

**Agnes Scott College
Advanced Ballet
Dance 311: 1 Credit
Spring 2019
MW 3:30-4:45
Dance Center**

Instructor- Bridget Roosa

Office Phone- Ext. 6940

Office Hours- Monday and Wednesday 1-2 or by appointment

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Course Description:

The purpose of this course is to further educate the student in the movement and vocabulary of the classical ballet technique. Throughout the semester we will work to develop and improve technical proficiency as well as the confidence of the student performing the technique. The student will solidify the awareness of proper body alignment and proper delivery of movement to prevent injuries, dancing in a healthy environment.

Use of Tactile Teaching:

Because dance inherently involves physical movement and requires particular emphasis on alignment and bodily positioning, it is often necessary to physically adjust students' bodies accordingly. If for any reason being physically adjusted is not part of your learning process or makes you uncomfortable, please let the instructor know.

Goals and Objectives:

- Goal #1: To provide a physical and conceptual understanding of dance techniques, concepts, artistry and terminology that can be applied in performance.
- Goal #2: To provide and encourage exposure to various styles of dance performance and to attain exposure to the Dance Program's performances.

- Objective #1: Students enrolled in the class will be able to display progress executing key movements and concepts in dance techniques.
- Objective #2: Students enrolled in the class will be able to define key terminology used in dance techniques, demonstrate verbally key dance terms and concepts and observe another dancer and determine proper execution of movement.
- Objective #3: This class will encourage the students to think critically and evaluate the elements of a dance performance or production.
- Objective #4: Students will form an appreciation of the art of dance performance.

Requirements:

ATTIRE: Ballet shoes and proper dancewear are required for all classes. Solid colored leotards and pink tights are required. Skirts may be worn. I will leave a lot of room for individuality but clothes must not restrict movement and must be neat to allow for clear observation of alignment and execution of movement. Hair should be secured away from the face so that it doesn't interrupt movement. **No jewelry!**

ATTENDANCE:

Department Philosophy

The faculty of the Department of Theatre and Dance expects students to recognize the correlation between regular class attendance, effective learning, and good grades. The study of Theatre and Dance is a participatory endeavor and a two-sided commitment. Therefore, class attendance is expected of all students. Excessive absenteeism will result in a lower final grade or failure. Just as the student has a right to expect her professors to be present and prepared for all class meetings, so the faculty expects students to assume responsibility for class attendance, preparation, and participation. The Department does not provide opportunities for make up of class sessions or class lectures. The responsibility for learning the material missed is entirely that of the individual student. Students are responsible for reading and adhering to the academic regulations in the college catalog and in the Student Handbook. These policies, regulations, and attendance actions are governed by the Honor System.

Absences

Absences for classes that meet two (2) days a week are as follows: 1) a maximum of three (3) absences will be allowed without penalty for the semester; 2) each absence after the third (3rd) results in a reduction of one-third (1/3) of the student's final letter grade; 3) seven (7) or more absences for the semester will result in failing the class.

Three (3) late arrivals to all classes will constitute an absence.

Unless explicitly stated to the contrary, students are expected to attend all class meetings regardless of the nature of the activity. Class meetings include, but are not limited to, the following: lectures, discussions, performances, presentations, critiques, reviews, tests, consultations and tutorials. The instructor of record for each course retains the responsibility for determining what constitutes a class meeting. Missing a scheduled class meeting will constitute an absence.

Make-up Work

Class assignments and presentations must be completed on time. The possibility for any make-up work for absences that are excused will be determined and assigned on a case-by-case basis by the faculty member. Deadlines for such make-up work will be set by the faculty member. No make-up opportunity is available for work missed during unexcused absences. Making up missed work will not eliminate an absence from a student's attendance record.

If a student knows in advance of an absence that will occur (such as in the case of religious holiday or a school-sponsored activity) it is expected that work due on the day of the absence will be turned in on or before the due date. In the case of true emergencies, work must be completed by the date established by the faculty member. Grades for late assignments (except for true emergencies) will be reduced by one-third (1/3) of a letter grade for each day late with lateness calculated by calendar days rather than class meetings.

Class Participation is worth 112 points out of a possible 200 points. Each class will be worth 4 points total. Points awarded will be based on attendance, participation, enthusiasm, appearance, preparation, and improvement.

The point system works as follows:

- 0 points – absence
- 2 points – observation of class
- 3-4 points- dependent upon class participation.

ASSIGNMENTS:

PLEASE NOTE: NO EXTENSIONS WILL BE GRANTED UNLESS THEY ARE REQUESTED AT LEAST 12 HOURS PRIOR TO THE DUE DATE. EXTENSIONS WILL BE GRANTED ON A CASE-BY-CASE BASIS.

1. Self-reflection and Goal setting: Each student will be asked to identify and update 2-3 short-term goals throughout the semester. While the instructor will have a set of goals for the class as a whole, it is important for the student to remain personally invested and motivated to achieve technical and artistic growth throughout the semester. These goals will be logged in a dance journal that the student will keep for this course. During and after each class, the student will use this journal to document their corrections, achievements, and new concepts introduced in class. This is meant to give the student a resource to use in the future and to be sure they have full understanding of the material taught. Journals should be brought to class each day and used for quick notes and reflections. Please bring goals written or printed to be read and shared with the class during class on the following date:

- January 14th

No late work, hard copies or emails will be accepted for grading.

2. Peer Review: Observing other dancers is a successful tool in looking critically at dance technique and learning to provide constructive review commentary. On 2/4 students will be partnered up to be reviewed by one another with specific focus on the goals that the dancer has set for themselves. Each partner will take on both the role of the dancer/student and the reviewer during these class sessions. After each session the student will write a formal critique based on the discussion they had in class. This critique will first be turned into the instructor on moodle and then with approval, passed onto the student it is referencing. No late work will be accepted for grading. Critique deadlines (on moodle):

- Critique based on February 4th peer review: February 6th by noon

3. Video Sessions: During the course of the semester there will be two video class sessions. As a class, students will watch a dance film and discuss the various elements of performance. These discussions will serve to challenge the student to engage in discussion about what they have seen, preparing them for the formal paper due at the end of the semester. Video sessions will be on 2/6 and 4/10. There will be no make-up viewings.

4. Performance Reflection Paper: Each student will be required to attend and write a reaction paper about a dance concert seen during the semester. Included in this

paper will be a critical response to the various elements of performance as well as a comparative discussion to the training done in this class. This paper should be approximately three pages double-spaced and turned in no later than 1 week after the performance. A ticket stub and program will be required to be turned in along with the paper. If you are in more than 1-technique class you must write 2 separate papers detailing different elements of the performance. Please turn these papers in on moodle. NO PAPERS WILL BE ACCEPTED AFTER 12PM ON APRIL 22, 2019.

5. Skills Assessment: Towards the end of the semester there will be a skills assessment. Students will learn specific class exercises/repertory and be evaluated on their progress, technical growth and performance after spending class sessions rehearsing and refining. Review classes for this assessment will take place on 4/22 and 4/24. Performances and feedback on the material will take place on 4/29 and 5/1.

6. Ballet Company Presentation: Students will pair up and work on a short presentation about a current ballet company. Presentations will be approx. 5-10 minutes and will be given to the class on 4/8.

Grading:

Attendance and Participation – 28 classes x 4 points per class: 112 points

Self Reflection and Goal Setting: 10 points

Peer Review: 10 points

Ballet Company Presentation: 10 Points

Performance Reflection Paper: 30 points

Skills Assessment: 28 points

Total: 200 points

The grading scale will be:

A 93-100%	B 83-89%	C 73-79%	D 63-69%
A-90-92%	B-80-82%	C-70-72%	D-60-62%
F Below 60%			

Academic Honesty:

The Agnes Scott College honor code embodies an ideal of character, conduct, and citizenship, and is an important part of the College's mission and core identity. This applies especially to academic honesty and integrity. Passing off someone else's work as your own represents intellectual fraud and theft, and violates the core values of our academic community. To be honorable, you should understand not only what counts as academic dishonesty, but also how to avoid engaging in these practices. You should:

- review each course syllabus for the professor's expectations regarding course work and class attendance.
- attribute all ideas taken from other sources; this shows respect for other scholars. Plagiarism can include portraying another's work or ideas as your own, buying a paper online and turning it in as if it were your own work, or not citing or improperly citing references on a reference page or within the text of a paper.
- not falsify or create data and resources or alter a graded work without the prior consent of your professor. This includes making up a reference for a works cited page or making up statistics or facts for academic work.

- not allow another party to do your work/exam, or submit the same or similar work in more than one course without permission from the course instructors. Cheating also includes taking an exam for another person, looking on another person's exam for answers, using exams from previous classes without permission, or bringing and using unauthorized notes or resources (i.e., electronic, written, or otherwise) during an exam.
- not facilitate cheating, which can happen when you help another student complete a take home exam, give answers to an exam, talk about an exam with a student who has not taken it, or collaborate with others on work that is supposed to be completed independently.
- be truthful about the submission of work, which includes the time of submission and the place of submission (e.g., e-mail, online, in a mailbox, to an office, etc.).

You should understand that penalties result from dishonest conduct, ranging from failure of the assignment to expulsion from the college. You should speak with your professors if you need clarification about any of these policies.

Title IX:

For the safety of the entire community, any incidence of, or information about sexual misconduct must be reported immediately to the Title IX Coordinator Marti Fessenden (mfessenden@agnesscott.edu, 404-471-6547), Deputy Title IX Coordinator Karen Gilbert (kgilbert@agnesscott.edu, 404-471-6435), or Vice President for Student Life and Dean of Students Karen Goff (kgoff@agnesscott.edu, 404-471-6449).

Inclusion:

This course adheres to the principles of diversity and inclusion integral to the Agnes Scott community. We respect people from all backgrounds and recognize the differences among our students, including racial and ethnic identities, religious practices, and gender expressions. We strive for our campus to be a safe space in which all students feel acknowledged and supported. At the same time, we understand that course content, critical inquiry, and classroom dialogues give us opportunities to examine topics from a variety of perspectives. Such discourse is a defining feature of a liberal arts education, and can compel debates that challenge beliefs and positions, sometimes causing discomfort, especially around issues related to personal identities. While we uphold and preserve the tenets of academic freedom, we request and invite your thoughtful and constructive feedback on ways that we can, as a community of learners, respectfully assist and challenge one another in our individual and collective academic work.

ADA:

Agnes Scott College seeks to provide equal access to its programs, services and activities for people with various abilities. If you will need accommodations in this class, please contact the Office of Academic Advising and Accessible Education (X6150) to make complete the registration process. Once registered, please contact me so we can discuss the specific accommodations needed for this course.

Course evaluation:

Your feedback on the course is extremely valuable to the department, the administration, and me. In particular, I take your comments very seriously and use them to improve the course the next time I teach it. You are responsible for completing an evaluation of the course at the end of the semester. I will provide more details later.

Classroom Behavior:

It is of utmost importance that the studio/classroom serves the community as a safe space for creative growth and exploration. Please abide by the following guidelines:

- No outside shoes allowed on the studio floors
- No cell phones are permitted in the classroom
- Eating in the studio is not permitted
- Please choose your class attire carefully. Follow the guidelines listed and be sure not to wear something that will make others uncomfortable.

Miscellaneous:

1. I want you to know that I will make myself available to you at any time you request. Please don't hesitate to try and set up time for a tutorial or to discuss any concerns.
2. I recommend that each student purchase Gail Grant's Technical Manual and Dictionary of Classical Ballet for reference. This is a wonderful dictionary of terminology, which will help with the journal writing.
3. Last but not least-have fun! ☺

Dan 211: Topical Outline Spring 2017

Wednesday, January 9: Syllabus and Introductions

Monday January 14 and January 17: Goals and Basics Class

Wednesday, January 23: Pointe Class

Monday, January 28 and Wednesday, January 30: Pointe Class

Monday, February 4: Peer Review

Wednesday, February 6: Video #1

Monday, February 11 and Wednesday, February 13: Class on Pointe

Monday, February 18 and Wednesday, February 20: Variation #1

Monday, February 25: Repertory Continued

Wednesday, February 27: Conditioning: Ball class

Journey and Peak Weeks!

Monday, March 18 and Wednesday, March 20: Class

Monday, March 25 and Wednesday, March 27: Class

Monday, April 1 and Wednesday, April 3: Class: Barre and terminology

Monday, April 8: Ballet Company Presentations

Wednesday, April 10: Video #2

Monday, April 15 and Wednesday, April 17: Variation #2

Monday, April 22 and Wednesday, April 24: Assessment Material

Monday, April 29 and Wednesday, May 1: Assessment and Feedback

