CLASS DESCRIPTION:
This course develops physical proficiency in the performance of basic modern dance concepts while enhancing students’ understanding of fundamental principles, practices, and vocabulary common to modern dance.

COURSE OBJECTIVES:
Technique is an exploration of the “how” of moving. This class recognizes dance as a form of communication and uses technique to allow you to “say” what you want in movement with more clarity. To achieve this, the class explores rhythm and momentum, builds strength and endurance, seeks to increase efficiency, experiments with different movement styles and encourages you to move in 3D. The goal of the class is to transform the language of technique into one of performance and to reconnect to the joy and passion of moving.

LEARNING OUTCOMES
• Development of heightened body awareness, breath support, dynamic alignment, and spatial awareness in order to gain specificity in action.
• Improve core support and hone patterns of connectivity (head-tail connection, vertical through-ness, core-distal, upper/lower connectivity, sense of body-half, contra-lateral connectivity) in support of level change, weight shift, elevation, and rotation.
• Develop rhythmic clarity and musicality.
• Gain rudimentary knowledge of anatomy and kinesiology

ATTENDANCE POLICY
Active physical engagement is the work of this course and you are expected to attend every single class meeting. Excessive absences for any reason, even illness or crisis, will certainly lower your grade by affecting your participation scores.
• Students are allowed one excused absence. All other absences will be unexcused unless absence is in accordance with university attendance policy. However, one make-up class is allowed. Please pre-approve this class with the instructor.
• Each unexcused absence that is not made up will lower your grade by 2/3 of a letter grade.
   Excused absences due to University Policy: Required documentation turned in within one week upon returning to class. Refer to the Attendance Policy of the School of Theatre, Dance, and Performance Studies section of this syllabus for acceptable excused absences.

Tardiness/Leaving early
You are expected to attend every class and to be dressed and ready to move on time.
• If you have to leave class 5-10 minutes early this will be counted the same as a tardy.
• Two tardies constitute one absence.
• It is always the student’s responsibility to approach the instructor and make sure they have been accounted for in the roll book.
Sitting Out
If injury or illness causes you to sit out you may observe class.
• Write your observations and submit them after class via email.
• If you do not turn in an observation, you will receive a full absence.

Observation Guidelines
Use the following questions to spark your writing:
– What is the purpose of the exercise? (To strengthen legs, find balance, develop creativity, etc.)
– Assess your fellow students’ success in performing the exercise.
– What are they doing well, and what do they need to pay more attention to? Use all of the knowledge that you have gained through your years of dance training, especially if you have had me before.
– What advice would you give them?
– What are your own difficulties with the movements in the exercise?
– What will you attempt next time you perform the exercise to improve your dancing?
– Any other insights or interesting analysis?

PROPER ATTIRE:
No jeans are permitted. No baggy T-shirts, long skirts or other very loose fitting wear are permitted. Large earrings, necklaces, bracelets, and excessive jewelry is also discouraged. Please keep hair back and out of your face. Gum chewing is not allowed. Wearing socks is not recommended, although they might be useful in circumstances (you might keep a pair in your bag). Also helpful to bring is a towel or something to provide a cushion for floorwork.

PERSONAL PRACTICE SESSIONS
Twice weekly, you will spend at least half an hour in personal “balancing” time. It is somewhat helpful to analyze your state in terms of the four body systems (digestive, respiratory and circulatory, musculoskeletal, nervous) to see where imbalance lies. Examples of activities are:

<table>
<thead>
<tr>
<th>Digestive</th>
<th>Respiratory/Circulatory</th>
<th>Musculoskeletal</th>
<th>Nervous</th>
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<tbody>
<tr>
<td>Reassessing eating habits and creating diet plan.</td>
<td>Aerobics Class</td>
<td>Working out at gym</td>
<td>Meditation</td>
</tr>
<tr>
<td>Researching nutrition for dancers</td>
<td>Elliptical or Treadmill</td>
<td>Stretching</td>
<td>Yoga</td>
</tr>
<tr>
<td>Fill in your own activity</td>
<td>Zumba</td>
<td>Yoga</td>
<td>Free improvisation in studio</td>
</tr>
<tr>
<td>Fill in your own activity</td>
<td>Any Cardiovascular workout</td>
<td>Self-workout using exercises in class or from internet</td>
<td>Fill in your own activity</td>
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<tr>
<td>Fill in your own activity</td>
<td>Fill in your own activity</td>
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• Look at what your daily/weekly activities are and use the practice times to find balance.
• Listen to your body and see where you’re imbalanced – decide on a remedy.
• This does not replace practice for technique class or work on specific issues detailed by instructor.
• This activity is chosen consciously, not as an accidental activity.
• These sessions are instituted with the aim to further your personal artistic goals and keeping a holistic frame of being as a self-directed artist. The expectation is also to reduce injury and stress.
• Enter your activity and any information (why you chose that activity, how it felt before and after, etc.) in your journal for the week.
PERSONAL JOURNAL

This journal can be electronic (in fact, it’s preferred!) and does NOT need to be formally composed. Please just keep adding into one file rather than sending separate files – my comments will be added into the file in a different font color after select entries. Google Docs has proven to be an effective method of journal sharing. Please make sure to make me an author of the document so that I can comment directly in the file.

1) Please write an initial entry:
Who are you now, as an artist, as a dancer? What has shaped you into the being that you are now?
Or, if you have already written this before, what has happened recently to affect your development?
Give me the highlights, what has been most influential.
What do you hope to gain from this semester’s technique class with me.
Tell me 5 goals you have for yourself for this semester (they can be as specific or as broad as you like).
Anything else you’d like me to know?
DUE [Date TBD].

2) At least once weekly, please write a short commentary on your class experiences:
What are you playing with, working on, intrigued by?
What have you discovered about your own body?
What have you discovered by watching other people – in classes, in rehearsals, in performance?
Anything else you’d like me to know?
* add Personal Practice Session entry
** add Class Observations and Video Critiques when timely
DUE ONCE A WEEK (you can choose which day, but please be consistent)

3) Please write for your last entry:
A reflection of this class for the semester (read through your journal)
What has changed/deepened for your practice from your work in this class?
Anything else you’d like me to know?
DUE [Date TBD].

Each journal entry missed will lower your journal grade by one step.

VIDEO CRITIQUES
Periodically, I will videotape you during class and post the recording online for you to review and write about. The resultant observations will be included in your journal.

CONCERT ATTENDANCE
It goes without saying that you are expected to attend all departmentally sponsored events and as many of the CSPAC dance performances as possible. You are required to write observations on TWO performances, either on or off-campus. Below is a list of venues where dance performances typically are presented and some recommendations for acceptable shows. Email your choices to me for pre-approval by [Date TBD].

University of Maryland students are entitled to one free ticket per person for performances at the Clarice Smith Performing Arts Center. These tickets are available the Monday before the performance and are only available while supplies last.
Select Performance Venues:
Clarice Smith Performing Arts Center
http://www.claricesmithcenter.umd.edu/2010/c/performances/2012-2013season
The John F. Kennedy Center for the Performing Arts
http://www.kennedy-center.org/calendar/?fuseaction=searchGenre&genre=DAN
Dance Place
http://www.danceplace.org/performancesMain.aspx
American Dance Institute
http://www.americandance.org/

PERFORMANCE OBSERVATION – TWO REQUIRED
• These should be included in the weekly journal entry after attending the performance.

Performance Aspects to consider for your Response:
These are to spark your ideas for inspired writing.
− Did you see any examples of concepts or objectives discussed in class?
− Discuss the performers’ technical and expressive abilities.
  ◦ Did anyone stand out to you? Why?
  ◦ What can you learn from these performers?
  ◦ Pick out performers that you are drawn to and describe in more detail.
− What did you personally learn as a performer from viewing this work?
− What did you see in the performance that could help or inspire you as an artist and dancer?
− If the performances were effective for you – what did they do that made it so potent? If the effect fell short, what could the dancers have done to make it more successful for you?
− What would you try in your own practice to increase the potency of your physical and emotional expression (especially if you were in a performance like the one you’re reviewing)?

GRADES:
30% Participation and Effort (based on full, active participation at each class meeting).
25% Ability to physically express applied classroom concepts
30% Improvement from beginning of the semester
15% Punctuality, execution, and thoroughness of written work

ADDITIONAL INFORMATION:
PLUS MINUS GRADES: The implementation of plus minus grade factoring will begin in fall 2012. Under the new policy, quality points for each letter grade from A through D will reflect plus and minus components of the grade, as shown below. The plus/minus system will apply to both undergraduate and graduate courses. A+ = 4.0, A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D= 1.0, D- = 0.7, F = 0. The University’s present marking system defining the standards for letter grades is retained under the new plus/minus policy. The present marking system is as follows:

• A+, A, A- denotes excellent mastery of the subject and outstanding scholarship
• B+, B, B- denotes good mastery of the subject and good scholarship
• C+, C, C- denotes acceptable mastery of the subject
• D+, D, D- denotes borderline understanding of the subject, marginal performance, and unsatisfactory progress toward a degree
• F denotes failure to understand the subject and unsatisfactory performance

Students are required to earn a grade of at least C-in their major and have a minimum 2.0 Cumulative GPA in their major in order to graduate. [http://www.testudo.umd.edu/plusminusimplementation.html](http://www.testudo.umd.edu/plusminusimplementation.html)

**RELIGIOUS OBSERVANCE POLICY:** University of Maryland Policies and Procedures Concerning Academic Assignments on Dates of Religious Observances provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed because of individual participation in religious observances. Students are responsible for obtaining material missed during their absences. Furthermore, students have the responsibility to inform the instructor of any intended absences for religious observances in advance. The student should provide written notification to the professor, by hand (not through email or mailbox delivery) within the first two weeks of the semester. The notification must identify holiday(s) and date(s).

[http://www.president.umd.edu/policies/iii510a.html](http://www.president.umd.edu/policies/iii510a.html)

**ACCOMMODATING INDIVIDUALS WHO HAVE DISABILITIES:** The University is committed to making reasonable accommodations for individuals with disabilities that have been documented by Disability Support Services (0106 Shoemaker Building, 301-314-7682). A disability should be verified and discussed with Disability Support Services and the student should provide an “Accommodation Letter” to the professor or TA. If you wish to discuss academic accommodations for this class, please contact the professor or TA no later than the end of the schedule adjustment period. For more information: [http://www.counseling.umd.edu/DSS/](http://www.counseling.umd.edu/DSS/)

**HONOR CODE:** The University has a nationally recognized Honor Code, proposed and administered by the Student Honor Council and approved by the University Senate. The University of Maryland Honor Pledge reads:

"I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination."

Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all exams, papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor. Please recognize that all students are subject to the requirements of the University's *Code of Academic Integrity* whether or not they write and sign the Honor Pledge.

For more information: [http://www.orientation.umd.edu/VirtualFolder/academicintegrity.pdf](http://www.orientation.umd.edu/VirtualFolder/academicintegrity.pdf)

**SEXUAL HARASSMENT POLICY:** University of Maryland is committed to maintaining a working and learning environment in which students, faculty, and staff can develop intellectually, professionally, personally, and socially, free of intimidation, fear, coercion, and reprisal. The Campus prohibits sexual harassment which is a violation of law and University policy. Individuals who engage in sexual harassment will be subject to disciplinary action. The University has procedures in place to report sexual harassment and correct it when it occurs. Students who have questions may call the Campus Compliance Officer (301-405-2839), or the Legal Office (301-405-4945). To read the entire Policy see Appendix B in the Undergraduate Catalog. [http://www.president.umd.edu/legal/policies/sh.html](http://www.president.umd.edu/legal/policies/sh.html) and [http://www.umd.edu/catalog/index.cfm/show/content.section/c/52/s/943](http://www.umd.edu/catalog/index.cfm/show/content.section/c/52/s/943).

**ATTENDANCE POLICY** of the School of Theatre, Dance, and Performance Studies: Regular attendance and in-class participation are integral components of all dance and theatre classes and seminars. Although instructors are responsible for informing each class of the nature of in-class participation and the effect of absences on the evaluation of a student’s work, the School’s general attendance policy on excused absences is consistent with the University’s policy, which allows students to be excused for the following causes:
1. Illness of the student* or illness of a dependent as defined by the Board of Regents policy on family medical leave
2. Religious observance
3. Participation in University activities at the request of University authorities
4. Compelling circumstances beyond the student’s control

*In May 2011, the University Senate and President passed a new policy for granting excused absences, which can be found at http://www.president.umd.edu/policies/v100g.html. A student may provide a self-signed note when missing a single lecture, recitation, or laboratory, with the understanding that providing false information is prohibited under Code of Student Conduct. Self-signed notes are not accepted during “Major Scheduled Grading Events.” Specific questions concerning the TDPS policy on non-consecutive medical absences should be addressed with the Head of the Cluster.

Students claiming an excused absence must apply in writing and furnish documentary evidence for their assertion that the absence resulted from one of these causes. (Undergraduate Catalog, pages 36 & 37 or go to:

http://www.testudo.umd.edu/soc/atedasse.html) Whenever possible, instructors will make a reasonable effort to re-schedule in-class presentations for students with an authorized excused absence. Students should check the specific requirements of their courses carefully, however, as such re-scheduling is not always possible.

Writing Center:
See www.english.umd.edu/writingcenter for information and appointments.