

Department of Theatre
Ballet I Technique Course Syllabus, Fall 2021

DNC 1041

MW 9:15-10:20

TARC 2235

Instructor: Jenny Barreca

Email: jbarreca@carthage.edu

Office Hours: By appointment

COURSE DESCRIPTION

Ballet I is an introduction to the principles of ballet technique. Students will participate in barre, center, and across the floor exercises designed to develop balance, strength, and flexibility. Dancers will also have the opportunity to apply ballet movement principles through in-class performances of combinations. This course will place emphasis on the celebration of the individual. Personal growth will be approached through goal-setting, and a process of reflective writing will be guided by the instructor. Historical discussions of ballet will examine how ballet is a product of Western European culture and how 21st century scholars are looking at ballet through a multiculturalism lens. Both teacher and students will work together to foster a welcoming learning environment in which all participants are respected and valued.

COURSE OBJECTIVES

- Execute simple combinations at the barre with awareness of principles of ballet technique such as balance, strength, and flexibility
- Investigate principles of movement such as line, rhythm, and transfer of weight to execute exercises in the center and across the floor
- Demonstrate principles of artistry in ballet through performance of ballet combinations
- Reflect on personal progress over time through written reflections to cultivate an awareness of physical abilities and to approach the growth process with a positive mindset
- Articulate increased knowledge of ballet terminology and definitions through class discussions and learning ballet combinations
- Engage with the history of the form and the cultural impact of ballet in the 21st century through class discussions or reading assignments

SUGGESTED READING*

Grant, Gail. *Technical Manual and Dictionary of Classical Ballet*. Third ed., Dover Publications, Inc, 1982.

*This book is not required, but I wanted to recommend it as a resource for ballet technique.

ATTIRE

- Face masks are required in all indoor spaces and in outdoor spaces where 3 feet of social distancing cannot be maintained.

- A solid colored leotard and tights or solid colored clothing that clearly shows the line of the body and sits above the ankle. Warmups may be worn until rond de jambes.
- Ballet Shoes
- Hair in a bun or securely fastened away from the face
- Minimal jewelry

DANCE MINOR LEARNING OUTCOMES

I.A Students will demonstrate discipline-based literacy in dance through historic and cultural knowledge, including the contexts through which dance styles have developed as well as artists and works within these contexts

I.B. Students will demonstrate discipline-based literacy in dance through technique and performance in the following areas: (1) Stylistic proficiency (2) Healthy Practices (3) Qualitative Performance Values

I.C. Students will demonstrate discipline-based literacy in dance through creation, including improvisation, composition, and communication through dance

III. Students will reflect, interpret, assess, and formulate critical response to written and performance-based sources, including historic and contemporary works, their own performance and choreography, and the work of their peers

COURSE EXPECTATIONS

NON-DISCRIMINATION - In this course, we will adhere to the [The Carthage Community Code](#) on Non-discrimination.

We collectively affirm that students, faculty, and staff have a right to be free from racial, sexual and physical disability discrimination in the form of harassment by any member of the college community.

If you think that you have been subjected to sexual harassment, discrimination or sexual misconduct, please contact Sara Jensen, Title IX Coordinator, Straz Center Room 194, 262-551-6154, sjensen1@carthage.edu, or the Office for Civil Rights: 500 W. Madison, Street, Suite 1475, Chicago, IL 60661-4544, 312-730-1560.

Preferred Name and Gender Pronouns

I will gladly honor your request to address you by a preferred name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

CARTHAGE STAY SAFE PRACTICES

As you know, we are engaged in this class under extraordinary circumstances. It is necessary and important to acknowledge our commitment to learning with respect and care for one another. It is equally essential that we acknowledge our responsibility to ourselves and to one another when it comes to making safe choices outside of class, slowing down to take better care of ourselves, and

isolating when we need to. Please frequently review [Carthage's Stay Safe Plan](#) for current policies and updates.

During the semester, we may have to balance our course attendance requirement (below) with isolation. This will require communication, adaptability, and understanding. Thank you in advance for sharing this responsibility and for remaining engaged and proactive throughout this course even on days when it is not possible to be physically present.

Attendance Expectation - Attendance is essential to course participation and will be documented at the beginning of each class for *all* participants, including those participating virtually. In this course, we will follow the Department of Theatre Attendance Policy. This policy is attached at the end of this syllabus.

Absence Communication

If you need to isolate due to illness, please email me. You may still be able to participate in class remotely, or be asked to complete make-up work asynchronously.

If, for any reason, I need to miss a scheduled class session, I will communicate with you by email as early as possible with instructions for work that should be completed.

INJURIES

Every dance class represents a range of experience. Regardless of your experience, we will address safe practices, efficient patterning, and ways to modify movements for varying abilities. From there, it is expected that you will each work to your fullest ability in classes while staying responsible for your own body. If you think you might be injured, stop dancing immediately, inform the instructor and take notes/complete observation form.

Ice packs are available and can be sent for by a classmate. Immediately apply RICE – Rest, Ice, Compression, Elevation. Early communication regarding injuries is crucial and expected.

OBSERVING CLASS

In some cases, a student may need to observe class. In such cases, students must submit class notes and a Class Observation Form.

Students needing to sit out more than *twice* during the course will be expected to provide timely and substantiated communication regarding this need, which may include LAS documentation and may still result in the student needing to withdraw from the course without penalty.

REMOTE DANCE SPACES

This semester will require adaptability. I recommend that *everyone* establish a home dance space. Having a sturdy chair or surface to use for barre and room to move are your primary concerns. Choose a space with minimal distractions and allow time to pre-set your laptop, check your camera shot and angle, and have whatever you need for the floor you are dancing on (socks, sneakers, yoga mat, etc.). Please note that many floors are not suitable for jumps and turns. We will all have to be mindful of similar limitations along the way.

To participate virtually, you will need a laptop computer or a device that allows you to access Zoom with camera and sound. Set up your laptop/computer so that I can see your full body in the shot, which means that you will need a little distance from the camera. Make sure all technology is fully charged ahead of time.

LEARNING ACCESSIBILITY SERVICES

Carthage College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers due to your disability (including mental health, learning disorders and chronic medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, you also need to register with Diane Schowalter in Learning Accessibility Services (dschowalter1@carthage.edu).

ACADEMIC CONDUCT

Most students understand how the Academic Honesty Code applies to their written work, but the idea of academic dishonesty applying to a dance study may be less clear. In fact, dance educators and artists can all do better in crediting sources and treating dance works as movement research.

The work that you will submit in this course will be both written and movement-based. Please understand that *all* forms of work submitted in this course are subject to [Carthage's Academic Honesty Code](#)

As you prepare to submit work in this class, please do not hesitate to ask for clarification about original content, crediting sources.

Violations of academic integrity, including cheating, plagiarism, fabrication, multiple submissions, or other academic misconduct, as stated in the student handbook are very serious and are subject to [disciplinary action](#)

COURSE TOOLS:

SCHOOLGY

To be successful in this course, you will need to log into Schoology to submit written assignments. Here is how:

1. Go to www.mycarthage.edu
2. In the upper right hand corner, click on the drop down menu, "Tools"
3. Select Schoology
4. Sign in with your full email address, ex: jsmith@carthage.edu
5. Complete the sign-in with your Carthage email password
6. Select this course from your assigned course

*Grades will be posted in the Schoology Gradebook

COURSE WORK:

PARTICIPATION– 40%

Participation grades are based on consistency in the following criteria: (1) Demonstrated Improvement (2) Promptness (3) Preparedness (4) Etiquette (5) Course Discourse

Ready to Dance – We have a very short window of time between classes. During this time, each student and the instructor will need to enter the space and wipe down contact surfaces/areas where you will be dancing. Please have your dance clothes layered under street clothes, or devise some quickly convertible dancewear.

*Students who arrive after attendance has been taken must see the instructor at the end of class to confirm attendance.

*Students who arrive significantly late for class, or who are not properly dressed cannot be permitted to dance and will be asked to sit and take notes.

*If you are having trouble getting to class on-time, please communicate with me as early as possible.

Ready to Engage - In this class, you will have opportunities to explore movement concepts on your own and with the support of one another. It is essential that we all commit to respectful class discussions, that we allow one another to be heard, and we commit to talking through racist or discriminatory comments or behavior that arise on campus, or in class.

PERFORMANCE EXAMS – 30%

In each of the two performance exams, students will demonstrate three center/across the floor combinations for the instructor. Students will be evaluated on specific ballet concepts, and these concepts will be communicated to students as the combinations are taught and rehearsed in class.

Midterm Exam (15%): Monday, October 11th during class

**Note: This exam will be recorded to assist in completing the Midterm Check-in written assignment*

Final Exam (15%): Thursday, December 16th 8am – 10am

WRITTEN WORK – 30%

Goal-setting, evaluating, and reflecting are beneficial to our growth as dancers. There will be three written assignments throughout the semester. **All written assignments should be in MLA format, double spaced with 12pt font.**

1. Introduction and Goal Setting (10%) – Due Wednesday, September 15th

This assignment will help me get to know you. In 1-2 pages, please address the following prompts:

Tell me about your dance background. What is your experience with ballet? What about other dance forms?

Why are you taking Ballet 2 this semester?

What do you hope to gain from this class?

*Set **two physical goals** and **one mindset goal** for the semester. Physical goals should be specific and attainable. For example, a dancer new to pirouette turns might set the goal to execute a single pirouette and land it cleanly. A mindset goal should focus on the dancer's mental approach to learning in class. For example, a dancer might set the goal to not compare herself to others in a way that is detrimental to her well-being.*

2. Midterm Check-in (10%) – Due Monday, October 18th

This assignment will be a reflection and analysis of your mid-term performance exam. In 1-2 pages, please answer the following prompts:

Based on your performance, what do you identify as your strengths? What are your areas for growth?

How does watching these videos affect your perception of your goals for this class? Are you making progress accomplishing them?

What would you like to think about or work on moving into the second half of the semester? Are you making any changes to your original goals?

3. Final Reflection (10%) – Due Thursday, December 16th

For the last written assignment, you will reflect on your progress throughout the semester. In 2-3 pages, please answer the following prompts:

How have you accomplished the goals that you set for yourself at the beginning of the semester?

What challenges did you run into? What will you continue to work on in your future dance practice?

Describe moments of success. What are you proud of achieving this semester?

***Assignments may be completed early, but late assignments will not receive full credit.**

LATE WORK POLICY:

Late assignments will be downgraded by one full letter grade per day for each day late unless special permission has been obtained from the professor.

GRADE SCALE

A+ = 97	C+ = 77
A = 93	C = 73
A- = 90	C- = 70
B+ = 87	D+ = 67
B = 83	D = 63
B- = 80	D- = 60

DISCLAIMER

This syllabus is subject to change

Attendance Policies

NOTE: as the Coronavirus pandemic continues to affect our work, the faculty are committed to accommodating any unavoidable absences that may occur as a result. The policies below act as our general guidelines, but we recognize that allowances may need to be made to them.

Factors that will help us work through potential extended absences:

- Communicating with the instructor: don't disappear! Make sure you let your instructors know if something is going on.
- Keeping up with schoolwork as much as possible: even if you are unable to attend a class, you must make every effort to check with classmates and the instructor to find out what work is due and arrange to turn it in at a later date.

It is the expectation of the department that all students will attend all scheduled classes. The experiential nature of our work means that missing a class means that you may be missing experiences that simply can't be duplicated or repeated. However, there are times when an absence is unavoidable. The department has developed an attendance policy to guide its students and instructors on how to deal with absences.

Departmental Attendance Policy

Students are allowed a certain number of excused absences for emergency use during the course of the semester.

Course Format	Maximum Number of Excused Absences Allowed
Meets 3 times a week	3
Meets twice a week	2
Meets once a week	1
January Term	1

- Excused absences will not affect the student's grade as long as the student completes any and all missed work by the next class period in addition to any regular course work assigned for that period.
- Missed work due to excused absence must be completed in order to receive a final grade at the end of the semester.
- It is the student's responsibility to contact a classmate (not the instructor) to find out about missed work, get handouts, etc.

In order to qualify for an excused absence, students **MUST** notify the instructor of the absence **PRIOR TO CLASS** via email or at their office phone extension. Emergencies that preclude you from notifying prior to class will require written documentation as soon as possible after the event.

Unexcused Absences:

- Absences without prior notification or later documentation will be considered unexcused.
- Additionally, further absences beyond the limits stated above will be considered unexcused absences (unless they are part of a documented extended illness or injury as stated below).
- Each unexcused absence will result in the student's final grade being lowered the equivalent of one grade increment (i.e., if the student has an "A" in the class, one unexcused absence will reduce it to an "A-").
- If a student is absent without excuse for any theatre class more than three times, they will automatically fail that class.

Tardies:

Excessive tardiness will also impact the student's overall grade.

- 1-5 minutes: One tardy
- 5-10 minutes: Two tardies
- 10-15 minutes: Three tardies
- Six tardies is the equivalent of one unexcused absence.

Absent During Quizzes and Exams:

The theatre department does not generally allow for make-up exams. If the student is absent for any type of assessment (i.e. a performance exam, final exam, test, or quiz) there will be no make-up exam given except in special circumstances as outlined below.

Absences Qualifying for Make-Up Exams:

The following circumstances will allow for the granting of a make-up exam:

- Documented medical issues, extended illness, injury, personal or family emergency confirmed by a healthcare professional and/or the Dean of Students office.
- College sanctioned activities, such as athletics, field trips and conferences. These require advance written documentation from the faculty or college sponsor. Students are responsible for obtaining this advance documentation and arranging in advance for submission of missed work or taking of missed exams.

Health and Counseling Center

The Health and Counseling Center (HCC) supports students by addressing physical, mental, and emotional well-being. All services are free and confidential and are available to currently enrolled, full-time undergraduate students. Health services include the assessment and treatment of minor illness and injury. Diagnostic testing, complimentary over-the-counter medications, and referrals to off-campus providers are all available. Our licensed counselors help students with challenges that can be resolved with short-term, solution-focused counseling. Some topics discussed during counseling include depression and anxiety, traumatic experiences, gender and sexuality, relationship concerns, stress management, and academic challenges. More details - including info about appointments - can be found at carthage.edu/health-counseling.

[Uwill](#) is a free teletherapy platform for Carthage students. Uwill connects students with licensed therapists from all 50 states. Support is available in a variety of formats -- video, chat, messaging, or phone. Counselors are available nights, weekends, and during holidays. Access is quick and easy: app.uwill.com.

Suggested email signature: Students receive free, immediate access to teletherapy through Uwill. It's private, secure & confidential. Click [here](#) to get started.

HCC Hours and Location

TARC 2240 / 262-551-5710

M-F 8:30-4:00

Health Services (in-person): Call to schedule a same-day appointment; walk-ins accepted

Counseling Services (in-person): Call to schedule an appointment; walk-ins accepted
M-F 11:30-1:00

**Services, hours, and walk-in availability are subject to change*

Additional Info

--Nurse Practitioner: Wednesdays 2pm-4pm (appointment required; NP services are provided by a third party and billed to student's insurance)

--HCC is a Title IX confidential resource for students.

--We provide consultation for faculty and staff. If you need to talk to a provider, call our office at 262-551-5710.

--COVID-19 Testing is available for students with signs or symptoms of illness. Please call to be screened and to schedule a testing time.

--Carthage's vaccine requirement and associated testing is not administered by HCC. Visit the [COVID-19 Update Page](#) for more information.

Lydia Zopf '06, MS, LPC

(She/Her/Hers)

Director of Health and Counseling Services

Carthage College

262-551-5710

[Uwill](#): Free, immediate access to a therapist for Carthage students

National Suicide Prevention Lifeline: 1-800-273-8255

Crisis Text Line: text HOME to 741741

Crisis Text Line for Students of Color: text STEVE to 741741

Trevor Lifeline (LGBTQ+): 1-866-488-7386

National Domestic Violence Helpline: 1-800-799-7233 or text LOVEIS to 22522