

Syllabus for
DANP 207—Fundamentals of Choreography
2 Credits Hours
Fall 2008

I. COURSE DESCRIPTION

An introduction to the fundamentals of choreography exploring space, shape, effort, time, and design, with the creation of a solo work.

Prerequisite: Permission of the department.

II. COURSE GOALS

The class consists of exploring various aspects of choreography through reading assignments and in-class discussions, along with short choreographic studies. Some outside preparation will be asked of the student to make the most efficient use of classroom time. Feedback sessions between students will be a regular part of this class and participation will be an important portion of the student's grade. The student will choreograph a solo, reflective of his/her Christian faith as the culminating project for this class.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Utilize improvisation as a basis for choreographic exploration, specifically looking at Rudolf Laban's elements of movement: space, shape, time, and effort
- B. Make informed choices in determining a direction for one's choreographic work through theme and motivation and develop these ideas through the elements of movement listed above
- C. Demonstrate a basic understanding of music as it relates to the choreographer/dancer, focusing on development of skills to aid in choosing music for choreography, accurately breaking down music during the choreographic process, and effectively communicating rhythm and phrasing during the rehearsal time
- D. Utilize a range of communication from the literal to the abstract in choreography
- E. Utilize various choreographic structures (i.e.: ABA, narrative, recurring theme, etc.) as well as create original structures
- F. Utilize supportive elements (i.e.: costume, lighting, props, etc.) and understand how these elements can enhance or take away from a particular choreographic work
- G. Connect one's Christian faith with the creation/communication found in art, specifically through a solo work

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Required Materials

Textbook

Lavender, Larry. (1996). Dancers talking dance. Human Kinetics Publisher.

Sofras, Pamela. (2006). Dance composition basics. Princeton Book Company.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

- 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.

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2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures

1. **Attendance**—At Oral Roberts University, students are expected to attend all classes. Understanding that there are sometimes unavoidable circumstances that prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is for illness, personal business, and personal emergency. Students may consider this personal days or sick leave. If a student has absences in excess of this number, the earned grade for the course will be reduced one letter grade for each hour's absence above those allowed. A student missing class due to illness must take an unexcused absence. Extended illnesses are handled on an individual basis and require a doctor's excuse.
2. **Administratively Excused Absences**—Students who must miss class for University sponsored activities must follow these procedures:
 - a. inform the professor before the event.
 - b. arrange to complete missed work within one week.
 - c. not commit to class performances (oral reports, speeches, television tapings, group presentations, etc.) on a date the student will be gone. Makeup work is not permitted if the student voluntarily commits to a performance on the date of an administratively excused absence.
 - d. present an excuse, signed by the Dean of Arts and Sciences, the day the student returns.
3. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, tardies are calculated in the attendance provision for this course. Three tardies equal one absence and are included in the absences when determining the course grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the student late; the student is the one responsible to convey that information following that class. Students should not expect to be

credible the following class session concerning a late arrival on a previous day.

4. **Late Work**—The student is responsible for obtaining class assignments and material covered during an absence. All work must be completed as scheduled. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. If late work is accepted, a substantial penalty will be assessed.
5. **Literacy**—The Communication Arts Department does not accept for credit any written assignment that contains more than an average of three grammatical and/or typographical errors per page.
6. **ePortfolio**—Refer to the Communication Arts ePortfolio handbook for ePortfolio policies at (<http://oru.edu>), click on **Academics**, then **ePortfolio**, then **Department Resources**, then **Communication Arts Handbook HTML**.

C. Course Policies and Procedures

1. Evaluation Procedures:
 - a. Attendance
 - b. Accomplishment of Course Objectives: 75%
(Assignments and Exams)
 - c. Attitude and Effort: 25%
2. ePortfolio Requirements: None
3. Other Policies and/or Procedures

Course Requirements

- a. **Attire:** Please refer to the Dance Department Handbook for complete information. This class is required to have bare feet.
- b. **Assignments:**
Students are required to keep a journal for this course. This journal should consist of class notes, journal assignments, and at least 10 personal entries spread out over the semester. These should each be at least one notebook page long. The folder should be available for the instructor's review at anytime.
- c. **Ensemble Auditions:** All dance majors are required to participate in all Dance Ensemble auditions and in any other departmental auditions for experience. (Please refer to the Dancer Handbook for further details)
- d. **Evaluations:**
 - (1) Movement evaluations: Students will be graded on their technical/artistic performance to provide feedback concerning whether the student has attained to the objectives of this course. The content of the evaluation classes will consist of material already given during the semester.
 - (2) Self/Peer-evaluations: Students may participate in self-evaluations and peer evaluations throughout the semester.
 - (3) Throughout the semester, students may be given written quizzes covering concepts and vocabulary discussed in class.
- e. Each student should be prepared and ready to dance five minutes before the scheduled class time.
- f. Dance Class Format: The choreography dance class format is as follows:
(1) Improvisation, Feedback, Short studies, and Class showings
- g. Attire: See Dance handbook

- h. For prolonged injury procedure, please see Dance Handbook.

VI. COURSE CALENDAR

Weeks 1-14

Reading assignments

Short choreographic studies over course objectives

Week 15: Final project (student will choreograph and perform a solo, reflective of his/her Christian faith)

Course Inventory for ORU's Student Learning Outcomes

DANP 207—Fundamentals of Choreography Fall 2008

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
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1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge				x
1B	Sensitivity to the Holy Spirit			x	
1C	Evangelistic capability			x	
1D	Ethical behavior	x			

2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking			x	
2B	Information literacy		x		
2C	Global & historical perspectives				x
2D	Aesthetic appreciation	x			
2E	Intellectual creativity	x			

3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle	x			
3B	Physically disciplined lifestyle	x			

4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills			x	
4B	Interpersonal skills			x	
4C	Appreciation of cultural & linguistic differences	x			
4D	Responsible citizenship			x	
4E	Leadership capacity	x			