

**DANC 188A: Int. Style Ballroom**

**Section 224**

**Spring 2020**

**2 Units**

**Day:** MW

**Time:** 5:30-6:50pm

**Location:** KDC 107

**Instructor:** Jesus Fuentes aka ‘Jay’

**Office:** KDC 222

**Office Hours:** TBA

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

**Course Description**

Introduction to International Standard, International Latin, and American Style ballroom dances. Designed to introduce students to the fundamentals of ballroom dance, emphasizing partner connection, communication, and creativity, with the practical application of dance within a social setting.

**Learning Objectives**

* Acquaint student to various styles of music.
* Identify basic ballroom dance technique and terminology.
* Instruct both American and Latin styles of ballroom dance.
* Emphasis on focus, required for success in performance.
* Develop overall performance technique.
* Expand students’ horizons to different styles of social communication.
* Expound to students’ proper etiquette and decorum while dancing.

**Course Notes**

Regular attendance is mandatory. Students will be permitted 2 absences during the semester. Beginning with the 3rd absence, the grade will fall 2 points per class missed. CLASSES MAY BE MADE UP BY ATTENDING ANY OTHER 188A CLASS.

**Required Readings and Supplementary Materials**

There is no dress code, however, students should wear loose, comfortable clothing, unless otherwise instructed. **NO BACKLESS SHOES!!!**  There is no required text.

Various assignments offer the student exposure to performance art, including (when possible) the attendance of dance performances. A written critique, approximately three pages, will be required. (\*You can now take this course 2x)

**Description and Assessment of Assignments**

Students will actively demonstrate the use of ballroom dance skills through exercise and dance combinations. Students will be required to attend **“Dress-Up Day”** which will be held on the last day of the dance which is being taught at the time.

**Grading Breakdown**

Active Participation + Video Diary Log 50%

Midterm Examination 15% - (**Wednesday, February 26, 2020)**

Final Examination 15%

Critique (2) 10%

Term Paper 10%

Final Grade CR/NCR

**Assignment Submission Policy**

**Video Diary Log:**

Students may be asked to submit a video of you rehearsing the routine with a partner, this is a great way to get to know your classmates. \*Note this is part of your attendance.

**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.

**Term Paper:**

A 3-4 page paper, double spaced **Term Paper** will be due on the on the scheduled final exam day.

\*\* **(Scheduled Final Time: Wednesday, May 6, 2020 Location: KDC 107 Time 7-9pm) \*\***

**Must Include**: History of A ballroom dance (i.e. Tango, Cha-Cha…) and its significance or impact on society. Paper **must also contain** a critical analysis of the dance in either a movie or live performance featuring the dance of topic chosen.

**Course Schedule: A Weekly Breakdown**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Topics/Daily Activities** |  | Date | **Time** |
| **WEEK 1** | Frame plus intro to 1st dance |  | **1/13** |  |
| **WEEK 2** | Continue with choreography of 1st dance introduce a new rhythm -box step |  |  |  |
| **WEEK 3** | Finish 1st Dance 1st Dress-Up Day |  |  |  |
| **WEEK 4** | Begin 2nd Dance |  |  |  |
| **WEEK 5** | Introduce faster tempo + 2nd Dress-Up Day |  |  |  |
| **WEEK 6** | Begin 3rd Dance |  |  |  |
| **WEEK 7** | Review 3 Dances + Midterm + 3rd Dress-Up Day |  | **2/26** |  |
| **WEEK 8** | Transition Week + Intro to Latin |  |  |  |
| **WEEK 9** | Begin with 4th Dance and Introduce the 5th with a warm up |  |  |  |
| **WEEK 10** | Spring Break 3/15-3/22 |  |  |  |
| **WEEK 11** | Begin 5th Dance and review 4th and Introduce the 6th Dance |  |  |  |
| **WEEK 12** | Complete 5th Dance Review 4th + Begin 6th Dance |  |  |  |
| **WEEK 13** | Review 4th+5th Dance + Finish the 6th Dance |  |  |  |
| **WEEK 14** | Review 4th, 5th, and 6th Dance and Introduce the 7th and Final Dance |  |  |  |
| **WEEK 15** | Rehearse Dance Final + Continue adding on to 7th |  | **4/29** |  |
| **WEEK 16** | Final Exam + Papers + Mandatory Check-In |  | **5/6** | **7-9pm** |

**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.

*“In the event of a university-wide emergency, guidance and directions will be shared by Campus Emergency Operations in all available outlets, including the website and TrojanAlerts. Students are encouraged to maintain close contact with all available communications avenues for updates to university operations.  USC Kaufman will abide by all university protocols and recommendations.  If the Kaufman Dance Center is not available when classes resume, students can receive updates from the school's Departmental Operations Center (DOC) on Ramo Lawn (between the Thornton School of Music and Norris Cinema, close to the Bing Theatre).”*

**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.**