

**Department of Theatre**  
**Applied Dance: Modern Course Syllabus, Fall 2021**

**THR 1047**

**MF 10:30 - 11:35**

**TARC 2235**

**Instructor: Stacy Pottinger**

**Email: [spottinger@carthage.edu](mailto:spottinger@carthage.edu)**

**Office Hours: by appointment**

**COURSE DESCRIPTION**

Welcome to DNC 1047 Applied Dance: Modern Technique. I am looking forward to having you in class! The purpose of this course is to nurture connections between fundamental movement principles and the shared historic, cultural, and physical language of Modernist Dance. The course I will teach has developed from two primary influences: (1) from my study of Bill Evans' Evans Laban-Based Modern Dance Technique, which explores Laban and Bartenieff concepts of Body, Space, Shape, and Effort and (2) from my work with Dancing Legacy's Repertory Etudes Project, which provides access to historic dance repertory and supporting curricular materials. In this course, you will learn exercises by iconic teachers and performers such as Carolyn Adams, Julie Adams-Strandberg, and Bill Evans, along with my own creations. You will also have opportunities to learn repertory by dance legacy choreographers, Donald McKayle, Robert Battle, and Pearl Primus. Classes will incorporate both floor and standing exercises, progressions that travel through space, and longer movement combinations. Finally, in this course, you will each have opportunities to apply basic improvisational and compositional elements to your study of Modern Technique as you develop your own movement expressions.

**TEXT & SUPPLIES**

All course readings will be posted digitally on Canvas

Notebook, pen, water bottle

\*Bluetooth earbuds and basic cell phone cameras are *suggested* for movement assignments

**COURSE OBJECTIVES**

- To dance with a fuller range of motion, breath support, and 3-dimensionality (as one living, breathing, changing organism)
- To develop an historical, cultural, and personal connection to modernist movement legacies
- To achieve interplays between function/expression, stability/mobility, quantitative/qualitative, and exertion/recuperation
- To synthesize course knowledge through improvisation and composition
- To reflect, assess, and formulate critical response of one's own work and the work of the course community

**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 (3) Healthy Practices (4) 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 Annette Duncan, Title IX Coordinator, Lenz Hall 208, 262-551-5883, [aduncan@carthage.edu](mailto:aduncan@carthage.edu).

### **Preferred Name and Gender Pronouns**

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

### **Health and Counseling Center (HCC)**

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](http://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](http://app.uwill.com).

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

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

### **Health and Safety Protocols**

As you know, we are engaged in this class under continued uncertainty due to the Coronavirus pandemic. 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 this course a safe and transformational learning environment.

Students are expected to read the [Carthage Symptom Monitoring](#) page for COVID-19 health and safety protocols.

Members of this course who feel symptoms associated with COVID-19, or who need to quarantine will be able to progress with the class remotely via Zoom. Conversely, I may need to lead the class remotely, should the same occur to me.

Please frequently review the [Carthage and COVID-19 page](#) for additional policies and updates.

Thank you in advance for sharing this responsibility and for remaining engaged and proactive throughout this course.

### **Attendance Expectation**

Attendance is essential to course participation and will be documented at the beginning of each class. In this course, we will follow the Department of Theatre Attendance Policy (Course Documents).

### **Absences**

An absence counts as any missed session (in-person or remote).

Please refer to the Department of Theatre Attendance Policy to understand how course absences can affect your overall course grade.

### **Absence Communication**

Missed class sessions and remote participation must be communicated via my Carthage email listed above.

PLEASE NOTE: Extended absences resulting from COVID-19 health and safety protocols (quarantine) must *also* be communicated via the Dean of Students Office (see Symptom Monitoring above).

If 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.

### **Attire**

- Students and faculty members will be required to wear masks in classrooms, labs, studios, and all indoor teaching spaces.
- Solid color clothing that clearly shows the line of the body and hits above the ankle – this can include leotards, tights, fitted yoga or dance pants and fitted shirts. Long-sleeve shirts are strongly recommended.
- Proper supportive undergarments
- Hair securely fastened out of face/No hats
- Minimal jewelry (studs are okay)
- No cell phones in clothing
- Bare feet, or Paws, or ballet slippers
- No gum, candy, or other food

### **Injuries**

Every dance class represents a range of dance experiences. Regardless of your experience level, 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 as well as a Class Observation Form (available in Schoology Course Documents Folder).

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**

While the method of instruction for this course is in-person, there may still be circumstances that require remote participation. For those circumstances, I continue to recommend that students establish a home dance space. Outdoor spaces, such as a yard, or a deck, are suggested, weather providing. You will also need an indoor space--wood floors are ideal, but having room to move is your primary concern. 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.

To participate virtually, you will need a laptop computer, and ideally, a pair of Bluetooth earbuds. The computer is to stream you into the class and the earbuds will help you hear better and limit peripheral distractions. 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 (see attached image, Wide Shot). Make sure all technology is fully charged ahead of time, including your laptop, and Bluetooth earbuds.

### **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**

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, or if it's okay, for example, to create and submit the same dance for two different classes.

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

### Schoology

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

1. Go to [www.mycarthage.edu](http://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@carhage.edu](mailto:jsmith@carhage.edu)
5. Complete the sign-in with your Carthage email password and your second authentication
6. Select this course from your assigned course

\*All course readings and hand-outs are posted digitally on Schoology's Course Materials page

\*Grades will be posted in the Schoology Gradebook

\*Asynchronous assignments can be found in the same titled folder on Schoology's Course Materials page

### Acclaim

Additionally, we will be using the ACCLAIM video platform for submitting movement assignments remotely. ACCLAIM provides a secure space for us to post video content from class, or for movement assignments while adding time-stamped comments.

To sign up for ACCLAIM, please go to the [following link](#) and follow the prompts provided:

[https://app.getacclaim.com/cls\\_o42VxjSuf5/](https://app.getacclaim.com/cls_o42VxjSuf5/)

\*We will be using ACCLAIM for any asynchronous movement assignments.

## 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

Please reference the Participation Rubric in Course Documents to more fully understand the course Participation criteria.

**Ready to Dance** – We have a very short window of time between classes. 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.

\*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, through peer feedback. Active and engaged participation in class feedback, discussions and online work will be rewarded! Furthermore, it is essential that we all commit to respectful class discussions and that we allow one another to be heard.

### MIDTERM – 20%

Your Midterm will consist of a 1½ minute solo that explores course concepts, or specific technical goals

addressed in your 1<sup>st</sup> Written Reflection.

### **FINAL – 20%**

Your Final will consist of a second 1½ minute solo that demonstrates further development of concepts, specific technical goals addressed in your Midterm solo, or other course concepts and technical goals you have been working towards.

**You've Got This!** - I understand that choreographing a solo for your Midterm and Final may feel daunting, particularly for students who have never choreographed. These assignments are not meant to be critiqued as choreographic studies, rather they are opportunities for each student to synthesize what they have learned through their own unique movement expression. This is comparable to composing an essay on a topic you have learned in another course.

During this course, you will have opportunities to explore your own movement ideas along the way, which will build confidence, and there will be work days set aside for you to work on your studies in the studio. For these assignments, you will be given permission to borrow and re-arrange sequences you have learned in class, and from other choreographers, provided they support your particular exploration of course concepts and you credit your sources. The showings are both rewarding and supportive, and they provide an opportunity to celebrate one another's growth in class. Finally, I am willing to offer additional support and guidance, if you need it--just ask!

### **WRITTEN WORK – 20%**

The following written assignments will be submitted on the Schoology course site.

- (1) Context Reading Discussion Post, due Monday, September 27
- (2) Written Reflection #1, due October 15
- (3) Written Reflection #2, due December 10
- (4) Peer Comment, due December 13

\*Assignments may be completed early, but late assignments cannot receive full credit.

### **IMPORTANT DATES**

- September 7:** First day of Fall 2021 classes
- September 13:** Getting Started Post Due
- September 27:** Context Reading Discussion Post Due
- October 15:** Midterm Work Day; Written Reflection #1 Due
- October 18 - 22:** Midterm Presentation
- October 25:** Fall Break
- November 26:** Thanksgiving Break
- December 10:** Work Day, Group 1; Reflection #2 Due
- December 13:** Work Day, Group 2; Peer Comment Due
- December 17, 10:30AM - 12:30PM:** Final Studies Presentation

### **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

studiobinder  
**Camera Level & Shot Size**

