



# DANC101

## Movement and Dance in the 21st Century

S1 Day 2016

*Department of Media, Music, Communication and Cultural Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convenor/Lecturer/Tutor

Julie-Anne Long

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Y3A 193J

Thursday 10am-12noon (or by appointment via email)

Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

The twentieth century exploded with dance forms. Modern dance was born, with its emphasis on the expressive capacities of the individual. The dances of other cultures became increasingly available yet remained enticingly exotic. Women threw away their corsets and moved freely. Social dance went through wild changes born on the tides of musical revolution. Rigorous physical practices created super human bodies and dance became an extreme sport. This unit provides theoretical and embodied knowledge of some of the major dance forms of the twentieth and twenty-first centuries. Teaching is in both lecture and workshop format. Assessment protocols are flexible offering students a choice of performance or essay for their final assessment. This unit is suitable for students from diverse backgrounds interested in dance.

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

- Recognise a broad knowledge of 20th and 21st Century dance forms and practices
- Identify a variety of dance artists and practices, especially within an Australian context
- Apply research skills, particularly through engagement with embodied research

- Demonstrate skills of academic writing, analysis, description, conceptualisation and reflection
- Apply and evaluate individual relationship to dance practice and performance

## General Assessment Information

**Attendance** You are required to attend all tutorials. As participation in the process of learning is linked to and underpins the unit learning Outcomes, you will need to either apply for Disruption to Studies to cover any missed tutorial (if the disruption is greater than three consecutive days) or supply appropriate documentation to your unit convenor for any missed tutorial (if less than three consecutive days).

**Group Exercises** Students are expected to work in groups for Tutorials. Students in this unit must be willing to work within a group and to assume responsibility for the group's process. Students are encouraged to wear comfortable clothes and shoes for practical exercises and workshops.

**Independent Work** Students are expected to work independently outside of scheduled tutorial times when they are working on their independent practice. DANC101 students will need to do their own reading of relevant texts outside class time.

**Referencing Style** preferred Style for this Unit is APA. Other styles such as Harvard may be used as long as all necessary information is provided and a consistent approach is taken.

## Assessment Tasks

Name	Weighting	Due
<u>PARTICIPATION REPORTS #1 &amp; #2</u>	40%	Week 4 & Week 9
<u>PRESENTATION and REFLECTION</u>	25%	Week 12 (in class)
<u>PERFORMANCE or ESSAY</u>	35%	Week 13

### PARTICIPATION REPORTS #1 & #2

Due: **Week 4 & Week 9**

Weighting: **40%**

PARTICIPATION REPORT #1 Due Date: Week 4 (Friday 25 March, 5pm)

PARTICIPATION REPORT #2 Due Date: Week 9 (Friday 13 May, 5pm)

This Assessment has two rationales and relates to the final Presentation and Report:

1. Engagement with course content will be demonstrated through a regular journal writing practice. Lecture quizzes, reading reflections, descriptive writing tasks and observations from physical exercises must be entered into the journal assessment continuously throughout the

semester.

2. Students will choose a dance form to practice regularly as an independent practice. It must be a style of dance unfamiliar to them. Students will record their observations and discoveries in this on-going journal.

Students are expected to commit 9 hours a week to this unit, including Lectures and Tutorials. The participation reports as part of this assessment will be submitted in 2 stages with feedback given for each submission.

\* The written reports must be submitted via Turnitin and will be reviewed and graded by the convenor who will provide feedback accessible by the students via the My Submissions link in ilearn.

Report Assessment Criteria:

- a) Evidence of sustained, developing and insightful practice
- b) Ability to define and articulate the essential qualities of the chosen dance form
- c) Ability to translate embodied experience into original, evocative and descriptive language
- d) Evidence of methodology including physical and theoretical methods and critical reading.

\* A template will be provided. Methodology for this assessment will be discussed in class and full details can be found on ilearn.

On successful completion you will be able to:

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- • Apply and evaluate individual relationship to dance practice and performance

## PRESENTATION and REFLECTION

Due: **Week 12 (in class)**

Weighting: **25%**

Due Date: Week 12 (Tuesday 7 June, in class)

Students are required to present a 3-5 minute oral presentation in class outlining the key findings of their independent practice and embodied research project.

\* A hard copy written reflection on the student's independent practice including references to course content and journal entries (800-1,000 words) must be submitted in class following the presentation.

\* The Written Reflection must also be submitted via Turnitin by 5pm Tuesday 7 June and will be

reviewed and graded by the convenor who will provide feedback accessible by the students via the My Submissions link in ilearn.

Presentation and Reflection Assessment Criteria:

- a) Evidence of sustained, developing and insightful practice
- b) Ability to define and articulate the essential qualities of the chosen dance form
- c) Ability to translate embodied experience into original, evocative and descriptive language
- d) Evidence of methodology including physical and theoretical methods and critical reading.

\* A methodology for this assessment will be discussed in class and full details can be found on ilearn.

On successful completion you will be able to:

- Identify a variety of dance artists and practices, especially within an Australian context
- Apply research skills, particularly through engagement with embodied research
- Demonstrate skills of academic writing, analysis, description, conceptualisation and reflection
- Apply and evaluate individual relationship to dance practice and performance

## PERFORMANCE or ESSAY

Due: **Week 13**

Weighting: **35%**

Due Date: Week 13 (Performance: Tuesday 14 June, in class) (Essay: 5pm Tuesday 14 June)

EITHER

Students will create an original PERFORMANCE of 3-5 minutes using their Independent Practice and embodied research. \* The performance will be presented in class in Week 13.

Performance Assessment Criteria:

- a) Evidence of embodied research
- b) Original concept with inventive and idiosyncratic material
- c) Clear articulation of artistic intention
- d/ Performance protocols: clear form, well rehearsed, confidence in presentation.

\* Program Notes for your performance must be submitted via Turnitin by 5pm Tuesday 14 June. A methodology for this assessment will be discussed in class and full details can be found on ilearn.

OR

Alternatively, students can write an ESSAY of 2,000 words. The independent practice/embodied research the student has undertaken provides the basis for the essay in conjunction with course

content and additional academic research and texts. Essay Topics will be provided in tutorials and on ilearn.

\* The Essay must be submitted via Turnitin by 5pm Tuesday 14 June and will be reviewed and graded by the convenor who will provide feedback accessible by the students via the My Submissions link in ilearn.

Essay Assessment Criteria:

- a) Clear articulation of academic argument and response to the question
- b) Evidence of own embodied research
- c) Evidence of research dialogue between embodied and theoretical
- d) Correct essay structure and techniques: correct grammar, spelling, accurate referencing.

\* A methodology for this assessment will be discussed in class and full details can be found on ilearn.

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- • Apply and evaluate individual relationship to dance practice and performance

## Delivery and Resources

**Technologies Used and Required** This Unit has an online presence in ilearn. You will require access to a computer and fast broadband. All DANC101 material will be uploaded to the DANC101 ilearn Unit every week. The DANC101 iLearn unit may be accessed from off-campus at <http://www.learn.mq.edu.au>

**Readings** A list of readings for DANC101 will be made available via the DANC101 ilearn page in week 1. Most readings are from the prescribed text: Carter, Alexandra & Janet O'Shea, (Eds.) (2010) The Routledge Dance Studies Reader, Second Edition. London & New York: Routledge. All required reading list texts will be available via 'Unit Readings' in MultiSearch: <http://multisearch.mq.edu.au/?course>

**Assessment Submission via Turnitin**, unless otherwise stated, and will be reviewed and graded by the convenor who will provide feedback accessible by the students via the My Submissions link in ilearn.

**Late Assessment Submission** Assessment tasks are aligned to the unit learning Outcomes. Timely submission of assessment tasks is a unit requirement or penalties apply. 10% per day (including weekends will be deducted for all late submissions unless Disruptions to Studies (including a request for an extension) is approved.

## Unit Schedule

**DANC101 Lecture:** Tuesdays 9am-10am (Y3A T1)

Each Lecture will be recorded and available via ilearn.

**Tutorials:** Tuesdays 10am-11am OR 11am-12pm OR 12pm-1pm OR 2pm-3pm (Y3A 187 Dance Studio)

A Schedule of Lecture and Tutorial topics will be available in Week 1 on ilearn.

For Lecture times and classrooms please consult the MQ Timetable website:

<http://www.timetables.mq.edu.au>.

This website will display up-to- date information on your classes and classroom locations.

**PLEASE NOTE:** Tutorials will commence in Week 2 (there will be NO Tutorials in Week 1).

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy [http://mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](http://www.mq.edu.au/policy/docs/disruption_studies/policy.html) *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: [https://students.mq.edu.au/support/student\\_conduct/](https://students.mq.edu.au/support/student_conduct/)

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they

are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

### **Additional Information**

MMCCS Session Re-mark Application <http://www.mq.edu.au/pubstatic/public/download/?id=167914>

## **Student Support**

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## **Learning Skills**

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## **Student Services and Support**

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## **Student Enquiries**

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## **IT Help**

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## **Graduate Capabilities**

### **Creative and Innovative**

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:



## Learning outcome

- Apply and evaluate individual relationship to dance practice and performance

## Assessment tasks

- PARTICIPATION REPORTS #1 & #2
- PRESENTATION and REFLECTION
- PERFORMANCE or ESSAY

## Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## Learning outcomes

- Recognise a broad knowledge of 20th and 21st Century dance forms and practices
- Apply and evaluate individual relationship to dance practice and performance

## Assessment tasks

- PARTICIPATION REPORTS #1 & #2
- PRESENTATION and REFLECTION
- PERFORMANCE or ESSAY

## Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## Learning outcomes

- Recognise a broad knowledge of 20th and 21st Century dance forms and practices
- Identify a variety of dance artists and practices, especially within an Australian context
- Apply research skills, particularly through engagement with embodied research
- Demonstrate skills of academic writing, analysis, description, conceptualisation and

reflection

- • Apply and evaluate individual relationship to dance practice and performance

## **Assessment tasks**

- PARTICIPATION REPORTS #1 & #2
- PRESENTATION and REFLECTION
- PERFORMANCE or ESSAY

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- • Apply research skills, particularly through engagement with embodied research
- • Demonstrate skills of academic writing, analysis, description, conceptualisation and reflection

## **Assessment tasks**

- PARTICIPATION REPORTS #1 & #2
- PRESENTATION and REFLECTION
- PERFORMANCE or ESSAY

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- • Apply research skills, particularly through engagement with embodied research
- • Demonstrate skills of academic writing, analysis, description, conceptualisation and reflection
- • Apply and evaluate individual relationship to dance practice and performance

## Assessment tasks

- PARTICIPATION REPORTS #1 & #2
- PRESENTATION and REFLECTION
- PERFORMANCE or ESSAY

## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcomes

- • Recognise a broad knowledge of 20th and 21st Century dance forms and practices
- • Demonstrate skills of academic writing, analysis, description, conceptualisation and reflection
- • Apply and evaluate individual relationship to dance practice and performance

## Assessment tasks

- PARTICIPATION REPORTS #1 & #2
- PRESENTATION and REFLECTION
- PERFORMANCE or ESSAY

## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## Learning outcomes

- • Recognise a broad knowledge of 20th and 21st Century dance forms and practices
- • Identify a variety of dance artists and practices, especially within an Australian context
- • Apply and evaluate individual relationship to dance practice and performance

## **Assessment tasks**

- PARTICIPATION REPORTS #1 & #2
- PRESENTATION and REFLECTION
- PERFORMANCE or ESSAY

## **Changes from Previous Offering**

The Descriptive Writing Task is no longer a separate assessment. A descriptive writing exercise is now included in each of the Participation Reports (Week 4 and Week 9). The breakdown of assessment task percentages has been adjusted accordingly.