

Intermediate Modern Dance- DNCA 1232, Section 001
Fall 2009, Tues-Thurs 12:30pm-1:50pm
Swift Center Dance Studio

Instructor: Liza Grove

Phone: Swift Center Dance Studio 817/272-3774
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Office Hours: Before and after class, or by appointment

Email: bessliza@uta.edu

Course Objectives:

1. Students will attain an intermediate level of proficiency in modern dance technique and will create a final study that demonstrates this ability.
2. Students will attain awareness of their own body and demonstrate that they have learned to make their body respond correctly to a given movement situation.
3. Students will develop both a technical and artistic “eye” for the body moving in the modern dance idiom and will use these skills to critique dance performances.

Evaluation:

Participation, attitude20%

Mid-term presentation15%
(Choose a modern dancer/choreographer and highlight the person’s career. It is required that you use photographs or a 2-3 minute video excerpt in your presentation.)

Movement Evaluations30%
(Two short dances/combinations taught in class)

Concert Review15%
(Attend the UTA Dance Ensemble Fall Concert, **December 4 or 5**, and write a review of two of the dances. The concerts will be held in the Fine Arts Building at the Main Stage Theater at 8pm each evening. **Your concert review must include a critique of one dance from each half of the concert.** Please discuss the following about each of the two pieces you select: title/meaning of the piece, costuming, lighting, quality of movement and style of dancing, your opinion of the piece.)

Final Study20%
(Choreograph a modern piece, 2-3 minutes long. May be a solo, duet, or trio. Class time will be given for preparation.)

A=90%+ B=89-80% C=79-70% D=69-60% F=59% and lower

Mark your calendar:

(Instructor reserves the right to change this schedule if needed. Advance warning will be given if changes are made.)

Tuesday, September 22: *First movement evaluation*

Tuesday, October 6: *Mid-term presentations*

Thursday, October 8: *Mid-term presentations*

Tuesday, November 10: *Second movement evaluation*

Thursday, November 12: *Instructor is out of town, no class scheduled*

Tuesday, November 19: *Final Study prep day*

Tuesday, November 24: *Final Study prep day*

Thursday, November 26: *Thanksgiving holiday begins*

Tuesday, December 1: *Final Study prep day*

Wednesday, December 2: *Dance at Noon concert in the Swift Center Dance Studio*

Thursday, December 3: *Final Study presentations*

Friday, December 4: *UTA Dance Ensemble Concert*

Saturday, December 5: *UTA Dance Ensemble Concert*

Attendance:

Attendance is the most important factor in determining your grade. Please carefully read the absence policy. Attendance will be taken at the beginning of class. If you are late it is your responsibility to make sure I change your absence to a tardy. If you have to miss on an evaluation or presentation day, see me to make arrangements.

Absence Policy:

Three absences are allowed without penalty. Each absence beyond three will lower your final grade by one letter. Only two excess absences can be made-up. An extended illness or emergency will be dealt with on an individual basis.

Proper Attire:

All students will be expected to dress out for participation in class activities. This does not include jeans or tennis shoes. Hair should always be pulled back and kept out of your face.

Extra Credit:

You will have the opportunity to earn extra credit later in the semester. You may choose two of the following options:

- Assist at the Dance Ensemble Fall Concert, December 4 or 5
- Perform in the Dance At Noon informal concert on December 2

- Write a two-page (single spaced) paper discussing a modern dancer, choreographer, or company. (Cannot cover the same material used for the presentation.)

Drop Policy:

Please refer to the University drop policy.

Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Academic Integrity:

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

Student Support Services Available:

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance

academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

The University of Texas at Arlington College of Education

Mission, Core Values and Professional Dispositions

MISSION: To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and

To be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service.

The Educator and Administrator Preparation units' collaboratively developed shared vision is based on these **CORE VALUES**, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Research-based
- Collaboration
- Diversity
- Technology
- Field Experiences
- Life-long Learning

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on **PROFESSIONAL DISPOSITIONS** by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

Demonstrates excellence

- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

Participates in a learner centered environment and shows respect for self and others

- Uses appropriate and professional language and conduct.
- Supports a "high quality" learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

Research-based pedagogy

- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

Participates in on-going collaboration with peers and professionals

- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates an openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

Exhibits stewardship of diversity

- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

Advocates use of technology

- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

Shows interest in the learner and the learning-process

- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.