

**International Style Ballroom 188B**

**Section 22448**

**FALL 2019**

**Day:** T/TH

**Time:** 7:00-8:20 pm

**Location:** KDC 107

**Instructor:** Jesus ‘Jay” Fuentes

**Office:** KDC 222

**Office Hours:** TBA

**Contact Info:** jesusf@usc.edu

**Course Description**

Continued study in International Standard, International Latin, and American Style ballroom dances. Designed for advanced knowledge in ballroom styles, emphasizing rhythmic sequences, partnering techniques, complex patterns, and performance quality.

**Learning Objectives**

\*Master basic techniques, syllabi and dance terminology utilized both in Latin and American styles.

\*Introduce students to various styles of world dance music.

\*Emphasize the unique qualities required for success in a social dance environment and acquire the proper etiquette/decorum expected in the world of social dance.

\*Develop overall performance techniques designed for the stage and the discipline required of the professional dancer.

**Prerequisite**

International Style Ballroom 188a

**Special Note:**

Students with previous dance experience may be accepted into this class by obtaining a

**Prerequisite Form for Dance Classes** from the office of the **Glorya Kaufman School of Dance.** Acceptance and signature by the instructor is mandatory.

(\*You can now take this course 2x)

**Course Notes**

Application of various dance syllabi in exercises and games designed to give the student experience in both improvisation and choreography will be stressed. Film clips of iconic dancers and choreographers will be shown, researched and discussed.

**Required Readings and Supplementary Materials**

There is no required text. Online film clips of dance related materials will be researched and biographies of iconic dancers and choreographers will be explored in class.

**Description and Assessment of Assignments**

Students will actively demonstrate the use of ballroom/Latin dance skills through improvisation, choreography and performance in both the midterm and the final. In-class discussion will reflect knowledge acquired by online research of iconic dancers and choreographers. Impact of exposure to film clips on the students’ dancing will be noted.

**2 Critical Thinking Essay:**

In an effort to promote the awareness of dance as an art form, the Glorya Kaufman School of Dance requires a critical thinking essay of a live dance performance. This essay should be 1-2 pages, must have a program and a ticket to of the dance the paper pertains to. The paper can be expressive or analytical but must focus on the dance. This is a mandatory assignment. First paper will be due on Midterm and second will be due on December 8th.

\*Luckily the BFA’s have a **FREE** performance during Midterms and at the end of the semester open to all…but **YOU MUST SIGN UP** on the Kaufman USC website.

**Grading Breakdown**

Active Participation 50%

Midterm Examination 15%

Final Examination - Elective Experience 25%

Critique (2) 10%

Final Grade CR/NCR

**A Weekly Breakdown Course Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Topics/Daily Activities** |  | Date | **Time** |
| **WEEK 1** | Intro: Techniques of Frame, Leading and Following/Dance Elements/Syllabus of Dance #1 |  | 8/27 | T/TH 7-8:20pm |
| **WEEK 2** | Intro: Ways of Counting and Calling/ Continue with Syllabus of Dance #1 |  |  |  |
| **WEEK 3** | Intro: Syllabus of Dance #2/ Intro: Wagon Wheel Game, Night Club Game, West Side Story Game/Jack and Jill Game/All Lead and All Follow Game (Games on-going) |  |  |  |
| **WEEK 4** | Intro: Dance Syllabus #3/ Watch film clips of iconic dance movies (film clips on-going) Continue Dance Syllabi # 1,2 |  |  |  |
| **WEEK 5** | Continue with Syllabi of Dances #1,2,3 utilizing various “Dance Games” |  |  |  |
| **WEEK 6** | Intro: Dance #4 Continue building Syllabi of Dances #1,2,3/ Techniques fine-tuned |  |  |  |
| **WEEK 7** | Midterms |  | 10/10 |  |
| **WEEK 8** | Continue Syllabi of Dances #1,2,3, 4  Leading and following, improvisation skills fine-tuned/ choreography theory and practice stressed |  |  |  |
| **WEEK 9** | Choreography created and rehearsed by students/Syllabi work expanded/Prep Final Exam Performance |  |  |  |
| **WEEK 10** | Continue choreography created and rehearsed by students/Syllabi work expanded/Prep Final Exam Performance |  |  |  |
| **WEEK 11** | Expand Syllabi of Dances #1,2,3,4 “Night Club” Game and “Wagon Wheel” Games Expanded  Syllabi Expanded -work on Final Performance - |  |  |  |
| **WEEK 12** | Review/Practice of all materials taught/Various practice games utilized/Advanced patterns introduced - work on Final Performance |  |  |  |
| **WEEK 13** | Review/Practice of all materials taught/Various practice games utilized/Advanced patterns introduced - work on Final Performance |  |  |  |
| **WEEK 14** | Review/Practice materials - work on Final Performance/Dress |  |  |  |
| **WEEK 15** | Review/Practice of all materials taught/Final touches for show case exhibit...Elective Expeience |  | **11/22-??**  **or 12/6??** | **Probably meet at 5pm** |
| **WEEK 16** | Final Exam |  | **12/12** | **Thur:7-9pm** |

There is no structured dress code, however, students should wear loose, comfortable clothing and sensible dance shoes.

**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](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](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](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.**