



UNIVERSITY OF CALGARY
FACULTY OF ARTS
SCHOOL OF CREATIVE AND PERFORMING ARTS
DNCE 235 Safe Dance Practice and Complementary Training
Winter 2021

Instructor Office Email Office Hours	Sarah J. Kenny PhD KNB 246; CHD 529 kennys@ucalgary.ca By appointment
Days Times Location of class	Learning will occur in two ways: 1. On zoom — Wednesdays from 1200–150pm 2. In person — Fridays from 1200–150pm in a gymnasium in the KNES Complex
Learning resources	<p>Required Text (available for purchase at Campus Bookstore)</p> <ol style="list-style-type: none"> 1. Quin, E., Rafferty, S., & Tomlinson, C. (2015). Safe dance practice. Champaign: Human Kinetics. <p>Recommended Texts</p> <ol style="list-style-type: none"> 1. Berardi, G. (2005). Finding balance: Fitness training and health for a lifetime in dance (2nd ed). New York: Routledge. 2. Franklin, E. (2004). Conditioning for dance. Champaign: Human Kinetics. 3. Grossman, G. (2015). Dance science: Anatomy, movement analysis, conditioning. Hightstown: Princeton Book Company. 4. Haas, J. (2010). Dance anatomy. Champaign: Human Kinetics. 5. Howse, J., & McCormack, M. (2009). Anatomy, dance technique and injury prevention (4th ed.). London: Bloomsbury Publishing PLC. 6. Koutedakis, Y., & Sharp, N. C. C. (1999). The fit and healthy dancer. Chichester: Wiley. 7. Krasnow, D., & Deveau, J. (2010). Conditioning with imagery for dancers. Toronto: Thompson Educational Publishing. 8. Mastin, Z. (2009). Nutrition for the dancer. Alton: Dance Books. 9. Solomon, R., Solomon, J., & Micheli, L. J. (Eds.) (2017). Prevention of injuries in the young dancer. Cham: Springer. 10. Taylor, J., & Estanol, E. (2015). Dance psychology for artistic and performance excellence (2nd ed). Champaign: Human Kinetics. 11. Wilmerding, M. V., & Krasnow, D. (Eds.) (2017). Dancer wellness. Champaign: Human Kinetics. 12. Welsh, T. (2009). Conditioning for dancers. Gainesville: University Press of Florida. <p>Dance Science Journals Journal of Dance Medicine and Science Medical Problems of Performing Artists IADMS Resource Papers, Bulletins for Teachers IADMS Online Bibliography: https://iadms.knack.com/bibliography</p>
Learning technologies	There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca).

	<p>In order to successfully engage in your learning experiences, you are required to have reliable access to the following technology:</p> <ul style="list-style-type: none"> • a computer with a supported operating system, as well as the latest security, and malware updates • a current and updated web browser • webcam (built-in or external) • microphone and speaker (built-in or external) or headset with microphone • current antivirus and/or firewall software enabled • broadband internet connection <p>Most current laptops will have a built-in webcam, speaker and microphone.</p>
Prerequisites	Dance 207 and admission to the Dance program.
Course description	<p>Training principles and components of physical fitness in safe dance practice as they apply to training optimization and injury prevention in dance.</p> <p>This course will develop knowledge, comprehension, application and evaluation of:</p> <ul style="list-style-type: none"> • health and safety in the dance environment (i.e., optimal space, basic first aid, codes of conduct, risk assessment) • optimum anatomical/biomechanical alignment and function (i.e., kinesiological terminology, musculoskeletal relationships, dynamic alignment) • effective warm up and cool down practices (i.e., components, duration) • integrated and supplementary physical conditioning (i.e., aerobic and anaerobic capacity, muscular strength, power, balance, flexibility, rest/recovery) • principles of training (i.e., adaptation, progressive overload, specificity) • psychological skills (i.e., positive self-talk, goal setting, relaxation) • appropriate nutrition and hydration (i.e., energy sources) • strategies for injury prevention and management (i.e., injury risk factors) <p>Classes will be designed to address the specific needs of dancers and the demands of the dance profession. You will be encouraged to address your own individual needs and a series of assessments will provide the opportunity to observe individual improvements over time.</p>
Course learning outcomes	<p>By the completion of this course, successful students will be able to:</p> <ol style="list-style-type: none"> 1. integrate and manage general health and safety principles within a dance environment 2. demonstrate optimal biomechanical alignment and function in dance practice 3. design and lead an effective warm up and cool down 4. define all components of physical fitness relevant to dance practice 5. evaluate change in personal physical fitness across time 6. describe the principles of training relevant to dance practice 7. implement effective psychological skills relevant to dance practice 8. discuss balanced nutrient intake and hydration to fuel dance activity 9. differentiate between beneficial and harmful strategies for injury prevention and management 10. apply safe dance practice principles to reduce risk of injury and enhance dance performance
Course schedule	See below. Note that our weekly outline may be subject to change.

<p>Assessment components</p>	<p><u>Assignment 1: Participation</u> Value: 15% of final grade Description: Owing to the experiential nature of this course, classes are equivalent to assignments. A participation grade will be awarded for attending each online class, arriving to each in-person class on time, being prepared to work, and being fully engaged in class (e.g., involvement in practical dance fitness training, note taking, and engaging in discussions during lectures, contributing to forums on D2L, leading sections of fitness classes, etc.).</p> <p><u>Assignment 2: Chapter Assessments</u> Value: 70% of final grade Due on D2L: By 1200pm on specified dates Description: Chapter assessments will evaluate your knowledge of lecture material and required weekly readings. Each of the seven assessments (i.e., chapters 1 through 7) is worth 10% of your final grade and will be completed on D2L by the specified date and time. Question formatting will include short answers, multiple choice, and diagram labeling.</p> <p>NOTE: Each chapter assessment is worth 10%, but only the top 7 out of 8 quizzes will contribute towards your final grade.</p> <p><u>Assignment 3: Reflective Report/Training Log</u> Value: 15% of final grade Due on D2L: By 1200pm on Wed April 7 2021 Type: Written report Length: Three pages Description: Following pre-fitness testing in week 3, you will keep a weekly training log of all physical activity (inclusive of dance classes, rehearsals, and performances) that you participate in for 7 weeks. This record will act as an ‘intervention program’, with a clear start and end date, in an attempt to seek improvement between pre- and post-fitness assessments. After the completion of post-fitness testing in week 10, you will provide a three-page report summarizing the change experienced in your personal physical fitness across the semester. Content will include: (1) description of two components of physical fitness and how they are measured, (2) discussion of why your chosen fitness components are important to your dance practice, (3) an explanation of improvement that did/did not occur in each component throughout the semester, (4) and specific recommendations for continued personal improvement in your dance practice, specific to the two components of fitness. Relevant literature (including research papers and textbooks) will be cited within your report and a reference list following APA formatting will be included.</p> <p>Assessment Criteria By the completion of this assessment, successful students will be able to:</p> <ul style="list-style-type: none"> • keep a weekly training log of physical activity alongside scheduled dance practice • describe selected components of physical fitness and how they are measured • discuss the importance of selected components to dance practice • explain change experienced in physical fitness across time • formulate detailed and relevant recommendations for further improvement in dance practice as it relates to the chosen fitness components • write a clear and coherent three-page report with an introduction, body, and conclusion that is free from grammatical and spelling errors
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<p>Assessment expectations</p>	<p><u>Expectations for Attendance and Participation:</u> Please refer to the Undergraduate Calendar E.3 Attendance for details.</p> <p>FOR GRADED DANCE STUDIO COURSES</p> <ul style="list-style-type: none"> • A significant part of your grade is based on participation. Participation means not only showing up for class, but also attending to the material at hand with effort and engagement. • With regard to participation, classes are considered equivalent to assignments. Thus, more than <u>two</u> absences per term will have an adverse effect on your final grade. • If you miss more than one week of classes, your final grade will begin to drop by as much as 10% per missed class. • If you miss more than two weeks of classes, you have the potential to fail the course. • If you show up late for or leave early from class, this will be counted as half an absence. • If for some reason you are feeling unwell during class time, a substitute form of participation may be arranged; however, <i>you may not obtain this privilege more than once</i> and you will receive half an absence. • For studio courses, if you opt out of full participation and choose to sit for a portion of the class, this will be counted as non-participation and will be marked as half an absence. • Students are responsible for any and all material missed during an absence. <p><u>Expectations for Writing</u> Writing skills are important to academic study across all disciplines. Consequently, instructors may use their assessment of writing quality as a factor in the evaluation of student work. Please refer to the Undergraduate Calendar E.2 Writing Across the Curriculum policy for details.</p> <p><u>Guidelines for Submitting Assignments</u> All required assignments (i.e., chapter assessments, reflective report/training log) will be due on D2L by the specified dates and times.</p> <p><u>Guidelines for Formatting Assignments</u> Training Log: You will upload to D2L an organized, easy to read, weekly training log with a clear start and end date of all physical activity for 7 weeks (week 4 – week 9; including Reading Week). Your training log will include ALL of the following items: day, date, time of day, duration of activity, name of activity, description of activity, perceived intensity (e.g., low, moderate, high), and TOTAL weekly hours of activity.</p> <p>Reflective Report: You will put a title, your name and UCID on a cover sheet. The body of the report will be at maximum three pages, single sided, 1.5 spaced, 12-point font, with default margins. A separate reference page will complete the report with a minimum of 3 references that follow APA formatting structure.</p> <p><u>Missed or Late Assignments</u> Late assignments will not be accepted beyond the day that they are due. If submitted after deadline, then your grade will be affected by as much as 10%. Pending extenuating circumstances, late submissions will be accepted via email under the pretenses that up to 2% will be deducted each day beyond the due date. Late submissions beyond 5 days will not be accepted.</p>
<p>Grading scale</p>	<p>For the course as a whole, letter grades should be understood as follows, as outlined in the section F.1.1 Grading System and Transcripts of the Calendar: https://www.ucalgary.ca/pubs/calendar/current/f-1.html</p>

	<p>A grade of "C-" or below may not be sufficient for promotion or graduation, see specific faculty regulations. The number of "D" and "D+" grades acceptable for credit is subject to specific undergraduate faculty promotional policy.</p> <p>For DNCE 235, the following numerical rubric will be applied: A+ 96-100 A 91-95 A- 86-90 B+ 81-85 B 76-80 B- 71-75 C+ 66-70 C 61-65 C- 56-60 D+ 51-55 D 46-50 F 0-45</p>
<p>Guidelines for Zoom Sessions</p>	<p>Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.</p> <p>To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.</p> <p>The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/.</p> <p>If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).</p> <p>The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.</p>
<p>Academic Accommodation</p>	<p>It is the student’s responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations.</p> <p>Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf). Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.</p>

	SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ .
Academic integrity, plagiarism	<p>Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.</p> <p>For information on the Student Academic Misconduct Policy and Procedure please visit: https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf and https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf. Additional information is available on the Academic Integrity Website at https://ucalgary.ca/student-services/student-success/learning/academic-integrity.</p>
Internet and electronic communication device	The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's Internet and email use policy, which can be found at https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf
Intellectual Property	Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.
Copyright	All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy https://www.ucalgary.ca/pubs/calendar/current/k.html .
Freedom of Information and Protection of Privacy	Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.
Student Support	Please visit this link for important information on UCalgary's student wellness and safety resources: https://www.ucalgary.ca/registrar/registration/course-outlines

DNCE 235: Safe Dance Practice and Complementary Training
Online/In-person Course Schedule Winter 2021

Week	Dates	Wednesday. 1200 – 150pm	Friday. 1200 – 150pm
1	Jan 13 + 15	Welcome to DNCE 235 online Course Introduction: Safe Dance Practice	Practical Dance Fitness Training
2	Jan 20 + 22	Dance Injury Management Reading Quin Chapter 9; Daniels 2014	Practical Dance Fitness Training
3	Jan 27 + 29	Warm up & Cool down Reading Quin Chapter 3 Due Chapter 9 Assessment	Pre-Fitness Testing Dance Aerobic Fitness Test (DAFT) Reading Wyon 2003
4	Feb 3 + 5	Components of Fitness Reading Quin Chapter 4 (p75-85); Kozai 2012 Due Chapter 3 Assessment	Pre-Fitness Testing Endurance, Strength, Power, Flexibility, Balance Reading Irvine 2011
5	Feb 10 + 12	Nutrition and Hydration Reading Quin Chapter 7; Challis 2016 (p1-10) Due Chapter 4a Assessment	Practical Dance Fitness Training
6	Feb 17 + 19	TERM BREAK	
7	Feb 24 + 26	Principles of Training Reading Quin Chapter 4 (p85-91); Angioi 2014 Due Chapter 7 Assessment	Practical Dance Fitness Training
8	Mar 3 + 5	Psychological Well-being Reading Quin Chapter 8; Miulli 2011 Due Chapter 4b Assessment	Practical Dance Fitness Training
9	Mar 10 + 12	Dynamic Alignment Reading Quin Chapter 2; Lewton-Brain 2009 Due Chapter 8 Assessment	Practical Dance Fitness Training
10	Mar 17 + 19	Rest and Recovery Reading Quin Chapter 5, Xarez 2009 Due Chapter 2 Assessment	Post-Fitness Testing Dance Aerobic Fitness Test (DAFT)
11	Mar 24 + 26	Online Dance Fitness Training Due Chapter 5 Assessment	Post-Fitness Testing Endurance, Strength, Power, Flexibility, Balance
12	Mar 31 + Apr 2	Individual Tutorials; Guided Study Time	Good Friday
13	Apr 7 + 9	Individual Tutorials; Guided Study Time	Reflection and Evaluation Due Reflective Report/Training Log
14	Apr 14	Open class	