



DANC 499: Special Topics: Horton Technique

Fall 2020

Section: 22577

1 units

Day: Tuesday

Time: 5:30pm-6:50pm

Location: Online Course

Instructor: Shannon Johnson Grayson

Office: Email

Office Hours: To be scheduled by email

Contact Info: sjgrayso@usc.edu

### Course Description

This course is designed to introduce the Modern dance fundamentals of the Lester Horton technique. Classroom exercises and materials will be informed by historical content of Lester Horton and his development of the technique. Exercises will build strength, agility and flexibility, as well as sharpen the student's awareness of body, movement and physical environment. Particular attention will be paid to the retention and application of terminology and the ability to properly perform studies of the Horton technique. This course will also expose movements from other Modern dance techniques.

### Learning Objectives

- Learn and practice Beginner/intermediate Horton warm-up and phrase work.
- Demonstrate, through physical and written participation and in-class discussions, an understanding of the history and evolution of the Horton technique
- Formulate discussion questions, and participate in group discussion related to modern and contemporary dance
- Execute a physical midterm and final
- Execute a written response paper reflecting on achievements and challenges in the class
- Execute a written exam on Horton terminology

### Course Notes

As this is an embodied studio online course, regular attendance and physical participation in class are mandatory. A zoom link will be posted on blackboard and emailed directly to you before each class. *All class updates and assignments will also be emailed and posted on Blackboard one hour before class begins.* Students will be permitted 2 absences during the semester. Beginning with the 3rd absence, total grades will fall 2 percentage points per class missed. Please refer to syllabus for assignment deadlines. Late assignments will not be accepted.

### Proper Attire for Technique Class

No shoes required. Barefoot is preferred for Horton technique. Socks may be worn for warm-up and may be removed for phrase work. Any clothing that does not restrict the student's range of movement (or the instructor's ability to observe movement) is acceptable; along these lines, long pants are strongly suggested to facilitate floor work. For some floor work, knee pads are also acceptable.

## Policy and Guidelines for Synchronous and Asynchronous Learning

Students should plan to attend every synchronous session for the classes in which they are enrolled, irrespective of when it occurs in their time zone. However, policies around attendance and participation for this class are sensitive to the challenges of remote learning. The professor will maintain normal attendance, participation, and assessment expectations, for students when the class time falls within reasonable learning hours in the student's time zone, defined as 7:00am to 10:00pm. However, if the class falls outside those hours, these accommodations will be extended. If a student cannot participate in a synchronous component, they can successfully complete the learning objectives set for this class without any grade penalty by reviewing recordings, completing homework or assignments. After viewing a class recording, please email the professor that you have reviewed the recording and answer the one technical/historical question of the day/class. All major assessments and exams will also be scheduled such that students have the opportunity to complete the assessment between 7:00am and 10:00pm in their time zone. If this requires rescheduling an exam session or adding a second session, the professor will make every effort to accommodate the impacted students. The professor will also schedule some office hours during times that accommodate students in alternate time zones. If a student lives in time zones that don't allow reasonable office hour adjustments, the professor will set up an alternative method of communication (email/zoom meeting) that will emulate the personal interaction students would receive during office hours.

## Description and Assessment of Assignments

### Mid- Term Physical Exam and Self Evaluation Paper

Students will have a physical midterm reviewing all the material learned up until this point in the semester. This includes, class warm up , across the floor exercises, choreographic work.

Students will also write a thoughtful, detailed reflection on their experience of the course – regarding what happens within class time, as well as how dance practice might affect activities or physical awareness outside of class. Address challenges, areas of improvement, questions, and insights. Video of mid-term class will be posted for reference. You may relate our work in the class to experiences that you've had prior, but please also reflect on how course material might challenge you to think about aspects of movement/performance/embodiment in new ways.

### **Due date Midterm- Tuesday, September 29<sup>th</sup>- In class**

### **Performance Opportunity: The Elective Experience: (*Time and Date will be announced*)**

At the end of the semester, you are invited to video perform in The Elective Experience, a concert of works by all of the elective classes at the Kaufman School. Our class will present one video work on the program, using material we worked on during class time.

**Mandatory for all written assignments:** Times New Roman, 12-point font, double-spaced, 1-inch margins, default character spacing, proper citations (citation guide included in the rubric). Submit a stapled, hard copy of the paper in class, on the due date, in accordance with the above formatting guidelines. Ticket stub and/or program must be stapled to the dance analysis paper.

### **Final Physical and Written Exam**

During exam sessions, students will be evaluated on small-group performances of previously practiced technical exercises, short phrases, and improvisational structures. A written final exam will also be given (multiple choice, matching, short answer, short essay, reflection). No full or partial make-up exams will be offered.

- **Due date FINAL: Tuesday, November 17<sup>th</sup> -4:30pm-6:30pm**

### **Grading Breakdown**

20% Attendance

20% Participation (discussions, movement)

30% Mid-semester Evaluation and Self Reflection ( Danced portion 15 %, Reflection 15%)

30% Final Exam (Written exam 15%, Danced portion 15%)

**100 PTS TOTAL**

**A = 95-100 points**

**A- = 91-94 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 = 64-66 points**

**D- = 61-63 points**

**F = 60 or below**

**\*\*See below for Course Schedule**

**Course Schedule: A Quarterly Semester Breakdown**

*\*This syllabus and course calendar can be amended at any time by the instructor, based on the instructor's discretion.*

	Topics/Daily Activities	Readings/Viewings Due	Other Due Dates
<u>Weeks 1-3</u>	<ul style="list-style-type: none"> <li>Intro to the course, core skills, warm-up phrases, review of the syllabus</li> <li><b>Focus:</b> <i>All position of arms and feet, Laterals, Fortifications</i></li> <li>Overview of Lester Horton and his creation</li> <li>Focus on anatomy &amp; alignment</li> </ul>	<i>Readings will be emailed and posted on blackboard/Some content will shown in class</i>	
<u>Week 4-6</u>	<ul style="list-style-type: none"> <li><b>Focus:</b> <i>Primitive Squat, Lateral positions, Lunge positions Coccyx Balance</i></li> <li>Continued Focus <u>on</u> anatomy &amp; alignment</li> </ul> <p>Continued Focus on anatomy &amp; alignment</p> <p><b>Mid -Term: TBA</b></p>	<p>YouTube #1: Lester Horton history</p> <p>YouTube #2: Ana Marie Forsythe</p>	
<u>Week 7-9</u>	<p>Continued overview of modern/ contemporary based choreographers</p> <ul style="list-style-type: none"> <li>Refinement of core skills, building upon phrase materials</li> <li><b>Focus:</b> Horizontal &amp;Release Swings, Standing kneeling Stags, Standing Figure 4,</li> <li>Building complexity with warm-up exercises, phrase materials, and large group choreographic improvisation</li> </ul>	* youtube content or articles will be shared in class	
<u>Week 10-13</u>	<ul style="list-style-type: none"> <li>Continued Building complexity with warm-up exercises, phrase materials</li> <li><i>The Elective Experience:</i></li> <li><b>Final Exam: Tuesday, November 17<sup>th</sup> - 4:30pm-6:30pm</b></li> </ul>		

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### **Statement on Physical Contact**

As an embodied art form, dancing is a physical and an emotional act. In the process of studying dance, students often experience physical contact with their instructors and peers. Faculty members may use touch to provide proprioceptive and kinesthetic feedback to students; they may use touch to correct alignment, improve technique, and promote healthier movement practices. In some classes, particularly those involving partnering, students' will experience physical contact with their peers. As developing artists experimenting with modes of expression, students may also experience a variety of emotions in the classroom. As such, it is imperative that the studio classroom be a safe, inclusive, and respectful space for all students and faculty. Open and honest communication and respectful and considerate interactions are always expected and are a fundamental requirement of studying in the USC Kaufman School of Dance. Unless otherwise articulated to a faculty member or peer, consent to discipline-specific and appropriate touching is assumed. Students always have the right to revoke that consent and should express any discomfort they feel in the classroom to the faculty instructor or Vice Dean immediately. USC Kaufman seeks to nurture compassionate artists who respect the dignity, humanity, and personal embodied experience of all individuals.

### **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 Part B, Section 11, "Behavior Violating University Standards" [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b). 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>.

#### Support Systems:

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. [engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. [engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: [sarc.usc.edu](http://sarc.usc.edu)

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086 Works with faculty, staff, visitors, applicants, and students around issues of protected class. [equity.usc.edu](http://equity.usc.edu)

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. [studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

The Office of Disability Services and Programs Provides certification for students with disabilities and helps arrange relevant accommodations. [dsp.usc.edu](http://dsp.usc.edu)

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. [studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. [diversity.usc.edu](http://diversity.usc.edu)

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu)

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

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