

Course ID:	Course Title:	Fall 2023
DA 232	Dance Practice III	Prerequisite: DA 103
		Credits: 1

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Chantal Gandar, M.F.A.	First Day of Classes:	Sept 6, 2023
Days:	Thursday	Email:	chantal.gandar@ambrose.edu	Last Day to Add/Drop:	Sept 17, 2023
Time:	6:30-8:30pm	Phone:	(403) 389-2831	Last Day to Withdraw:	Nov 20, 2023
Room:	RELL 216	Office:	N/A	Last Day to Apply for Extension:	Nov 23, 2023
Lab/Tutorial:	n/a	Office Hours:	By Appointment	Last Day of Classes:	Dec 11, 2023
Final Exam:	None				

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

Students assume responsibility for a specific dance performance role in a program production as designated by the director, choreographer, or department or program director. Students can take up to three credits per year for a maximum of six elective credits.

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

The successful student will:

1. Gain further experience in performance collaboration.
2. Deepen experience in one or more dance disciplines (ballet, modern, or other choreographic styles)
3. Successfully fulfill the designated responsibilities of a dance role in a program production as assigned.

Textbooks

No Required Textbooks

Links to supplemental readings will be shared by the instructor via e-mail.

Equipment/Attire

Please wear black leggings, joggers or bike shorts, an athletic top of the dancer's choice, and socks you can dance in. Dance socks can be purchased online or through local dance stores. Black slip-on jazz shoes may be required for performance. Chewing gum and food are not allowed in the dance studio. Phones are only to be used when approved by the instructor for use that is relevant to the classwork, such as filming choreography or playing music. Hair should be tied back, so it is off the face and no jewelry other than stud earrings. Please bring a writing source for your journal such as a laptop, tablet, or physical journal. Don't forget to bring a water bottle!

Course Schedule

September 14	Meet and Start Research, Planning, and Creating
September 28	Studio Available for dance practice/creation (no instructor)
October 5	Collaborative Rehearsals
October 12	Collaborative Rehearsals
October 19th	Collaborative Rehearsals
November 2	Review and Clean Choreography
Dates TBA	Dress Rehearsals and Performance Date(s)
December 7	Reflection Paper Due

Requirements

Collaborative Rehearsals: students will be assessed on their attendance and intentional participation in collaborative rehearsal times. Using methods of choreography from various dance styles, students will work with the instructor to create and direct their work that will be presented later in the semester.

Dress Rehearsal and Performance: choreography created during rehearsals will be presented outside of class time. Students can expect dress rehearsal and performance on the same day for two performance dates. Locations and dates are TBA and will be approved by the whole class.

***Participation in performances is mandatory**

Course Journal: each student will have a journal that will be written in for each class. Entries may include reflections and observations about the creative process, movement brainstorming, concept research, musicality, and critical writing about the performance experience. The student journal is to be brought to every class and can take the form of a digital or paper format. There should be at least one entry per class, rehearsal, and performance. Journals will not be evaluated but will be used as source material for your final reflection paper.

Reflection Paper: for this paper, you will reflect on your experiences in the course, supplemental readings, and journal entries regarding rehearsals and performance. Then, you will write a 1000-word paper in Times New Roman, 12pt Font in APA 7th Edition Format. Your paper should answer the following questions:

1. What has been your past experience of creating dances?
2. How was this process of creating similar or different from your past experiences?
3. Were there any challenges, or discoveries made in rehearsals that played a significant role in the final product of the dance?
4. What was your experience of the performance(s), and how did the audience respond?
5. Do you have any concluding thoughts about what you might do differently, or anything impactful for you during the semester that you have not mentioned yet?

Reflection Paper Due Date: December 7th by midnight, via e-mail to the instructor.

Attendance: is required for all collaborative rehearsals, dress rehearsals and performances. Regular attendance for the full class duration impacts individual growth and collaborative work with peers.

Absences due to illness or emergency need to be communicated to the instructor as soon as possible and will require making up lost time through review with other peers. If a student has two unexcused absences, this will lead to failing the course.

Grade Summary:

1. Attendance and Participation in Collaborative Rehearsals– 50%
2. Dress Rehearsal and Performance – 30%
3. Reflection Paper – 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.

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.