

Kinesiology II (BALLE 4402-001)
Spring 2014 (2cr)
Class Meetings: MW 8:35-9:25am

Course Prerequisite: Successful completion of Kinesiology I
(or equivalent testing) with a final grade of C (73%) or higher

INSTRUCTOR: Sarah Franco

Email: sarah.franco@utah.edu

Phone: 801-651-7193

Office Hours: Available by appointment only

REQUIRED TEXT

Fitt, S.S. (1988) *Dance Kinesiology* (2nd ed.). New York: Schirmer Books.

Supplemental lecture visuals are provided from:

Dynamic Alignment Through Imagery, Eric Franklin

Inside Ballet Technique, Valerie Greig

Atlas of Human Anatomy, Frank Netter

Anatomy of Motion, Blandine Calais-Germain

The Anatomy Coloring Book, Wynn Kapit & Lawrence M. Elson

Taking Root To Fly: Articles On Functional Anatomy, Irene Dowd

Other Recommended Sources:

Dance Anatomy and Kinesiology, Karen Clippinger

Conditioning for Dance, Eric Franklin

Anatomy and Ballet, Celia Sparger

Science of Dance Training, Ed: P.M. Clarkson & M. Skrinar

Dance Injuries: Their Prevention & Care, Wynn Kapit & Lawrence M. Elson

COURSE OVERVIEW

This course will approach anatomical information pertinent to ballet through a variety of learning modalities. Kinesiology II focuses on a detailed study of the muscular system as it relates to ballet technique, alignment, and injury prevention. This scientific lens will focus on principles underlying ballet and ballet training—applying course information to your own body through discussion, exercises, and explorations. Emphasis will be placed on noticing, measuring, experiencing, and reflecting upon the influence of each dancer's individual anatomical characteristics. Applications to injury prevention, performance enhancement, and effective teaching will also be made.

Some questions that might help you apply this course to your dancing:

How can I better understand and fine-tune my body for ballet?

How can I improve beyond perceived physical limitations?

How is one body design different from the next and, in learning about individual differences, how does that effect/support each person's training?

How can I condition to be a more versatile dancer?

How can I prevent potential injuries from occurring?

What can I do to better-ensure I have a healthy and resilient body for a long career?

How can I speak more articulately with doctors, chiropractors, physical therapists, body workers, etc. when injured?

COURSE OBJECTIVES

- To study the muscular system in a ballet context
 - To examine, experience, and apply muscular knowledge to ballet-specific movement through movement analysis, somatic awareness, and individual exploration
 - To notice subtle differences in alignment as well as specific muscular imbalances on oneself and others through physical experimentation and analysis
- To challenge students to apply/integrate principles of kinesiology individually—building a pattern of self-assessment and self-treatment to enhance each dancer's technique, performance, and wellness

CALENDAR

See attached.

REQUIREMENTS & GRADING CRITERIA

Students in this course are expected to memorize anatomy of the muscular system with proper spelling, use anatomical and kinesiological language, practice movement analysis, assess individual differences, and apply knowledge to individual ballet training.

Lab Journal: A lab journal is required for this course. Laboratory explorations will focus on muscular assessment, identification of structures and imbalances on oneself and others, and increasing sensitivity and awareness. Please include:

1. A brief description of the exploration
2. Any outcome/discovery/reflection
3. Application to dance and/or further questions that arise

I recommend you also use this journal to track your technique, injuries, and performance. Record whatever body discovery/frustration/limitation/etc. as it passes through your mind.

Lab Journals will be collected randomly throughout the semester and checked for completion.

Reading Assignments: Readings are outlined on the course calendar and should be completed *before* lecture on the date listed. On-time accomplishment of reading assignments and regular study are imperative for success on quizzes and exams.

Lecture will enhance reading material and will present information not included in the text. Students who miss class are advised to get lecture notes from a fellow classmate and slides on canvas.

Quizzes: Quizzes will be based upon reading assigned for that date and previous lecture or reading material. Quizzes are designed to motivate students to stay on top of course information. You will only be quizzed on information and reading up to that day.

Students who miss class will have the option of re-taking a missed quiz IF they have communicated with me before the quiz time. It is the student's responsibility to communicate regarding any emergencies and schedule retakes for missed quizzes. Quiz make-ups will take place before class (8:20) in our classroom and **MUST BE MADE UP WITHIN ONE WEEK. OTHERWISE, NO CREDIT WILL BE GIVEN.**

Exams: We will have two exams this semester. Exams will be based on readings, lecture material, and in-class discussion. Each exam will include identification, multiple-choice questions, fill in the blank, true false, movement analysis, and short answer questions.

Exams are cumulative.

Final Project/Presentation: Students will complete a project of their own design expanding upon any theme introduced throughout the year. See attached for project details and requirements.

Grading

Quizzes	20%
Exam III	20%
Exam IV	25%
Lab Journal/Participation/Physical Integration of Material	15%
Final Project/Presentation	20%

Grading Scale:

93%-& up A
 90-92.4% A-
 87-89.4% B+
 83-86.4% B
 80-82.4% B-
 77-79.4% C+
 73-76.4% C
 70-72.4% C-
 67-69.4% D+
 63-66.4% D
 60-62.4% D-
 59 & lower
 E (no credit)

Minimum requirement for department credit: C (73%)

Attendance

After 2 absences (excused or unexcused) each unexcused absence will result in a 1/3 drop in final grade. i.e.; A to A- , A- to B+, etc. Excused absences must be department-approved and communicated to the instructor in writing BEFORE missing class. If you will be absent from class due to illness or emergency, please email me at sarah.franco@utah.edu before missing class.

**THERE ARE NO INCOMPLETES GIVEN FOR THIS CLASS.
PLEASE FINISH YOUR WORK ON TIME.**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Student Conduct

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.