



## COURSE OUTLINE

**Course Number**  
DAN285

**Course Title**  
Special Studies: Dance

**Credits**  
3

**Hours:**  
6 Studio Hours

**Pre-requisite**  
DAN120 or Divisional Permission

**Implementation**  
Fall 2017

**Catalog description:** This is the second in a sequence of courses on choreography. Students will continue to develop their choreographic skills, but the emphasis is on group choreographic structures utilizing movement invention whilst working with experimental forms. This is an opportunity for students who have completed regular course offerings to continue their studies at an advanced level. Individual students and faculty develop a project contract that sets forth objectives, standards of quality, evaluation guidelines, and deadlines. The creative projects developed in this course will result in a student directed and produced dance concert with guidance from a faculty member. [Fall offering] 6 studio hours

**Is course New, Revised, or Modified?** Revised

**Required texts/other materials:**

*The Intimate Act of Choreography* by Lynne Anne Blom & L. Tarin Chaplin. Publisher: University of Pittsburgh Press. June 30, 1982. ISBN-13: 978-0822953425.

Journal – students utilize a journal to assess their leadership during the rehearsal process. Required.

Professional Dance Clothing - a regimen of physical activities & floor work are common. Required.

**Revision date:** Spring  
2019

**Course coordinator:** Jody P. Gazenbeek-Person

**Information resources:** *The Intimate Act of Choreography* is considered a very well-written guide to choreographing dances. The vocabulary of the book will serve as a foundation for how students discuss choreography (their own and other people's), it is filled with choreographic exercises for the classroom and self-study, and it is a resource for continuous learning after the course is over.

**Other learning resources:** Our library and the county system continues to grow when it comes to the collection of relevant books, videos, recordings, and electronic databases to supplement the students learning and research projects in the Dance Program. Our library and the county system contain some well-known works of recognized quality, including: *What is Dance?: Readings in Theory and Criticism* by Roger Copeland, *The Dance Anthology* by Cobbett Steinberg, *The Thinking Body* by Mabel Todd, *Terpsichore in Sneakers: Post-Modern Dance* by Sally Banes, *The Private World of Ballet* by John Gruen and many video recordings of full length classical ballets, some modern dance, and documentaries concerning dance history.

## Student Learning Outcomes/Course Goals:

### *The student will be able to:*

1. Describe and discuss the work of important choreographers in key areas such as structure, themes, movement vocabulary, and design elements. **(Gen-Ed: 1,6, & 7; MCCC Core: A)**
2. Apply these discussions of important choreographers to his/her own choreography. **(Gen-Ed: 6; MCCC Core: B)**
3. Create specific choreography projects to experience fundamental group choreography concepts. **(MCCC Core: B & F)**
4. Use improvisation to elicit creative movement **(MCCC Core: B)**
5. Recognize moments of self-censorship. **(MCCC Core: D)**
6. Evaluate choreography to develop a critical eye and discriminating judgment. **(Gen-Ed: 6; MCCC Core: B & D)**
7. Critically craft and form his/her own movement. **(MCCC Core: B)**
8. Identify the elements of theatrical stage craft and necessary administrative work for a successful dance concert. **(Gen-Ed: 6; MCCC Core: B & D)**
9. Demonstrate a greater sense of self-reliance and confidence by producing a student dance concert. **(MCCC Core: B)**

## Course-specific General Education Knowledge Goals and Core Skills.

### General Education Knowledge Goals

**Goal 1. Communication.** Students will communicate effectively in both speech and writing.

**Goal 6. Humanities.** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

**Goal 7. History.** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

### MCCC Core Skills

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

**Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.

## Units of study in detail.

### Unit I: Improvisation

#### *The student will be able to*

- Develop a richer store of movement experience from which to draw. **(Course Competency 4)**
- Develop spontaneity. **(Course Competencies 4 & 5)**
- Listen to their bodies and transcribe what it is they are doing into a well-structured dance for a group. **(Course Competencies 4, 5, 6 & 7)**
- Explore inner-directed movement response to an image, an idea, or a sensory stimulus. **(Course Competency 4)**
- Develop and refine movement for choreography. **(Course Competency 7)**

### Unit II: Choreography Projects

#### *The student will be able to*

- Use remembered physical sensations from improvisation as an impetus to create choreography. **(Course Competency 4)**
- Analyze and integrate compositional structures into two or more choreography projects totally 15mins. **(Course Competency 7)**
- Evaluate peer group choreography (which will aid students in developing a critical eye). **(Course Competency 6)**
- Integrate choreographic devices into larger group works. **(Course Competency 7)**
- Evaluate what constitutes significant moments during a dance for a group. **(Course Competency 6)**

- Understand how ideas are transformed and generated into a dance for a group. **(Course Competency 3)**

### **Unit III: History and Analysis of Choreography, 1930 - Present**

*The student will be able to*

- Describe and discuss the work of important choreographers in key creative areas such as structure, arc, themes, physicality, and their use of time and space. **(Course Competency 1)**
- Apply these discussions to one group choreography project – known as “The Inspired by Project.” **(Course Competency 2)**
- Evaluate dances by master choreographers (which will aid students in developing a critical eye). **(Course Competencies 1 & 6)**
- Demonstrate an understanding of the various choreography movements which comprise the history of dance in the U.S. **(Course Competency 1)**

### **Unit IV: Producing a Student Dance Concert**

*The student will be able to*

- Collaborate with the technical areas of production including planning, construction, and the running of production. **(Course Competencies 8 & 9)**
- Develop professional relationships for future endeavors. **(Course Competencies 8 & 9)**
- Develop problem solving skills to ensure smooth running productions. **(Course Competencies 8 & 9)**
- Communicate and socialize in a business/entertainment environment. **(Course Competencies 8 & 9)**
- Develop social and technical skills to work with the various personalities in the entertainment industry. **(Course Competencies 8 & 9)**
- Work collaboratively with the creative team. **(Course Competencies 8 & 9)**
- Create and meet deadlines and cooperate with others on their deadlines to ensure a successful dance concert. **(Course Competencies 8 & 9)**

### **Evaluation of student learning:**

1. Students write one eight to ten page research paper exploring the life and work of a major choreographer. This paper must be accompanied with an annotated bibliography that evaluates the sources utilized in their paper. **(Course Competencies 1 & 6)**
2. Students will choreograph a dance piece that is inspired by the major choreographer they did their research paper on. This piece is presented before an audience at the Winter Student Dance Concert. **(Course Competency 3, 4,5, 6 & 7)**
3. Student choreographers in this class will always work with a group of dancers to create two or more dance pieces. The student choreographers must generate a minimum of fifteen minutes of choreography for the Winter Student Dance Concert. **(Course Competencies 2, 3 & 7)**
4. Students will keep a journal to assess their leadership skills during the rehearsal process, evaluate their own choreography and their peer’s to develop a critical eye, to keep track of the inspiration, and to note the critiques from their peers and professors. Students are expect to problem solve rehearsal dilemmas in their journals as well. **(Course Competencies 1 & 6)**
5. Student will work collaboratively with their dancers and the designers (lighting and costume) on the show. They will lead all of their collaborators by consistently coming prepared to all rehearsals and design meetings with design concepts and movement material. An evaluation of the collaborative process will be completed by the supervising faculty member, lighting designer, costume designer and one dancer of the choreographer’s choosing. **(Course Competencies 8 & 9)**

**Academic Integrity Statement**

Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity—the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual's work as one's own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student handbook and is found on the college website ([http://www.mccc.edu/admissions\\_policies\\_integrity.shtml](http://www.mccc.edu/admissions_policies_integrity.shtml)).

**Students with Disabilities**

Any student in this class who may have special needs because of a disability is entitled to receive accommodations. Eligible students at Mercer County Community College are assured services under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

If you believe you are eligible for services or an accommodation, please contact Arlene Stinson, Director of Academic and Support Services in LB221 or ext. 3525