QCC DAN 232 Syllabus
Professor:

Department: Health, Physical Education and Dance
Course: DAN 232 Intermediate Ballet III
Hours & Credits: 4 class hours, 2 credits

Course Description:
This course is a continuation of the technique and the theory of Intermediate Ballet II. Greater emphasis is placed on intermediate/advanced ballet technique and the application of movement principles essential to the training of the dancer. In this course, ballet technique and vocabulary will be presented through breath and flow with an emphasis on improving anatomical awareness and alignment, developing musical sensitivity, and using dance as a form of expression.

Curricula For Which This Course Is Required:
DAN 232 is an intermediate level course with a prerequisite of DAN 231 or permission of the instructor. It fulfills a requirement for the dance major degree program.

Educational Objectives:

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<tr>
<th>Educational Objective</th>
<th>Brief description of course activities which help students to meet each of the educational objectives</th>
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<tr>
<td>A. Communicate effectively through viewing dance, writing, listening, and speaking</td>
<td>Students are required to attend a dance concert and write a three page reaction paper in response to the concert.</td>
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<td>B. Work collaboratively in diverse groups directed at accomplishing learning objectives</td>
<td>Students will be paired with their peers in the classroom and instructed to give each other feedback on corrections discussed in class.</td>
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<td>C. Apply aesthetic and intellectual criteria in the evaluation or creation of works in the humanities or the arts</td>
<td>Students will be given various techniques in ballet that they will perform in the class.</td>
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<td>D. Integrate knowledge and skills in their program of study.</td>
<td>Each section (adagio, petite allegro, grand allegro) of the class culminates in phrase that allows them to integrate the techniques learned in class as well as achieve an in depth knowledge of the course material while also working on performance quality.</td>
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### Course Objectives: Desired Student Learning

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<td>Students will have an increased body awareness and improved alignment</td>
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<td>Students will understand ballet vocabulary.</td>
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<td>3.</td>
<td>Students will be able to accurately apply ballet terminology in written and oral communication</td>
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<td>4.</td>
<td>Students will increase their musical sensitivity</td>
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<td>5.</td>
<td>Students will gain an appreciation and understanding of ballet performance</td>
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<td>Students will learn how to look at, discuss, and write about ballet performance</td>
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### Student Learning Outcomes

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| 1. Students will have an increased body awareness and improved alignment | A. Students will be able to find their correct anatomical alignment for increased balance and coordination  
B. Students will be able to find anatomical connections within the body, such as heel/sitz bones and xiphoid process/pubic symphysis on their own. |
| 2. Students will understand ballet vocabulary. | A. Students will learn the terms and meaning of ballet movements in French and English. |
| 3. Students will be able to accurately apply ballet terminology in written and oral communication | A. Students will be able demonstrate correct ballet movements when explained only verbally in French.  
B. Upon demonstration, students will be able to orally and through written exams, identify ballet movements in French and their meaning in English. |
| 4. Students will increase their musical sensitivity. | A. Students will be able to identify ¾ rhythm and 4/4 rhythm.  
B. Students will be able to integrate their movement with the music.  
C. Students will be able to change the quality of their movement to match the quality of the music. |
| 5. Students will gain an appreciation and understanding of ballet performance. | A. Students will be able to incorporate performance quality into their dancing. |
| 6. Students will learn how to look at, discuss, and write about ballet performance. | A. Students will be able to discuss and write about modern dance on an integrated and comprehensive level. |
| 7. Students will demonstrate self-awareness and awareness of others when performing and engaging in group activities. | A. Students will be able to move through space with other dancers using spatial awareness.  
B. Students will be able engage with their peers and dance in synchrony with them. |
Summary of Main Topics Covered in the Course:

1. Anatomical alignment
2. Ballet Vocabulary
3. Meaning of Ballet Vocabulary in both French and English
4. Ballet Barre Exercises
5. Ballet Center Exercises
6. Technique
7. Musicality/Rhythmic Sensitivity
8. Ballet Performance
9. Moving through space
10. The Life of a dancer

Attendance Policy:
Attendance is extremely important to your individual growth and understanding of the class material. Students with 5 or more absences will fail the course- no exception! Arriving late and/or leaving early or coming to class unprepared will result in a lower final grade. Note: Remember that lateness is a sign of disrespect of you and me. Be on time. Be prepared with your dance attire. Otherwise, two late arrivals and/or two non-participations of any kind (i.e. no dance attire) will count as one absence- no exception!

Note: All absences will be considered in the final grade however for extreme emergencies (i.e. extended hospital stay) an “Incomplete” grade will be considered and discussed with the student. Save your absences for when you really need them. The development of the body instrument and the material in class accumulates. Learn to enjoy the discipline and weekly demands of attendance. Furthermore, the material learned in class cannot be replicated outside of class. It is not possible to make up any missed classes.

Required Dance Attire:
Students must wear appropriate dance attire. Leotards and tights must be worn in every class along with proper ballet shoes. The professor must be able to see the alignment of the dancer. No loose hair! If you have long hair, it must be pulled back! No Jewelry!

Methods By Which Student Learning Will Be Evaluated:

A. Attendance and Participation
B. Growth, Progress, and Development
C. Reaction Paper on Dance Concert
D. Mid-term evaluation
E. Final Movement Project

Grading Standards:
A grade of A is given for superlative work that demonstrates a profound commitment to the course material, and further, that goes on to employ this material as a springboard for independent thought and work.
A grade of B is given for very good work that completely fulfills all the requirements of the course in a conscientious and dedicated manner, and that demonstrates mastery of the course content.
A grade of C is given for work that fulfills all the requirements of the course in a satisfactory manner, but that falls short of demonstrating rigor and mastery.
A grade of D is given for work that is unsatisfactory.
A grade of F is given for work that fails to fulfill the requirements of the course as listed above

Academic Integrity:

Forms of Academic Integrity Violations

Violations of academic integrity can occur in a number of ways. Acts of academic dishonesty include (the complete listing with definitions and examples is included in the main body of the QCC Academic Integrity code):

A. Plagiarism – the inclusion of someone else’s words, ideas or data as one’s own work without acknowledging the source.
B. Fabrication – the use of invented information or the falsification of research or other findings.
C. Cheating – an act or an attempted act of deception by which students seek to misrepresent that they have mastered information on an academic exercise that they have not mastered.
D. Academic Misconduct – any act to gain an undue academic benefit for oneself or to cause academic harm to another.
E. Any other serious violations of academic integrity as established by the professor.