



## COURSE OUTLINE SPRING 2009

<b>Course Number</b> DAN103 & DAN113	<b>Course Title</b> Modern Dance I & II	<b>Credits</b> 2
<b>Hours:</b> <b>lecture/Lab/Other</b> 3 Studio	<b>Co- or Pre-requisite</b> Must successfully complete DAN103 before entering DAN113	<b>Implementation sem/year</b> Fall 2008

### **Catalog description (2006-2009 Catalog):**

DAN103 introduces the techniques and motor skills of modern dance, including basic body skills, placement, alignment, and continuity. DAN113 Modern Dance II is the study of modern dance techniques on an intermediate level, and an introduction to repertory. *Each course is 3 studio hours*

**Is course New, Revised, or Modified?** Revised with input from Janell Byrne

**Required texts/other materials:** None

**Revision date:**

July 26, 2008

**Course coordinator:**

Jody P. Person, x3524, [jpersondirect@yahoo.com](mailto:jpersondirect@yahoo.com)

**Information resources:** Students are encouraged to pursue the other learning resources listed below, attend live dance performances, and engage with the optional reading suggestions on the course syllabus.

**Other learning resources:** Our library and the county system is underfunded when it comes to the collection of relevant books, videos, recordings, and electronic databases to supplement the students learning and research projects in the Dance Program. Our library and the county system contain a small collection of relevant books, videos, recordings, and electronic databases to supplement the students' learning and research projects. There are some well-known works of recognized quality, including: *What is Dance?: Readings in Theory and Criticism* by Roger Copeland, *The Dance Anthology* by Cobbett Steinberg, *The Thinking Body* by Mabel Todd, *Terpsichore in Sneakers: Post-Modern Dance* by Sally Banes, and many video recordings of full length classical ballets, some modern dance, and documentaries concerning dance history.

A list of books and videos has been submitted to the library for acquisition as of September 2007. Books and videos are being added to the collection on a consistent basis.

*Course Outline developed in collaboration with Janell Byrne and based on The Dance Center of Columbia College Chicago's Technique Syllabus.*

## Course Competencies/Goals:

### *The student will be able to:*

1. in DAN103 obtain a heightened awareness of the body; build physical, aesthetic, and performance skills; and develop an appreciation for the art form of dance.
2. in DAN103 understand and execute the fundamental principles, practices, and vocabulary common to a variety of modern dance techniques.
3. in DAN113 obtain a more specific understanding of modern dance technique, by refining existing technique, expanding movement vocabulary, and executing longer movement phrases.
4. in DAN113 produce cleaner lines, appropriate kinetic dynamics, broader performance capabilities, and greater strength and endurance.
5. in both courses create long-lasting and direct changes in movement, coordination, posture and efficiency through somatic learning.
6. In both courses describe and examine basic concepts of nutrition.

## Course-specific General Education Knowledge Goals and Core Skills.

### General Education Knowledge Goals

**Goal 1. Communication.** Students will communicate effectively in both speech and writing.

**Goal 3. Science.** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

**Goal. 6. Humanities.** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

### MCCC Core Skills

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

**Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.

## Units of study in detail.

### Unit I [Movement Combination—a short movement sequence]

#### Learning Objectives

#### *The student will be able to...*

- learn the movement sequence accurately and be able to repeat consistently. (in DAN113 should be able to pick up the sequence quickly.) (Course Competencies 1, 2, 3, & 4; Gen Ed Goals 1 & 6; Core Skill B.)
- demonstrate at least one or two pathways to and from the floor. (Course Competencies 1, 2, 3, 4 & 5; Gen Ed Goals 1 & 6; Core Skill B.)
- demonstrate proper use of weight and momentum in relationship to gravity. (Course Competencies 1, 2, 3, & 4; Gen Ed Goals 1 & 6; Core Skill B.)
- sustain concentration. (in DAN113 students should be able to also move in space with awareness of self and others.) (Course Competencies 1, 2, 3, & 4; Gen Ed Goals 1 & 6; Core Skill B & F.)
- in DAN113 demonstrate clarity of focus, intent an internal commitment. (Course Competencies 1, 2, 3, 4, & 5; Gen Ed Goals 1 & 6; Core Skill B & D.)

## **Unit II [Floor work and Center work]**

### **Learning Objectives**

#### ***The student will be able to...***

- move consistently on the beat. (in DAN113 students should demonstrate greater rhythmic clarity.) (Course Competencies 1, 2, 3, & 4; Gen Ed Goals 1 & 6; Core Skill B.)
- explore movement within their personal kinesphere. (Course Competencies 1, 2, 3, 4, & 5; Gen Ed Goals 1 & 6; Core Skill B.)
- maintain torso alignment while moving. (Course Competencies 1, 2, 3, 4, & 5; Gen Ed Goals 1 & 6; Core Skill B.)
- move with focus. (Course Competencies 1, 2, 3, 4, & 5; Gen Ed Goals 1 & 6; Core Skill B.)
- in DAN113 articulate smaller details consistently. (Course Competencies 1, 2, 3, & 4; Gen Ed Goals 1 & 6; Core Skill B & D.)

## **Unit III [Adagio—a slow sequence emphasizes form, balance, coordinated leg and arm movements]**

### **Learning Objectives**

#### ***The student will be able to...***

- clearly replicate forms in space (DAN113 students receive more challenging forms.) (Course Competencies 1, 2, 3, 4, & 5; Gen Ed Goals 1 & 6; Core Skill B.)
- articulate legs and arms with awareness of proper pelvic, spinal and scapular alignment. (Course Competencies 1, 2, 3, 4, & 5; Gen Ed Goals 1 & 6; Core Skill B.)
- articulate the spine. (Course Competencies 1, 2, 3, 4, & 5; Gen Ed Goals 1 & 6; Core Skill B.)
- demonstrate a general sense of balance, strength and flexibility. (Course Competencies 1, 2, 3, 4, & 5; Gen Ed Goals 1 & 6; Core Skill B.)
- in DAN113 sustain balance and flow of movement. (Course Competencies 1, 2, 3, 4, & 5; Gen Ed Goals 1 & 6; Core Skill B.)

## **Unit IV [Across the Floor—moving through space from one side of the room to opposite side]**

### **Learning Objectives**

#### ***The student will be able to...***

- jump without undue strain. (Course Competencies 1, 2, 3, 4, & 5; Gen Ed Goals 1 & 6; Core Skill B.)
- hold spinal alignment, articulate feet, and keep shoulders down to accomplish jumps. (Course Competencies 1, 2, 3, 4, & 5; Gen Ed Goals 1 & 6; Core Skill B.)
- maintain focus. (in DAN113 maintain spatial intent and sense of self.) (Course Competencies 1, 2, 3, 4, & 5; Gen Ed Goals 1 & 6; Core Skill B.)
- achieve adequate height in the leap while maintaining dynamic alignment. (Course Competencies 1, 2, 3, 4, & 5; Gen Ed Goals 1 & 6; Core Skill B.)
- demonstrate rhythmic accuracy. (In DAN113 students are given more challenging rhythmic patterns.) (Course Competencies 1, 2, 3, 4; Gen Ed Goals 1 & 6; Core Skill B.)

## **Unit V [Somatic Learning and Nutrition]**

### **Learning Objectives**

#### ***The student will be able to...***

- prevent muscular injuries through relaxation, balance, and proper coordination. (Course Competencies 5; Gen Ed Goals 3; Core Skill B & D.)
- improve and maintain posture and flexibility. (Course Competencies 5; Gen Ed Goals 3; Core Skill B & D.)
- Integrate “mind” and “body” to help direct locomotor intentions more effectively. (Course Competencies 5; Gen Ed Goals 3; Core Skill B & D.)
- the ability to feel, sense, and control psychomotor interactions with the environment. (Course Competencies 5; Gen Ed Goals 3; Core Skill B & D.)
- develop strategies to decrease stress. (Course Competencies 5; Gen Ed Goals 3; Core Skill B & D.)
- explain what constitutes a proper diet. (Course Competencies 6; Gen Ed Goals 3; Core Skill A, B, & D.)
- list some myths and facts concerning nutrition. (Course Competencies 6; Gen Ed Goals 3; Core Skill A, B, & D.)

### **Evaluation of student learning:**

1. Periodic evaluation of students' progress in technique exercises and modern reparatory.
2. Terminology quizzes.
3. Mid-Term and Final evaluation of the students' individual technical performance. (Satisfactory performance of given final piece of modern reparatory.)

**Academic Integrity Statement:** Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity—the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual's work as one's own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student Handbook and is found on the college website ([http://www.mccc.edu/admissions\\_policies\\_integrity.shtml](http://www.mccc.edu/admissions_policies_integrity.shtml)).

## Example 1: HIS 101, Western Civilization to 1648 (Excerpt)

### Course Competencies/Goals:

#### *The student will be able to:*

1. read primary and secondary historical sources critically, with an understanding of their validity, perspective bias, audience, and context.
2. analyze and interpret primary sources and use them as evidence to support historical arguments.
3. identify and describe the significance of major figures, ideas, and events of western civilization.
4. describe and analyze the context of major movements, trends, and developments of western civilization.

### Course-specific General Education Knowledge Goals and Core Skills.

#### General Education Knowledge Goals

**Goal 1. Communication.** Students will communicate effectively in both speech and writing.

**Goal 6. Humanities.** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

**Goal 7. History.** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

**Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.

#### MCCC Core Skills

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

**Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.

**Goal G. Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

### Units of study in detail.

#### **Unit IV: The Renaissance**

##### *The student will be able to*

- Discuss the characteristics that distinguish the Renaissance from the Middle Ages. **(Course Competencies 2 & 4; Gen Ed Goal 7)**
- Identify the ways in which the political and social climate of the Italian city-states helped create Renaissance culture. **(Course Competencies 3 & 4; Gen Ed Goal 7)**
- Describe "humanism" and show its effect on philosophy, education, attitudes toward politics, and the writing of history. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Evaluate the impact of classical models on Renaissance art, and what was "new" about Renaissance art. **(Course Competencies 2, 3 & 4; Gen Ed Goals 6 & 7)**
- Compare and contrast the development of Renaissance culture, especially humanism, in Italy and in the rest of Europe. **(Course Competencies 3 & 4; Gen Ed Goals 6 & 7)**
- Discuss how the monarchies of Western Europe gathered the strength to become more assertive and effective ("New Monarchies"; "Renaissance states"). **(Course Competencies 3 & 4; Gen Ed Goal 7)**
- Assess a selection of literary, historical and artistic primary sources from the Renaissance, including, but not limited to, Machiavelli's *The Prince*. **(Course Competencies 1, 2, 3 & 4; Gen Ed Goals 6 & 7; Core Skill B.)**