USC Kaufman
School of Dance

DANC 183A: BALLET
Section 22390R

Fall 2016
2 Units
Day: M/W
Time: 9:00-10:20am
Location: KDC 220

Instructor: Jennifer McQuiston Lott
Office: KDC 224
Office Hours: To be scheduled by email
Contact Info: lottj@usc.edu

Catalogue Description
An introduction to Classical Ballet technique with beginning-level barre and center work, focusing on correct body alignment and musicality. Development of a basic knowledge of ballet history and terminology.

Full Course Description
This course is designed to instruct ballet technique fundamentals at a beginning level. This class is appropriate for all students interested in learning ballet technique. The course consists of barre and center exercises, as well as an introduction to adagio, petit and grand allegro, and pirouettes.

Learning Objectives
Students are expected to demonstrate in class work and in the exams:

- Beginning-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.
- Beginning-level awareness of musicality and dynamics.
- Beginning-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

Grant, Gail. Technical Manual and Dictionary of Classical Ballet. New York: Dover Publications, Inc., 1982.

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 Week 5 (Thur 09/21), Week 10 (Thur 10/26) and Week 15 (Tue 11/30).**

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 at the end of Week 13 (11/).

Suggested LA Dance Events this Semester:

USC Kaufman BFA Performances (6 performances) - November 15-19
USC Kaufman Student Choreography Performances (2 performances) - November 29-30

LA Dances (featuring several LA-based dance companies)
Thursday, September 8, 2016, 8:00pm
Hollywood Bowl
For tickets, visit: http://www.hollywoodbowl.com/tickets/la-dances/2016-09-08

LA Ballet Modernist's Program; For tickets, call: (310) 998-7782

- Alex Theater, October 8, 7:30pm
- Redondo Beach Performing Arts Center, October 22, 7:30pm
- Royce Hall, October 29, 7:30pm

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, October 5, 9:00-10:20am
Final Exam: Monday, December 12, 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
A = 95-99 points

A- = 91-95 points
B+ = 88-90 points
B = 85-87 points
B- = 81-84 points

C+ = 78-80 points
C = 75-77 points
C- = 71-74 points
D+ = 67-70 points
D- = 61-63 points
F= 60 or below

Schedule (Subject to Change):

	Topics/Daily Activities	**Readings and Homework**	**Deliverable/ Due Dates**
Week 1 Aug 22 Aug 24	Beginning-level ballet barre and center exercises	YouTube Viewing #1	
Week 2 Aug 29 Aug 31	Beginning-level ballet barre and center exercises	YouTube Viewing #2	
Week 3 Sept 7	Beginning-level ballet barre and center exercises	YouTube Viewing #3	**Labor Day September 5, no class**
Week 4 Sept 12 Sept 14	Beginning-level ballet barre and center exercises	YouTube Viewing #4	
Week 5 Sept 19 Sept 21	Beginning-level ballet barre and center exercises	YouTube Viewing #5	**Journal due #1 (at least 5 entries) 09/21**
Week 6 Sept 26 Sept 28	Beginning-level ballet barre and center exercises	YouTube Viewing #6	
Week 7 Oct 3 Oct 5	Beginning-level ballet barre and center exercises	YouTube Viewing #7	**Mid-Term Exam 10/5**
Week 8 Oct 10 Oct 12	Beginning-level ballet barre and center exercises	YouTube Viewing #8	
Week 9 Oct 17 Oct 19	Beginning-level ballet barre and center exercises	YouTube Viewing #9	
Week 10 Oct 24 Oct 26	Beginning-level ballet barre and center exercises	YouTube Viewing #10	**Journal due #2 (at least 5 entries) 10/26**
Week 11 Oct 31 Nov 2	Beginning-level ballet barre and center exercises	YouTube Viewing #11	

Week 12 Nov 7 Nov 9	Beginning-level ballet barre and center exercises	YouTube Viewing #12	
Week 13 Nov 14 Nov 16	Beginning-level ballet barre and center exercises	YouTube Viewing #13	**Dance Concert Reflection Paper due**
Week 14 Nov 21	Beginning-level ballet barre and center exercises	YouTube Viewing #14	**Thanksgiving break, no class 11/23-27**
Week 15 Nov 28 Nov 30	Beginning-level ballet barre and center exercises	YouTube Viewing #15	**Journal due #3 (at least 5 entries) 11/30**
FINAL Dec 12	**Monday, December 12, 11:00am-1:00pm**		**Dance Concert Reflection Paper due**

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 Standards https://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://adminopsnet.usc.edu/department/department-public-safety. This is important for the safety of the 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 http://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/centerprograms/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.

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.

FINAL NOTE: It is often necessary for the instructor to place his/her hands on a student in order to better facilitate the learning process and to illustrate proper alignment. If a student should have an aversion to this practice please notify the professor prior to the start of classes.