

Abilene Christian University
Department of Kinesiology and Nutrition

PEAC 204.01: Modern Dance

MW 2:00-3:20pm, Money Student Recreation and Wellness Center 240

1.0 credit hour

Fall 2014

Instructor: Jackie Beth Shilcutt

Email Address: jbs00c@acu.edu

ACU Box: 28084

Office Hours: Available by appointment

ACU Mission Statement:

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

College of Education and Human Services Mission:

The College of Education and Human Services equips students to emulate the work of Christ in the world through teaching, training the physical body, and serving the disenfranchised.

ACU Department of Kinesiology and Nutrition Mission:

It is the mission of the ACU Department of Kinesiology and Nutrition to prepare students to serve and lead through the development of healthful lifestyles.

Course Description:

This course explores various modern movement styles, creating body awareness and working towards efficiency of movement. Classwork highlights weight shifts, body articulation, on/off balance work, momentum, transitions, musicality, traveling, breath, performance skills, and composition. Students are exposed to theories, practices, and experiences to create their own original movement compositions.

Format:

Instruction, demonstration, physical activity

Course Goal:

By completing this course, students should be able to enjoy a variety of modern movement styles with a beginning level of efficiency.

Course Text and Supplies:

- No textbook required. For more information about terminology, the American Ballet Theatre's *Online Ballet Dictionary* is available: abt.org/education/dictionary/index.html
- *Dress code:* Students should come prepared to move each class period and wear clothing that does not inhibit movement. Jeans and jeggings are not allowed. In order to observe alignment, black/grayscale form-fitting clothing should be worn. The course will involve upside-down work, which should be taken into consideration for attire as well. Hair should be pulled back away from the face and neck, ball caps removed, and jewelry taken off for both personal safety and that of the other students. Dress code will be elaborated further in class. Inappropriate dress may result in the student taking an

observation day. Students may wish to bring kneepads and/or footgear conducive to modern dance.

Teaching Philosophy:

Faith meets art and learning in a beautiful place - creation...where things that were once unknown or unspoken now come into being. In creation, we find action and rest. We learn and make and produce and discover, *and* we stop and step back and observe and reflect and breathe. AND. This is an important word, bringing things together and drawing us from one thing to the next. We live in these “and” moments of transition, linking and building relationships between people and ideas. And, the “ands” are what we make of them.

Course Outcomes:

Competency	Measurement Instrument	Measurement Standard
1. The student will develop technical and performance skills and proficiencies while developing muscular strength and flexibility.	A. Daily Classwork B. Assessments	A. The student will engage in modern dance and conditioning exercises designed to strengthen and stretch the body. The student will engage both the art and science of dance by investing in the physicality of 1) the aesthetics of the movement and the 2) muscular/corporal actions of the body. B. The student will perform three dance presentation pieces, designed for physical challenge, technical skill practice, and performance quality employment.
2. The student will analyze and reflect on their personal dance journey in the art and movement of modern dance.	A. Assessment Reflections B. Journals C. Cultural Excursion	A. The student will complete a reflection of the assessment, analyzing their performance, attention to detail, and technique. B. The student will write journals about their progress in the course, making connections within the learning and to real life. (<i>See below for suggested prompts.</i>) C. The student will choose an aspect of culture (film, dance, theatre, etc.) to apply the principles employed during class and reveal connections to the coursework.
3. The student will strategize skills for taking ownership of dance material for learning and remembering movement material.	A. Daily Classwork B. Assessments	A. The student will learn, practice, and execute sequences, using performance qualities and proper technique. B. The student will construct/reconstruct, develop characterization, and perform three dance presentation pieces.

4. The student will develop skills to self-assess and self-correct along the learning process.	A. Daily Classwork	A. The student will acquire and practice self-assessment skills initially through participation in partnering activities- designed to identify proper body alignment- and peer-evaluations. The student will also apply these to his/her own form working to build efficient body patterning through use of body alignment practice, imagery, the visual cues, and self-evaluations.
	B. Assessments	B. The student will evaluate assessment performances for display of details, performance qualities, and technique.
	C. Journals	C. The student will describe progress in the course through journaling, discovering questions, strengths, and growth areas.
5. The student will demonstrate and employ compositional skills.	A. Teaching Project	A. The student will design a lesson plan with specified movements and outcomes to then teach to the class.
	B. Final Assessment	B. The student, as either a solo or a member of a group, will choreograph an original modern dance composition.

Course Requirements:

Students will compose their coursework based on their desired goals by fulfilling the parameters of the following assignments to earn points over the course of the semester:

Daily Classwork	43.5 points
Assessments	44 points
Journals	12.5 points
<u>Cultural Excursions</u>	<u>4 points</u>
Available Points	104 points

Final Grading Scale:

A= 92-100 points*
 B= 84-91 points
 C= 76-83 points
 D= 68-75 points
 F= 0-67 points

Daily Classwork and Policies/Expectations (43.5 points, Outcomes 1, 3-5):

Because the course is based on experiential movement material, attendance proves imperative to the learning process. Missing class hinders the ability to compound learning and to create muscle memory for skills and movement. No make-up classes will be offered. *It is the student's responsibility to learn material missed when absent.*

These points are earned according to effort and preparation for each day's classwork. Commitment to the classwork and the level of engagement delineate points earned each day for the classwork category. Preparation comes in the form of wearing proper attire, reviewing movement material from previous classes, reading handouts, and/or watching assigned web-based videos. This course will also periodically involve discussions, lectures, and video experiences. Students should bring loose leaf notebook paper and a pen to each class.

Absent students earn no points. Observation days will be possible twice over the course of the semester. If a student is sick or injured, the student should consult the professor BEFORE class to get permission to observe the class. The student should come prepared to take notes and make observations about the day's material, making connections to the movement and execution as seen through the class. This should be the student's thoughts and insights rather than a play-by-play of the class and should be turned into the professor at the end of class. Observers may earn up to 80% of the day's credit (1.2 points) for their observation notes.

Late Assignment/Exam Policy: No credit will be given for late assignments or quizzes for which university-approved excuses are not provided.

Absence Policy: Three or fewer absences= student is eligible for an A in the course*
Four absences= student is eligible for a B in the course
Five absences= student is eligible for a C in the course
Six absences= student is failed or dropped
Tardies or leaving early= 3 total equals one absence.
Tardies after 15 minutes become an absence.

Students missing class for an official university activity will not be penalized but MUST bring a copy of the official form one week in advance. Any classwork must be turned in *prior* to the activity. If a student should feel that he or she may have encountered extraordinary life circumstances, please speak to the professor.

Students are expected to put forth their best effort and promote a spirit of learning. Honoring class etiquette includes listening while others are talking, not sitting down during class, and maintaining an attentive and willing attitude. Disruptive behavior hinders student learning. All cell phones and media devices must remain off and out of sight during this class except for media assignments prepared by the instructor. Violations of this policy result in a deduction of up to 75% of the day's credit (i.e. NO TEXTING or other engagement with media devices).

No gum or candy. No food of any kind. Water is always allowed and should be in a capped, sealable container. Out of respect for classmates, students should attend to hygiene as the course will involve shared workspaces and partnering experiences.

Movement in Action days will meet off-campus for a community dance experience (see calendar).

Assessments (44 points, Outcomes 1-5):

Over the course of the semester, four assessments will evaluate progress through the course. Make plans to be in class for these assessments; please do not schedule doctor's appointments or other commitments outside of class for these days.

Assessment 1	Wednesday, February 12	10 points
Self-Reflection of Assessment 1	Monday, February 24	2 points
Teaching Projects	Various (see calendar)	5 points
Assessment 2	Wednesday, April 2	10 points
Self-Reflection of Assessment 2	Wednesday, April 9	2 points
Final Assessment	Wednesday, April 30	15 points

The **first and second assessments** will be an evaluation of execution of choreography learned in class. The **self-reflections for the first and second assessments** will be available on open class as a worksheet for completion. Reflections should not merely narrate the assessment but should expand and explore the material beyond recounting a play-by-play of the action.

Teaching projects will be selected in class on March 3. Students will design a 5-7 minute movement activity to lead, which may be an exercise (warm-up, across the floor, center) or an activity (improvisation, skill building, etc.). Students will submit a written detail of their exercise to the instructor on their teaching date. This should be written as a “lesson plan” for a substitute teacher to use to instruct the class with the details and counts needed to successfully replicate the exercise.

Ideas for teaching projects include warm-up, core work, ankle strengthening, breath, body articulations, plies, tendus, jumps, turns, upside down work, floor work, traveling, gravity, levity, combination, musicality, balance, core-distal connection, head-tail connection, center floor, weight shifts, isolations, momentum, and improvisation.

The **final assessment** will be a compositional experience. Groups/solos will be assigned no later than November 20 and will create a modern movement composition 1½-3 minutes in length. The composition should attend to technique and performance qualities as well as include a working title and the following elements: 1) symmetry and asymmetry, 2) dynamic changes, 3) level changes, 4) stillness, 5) a clear sense of beginning and ending. Students will be evaluated both on their composition and execution of their final performance of the piece.

Journals (12.5 points, Outcomes 2, 4):

Over the course of the semester, students will write five reflections about coursework, reading assignments, videos, handouts, challenges, growth areas, etc. Journals should not merely narrate classes or other media materials, but should expand and explore the material beyond recounting a play-by-play of the action. Time will be allotted during class to complete these assignments, but reflections may be prepared outside of class as well. Journals should be 1 page handwritten or 1 page if typewritten using double spacing. If a student is absent, the journal may be submitted via email on or before the day of the absence. Early journals are acceptable, but no late journals accepted. Journals are in class Mondays of weeks 1, 3, 4, 5, and 8 (worth 1.5 point each).

Prompts may include (but are not limited to):

- *Describe your growth process in the course thus far.*
- *Describe challenges, strengths, and/or growth areas for your dancing.*
- *Define “discipline” as it relates to art, faith, academia, and/or your life.*
- *Write a reflection of your thoughts on one of the videos shared by the professor.*
- *Describe the importance of core work and/or core connection in dance.*
- *Describe the role of breath in dance.*
- *Describe how you are working to take ownership of dance material. (What are your strategies for learning and remembering movement material?)*
- *Post-assessment, what worked? What needs work? What will you try differently in the future?*
- *Research a historical modern dance figure/company and write about your findings. Remember to cite any sources used using MLA, Turabian, or APA. This journal may be up to 3 pages for three journal credits (one per page).*

A **final self-assessment journal** will be due April 28 worth 5 points, responding to the following course outcomes (also available in worksheet form): How have I engaged thoughtfully in the art and movement of modern dance? How have I built technical and performance skills and proficiencies? How have I developed in both muscular strength and flexibility? How do I take ownership of dance material? What strategies do I use for learning and remembering movement material? What skills have I developed to self-assess and self-correct along the learning process? How have I used them? How have I gained and employed compositional skills? Anything else I'd like to add?

Cultural Excursions (4 points, Outcomes 2):

Students will write 2 reflections (worth 2 points each) about an outside of class experience such as a live dance performance, a dance film, a master or ongoing dance class, etc. Students must submit a proposal form to the instructor (available on open class) to ensure their event, movie, class, etc., meets the criteria. A follow up reflection will be written about the student's thoughts and experiences. Reflections should not merely narrate the event, movie, class, etc., but should expand and explore the material in relationship to the course beyond recounting a play-by-play of the action. All reflections should be 1 page handwritten or 1 page if typewritten using double spacing. All cultural excursion papers are due by Wednesday, April 23, but may be submitted at any time during the semester.

Academic Integrity

Academic integrity is expected from all students regarding all work. Academic Integrity, according to the *Academic Integrity and Honesty* document** from the Provost, is defined as "academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments, examinations and tests, attendance at required out-of-class activities, written or oral presentations, and laboratory experiments and research." The full policy is available for review at the Provost's office web site www.acu.edu/campusoffices/provost, for download** from the following link www.acu.edu/academics/provost/documents/academic-integrity-policy.pdf, and/or the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education, and academic departments.

Plagiarism is an academic crime and will be treated seriously. While honoring the integrity of writing is familiar in the academic setting, so also must we have artistic integrity and honor original artistic contributions. This will be further discussed in class. Minimum penalties for such infractions include a zero for the assignment at hand. If you have any questions regarding the definition of plagiarism, please ask the professor. For more information, see <http://www.acu.edu/campusoffices/provost>.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you

need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at 325-674-2667.

Marking Grade for Classwork Points.

A (90-100%) Excellent, Outstanding, Fluent, Thought-Provoking, Original

The student has an engaging presence, providing relevant discussion, and participating fully and thoughtfully with the class material. Preparation for class is evident. Technique is clear, and expression and rhythm keep the viewer engaged. Transitions are smooth and the style fluent and thought-provoking. It addresses all aspects of the daily assignment and follows all directions. There are few if any major mechanical errors. The participation shows thought and original insights by the student, independent of the teacher and/or text.

B (80-89%) Good, Above Average, Clear, Well-Organized

The student provides a good response to the instructions, in which participation is adequately supported by attention to detail. The practice of and commitment to the moment are clear and show some variety of style and execution. Mechanical errors are not overly distracting to the viewer. The dancer has mastered the material presented by the text and the teacher.

C (70-79%) Average, Adequate, Competent, Fair, Unoriginal

The dancer provides an adequate, routine response to the assigned material. A central idea is stated, perhaps too generally, but it is more or less held to and supported in token fashion. The style is moderately clear and the mechanics/technique are reasonably competent. Errors may be distracting but do not seriously interfere with a viewer's connection to the material.

D (60-69%) Below Average, Inadequate, Ineffective, Unclear, Under-Developed

The dancer provides an inadequate response to the assigned material, by virtue of significant mechanical errors that make the communication/demonstration of the material ineffective, lack of preparation or participation, weaknesses of technique, insufficient commitment to the material or understanding of the topic. There may be a presented controlling idea, but the relation of details to it is unclear.

F (0-59%) Failure for one or more of the following reasons: Major Errors, Plagiarism-Cheating, Directions Not Followed, Badly Under-Developed

The dancer provides an altogether unacceptable response to the assigned topic whether by failure of preparation, technique, participation, commitment to the performance or a combination thereof. The voice of the dancer fails to appear because someone else's language was appropriated or because gross errors have blocked communication. A controlling idea is not stated or, if so, it is incoherent or undeveloped. Dancer is disruptive of student learning or does not participate.

Marking Grade for Observation Day Submissions.

A+ (95-100%) Excellent, Outstanding, Fluent, Thought-Provoking, Original

This paper is a superior and carefully considered response to the assigned topic, each statement having a controlling idea and excellent supporting detail, the style fluent and the content thought-provoking. It addresses all aspects of the prompt and follows all directions indicated by the prompt. The presentation shows thought and original insights by the writer, independent of the teacher and/or class material.

A (90-94%) Good, Above Average, Clear, Well-Organized

This paper is a good response to the assigned topic, in which each statement has a controlling idea that is adequately supported by detail. The sentences are clear and show some variety.

B (80-89%) Average, Adequate, Competent, Fair, Unoriginal

This paper is an adequate, routine response to the assigned topic. A central idea is stated, perhaps too generally, but it is more or less held to and supported in token fashion.

C-D (60-79%) Below Average, Inadequate, Ineffective, Unclear, Under-Developed

This paper is an inadequate response to the assigned topic, by virtue of significant mechanical errors that make the communication ineffective, weaknesses of word choice,

insufficient support or understanding of the topic. There may be a stated controlling idea, but the relation of details to it is unclear.

F (0-59%) Failure for one or more of the following reasons: Major Errors, Plagiarism-Cheating, Directions Not Followed, Badly Under-Developed

This paper is an unacceptable response to the assigned topic whether by failure of the writing, the thought or both. The voice of the writer fails to appear because someone else's language was appropriated or because gross errors have blocked communication. A controlling idea is not stated or, if so, it is incoherent or undeveloped.

Marking Grade for Movement Assessments

Description	Points Earned					Points Awarded
Details	0- no evidence of knowledge of material		2- details evident but lacks clarity or specific movements	4- details demonstrated with clarity and attention to detail		
Performance	0- quits	1- stops/starts choreography, uncommitted to character, appears uncomfortable	1 3/4- face reveals multiple errors, no full commitment to characterization	2 1/2- a bit reserved in performance but generally committed	3- full projection of commitment to material and characterization	
Technique	0- no technique evident	1- lines incomplete, disconnect of core to body, technique, improper or unsafe sequencing	1 3/4- some technique lacking, failed to complete lines or connect the body as a whole, sequencing of body is hit or miss	2 1/2- few errors, good overall technique, sequencing, and lines	3- good technique that completes lines with clear angles and proper sequencing	

Marking Grade for Teaching Project.

A (90-100%) Excellent, Outstanding, Fluent, Thought-Provoking, Original

This presentation is a superior and carefully organized response to the assigned topic, each component having a controlling idea and excellent supporting detail, the delivery fluent and the content thought-provoking. It addresses all aspects of the prompt and follows all directions indicated by the prompt. There are few if any major mechanical/presentational errors. The presentation shows thought and original insights by the presenter, independent of the teacher and/or class material.

B (80-89%) Good, Above Average, Clear, Well-Organized

This presentation is a good response to the assigned topic, in which each component has a controlling idea that is adequately supported by detail. The presentation is clear and shows some variety. Mechanical/presentational errors are not overly distracting to the participants.

C (70-79%) Average, Adequate, Competent, Fair, Unoriginal

This presentation is an adequate, routine response to the assigned topic. A central idea is stated, perhaps too generally, but it is more or less held to and supported in token fashion. The style is moderately clear and the mechanics are reasonably competent. Errors may be distracting but do not seriously interfere with the flow of the presentation.

D (60-69%) Below Average, Inadequate, Ineffective, Unclear, Under-Developed

This presentation is an inadequate response to the assigned topic, by virtue of significant mechanical errors that make the communication ineffective, weaknesses of word choice, insufficient support or understanding of the topic. There may be a stated controlling idea, but the relation of details to it is unclear.

F (0-59%) Failure for one or more of the following reasons: Major Errors, Plagiarism-Cheating, Directions Not Followed, Badly Under-Developed

This presentation is an unacceptable response to the assigned topic whether by failure of the preparation, the execution or both. The voice of the presenter fails to appear because someone else's language was appropriated or because gross errors have blocked communication. A controlling idea is not stated or, if so, it is incoherent or undeveloped.

Marking Grade for Assessment Self-Reflections and Journal Submissions.

A+ (95-100%) Excellent, Outstanding, Fluent, Thought-Provoking, Original

This paper is a superior and carefully organized response to the assigned topic, each paragraph having a controlling idea and excellent supporting detail, the style fluent and the content thought-provoking. It addresses all aspects of the prompt and follows all directions indicated by the prompt. There are few if any major mechanical errors. The presentation shows thought and original insights by the writer, independent of the teacher and/or class material.

A (90-94%) Good, Above Average, Clear, Well-Organized

This paper is a good response to the assigned topic, in which each paragraph has a controlling idea that is adequately supported by detail. The sentences are clear and show some variety. Mechanical errors are not overly distracting to the reader.

B (80-89%) Average, Adequate, Competent, Fair, Unoriginal

This paper is an adequate, routine response to the assigned topic. A central idea is stated, perhaps too generally, but it is more or less held to and supported in token fashion. The style is moderately clear and the mechanics are reasonably competent. Errors in grammar, punctuation, usage, and organization may be distracting but do not seriously interfere with the understanding of the paper.

C-D (60-79%) Below Average, Inadequate, Ineffective, Unclear, Under-Developed

This paper is an inadequate response to the assigned topic, by virtue of significant mechanical errors that make the communication ineffective, weaknesses of word choice, insufficient support or understanding of the topic. There may be a stated controlling idea, but the relation of details to it is unclear.

F (0-59%) Failure for one or more of the following reasons: Major Errors, Plagiarism-Cheating, Directions Not Followed, Badly Under-Developed

This paper is an unacceptable response to the assigned topic whether by failure of the writing, the thought or both. The voice of the writer fails to appear because someone else's language was appropriated or because gross errors have blocked communication. A controlling idea is not stated or, if so, it is incoherent or undeveloped.

Marking Grade for Cultural Excursion Submissions.

(Please note: -25% for failure to submit ticket stub, program, or teacher-approved equivalent)

A (90-100%) Excellent, Outstanding, Fluent, Thought-Provoking, Original

This paper is a superior and carefully organized response to the assigned topic, each paragraph having a controlling idea and excellent supporting detail, the style fluent and the content thought-provoking. It addresses all aspects of the prompt and follows all directions indicated by the prompt. There are few if any major mechanical errors. The presentation shows thought and original insights by the writer, independent of the teacher and/or class material.

B (80-89%) Good, Above Average, Clear, Well-Organized

This paper is a good response to the assigned topic, in which each paragraph has a controlling idea that is adequately supported by detail. The sentences are clear and show some variety. Mechanical errors are not overly distracting to the reader.

C (70-79%) Average, Adequate, Competent, Fair, Unoriginal

This paper is an adequate, routine response to the assigned topic. A central idea is stated, perhaps too generally, but it is more or less held to and supported in token fashion. The style is moderately clear and the mechanics are reasonably competent. Errors in grammar,

punctuation, usage, and organization may be distracting but do not seriously interfere with the understanding of the paper.

D (60-69%) Below Average, Inadequate, Ineffective, Unclear, Under-Developed

This paper is an inadequate response to the assigned topic, by virtue of significant mechanical errors that make the communication ineffective, weaknesses of word choice, insufficient support or understanding of the topic. There may be a stated controlling idea, but the relation of details to it is unclear.

F (0-59%) Failure for one or more of the following reasons: Major Errors, Plagiarism-Cheating, Directions Not Followed, Badly Under-Developed

This paper is an unacceptable response to the assigned topic whether by failure of the writing, the thought or both. The voice of the writer fails to appear because someone else's language was appropriated or because gross errors have blocked communication. A controlling idea is not stated or, if so, it is incoherent or undeveloped.

Rubric for Final Assessment.

Description	Points Earned					Points Awarded
Title	0- not included				1 point- included	
Time	0- less than 30 seconds		1/2- less than one minute		1 point- 1 ½ minute minimum	
STRUCTURE REQUIREMENTS					GROUP TOTAL:	
Symmetry and Asymmetry	0- not included				1 point- included	
Dynamic Changes	0- not included				1 point- included	
Level Changes	0- not included				1 point- included	
Stillness	0- not included				1 point- included	
Clear Sense of Beginning/Ending	0- not included		1/2- beginning or ending not clear		1 point- included	
CONTENT REQUIREMENTS					GROUP TOTAL:	
Performance	0- quits	1- stops/starts choreography, uncommitted to character, appears uncomfortable	3- face reveals multiple errors, no full commitment to characterization	4- a bit reserved in performance but generally committed	5- full commitment to material and characterization	
Technique	0- no technique evident	1- lines incomplete, disconnect of core to body, technique, improper or unsafe sequencing	2- some technique lacking, failed to complete lines or connect the body as a whole, sequencing of body is hit or miss	2 1/2- few errors, overall good technique, sequencing, and lines	3- good technique that completes lines with clear angles and proper sequencing	
PERFORMANCE	INDIVIDUAL					

Semester Calendar Fall 2014- PEAC 240.02: Modern Dance

Week 1: Monday, January 13	* Review Syllabus, What is modern? - <i>Journal 1 Due (First Day Handout)</i>
Wednesday, January 15	Center of Gravity
Week 2: Monday, January 20	* NO CLASS- MLK DAY
Wednesday, January 22	Center of Levity
Week 3: Monday, January 27	* Head/Tail Connection - <i>Journal 2 Due</i>
Wednesday, January 29	Core/Distal Connection
Week 4: Monday, February 3	* Begin First Assessment Material - <i>Journal 3 Due</i>
Wednesday, February 5	Continue First Assessment Material
Week 5: Monday, February 10	* Review First Assessment Material - <i>Journal 4 Due</i>
Wednesday, February 12	First Assessment
Week 6: Monday, February 17	Improvisation
Wednesday, February 19	Site Specific Choreography
Week 7: Monday, February 24	Video Day (students do not need to dress out) - <i>Assessment 1 Self-Reflection Due</i>
Wednesday, February 26	Balance and Equilibrium
Week 8: Monday, March 3	X-material - <i>Journal 5 Due, Select Teaching Topics</i>
Wednesday, March 5	X-material
SPRING BREAK	
Week 9: Monday, March 17	Begin Second Assessment Material
Wednesday, March 19	Teaching Projects, Effort/Shape
Week 10: Monday, March 24	Teaching Projects, Mixed Meter/Musicality
Wednesday, March 26	Teaching Projects, Traveling
Week 11: Monday, March 31	Teaching Projects, Review Assessment
Wednesday, April 2	Second Assessment
Week 12: Monday, April 7	Contact Improv, Dancing in Groups
Wednesday, April 9	Partnering Techniques - <i>Assessment 2 Self-Reflection Due</i>
Week 13: Monday, April 14	Movement in Action
Wednesday, April 16	Movement in Action
Week 14: Monday, April 21	Warm Up and Begin Final Material
Wednesday, April 23	Warm Up and Work Day - <i>Cultural Excursion Reflections Due</i>
Week 15: Monday, April 28	* Final Projects - <i>Final Self-Assessment Journal Due</i>
Wednesday, April 30	Final Projects

The instructor reserves the right to modify calendar as necessary.