

Course ID:	Course Title:	Fall 2022
DA 322	Introduction To Choreography	Prerequisite: 6 credits in Dance
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In-Person	Instructor:	Kyrsten Blair	First Day of Class:	Sept.8, 2022
Days:	Tues, Thurs	Email:	Kyrsten.Blair@ambrose.edu	Last Day to Add/Drop:	Sept. 18
Time:	8:15-9:30am	Phone:	403-244-3001	Last Day to Withdraw:	Nov. 21
Room:	RE LL 216	Office:	N/A	Last Day to Apply for Coursework Extension:	Nov. 28
Lab/Tutorial:	N/A	Office Hours:	By Appointment	Last Day of Class:	Dec.8, 2022
Final Exam:	In Class				

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>.

Course Description

DA 322 Introduction to Choreography – An introduction to the principles and application of choreography that combines both theory and praxis. Students will explore basic compositional skills and understanding through improvisational and structural approaches to choreography. Students will create original work utilizing source material, existing individual movement vocabulary, compositional structures, theme, and the revision process. Students will develop their capacities for critique through observation and articulation of each other’s work.

The class will incorporate floor work, chair and standing work, gesture, locomotor activity, and outdoor spaces. Students will investigate and develop technical, expressive, and creative skills. Discussions and viewing assignments will deepen students' appreciation for movement literacy and dancemaking.

Expected Learning Outcomes

By the completion of this course, successful students will be able to:

1. Engage in an ongoing investigative process to create and develop a personalized way to organize movement ideas into available vocabulary.
2. Engage in focused research activities to develop seeds of inspiration for dancemaking and presentation.

3. Identify and utilize source material for the creative process.
4. Recognize varied strategies for structuring dancemaking, and practice articulating the tools utilized during the creative process.
5. Demonstrate evolving observation skills to provide beginning-level feedback and evaluation of peer and public works for editing and improvement purposes, as well as to respond to and develop movement vocabulary critically.
6. Practicing revision by embracing feedback - increase self-awareness and encourage personal development and artistic voice.
7. Experience the dancemaking process from inspiration to performance.

Textbooks

N/A

Course Schedule

See below for assignments. All information and details will be shared via email and listed on Moodle.

September 8: Introductions; Code of Conduct: **Begin Assignment #1 “Alphabet Phrase”**
 September 13: Continue exploring....
 September 15: **Assignment #1 “Alphabet Phrase” Due**
 September 20: Viewing Assignment
 September 22: Viewing Assignment
 September 27: **Begin Assignment #2 “Alphabet Phrase Pt.2”**
 September 29: Continue exploring....
 October 4: Continue exploring....
 October 6: **Assignment #2 “Alphabet Phrase Pt.2” Due; Begin Assignment #3 “Alphabet Phrase Pt.3 – Set solo”**
 October 11, 13, 18: Continue exploring....
 October 20: **Assignment #3 “Alphabet Phrase Pt.3 – Set solo Due; Begin Assignment #4 – Mid Term & Self-evaluation**
 October 25: **Written Reflection Due; Continue exploring...**
 October 27: Continue exploring....
 November 1: Continue exploring....
 November 3: **Assignment #4 Mid Term & Self-evaluation Due**
 November 8 & 10: Reading Week
 November 15: Begin **Assignment #5 – Final Project**
 November 17,22,24,29: Continue exploring....
 December 1: Continue exploring....
 December 6: **Assignment #5 – Final Project Due**
 December 8: Wrap-up: **Written Reflection Due**

Requirements:

1. Arrive 5 minutes prior to the commencement of class to prepare your physical instrument
2. Water bottle: full every class.
3. Wear non-restrictive, comfortable clothing in layers, e.g.: leggings, yoga pants and tops, bodysuits, t-shirts, sports top, or appropriate support. Long hair must be secured back off the face.
4. We will be active. Personal hygiene is important. Please do not wear perfume or strong-smelling creams, however, regularly washing your clothing and wearing deodorant is part of maintaining a respectful and safe working environment.
5. Indoor running shoes, socks and bare feet as needed. Jazz shoes (Black slip on, split sole) are also appropriate.
6. Choreography Journal and a pen: every class.
7. Recording device for pictures and video when requested from the instructor as a self-observation tool. Personal smart phone may be used but only taken out for tutorial purposes, otherwise stays on silent/do not disturb and out of sight. Content is not to be posted publicly.

Assessments:

1) Most of your grades (60%) will be based on your ongoing compositional assignments. (See assignments #1-5 below)
 I will give details in class and on Moodle, and you will present these assignments with frequent in-class sharing of your progress. These assignments will explore The Elements of Composition (Shape, Space, Time, Dynamics/Energy) and varied strategies for shaping your compositions. Studies

should show a growing understanding of movement language invention and development and demonstrate consideration of feedback from your peers and instructor. Work will be conducted outside of class and independently - part of your grade in this area is the Mid Term Assignment (15%) and your Final Project (20%), which involve creating solo dance pieces - 4 minutes for the midterm and 5-6 minutes for the final. Each project should be ready for performance.

2) A significant part of your grade (30%) will be based on your class participation, including class discussions.

3) This course also includes two written responses (350 - 500 words) to be submitted on Moodle boards or in a previously approved format (10%). The first response will be due on October 25, and the last response will be due on December 8.

Assignment #1: Type: Choreographic and Performative Description: Movement material based on "Alphabet Phrase" 1min. Weight: 5% Due Date: September 15

Assignment #2: Type: Choreographic and Performative Description: 1st short choreography based on "Alphabet Phrase Pt.2" 2min. Weight: 10% Due Date: October 6

Assignment #3: Type: Choreographic and Performative Description: 2nd choreography based on "Alphabet Phrase Pt.3 – Set solo" 3min. Weight: 10% Due Date: October 20

Assignment #4: Type: Choreographic and Performative Description: Completed choreography based on "Assignment #4 – Mid Term" 4min. Weight: Mid Term 15% Due Date: November 3

Assignment #5: Type: Choreographic and Performative Description: Final choreography 5-6min. Weight: 20% Due Date: December 6

Attendance:

Attendance and punctuality are mandatory for all classes. There are no excused absences, and students are expected to be at class on time. Students are permitted up to two absences per semester and are expected to make up all work missed. Upon a third absence, the student may receive a failing grade for the course at the instructor's discretion.

A late is considered half an absence.

Any lateness or absence will be reflected in the student's participation grade.

Grade Summary:

The available letters for course grades are as follows:

<u>Letter Grade</u>	<u>Description</u>
A+ (98-100%)	Mastery – superior performance showing comprehensive understanding and application of the subject matter that exceeds course expectations.
A (92-97%)	Excellent – superior performance showing comprehensive understanding and application of the subject matter.
A- (89-91%)	Excellent – superior performance showing comprehensive understanding and application of the subject matter with minor areas of exception.
B+ (87-88%)	Good – sustained above average performance with by and large complete knowledge of the subject matter.
B (81-86%)	Good – generally above average performance with by and large complete knowledge of the subject matter.
B- (78-80%)	Good – above average performance in multiple areas with by and large complete knowledge of the subject matter.
C+ (76-77%)	Satisfactory – Basic understanding and application of the subject matter.
C (70-75%)	Satisfactory – Basic understanding of the subject matter with some inconsistent or mediocre application.
C- (67-69%)	Pass – Work of passing quality with generally inconsistent and/or mediocre application that falls below course expectations.

F Failure – Work does not meet the minimum standards required for a passing grade or is incomplete.

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.

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 Final Exam Time Application* to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; or 2) the scheduled final examination slot results in three consecutive examination periods. 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/academics/academic-calendar>

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 registrar. 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.

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

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/sas/writing-services>

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 <https://ambrose.edu/student-life/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