



UNIVERSITY OF  
CALGARY

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FACULTY OF ARTS  
SCHOOL OF CREATIVE AND PERFORMING ARTS  
DNCE 359 Dance Anatomy  
Fall 2022

Instructor Email Office Hours	Andrea Downie <a href="mailto:andrea.downie@ucalgary.ca">andrea.downie@ucalgary.ca</a> Online and by appointment
Days/Times Location of class	Learning will occur online, synchronously on Zoom Tuesdays and Thursdays from 8:00 – 9:20 AM, and Fridays from 8:00 – 9:50 AM
Learning resources	<p><b>Required</b> (readings will be available on D2L, Campus Bookstore and UCalgary library)</p> <ol style="list-style-type: none"> <li>1. Dowd, I. (1995). Taking root to fly (3<sup>rd</sup> ed.). Dowd Publishing.</li> <li>2. Clippinger, K. (2016). Dance anatomy and kinesiology (2<sup>nd</sup> ed.). Human Kinetics.</li> </ol> <p><b>Suggestions for further study</b></p> <ol style="list-style-type: none"> <li>1. <a href="#">Gender-Inclusive Biology</a></li> <li>2. Kapit, W., Elson, L. M. (2014). The Anatomy Coloring Book (4th ed.). Harlow: Pearson Education Limited.</li> <li>3. Olsen, A. (1998). Body stories: A guide to experiential anatomy. New York: Station Hill Openings.</li> </ol> <p><b>Dance Science Websites &amp; Publications</b></p> <p><a href="#">Dance Science and Somatic Educators</a> <a href="#">International Association for Dance Medicine &amp; Science</a>; Journal of Dance Medicine and Science; IADMS Resource Papers, Bulletins for Teachers <a href="#">Performing Arts Medicine Association</a>; Medical Problems of Performing Artists <a href="#">South Asian Dance Medicine &amp; Science Association</a></p>
Learning technologies	<p>There is a D2L site for this course which contains required readings and other relevant class resources and materials (see <a href="http://d2L.ucalgary.ca">d2L.ucalgary.ca</a>).</p> <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"> <li>• a computer with a supported operating system, as well as the latest security, and malware updates;</li> <li>• a current and updated web browser;</li> <li>• webcam (built-in or external);</li> <li>• microphone and speaker (built-in or external) or headset with microphone;</li> <li>• current antivirus and/or firewall software enabled;</li> <li>• broadband internet connection.</li> </ul> <p>Most current laptops will have a built-in webcam, speaker and microphone.</p> <p>Please also clear a small space in which to move on Fridays.</p>
Prerequisites	DNCE 235

Course description	<p>Functional anatomy of the skeletal and muscular systems as they apply to training and performance optimization and injury prevention in dance.</p> <p>Dance Anatomy presents basic musculoskeletal anatomy and kinesiology of key joints within the body including the foot, ankle, knee, hip, spine, and shoulder. The bone structure, muscles, and ligaments of these joints are discussed as they relate to biomechanical alignment, movement capacity, and injury risk. Basic knowledge of these joints is combined with movement analysis to help students better understand dancers' dynamic alignment and functional movement. The course will also continue to cultivate knowledge and application of safe dance practice from DNCE 235 Safe Dance Practice.</p>
Course learning outcomes	<p>By the completion of this course, successful students will be able to:</p> <ol style="list-style-type: none"> <li>1. identify major bones and muscles of the body by name and location</li> <li>2. define types of joints in the body and identify their movement possibilities</li> <li>3. differentiate actions of major muscles of the body</li> <li>4. describe prime movers (key muscles) for joint movements</li> <li>5. analyze basic movements, identifying movement planes, key joints, primary forces, type of muscle contractions, and main muscles involved</li> <li>6. discuss anatomical and biomechanical principles of the body that influence dynamic alignment, functional movement, and injury risk</li> </ol>
Course schedule	See schedule on DSL. Note that our weekly outline may be subject to change.
Assessment components	<p><u>Assignment 1: Attendance &amp; Participation</u>  Value: 10% of final grade, ongoing assessment  Description: A participation grade will be awarded for attending each online class and being prepared to participate (e.g., taking notes, asking questions, and partaking in discussions and experiential lab activities, etc.).</p> <p><u>Assignment 2: Lab Tasks</u>  Value: 10%  Due: <b>On specified dates</b> (see schedule on D2L)  Description: Lab tasks will provide you with an opportunity to explore and embody concepts and to analyze yourself and peers doing specified assessments and tests.</p> <p><u>Assignment 3: Weekly Assessments</u>  Value: 40% of final grade  Due on D2L: <b>On specified dates</b> (see schedule on D2L)  Description: Quizzes will evaluate your knowledge of lecture material and required weekly readings. Each of the eight assessments is worth 5% 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><u>Assignment 4: Dance Injury Literature Review</u>  Value: 20% of final grade  Due on D2L: <b>By Fri Nov 18</b>  Type: Written paper  Length: Five pages  Description: The written review will address a common dance injury occurring at a specific area of the body covered in class (e.g., foot, ankle, knee, hip, spine, shoulder). You will choose one area of the body and an associated common dance injury of this</p>

area, and you will review the recent scholarly literature on the topic. Content will include: (1) an introduction to the prevalence of dance injuries, (2) an anatomical description of your chosen body area (e.g., bones, joints, ligaments, muscles), (3) a thorough description and explanation of the specific dance injury (e.g., risk factors, common causes), (4) best injury prevention strategies and rehabilitation practices to return to full dance training, and (5) a conclusion related to overall dancer health. Relevant literature (including both research articles and textbooks) will be cited within your paper and a reference list following APA formatting will be included.

#### Assessment Criteria

By the completion of this assignment, successful students will be able to:

- describe the selected body area using appropriate anatomical terminology
- explain the identified dance injury including risk factors and common causes
- discuss specific injury prevention strategies and rehabilitation practices for optimal return to dance training
- support all discussion points with relevant, current literature
- write a properly formatted, clear, and coherent five-page paper with an introduction, body, and conclusion that is free from grammatical and spelling errors; see [APA Formatting and Style Guide](#)

#### Assignment 5: Movement Analysis Presentation

Value: 20% of final grade

Due on D2L: **See below**

Type: Pre-recorded video

Length: 5 minutes

Description: The movement analysis presentation will showcase a comprehensive kinesiological analysis of a brief, original dance movement phrase that includes at least one isometric, one concentric, and one eccentric muscle contraction. You will be required to work together in partners to record the following: (1) a demonstration of an original dance movement phrase, (2) identification of associated movement planes, key joints, primary forces, type of muscle contractions, and main muscles involved to perform the movement phrase, and (3) appropriate strength and conditioning exercises recommended to ensure optimal execution of the movement phrase.

Your movement analysis presentation will be assessed in the following ways:

1. A pre-recorded video (via Yuja or Zoom) of an original dance movement phrase and oral presentation analyzing the movement phrase – **due on D2L Tue Nov 29**
2. Self-evaluation of overall presentation – **due on D2L Tue Dec 6**

#### Assessment Criteria

By the completion of this assignment, successful students will be able to:

- demonstrate an original dance movement phrase suitable for analysis
- analyze a dance movement phrase using comprehensive kinesiological strategies
- formulate detailed and relevant conditioning exercises for optimal performance of a movement phrase
- present effectively (i.e., movement demonstration, coherent PowerPoint slides [or equivalent], clear speaking, eye contact, easeful transitions between group members, answer questions and expand ideas as required)

<p>Assessment expectations</p>	<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>Expectations for Attendance and Participation</u> Please refer to the Undergraduate Calendar E.3 Attendance for details.</p> <p><u>Guidelines for Formatting Assignments</u> Dance Injury Paper: You will put a title, your name and UCID on a cover sheet. The body of the paper will be a maximum 5 pages, single sided, 1.5 spaced, 12-point font, with default margins. A separate reference page will complete the paper with a minimum of 3 references that follow APA formatting structure.</p> <p><u>Movement Analysis Presentation</u>: Your 10-minute video will consist of a physical demonstration of a dance movement phrase followed by a comprehensive oral presentation of kinesiological movement analysis. You will be prepared to answer questions from your peers that will be posted on our D2L Discussion Board.</p> <p><u>Guidelines for Submitting Assignments</u> All three required assignments (i.e., chapter assessments, dance injury paper, and movement analysis presentation) will be due on D2L by the specified dates and times.</p> <p><u>Late Assignments</u> If submitted after deadline, the grades of late assignments will be affected by 10% per day. Late submissions beyond 5 days will not be accepted.</p> <p><u>Criteria That Must Be Met to Pass</u> In order to achieve a passing grade in the course, the minimum requirement is D.</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: <a href="https://www.ucalgary.ca/pubs/calendar/current/f-1.html">https://www.ucalgary.ca/pubs/calendar/current/f-1.html</a></p> <p>For DNCE 359, the following numerical rubric will be applied:</p> <table border="0"> <tr> <td>A+ 96-100</td> <td>A 91-95</td> <td>A- 86-90</td> </tr> <tr> <td>B+ 81-85</td> <td>B 76-80</td> <td>B- 71-75</td> </tr> <tr> <td>C+ 66-70</td> <td>C 61-65</td> <td>C- 56-60</td> </tr> <tr> <td>D+ 51-55</td> <td>D 46-50</td> <td>F 0-45</td> </tr> </table> <ul style="list-style-type: none"> <li>• A grade of "C-" or below may not be sufficient for promotion or graduation, see specific faculty regulations.</li> <li>• The number of "D" and "D+" grades acceptable for credit is subject to specific undergraduate faculty promotional policy.</li> </ul>	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
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>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 <a href="#">Code of Conduct</a>). 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. Disrespectful, discriminatory, and abusive language and behaviour will not be tolerated. 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., <a href="#">Student Non-Academic Misconduct Policy</a>). 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: <a href="https://elearn.ucalgary.ca/guidelines-for-zoom/">https://elearn.ucalgary.ca/guidelines-for-zoom/</a>.</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 <a href="https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations">https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations</a>.</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 (<a href="https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf">https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf</a>).</p> <p>Students who require an accommodation in relation to their coursework or to fulfill requirements for a graduate degree, based on a Protected Ground other than Disability should communicate this need in writing to their Instructor.</p> <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 <a href="http://www.ucalgary.ca/access/">www.ucalgary.ca/access/</a>.</p>
<p>Academic integrity, plagiarism</p>	<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: <a href="https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf">https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf</a> and <a href="https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Procedure.pdf">https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Procedure.pdf</a>. Additional information is available on the Academic Integrity Website at <a href="https://ucalgary.ca/student-services/student-success/learning/academic-integrity">https://ucalgary.ca/student-services/student-success/learning/academic-integrity</a>.</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 <a href="https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Electronic-Resources-and-Information-Policy.pdf">https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Electronic-Resources-and-Information-Policy.pdf</a> .
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 ( <a href="https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf">https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf</a> ) and requirements of the copyright act ( <a href="https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html">https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html</a> ) to ensure they are aware of the consequences of unauthorized 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 <a href="https://www.ucalgary.ca/pubs/calendar/current/k.html">https://www.ucalgary.ca/pubs/calendar/current/k.html</a> .
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: <a href="https://www.ucalgary.ca/registrar/registration/course-outlines">https://www.ucalgary.ca/registrar/registration/course-outlines</a>
Arts Students' Centre Program Advising	Have a question but not sure where to start? The Arts Students' Centre is your information resource for everything in the Faculty of Arts. Call us at 403-220-3580 or email us at <a href="mailto:ascarts@ucalgary.ca">ascarts@ucalgary.ca</a> . You can also visit the Faculty of Arts website at <a href="http://arts.ucalgary.ca/undergraduate">http://arts.ucalgary.ca/undergraduate</a> which has detailed information on common academic concerns.