

Course ID:	Course Title:	Winter 2022
DA103-2	Dance Fundamentals	Prerequisite: None
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	Hybrid (online/in person)	Instructor:	Chantal Gandar, M.F.A.	First Day of Classes:	January 10, 2022
Days:	Th	Email:	chantal.gandar@ambrose.edu	Last Day to Add/Drop:	January 23, 2022
Time:	6:45-9:45 p.m.	Phone:	(403) 389-2831	Last Day to Withdraw:	March 18, 2022
Room:	RELL124/RELL216	Office:	N/A	Last Day to Apply for Extension:	March 28, 2022
Lab/Tutorial:	n/a	Office Hours:	By Appointment only	Last Day of Classes:	April 14, 2022
Final Exam:	Thursday April 21 st , 6:30-9:30pm				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

M, Jan 10: 1st Day of Classes

M-F, Feb 21-25: Reading Week, No Classes

Th, Mar 30: Ambrose Research Conference (ARC), No daytime classes

Th, Apr 14: Last Day of Classes

Th-S, April 21-23: Tech/Dress/Performance of Psalms for Spring

W-W, Apr 20-27 Final Exams

Course Description

A praxis-based introductory dance class open to all students. This course will focus on classical and contemporary dance technique. The training explores barre work, centre-practice and contemporary dance styles. Students will also be introduced to basic skeletal and muscle anatomy and health. Emphasis will be placed on exploring the rudiments of classical technique in addition to understanding rhythm, theme, and musical interpretation as it applies to choreography.

Program Outcomes

Ambrose Arts' Dance Minor and courses in dance are designed to deepen each student's understanding of dance and to grow dance skillfulness. Students receive training in the tenets of dance history, applied practice, and choreographic skills, while being encouraged to explore the intersection of their faith and art. Outcomes are divided into three areas of competency:

The Dancer's CRAFT OUTCOMES

1. A **physical and conceptual understanding of the dance form**
2. The ability to engage in **creative and critical response process** in dance
3. Perform choreography as part of **collaborative events** that include the music and/or theatre program at Ambrose Arts

The Dancer's CAREER OUTCOMES

1. **Build personal dance capacity** within any future career

The Dancer's CHARACTER OUTCOMES

1. Demonstrate an **integration of art and faith** in life and practice
2. Examine **the role of dance** as a tool for therapy, social justice, and religious expression

A thorough description of each outcome is available by contacting the Chair of Ambrose Arts.

Expected Course Learning Outcomes

Students in DA 103 will be expected to demonstrate:

1. Understanding of physical anatomy, alignment, and freed breath as it pertains to dance.
2. The ability to execute and articulate classical ballet positions of the ISTD style.
3. A diverse range of contemporary movement configurations set to rhythm patterns found in music.
4. The inclusion of personal expression within prescribed choreography.
5. Basic proficiency and application of technical skills to an aesthetic in public performance.
6. Basic understanding of dance history and genres.

Textbooks

Course readings will be posted to Moodle at the start of the semester. Readings will include pdf documents and links to e-books and journal articles through the Ambrose library catalogue. Students will need to have logged into their Ambrose library account to access library resources. Additional reading resources will also be posted to Moodle and given in class.

Equipment/Attire

Please wear clothing that can be easily moved in which includes leggings, athletic pants or bike shorts, athletic tops or T-shirts, and black or tan dance socks. Dance socks can be purchased online or through local dance stores. Regular socks can work as well but have less grip ability. No Jeans or dress pants in the studio.

Chewing gum and phones are not allowed in the studio. Hair should be tied back, so it is off the face, and no jewelry worn except stud earrings.

If students have ballet shoes or jazz shoes, they may be worn for when those styles are practiced but are not required.

For each class, please bring a mask, water bottle and notebook/pen or computer for taking notes.

Course Schedule

Class Content and Location	Notes, Assignments & Exams	Class Dates
LECTURE - Intro to the Course, Early Dance History STUDIO - Intro to Studio Work	<i>Online only</i>	January 13
LECTURE - Ballet Through the Ages, Alignment and Anatomy STUDIO - ISTD Ballet Positions, Ballet Exercises	<i>Online only</i>	January 20
LECTURE ONLINE- Ballet cont. and Dance as an Art Form STUDIO - Ballet in The Centre and Across the Floor	<i>Online only</i>	January 27
LECTURE - Modern Dance STUDIO - Modern Exercises and Review of Ballet		February 3
LECTURE – Contemporary Dance/Dance and Technology STUDIO – Modern exercises	Article Review Paper	February 10
LECTURE – World Dance, Ritual and Performance STUDIO – Review for Midterm Exam/Practice Exam		February 17
Reading Week – No Class		February 24
IN CLASS and STUDIO	Midterm Written/Movement Exam	March 3
LECTURE - Jazz Dance Roots and Evolution STUDIO - Jazz Movement and Rhythms		March 10
No Class on Tuesday! Thursday attend Alberta Ballet	Meet at 7:00pm at the Jubilee	March 17
LECTURE – Folk, Social and Urban Dance STUDIO – Jazz Movement continued		March 24
LECTURE – Musical Theatre STUDIO – Funk and Hip Hop, Jazz Dance Continued	Performance Observation Paper Due	March 31
LECTURE – Dance and Faith STUDIO – Review Movement for Presentations		April 7
ONLINE – Careers in Dance	Final Movement Presentations	April 14
	Final Written Exam	April 21

Requirements

20% - Attendance and Participation

Credit will be given for meeting all the following requirements:

1. Arriving at classes on time, whether online or in person
2. Participating in movement exercises and wearing appropriate movement attire
3. Engaging in online/in person discussions
4. Remaining for the full duration of class

Those who miss a class due to illness or emergency are expected to email the instructor prior to their absence. Students should review the Zoom recording, if applicable, and any additional resources for the class missed.

10% - Article Review Paper

Select two articles based on a similar topic, such as gender equality in dance, or technology and choreography, and read them thoroughly. You can choose from any issue of The Dance Current Journal, posted in the Ambrose Library Online Catalogue.

1. Take notes throughout your reading based on these observations:
 - a. Journal Name, Issue Date, Article Title and Author
 - b. Key Points of the article
 - c. Thoughts and Opinions about the key points of the article
 - d. Questions you have about the article content, author, or periodical
 - e. Repeat above observations for second article
 - f. Compare and contrast the two articles, in what ways do the viewpoints or content of the first article intersect, overlap, relate to, or contradict the second article.
2. Based on the articles you read and notes that you took, write a 5-page paper in MLA format, including citations. Your paper should include all the above points in step two and be free of spelling and grammatical errors. *See resource on Moodle for writing a paper in MLA format
3. Submit your paper online to our class Moodle site by midnight of the **due date: Thursday February 10th**

10% - Midterm Movement Exam

The Midterm exam is divided into two sections for this course. The movement exam will include a demonstration of set ballet and modern exercises learned in the first few weeks, as well as the ISTD Ballet positions for both arms and feet. The exam will be in the dance studio, REL 216, and recorded for grading purposes. The rubric for this exam will be posted on Moodle. **Exam date: Thursday March 3rd in class.**

15% - Midterm Written Exam

This written exam is a long answer and essay response, about the students' experience in the movement classes and the basic elements of ballet, modern dance and early dance history. The written exam will be done online, and students will have 48 hours (before accommodation) to complete and submit their exam using the Moodle link. **Exam date: Thursday March 3rd in class.**

10% - Performance Observation Paper:

1. Attend the Alberta Ballet live performance on Thursday March 17th and select one Act of the show to review.
2. Take notes throughout that act based on these observations:
 - a. Quality of movement, musicality and use of space by the dancers

- b. Relationship of dancers to each other and the soundscape or music
 - c. Theatrical elements that impacted the pieces including lighting design, costuming, props and set design
 - d. Interpretations, emotions evoked, or personal opinions about the performance
 - e. Two or more questions you have for one of the artists involved such as the choreographer, dancers or artistic director, and why you have those questions
 - f. Name the dancers, choreographer and artistic director as well as the location and company that is performing
3. Based on the performance you watched and notes that you took, write a 5-page paper in MLA format, including citations. Your paper should include all the above points in step two and be free of spelling and grammatical errors.
 4. Submit your paper via Moodle by midnight of the **due date, Thursday March 31st**

15% - Final Movement Presentations:

Students will present their jazz dance exercises, jazz choreography and Swing dance combination, demonstrating an understanding of jazz rhythms and movement aesthetics. Grading rubric will be posted on Moodle and include categories for musicality, quality of movement, and exercise accuracy. The presentations will be recorded in person, and Arts Faculty may be invited for observation. **Presentation date: Thursday April 14th.**

20% - Final Written Exam:

Students will take a multiple choice, long and short answer exam based on their cumulative knowledge gained throughout the semester. More information regarding exam content will be given later in the semester. **The final exam date is Thursday April 21st, 6:30-9:30pm.**

Grade Summary:

Students will be evaluated on:

Attendance and Participation – 20%

Article Review Paper – 10%

Midterm Movement Exam – 10%

Midterm Written Exam – 15%

Performance Observation Paper – 10%

Final Movement Presentations – 15%

Final Written Exam - 20%

The available letters for course grades are as follows:

Grade	Interpretation	Grade Points	Equivalent %
A+	Excellent	4.00	98-100
A		4.00	92-97
A-		3.70	89-91
B+	Good	3.30	87-88

B		3.00	81-87
B-		2.70	78-80
C+	Satisfactory	2.30	76-77
C		2.00	70-75
C-		1.70	67-69
D+	Poor	1.30	65-66
D		1.0	57-64
F	Failure	0.00	56 and Below

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor’s assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Alberta Ballet Performance

As long as the event isn’t cancelled, Dance Fundamentals students will be attending the Alberta Ballet performance of “PHI” **at the Jubilee Auditorium on Thursday March 17th**. Group tickets will be purchased for you, and more information about the event will be given in class and posted on Moodle.

Covid-19 Protocols

In order to follow Ambrose requirements, Dance Fundamentals will begin online for January and then move to in person or a hybrid model of online and in person classes in February. Students will wear masks and physically distance in class, and all high touch surfaces will be cleaned regularly. All students who are unwell may not attend class in person, as per AHS recommendation as well as Ambrose University policy. In the case that you are unable to attend class due to illness or isolation, but are well enough to participate online, a Zoom option for attendance will be provided for you upon request.

In the case that the instructor is unable to be in person due to illness or isolation, the class for that week will be switched to online delivery and the Zoom link and other important information will be communicated via your Ambrose e-mail account as well as on Moodle.

If you have any questions or concerns about Ambrose Universities Covid-19 response, visit: <https://ambrose.edu/covid>

Ambrose University Important Information:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are

reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>.

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a

postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.