

S2023 DANC 422/442: MODERN III/IV

M/W/F 1-2:45pm, PAC #136

Pre-requisite: DANC 421-441 Modern III/IV or equivalent prior training.

CONTACT INFORMATION

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Office Hours: Tues thru Fri 11am-12pm

Office: PAC, Rm.# 228

COURSE DESCRIPTION

In this course, students are provided with the opportunity to explore and discover their full potential as they widen their range within the modern dance discipline. Through a practical, collaborative learning environment, it is an incubator for the development of 21st-century learning skills such as creativity, imagination, and innovation, and it advocates for the integration of critical thinking, problem-solving, and communication into the teaching.

The technique class begins with a full body warmup, which incorporates moving onto, around, and off of the floor gaining fluidity, strength, and efficiency. Center floor work integrates movement that increases students' body awareness, alignment, and effectiveness through anatomically sound applications of movement that governs the mechanics of modern technique. Locomotor movement takes students across that floor, exploring a sense of flow by way of momentum, transitioning, and weight management, while also, investigating musicality through time and qualitative dynamics. These movement phrasing applications are then integrated into center floor combinations of more advanced sequences of movement to:

- explore a stronger sense of versatility and personal ownership of the movement,
- strengthen the ability to use the body as an instrument of artistic expression,
- demonstrate movement with a sensitivity toward performance and full-bodied commitment.

Additional class work consists of self-assessments, attendance to concert dance performances, and writing a critique essay through description, analysis, interpretation, and evaluation.

Upon successful completion of the course, students can understand the importance of self-discipline and self-motivation through dance in the continual effort to improve individual performance. They will comprehend the origins of modern dance, its history, and its evolution into the twenty-first century. They will also apply skills learned to attend a more advanced level class and/or professional auditions with confidence.

No text is required for this course.

Teaching Philosophy

This pedagogy is informed by the joy of taking risks and emphasized through courage as a pathway towards vulnerability and creativity. I believe in the capacity of students, and success requires their investment. I encourage students to activate their curiosity and to experiment, question, feel, think, reflect, and communicate their experiences with honesty, compassion, fluidity, and strength. Exercises that support this are embedded in classwork, discussions, assessing discoveries, and writing insightful essays. In so doing, I don't impose my voice on students' ideas, but rather, I help them to discover and deepen their own voices. I believe that this helps them make sense of the world and the role of artists as citizens.

COURSE OBJECTIVES

Students are provided with the opportunity to explore and discover the full potential of ability as individuals through the following:

Technique

- advance and further develop technical, creative, and critical thinking capacities pertaining to movement,
- increase body awareness, strength, and proper anatomical alignment as it serves in the technique,
- have a clearer sense of musicality through time and qualitative dynamics,
- demonstrate a personal ownership of movement.

Critical Thinking/Writing

- participate in the process of giving, receiving, and incorporating feedback from peers and the faculty,
- critically evaluate in writing movement ideas,
- reflect and self-assess personal development orally and in writing.

Collaboration

- practice and grow intrapersonal skills including attributes such as self-discipline, self-responsibility, investigation of individual strengths and weaknesses, managing emotions and coping with challenges, dealing with and overcoming distractions, and the ability to adjust one's strategy or approach as needed,
- practice and grow interpersonal skills including qualities relating to how students interact with others, creating a shared experience of class work, versatility, awareness, having a positive and inquisitive attitude, actively listening, and respecting others,
- practice, grow, advance, celebrate, and commit to inclusion, diversity, equity, accessibility and belonging (IDEA+).

LEARNING OUTCOMES

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

- apply effective technical skills in a variety of movement material,
- understand components of proper technical use of the body in anatomically sound application of movement,
- demonstrate an improved ability in using the body as an instrument of artistic expression,
- develop a personal movement style in performance of more advanced sequences of movement,
- demonstrate the ability to learn and retain more complex movement sequences in a variety of technical styles,
- demonstrate movement with a sensitivity to performance and full-bodied commitment,
- understand the importance of self-discipline and self-motivation in the continual effort to improve individual performance and enhanced satisfaction in dance as a performing art form,
- recognize, discuss, and critically appraise modern dance and its relationship to the other dance forms, including its evolution into the twenty-first century,
- analyze and discuss personal artistic and technical growth through instructor feedback and self-assessment,
- understand the field of dance by critically analyzing a live concert dance performance in a critique essay,
- demonstrate growth in intrapersonal and interpersonal skills,
- employ a commitment to inclusion, diversity, equity, accessibility and belonging (IDEA+),

METHODS OF EVALUATION

Students will be evaluated based on the following:

Breakdown

40% **Attendance:** see *Attendance Policy* below for details.

40% **Participation:** demonstrates regular growth, competency, and fluency of class work.

10% **Assignments & Exams:** class work, weekly reflection, and practical exams based on class material and discussions.

- Each Friday of class, students will complete a weekly reflection on their class work and progress. Follow this link to the form: <https://forms.office.com/r/QqECrQnLcS>

10% **Performance Attendance and Critique Essay:** students are required to attend the Senior Choreographers’ Concert and write a critique essay. Included in the essay are elements of description, analysis, interpretation, and evaluation.

- All specific requirements for this essay can be accessed on this link: [Critique Essay Guidelines \(https://www.cyndance.org/critique-writing-page\)](https://www.cyndance.org/critique-writing-page).
- It will be due on the final day of class by midnight.
- Late essays will not be accepted.
- Students performing in concerts can include their experiences as a participant as well as what they observed behind the scenes.
- NOTE: Dance majors and minors are required to attend all Department of Theatre and Dance productions.

Expectations for Daily Class Work

- **Technical skills** – the student demonstrates a clear sense of alignment, center control, flexibility, and strength.
- **Musicality** – the student has a strong sense of musicality and phrasing.
- **Application of corrections** – the student has the ability to assimilate corrections and tries to apply them immediately.
- **Knowledge of combinations** – the student has the ability to pick up combinations at a good pace and handles new material well.
- **Presentation** – the student demonstrates a high level of concentration, energy, and confidence when executing movement in class.
- **Performance** – the student demonstrates a high effort of efficiency by arriving to class on time, dressed appropriately according to the attire requirements, and prepared to dance as well as effectively executing the class work from beginning to end.

Rubric

- **Excellent** (model description) – Practices a high level of proficiency through self-responsibility, a positive and inquisitive attitude, versatility, and investigation of personal strengths and weaknesses. Demonstrates exceptional growth and executes movement with competency and fluency to advance to a higher level of study with confidence.
- **Good** – Practices and demonstrates solid effort of competency in the above model description and will advance to a higher level of study with confidence.
- **Average** – Practices and demonstrates selective effort of competency in the above model description and may advance to a higher level of study with some areas of study under-developed.
- **Poor** – Practices and demonstrates unassertive effort of competency in the above model description and may not advance to a higher level of study because of lack in consistency.
- **Failing** – Practices and demonstrates little to no effort of competency in the above model description because they don’t meet basic course requirements. For this reason, the student will not advance to a higher level of study.

Grade Scale

Excellent	Good	Average	Poor	Failing
97%-100% (4.0)	86%-89% (3.0)	77%-79% (2.0)	66%-69% (1.0)	65%-0%= (0.0)
93%-96% (3.7)	83%-85% (2.7)	73%-76% (1.7)		
90%-92% (3.3)	80%-82% (2.3)	70%-72% (1.3)		

ATTENDANCE POLICY

- Students are expected to arrive on time (**10 minutes early**), dressed, and mentally/physically prepared for class.
- Participation is not permitted if 10 minutes late, which then, a written observation is required.

- Students who have injuries but can still participate must notify the professor before class, so they are aware and can offer assist in modifying movement.
- **Written Observation:** this is defined as writing down each exercise of the class as well as finding at least one precaution to consider while it is executed, which could include alignment, movement quality, positioning, or musicality, for example. A copy of the notes is sent to me by email (dufaulc@potdam.edu) at the end of that class. Study the notes of the written observation and apply them to the following class.
- Two (2) late arrivals will result in one (1) absence.
- Students must email the instructor before the class about an absence. If a student is quired by the college to quarantine (factual documentation is required), email the instructor before class and include quarantine dates. Supplemental work may be assigned to those students. Zoom will no longer be available.
- Students are allowed three (3) unexcused absences for the semester. Each additional unexcused absence will lower the final letter grade by one (1) grade-point (4 abs=3.0, 5abs=2.0, 6abs=1.0, 7abs=0.0) as implemented by the Department of Theatre and Dance Attendance Policy.
- Qualified excused absences include religious holy days (advanced notice is required); family emergencies (contact the instructor ASAP by e-mail if traveling out of town and factual documentation of the emergency is required upon return); serious illness or medical emergencies (factual documentation/doctor's note is required upon return); a university-sponsored event such as band trips, sports team events, school conferences, etc. (advanced notice is required and documentation signed by the school coordinator is required). Students must provide appropriate documentation for any additional University sanctioned event for it to be excused.
- Students are responsible for missed work due to excused absences. Make-up classes are not offered. Make-up work is permissible ONLY for excused absences, and it is the responsibility of the student to contact the instructor.

ATTIRE

This course has a required dress code. Each class, students are expected to be dressed in the appropriate dance attire, as listed below, and in a neat and clean manner for proper assessment and safety.

Basic Dress Code Example

Dark-toned leotard, dark-toned tights, leggings, fitted joggers, fitted shorts, dark-toned or white fitted crop-top, tank or t-shirt (tucked in), and appropriate undergarment support (dance or sports bra, dance or sports belt, or compression shorts).

Additional Dress Code Information

- hair must be worn off the neckline and away from the face for better alignment assessment,
- warm-up clothing will be allowed at the teacher's discretion (dark-toned fitted sweatshirts or "dance" sweaters, dark-toned fitted pants, or dark-toned leg warmers) – no loose or baggy clothes (example – oversized t-shirts, sweatshirts, sweaters, or pants),
- personal hygiene and wearing clean clothing must be observed out of respect to all,
- no excessive wearing of perfume/cologne out of the wellbeing of all,
- no jewelry, except small, studded earrings – dangling earrings, hoops, large rings, watches, bracelets, and necklaces are **strictly forbidden** for the safety of all,
- if eyeglasses are needed, please attach with a sports strap – contact lenses are recommended,
- no street shoes in the studio at any time and all dance shoes worn in the studio may not be worn outside.

BASIC RULES & REGULATIONS

No gum, food, or beverages are permitted in the dance studios/theatres, except water in an enclosed container. Turn off/mute and pack away your cell phone, iWatch, and any other electronic devices before

class begins. Discussing topic-related observations are welcomed in class, but unrelated side conversations are discouraged.

DISRUPTIVE STUDENT POLICY

In order to maintain a fair, just, and safe College community environment, students are subject to SUNY Potsdam College regulations and are expected to abide by the Potsdam Pledge, the *SUNY Potsdam Academic Catalog*, and the *Student Community Rights and Responsibilities* (the Student Code of Conduct). Anyone who disrupts the academic learning environment (e.g., classrooms, labs, office hours, online platforms, emails, or other virtual communications) will be asked to leave for the day. Disruptions may include, but are not limited to, interrupting/speaking over other people, excessive use of foul or abusive or derogatory language, and repeated getting up/leaving/returning behavior. Students who exhibit aggressive/violent behavior in or out of classrooms will be asked to immediately leave. Disruptive students may be subject to disciplinary action, potentially including administrative removal from the course.

ACADEMIC HONESTY STATEMENT

The University policy on honesty and plagiarism will be strictly enforced in this class. The SUNY Potsdam Academic Code defines plagiarism as: “presenting as one's own the distinctive ideas, facts or words of another (in part or in whole) without appropriate acknowledgement of the source. Issues of plagiarism apply to any type of work including, but not limited to exams, papers, any writing or printed text, computer programs, web sites, art, music, photography, or video”. Further information is located on the school's website. Make an appointment with the instructor if there are further questions regarding honesty and/or plagiarism.

AMERICANS WITH DISABILITIES ACT

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. If you require accommodation for any aspect of this class, please let me know. You can also contact Sharon House, the coordinator of accommodative services at extension 3267, or houseese@potdsdam.edu. (This syllabus and other class materials are available in alternative format upon request.)

PHYSICAL CONTACT

The discipline of dance requires physical contact between the instructor and students in order to correct body alignment and placement issues. If students are uncomfortable with such physical contact, please notify the instructor either before or after class.

DIVERSITY, EQUITY, AND INCLUSION

SUNY Potsdam is dedicated to embracing the diversity of its community members. Students, employees, their families, alumni, friends, allies, guests to our campus, and members of the surrounding communities are all recognized as valued members of our community. In our community, we find an increasingly diverse population – with respect to race, ethnicity, culture, sexual orientation, disability status, socioeconomic status, religion, gender, gender identity and expression, age, and other social identities – and strive to promote an environment that is respectful of our differences. In this regard, we are dedicated to creating, empowering, and sustaining a community that is built on trust and a universal commitment to respect for all, irrespective of backgrounds, experiences, and identities; and which welcomes and encourages the variety of human experience and the uniqueness of each individual. We believe a commitment to diversity, equity, inclusion, and social justice is essential in preparing engaged global citizens to lead lives enriched by critical thought, creativity, discovery, and the pursuit of academic excellence – values which are rooted in our educational mission to support individualized curricula and opportunities for personal and professional growth. Therefore, we believe we must continue to educate ourselves and engage with North Country

communities, striving to become a model for diversity, equity, inclusion, and social justice, within both the region and the SUNY system. ~ Approved by the President's Council, September 14, 2016

SUNY POTSDAM POLICIES & RESOURCES

- [Academic-Honor Code](#)
- [Acceptable Use Policy](#)
- [Accommodative Services](#)
- [Computing And Technology Services](#)
- [Campus Library](#)
- [Privacy Policy](#)
- [Student Grievances](#)

SYLLABUS CHANGE POLICY

This syllabus is a guide for the course and is subject to change with advanced notice.