DANC 183C: BALLET
Section 22400R
Spring 2015
Day: M/W
8:00–9:20am
2 Units

Location: PED 207

Instructor: Jackie Kopcsak
Office: STO 334
Office Hours: To be scheduled by email
Contact Info: jkopcsak@usc.edu

Catalog Description
Advanced techniques of classical ballet; emphasis on clarity and precision with execution of movement. Study of beats, tours, advanced adagio and allegro, grand combinations.

Full Course Description
Fundamental technique studies in a studio setting. Study includes the foundational technical elements, vocabulary, musical connection, culture and history of ballet and its development.

Learning Objectives
Students are expected to demonstrate in class work and in the final exam:
- Advanced-level proficiency of classical ballet technique, including physical strength, (flexibility, coordination, extension, placement, precision, clarity, and stamina); mental focus, and ease of movement.
- A strong sense of discipline and work ethic.
- Advanced-level awareness of musicality and dynamics.
- Advanced-level awareness of individual artistry.

Participation
Active participation in all exercises, discussion, and studio course work is necessary for the student to be successful in the class. Students are required to be prompt and prepared for class instruction.

Proper Attire for Technique Class
Students are expected to be dressed appropriately with hair neat and out of the face at the beginning of class. Studio clothing attire should be clean and show the body modestly and allow for full range of motion. Women: Solid color leotard, pink or black full–length tights, ballet slippers with elastic. Men: Leotard or close fitting T–shirt, full–length tights, dance belt, ballet slippers with elastic. Yoga and/or close–fitting work–out attire is also allowed.

Required Text
Description and Assessment of Assignments

YouTube Viewing
Approximately once a week, students will be assigned a short YouTube viewing.

Journal
Students will keep a written journal of technical terminology; achievements, challenges, and inspirations; and commentary regarding assigned YouTube clips. Journals will be due on Wednesday of Week 5 and Week 13.

Dance Concert Reflection Paper
Students will write a 2–3 page paper reflecting on their experience of attending a student or professional dance concert (pre-approved by the instructor). This paper should also address how the work seen relates to specific elements of the student’s technical studies. Due the last day of class: April 29.

Suggested LA Dance Events this Semester:
– Alvin Ailey American Dance Theatre as part of Glorya Kaufman Presents Dance at the Music Center (April 15–19)
– Los Angeles Ballet in “The Sleeping Beauty” (Feb 21–Mar 29)

Mid-Term and Final Exam
The Mid-Term Exam will be a written exam on ballet vocabulary and class discussion topics. The Final Exam will be a practical exam of traditional class exercises.

Mid-Term Exam: Wednesday, February 25 – 8:00–9:20am
Final Exam: Monday, May 11 – 11:00am–1:00pm

Grading Breakdown
40% Lesson progress, preparation and achievement as evidenced by active participation and accomplishment of in-class work observed by teacher
15% Journal
15% Dance Concert Reflection Paper
15% Mid-Term Exam
15% Final Exam

A+ = 100 points C+ = 78–80 points
A = 96–99 points C = 75–77 points
A– = 91–95 points C– = 71–74 points
B+ = 88–90 points D+ = 67–70 points
B = 85–87 points D = 61–63 points
B– = 81–84 points F = 60 or below

Additional Policies
Attendance is mandatory as most of our work is done in the studio each session. There will be four excused absences allowed. No doctors’ notes are necessary or accepted. No make-up classes are allowed. Tardiness is not tolerated as early warm-ups are critical to preventing injury; the full class time is necessary to complete course training, and tardiness creates a significant disruption to the course work of the other students. Tardiness of 20 minutes or more will constitute an absence. Further, three tardy attendances of less than 20 minutes will also constitute an absence. Because active participation as defined herein is so utterly important to this course, each unexcused absence will count for a 3–point deduction of active participation points.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>Topics/Daily Activities</th>
<th>Readings and Homework</th>
<th>Deliverable/ Due Dates</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>Advanced-level ballet barre and center exercises</td>
<td>YouTube Viewing #1</td>
<td></td>
<td>Jan 19 MLK Holiday</td>
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<tr>
<td>Jan 12</td>
<td>Advanced-level ballet barre and center exercises</td>
<td>YouTube Viewing #2</td>
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<td>Jan 19 MLK Holiday</td>
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<tr>
<td>Jan 21</td>
<td>Advanced-level ballet barre and center exercises</td>
<td>YouTube Viewing #3</td>
<td></td>
<td>Jan 19 MLK Holiday</td>
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<tr>
<td>Jan 26</td>
<td>Advanced-level ballet barre and center exercises</td>
<td>YouTube Viewing #4</td>
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<td>Jan 19 MLK Holiday</td>
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<tr>
<td>WEEK 3</td>
<td>Advanced-level ballet barre and center exercises</td>
<td>YouTube Viewing #5</td>
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<td>Journal due #1 (at least 5 entries) 02/11</td>
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<tr>
<td>Feb 2</td>
<td>Advanced-level ballet barre and center exercises</td>
<td>YouTube Viewing #6</td>
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<td>Feb 16 President's Day</td>
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<tr>
<td>WEEK 4</td>
<td>Advanced-level ballet barre and center exercises</td>
<td>YouTube Viewing #7</td>
<td></td>
<td>Mid-Term Exam Feb 25</td>
</tr>
<tr>
<td>Mar 2</td>
<td>Advanced-level ballet barre and center exercises</td>
<td>YouTube Viewing #8</td>
<td></td>
<td>Mid-Term Exam Feb 25</td>
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<tr>
<td>WEEK 5</td>
<td>Advanced-level ballet barre and center exercises</td>
<td>YouTube Viewing #9</td>
<td></td>
<td>Mid-Term Exam Feb 25</td>
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<tr>
<td>Mar 12</td>
<td>SPRING RECESS</td>
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<tr>
<td>WEEK 6</td>
<td>Advanced-level ballet barre and center exercises</td>
<td>YouTube Viewing #10</td>
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<td>Journal due #2 (at least 5 entries) 04/08</td>
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<tr>
<td>Mar 23</td>
<td>Advanced-level ballet barre and center exercises</td>
<td>YouTube Viewing #11</td>
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<td>April 15-19 Alvin Ailey Performances</td>
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<tr>
<td>WEEK 7</td>
<td>Advanced-level ballet barre and center exercises</td>
<td>YouTube Viewing #12</td>
<td></td>
<td>Mid-Term Exam Feb 25</td>
</tr>
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<td>Mar 30</td>
<td>Advanced-level ballet barre and center exercises</td>
<td>YouTube Viewing #13</td>
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<td>Mid-Term Exam Feb 25</td>
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<td>WEEK 8</td>
<td>Advanced-level ballet barre and center exercises</td>
<td>YouTube Viewing #14</td>
<td></td>
<td>Mid-Term Exam Feb 25</td>
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<tr>
<td>Apr 1</td>
<td>Advanced-level ballet barre and center exercises</td>
<td>YouTube Viewing #15</td>
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<td>Dance Concert Reflection Paper due Apr 29</td>
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Please Note
This class takes place at a university committed to equity for all students, where diversity and inclusion are considered critical to the academic environment. In this classroom, free speech is respected, and civil discourse is expected, with a safe learning environment the priority. We will endeavor to use language that is respectful—sometimes being inquisitive and creative, because language changes all the time—particularly when it comes to differences in age, ethnicity, gender identity or expression, race or socioeconomic status. If you have a preferred gender pronoun that is not being used, please advise the professor.

Statement for Students with Disabilities
Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP: http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740–0776 (Phone), (213) 740–6948 (TDD only), (213) 740–8216 (FAX) ability@usc.edu.

Emergency Preparedness/Course Continuity in a Crisis
In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Statement on Academic Conduct and Support Systems

Academic Conduct
Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standardshttps://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity http://equity.usc.edu/ or to the Department of Public Safety http://capsnet.usc.edu/department/department–public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems
A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs http://sait.usc.edu/academicsupport/
programs/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information http://emergency.usc.edu/ will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.