



SACRAMENTO
STATE

Course Change Proposal Form A



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| Academic Group (College): Arts and Letters | Academic Organization (Department): Theatre and Dance | Date: 4/29/09 |
| Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/> | Department Chair: Linda Goodrich | Submitted by: Linda Goodrich |
| Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> CCE: Yes <input type="checkbox"/> No <input type="checkbox"/> | Semester Effective: Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> 2010 <input type="checkbox"/> |

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|---|--|
| This course replaces experimental course Subject Area (prefix) and Catalog Number (course number): | |
| This Catalog Number (course number) is being replaced: | |

Change from:

| | | |
|--|---------------|---------------|
| Subject Area (prefix) & Catalog No. (course no.): | Title: | Units: |
|--|---------------|---------------|

Change to:

| | | |
|--|--|-----------------|
| Subject Area (prefix) & Catalog No. (course no.): DNCE 13B | Title: Advanced Intermediate Ballet | Units: 2 |
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JUSTIFICATION:

With an increase in the number of students participating in ballet technique classes, it has become necessary to further separate or distinguish each class level in order to provide the most effective experience for both the students and the teacher. With the request to clarify the level notation for the Dance Department's ballet technique courses, a new course description for Advanced Intermediate Ballet is provided below.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

DNCE 13B Advanced Intermediate Ballet. Refine proficiency in performing Intermediate level ballet techniques and gain an intellectual and kinesthetic understanding of different ballet styles. Emphasis on anatomy and building bodily strength and endurance through barre and center work. Students will employ critical perspectives necessary to address live performance through written critiques.
Prerequisite: Intermediate Ballet level proficiency and Instructor Permission. 2 units.

Note:

Prerequisite:
Enforced at Registration: Yes No

Corequisite:
Enforced at Registration: Yes No

CAN (California Articulation Number):

Graded: Letter Credit/No Credit **Instructor Approval Required? Yes No**

Course Classification (e.g., lecture, lab, seminar, discussion):
C04, 012 **Title for SIS+/CMS (not more than 30 characters)**
Adv. Inter. Ballet

Cross Listed? Yes No **If yes, do they meet together and fulfill the same requirement, and what is the other course.**

How Many Times Can This Course be Taken for Credit? 1

Can the course be taken for Credit more than once during the same term? Yes No

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc." See the example at <http://www.csus.edu/acaf/example.htm>

Students participating in the Advanced Intermediate Ballet level will be able to:

1. Maintain basic alignment while standing;
2. Maintain basic alignment while in motion;
3. Increase and apply strength and stamina;
4. Increase and apply flexibility/range of joint motion;
5. Grasp and retain sequence of exercises and combinations;
6. Grasp and retain the nuances of rhythm/phrasing of exercises and combinations;
7. Maintain whole-body and body part clarity of spatial orientation in movement;
8. Move quickly from learning to performing: apply technique with a sense of "self";
9. Implement technical/artistic corrections consistently and in all applicable contexts;
10. Maintain a commitment to instruction and correction by observing carefully, listening actively, practicing on the side, and assessing progress and improvement as assigned;
11. Maintain a sense of personal responsibility for learning by completing written assignments on time and with thoroughness and clarity and learning and using correct terminology.

Learning goals 1-9 mark distinct *areas of skill* in dance technique. Excellence in dance artistry is a matter of developing a high degree of skill in each area and integrating these skills during the performance of movement. Learning goals 10 and 11 describe *efforts/attitudes* necessary for progress toward excellence in dance and indicate specific *behaviors* that demonstrate them.

****Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

The instructor will assess students' individual progress and actual achievement of the learning goals through:

1. Daily oral feedback on class performance;
2. Written efforts of Concert Attendance papers;
3. Two in-class technique evaluations; terminology quiz; written evaluations of achievement;
4. Achievement in mastering the learning goals to the degree appropriate for this course's level will provide the primary basis for calculating final letter grades. Attendance will be an additional factor.

For whom is this course being developed?

Majors in the Dept X Majors of other Depts X Minors in the Dept X General Education X Other

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes No

If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes No X

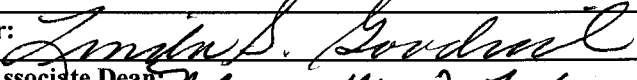
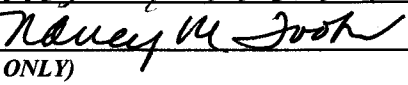
If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). Theatre and Dance

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

| | Date |
|---|----------|
| Department Chair:  | 04/29/09 |
| College Dean or Associate Dean:  | 5-6-09 |
| CPSP (for school personnel courses ONLY) | |
| Associate Vice President and Dean for Academic Programs | |

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

DANCE 13B: ADVANCED INTERMEDIATE BALLET II

Nolan T'sani
Theatre and Dance Department
Dept Phone: 916-278-6368

Class time/Location

COURSE DESCRIPTION

Refine proficiency in performing Intermediate level ballet techniques and gain an intellectual and kinesthetic understanding of different ballet styles. Emphasis on anatomy and building bodily strength and endurance through barre and center work. Students will employ critical perspectives necessary to address live performance through written critiques. 2 units.

Prerequisite: Intermediate ballet level proficiency and Instructor permission.

COURSE OBJECTIVES

Students participating in the Advanced Intermediate Ballet level will be able to:

1. Maintain basic alignment while standing;
2. Maintain basic alignment while in motion;
3. Increase and apply strength and stamina;
4. Increase and apply flexibility/range of joint motion;
5. Grasp and retain sequence of exercises and combination;
6. Grasp and retain the nuances of rhythm/phrasing of exercises and combinations;
7. Maintain whole-body and body part clarity of spatial orientation in movement;
8. Move quickly from learning to performing; apply technique with a sense of "self";
9. Implement technical/artistic corrections consistently and in all applicable contexts;
10. Maintain a commitment to instruction and correction by observing carefully, listening actively, practicing on the side, and assessing progress and improvement as assigned;
11. Maintain a sense of personal responsibility for learning by completing written assignments on time with thoroughness and clarity using correct terminology.

Learning goals 1-9 mark distinct *areas of skill* in dance technique. Excellence in dance artistry is a matter of developing a high degree of skill in each area and integrating these skills during the performance of movement. Learning goals 10 and 11 describe *efforts/attitudes* necessary for progress toward excellence in dance and indicate specific *behaviors* that demonstrate them.

COURSE ASSIGNMENT

The instructor will assess students' individual progress and actual achievement of the course objectives through:

1. Daily oral feedback on class performance;
2. Written efforts of Concert Attendance papers;
3. Two in-class technique evaluations; terminology quiz; written evaluations of achievement;
4. Achievement in mastering the learning goals to the degree appropriate for this course's level will provide the primary basis for calculating final letter grades. Attendance will be an additional factor.

TEACHING METHODOLOGIES

To enable student achievement of the learning goals, I will:

- Demonstrate, explain, analyze and lead explorations of movement exercises and combinations designed specifically to develop the skills required for achievement of learning goals 1-10;
- Observe your daily work in class and (a) orally assess your achievement of learning goals 1-11 and (b) make recommendations for improvement in achieving learning goals 1-11.*
- Provide opportunities for individual appointments in which we may discuss your learning efforts;
- Provide opportunities for you to assess your own and others' progress toward the actual achievement of the learning goals;
- Not every student will receive individual feedback during each class, but all students will receive individual feedback regularly throughout the course of the semester.

COURSE REQUIREMENT/CONTENT (see Supplement)

The fundamental and ongoing assignments in this class are to:

- Attend to movement material presented as well as to explanations and analysis of its specific components;
- Listen carefully to and apply all corrections and recommendations for improvement that I provide in class;
- Learn the movement material as quickly as you can through observation and practice;
- Perform the movement material as accurately as possible each time you are called upon to do so;
- Reflect in writing as assigned on your progress toward and actual achievement of the learning goals.

I will assess your progress toward and your actual achievement of the learning goals through:

1. Daily oral feedback to you and/or others on work done in class;
2. Your achievement in mastering the learning goals to the degree appropriate for this course will provide the primary basis for calculating your final letter grade. Your attendance will be an additional factor in calculating your final letter grade.
3. Concert Attendance papers.

EVALUATION

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|----------------------------------|---------------------|
| In class performance/attitude | 50 |
| 3 Concert attendance papers | 30 (10 points each) |
| Final practical exam | 10 |
| Response/Observation papers/quiz | <u>10</u> |
| | 100 |

*In class performance/attitude is based on the dancer's ability relative to an absolute standard of excellence. This standard is reflected by class attendance, ability to assimilate corrections, individual growth and willingness to take risks. *Handouts maybe be provided. Video will be used in class occasionally. *Please feel free to make an appointment with professor at any time during the semester for any questions or concerns you may have regarding this course and its requirements.*