

Syllabus for
DANP 103—Ballet I
1 Credit Hour
Spring 2013

I. COURSE DESCRIPTION

A study of elementary classical ballet techniques with emphasis on developing a foundation in body alignment, vocabulary, technique, and artistry. (This class is designed for two semesters.) Prerequisites: Permission of the department.

II. COURSE GOALS

To lay a foundation of classical ballet technique and vocabulary with emphasis placed on understanding alignment and body placement.

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. The student will consistently demonstrate an understanding of classical ballet vocabulary at the Ballet I level.
- B. The student will consistently demonstrate the essential principles governing classical ballet technique while performing Ballet I vocabulary and exercises: alignment, placement, turnout, balance, transfer of weight, coordination.
- C. The student will develop an increase in strength, flexibility, balance, endurance and precision in executing barre exercises and center floor combinations at the Ballet I level.
- D. The student will increase his/her ability to hold energy in the body while executing Ballet I vocabulary and classroom exercises.
- E. The student will demonstrate an understanding of performance quality in dance through musicality, phrasing and simple use of épaulement in movement.
- F. The student will integrate the three oppositions of the torso to leg into barre and center work: 1) ankle vs. same hip; 2) leg vs. opposite side (vertical); 3) leg vs. opposite back, rotation pressure (horizontal).
- G. The student will demonstrate skill in the compounding of movement elements in barre and center work while performing Ballet I vocabulary and exercises.
- H. The student will implement change (the application of corrections) through observation and practice.
- I. The student will define and describe movement using appropriate dance vocabulary within the context of peer instruction and written work.

- J. The student will further develop his/her understanding of dance and ballet technique through reading and written work.
- K. The student will demonstrate a sense of discipline and appropriate attitude for the ballet class and group environment.
- L. The student will adhere to the Dance Program dress standards

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

Recommended Materials

Textbooks:

- Grant, G. (2009). Technical manual and dictionary of classical ballet. New York: BN Publishing. ISBN 9781607960317
- Warren, G. (1989). Classical ballet technique. Gainesville: University Press of Florida. ISBN 9780813009452

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.
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, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.

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. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
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 Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an 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 Cultural Studies, 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, and Media 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. Whole Person Assessment—Refer to the Communication, Arts, and Media WPA handbook for policies at (<http://oru.edu>), click on Academics, then WPA, then Department Resources, then CAM Handbook HTML.

C. Course Policies and Procedures

1. Evaluation Procedures:
 - a. Attendance
 - b. Accomplishment of Course Objectives: 75%
(Assignments 35% and Exams 40%)
 - c. Attitude and Effort: 25%

2. Whole Person Assessment Requirements: None
3. Other Policies and/or Procedures
 - a. Each student should be prepared and ready to dance five minutes before the scheduled class time. Arriving late not only is disrespectful to the instructor, but is harmful to the dancer because it hurries the body into vigorous exercise without a proper warm-up.
 - b. Dance Class Format: The ballet class format has two main sections: the barre and the center.
 - c. Ballet Classroom Etiquette: When students arrive, they should quietly go to their places at the barre before the beginning of class. If students arrive after the class starts its exercises, the teacher will determine whether the student will join the class. As in any concert dance class, if students arrive late, they must ask the teacher's permission to join the class. During center work, students follow a set pattern for rotating lines. Students who are in the front half of the class separate, move to the sides, and take their places in the back half of the dance class. At the same time, students in the back half of the class walk forward quickly to take their places in the front of the class. For skills that travel across the floor, students watch their spacing as they move in groups of two, three, or four. Before starting a combination, each group allows adequate time after the previous group, but not so much time that it slows down the class. The teacher leads the students in a reverence at the end of class, then students applaud the teacher and the musician.
 - d. **Attire:** Please refer to the Dance Department Handbook for complete information. This class is required to wear soft ballet shoes.
 - e. **Assignments:**
 1. Students are to keep a folder in which they record personal technical insights, examples of imagery, corrections, vocabulary and the processing of such, as well as weekly assignments. Please use a 3-brad/pocket folder for journaling and retaining handouts and assignments. The folder should be available for the instructor's review at anytime.
 2. Attendance at one dance concert or view one videotaped performance (must turn in ticket stub stapled to program) and one 1 ½-2 page double-spaced, typed dance critique of a ballet performance *or videotaped performance* upon teacher approval.
 - f. **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)**
 - g. **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 will 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.

VI. COURSE CALENDAR

Through out the semester the class will follow the same format:
Warm Up; Barre sequences; Center sequences; Reverence

Weeks 1-7 Building vocabulary

Week 8 Mid-term testing

Weeks 9-15 Building vocabulary

Week 16 Final testing

Course Inventory for ORU's Student Learning Outcomes

DANP 103—Ballet I Spring 2013

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
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		