhancing ideas, taking ideas further.
- You have used images, metaphors and analogies in your expansion of the meanings or possibilities of dance.