

Spring 2-1-2017

DANC 234L.50: Dance in Popular Movies

Joy J. French

University of Montana - Missoula, joy.french@umontana.edu

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Recommended Citation

French, Joy J., "DANC 234L.50: Dance in Popular Movies" (2017). *Syllabi*. 8770.
<https://scholarworks.umt.edu/syllabi/8770>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

Spring 2017

DANCE IN POPULAR MOVIES

ONLINE COURSE: **DANC 234L-50** - 33929 - 3 Credits

Instructor: Joy French
joy.french@umontana.edu

“Office Hours”: you may always email me and ask questions whenever you need! I’m also happy to set up a live chat (video or text) whenever you need to discuss something in person.

Course Description: This course explores dance in American cinema and its relation to a continually changing social milieu by examining selected productions, their creators and performers. The goal of this course is to help you better appreciate, analyze and evaluate dance in popular film. The course will follow a chronological organization in order to trace the development of the form during the 20th century and into the 21st century. Viewing numerous videos, along with required readings and community discussions will provide a platform for studying this development. This course is qualifies for 3 credits of Literary and Artistic Studies (L) of General Education requirements.

Course Learning Outcomes:

By completing this course, you will be able to do the following:

1. Understand how dance fits into technical and artistic history of cinema.
2. Discuss how dance reflects the cultural values of the times.
3. Identify the development of directorial and editorial choices within dance-cinema.
4. Understand the implications of moving a performing stage-art to a two-dimensional screen.
5. Discuss the ways race is embodied in the physical dance of popular films.
6. Describe how dance can be used as a tool in popular discourse to draw attention to hot-button issues.

UMOnline/Moodle:

This course will utilize the UMOonline website exclusively and will have no in-person required coursework. All course information will be posted on the course site. The University of Montana has Moodle as its online class structure.

***** Although it is not required I highly recommend taking the UMOonline 101 tutorial during the first week of class: <https://moodle.umt.edu/enrol/index.php?id=979>**

Course Texts:

Written Texts:

- All written texts will be included on the online site. No need to purchase any books.

Visual Texts:

- We will be watching films through online rentals/purchases (see next page).

Required Purchases:

- online rentals:

- Although there are no physical books to purchase for this course, you must be prepared to rent (or purchase, if your prefer or is necessary) videos from Amazon, iTunes, Youtube, or any other online rental site. **You should be prepared to spend \$3-10 per week on video rentals.** (There maybe one time, Week 14, where we extend of past this amount but that will be a one-time occurrence.) There are no exceptions since movie watching is essential to engaging with this course.
- You *might* be able to find movies at a local movie rental store or via Netflix if you prefer but **NO late assignments accepted because of failure to obtain a film.**

Tasks/Quizzes/Papers:

WEEKLY TASKS: You will respond weekly to our film and video clip viewings. These tasks will be in the form of online forums and/or short answer assignments. You will have at least one of these every week and sometimes multiple responses.

• **Discussion Forums**

- I will grade you per forum for a total of 5 points per forum.
- *Discussions Rubric:* (Note that the grading is **not based on quantity but rather on quality.**)

CATEGORY	5 points	4 points	3 points	2 points
Contributions	Gives original, articulate and thoughtful responses/feedback on the forum's topic/question while also creating a rich dialogue with one or more peers	Creates a rich dialogue with one or more peers but fails to contribute any direct original points for the topic	Gives an original, articulate and thoughtful response but offers no dialogue with other students	Offers vague, inarticulate, condescending, unthoughtful responses and dialogue

• **Individual Tasks**

- I will grade you per assignment for a total of 5 points.
- These will include some worksheets to fill out and various Moodle tasks.
- *Assignment Rubric:*

CATEGORY	5 points	4 points	3 points	2 points
Quality of Information	Information clearly relates to the prompt. It includes several supporting details and/or examples.	Information clearly relates to the prompt. It provides 1-2 supporting details and/or examples.	Information clearly relates to the prompt. No details and/or examples are given.	Information has little or nothing to do with the prompt.

MIDTERM QUIZ:

- **Total Points: 25**
- You will take a quiz to cover information from the first half of the course.

YOUTUBE MINI PAPER

- **Total Points: 15**
- During Week 10 you will write a mini-paper about MTV music videos. This will be an individual assignment that you will share with the class as a whole
- *Mini Paper Rubric:*

CATEGORY	15 points	12 points	9 points	5 points
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information/ideas.	Main idea is clear but the supporting information/ideas is general.	Main idea is somewhat clear but there is a need for more supporting information/ideas.	The main idea is not clear. There is a seemingly random collection of information/ideas.
Support for Topic (Content)	Editorial and Directorial details give the reader important information that goes beyond the obvious or predictable.	Editorial and Directorial details and information are relevant, but one key issue or portion of the paper is unsupported.	Editorial and Directorial details and information are relevant, but several key issues or portions of the paper are unsupported.	Editorial and Directorial details and information are typically unclear or not related to the topic.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.

FINAL PAPER

- **Total Points: 25**
- Near the end of the semester you will write a paper to synthesize all the material from the semester. The paper will focus on “non-dance” narrative film.
- *Paper Rubric:*

CATEGORY	25 points	21 points	19 points	16 points
Focus or Thesis Statement	The thesis statement names the topic of the essay and outlines the main points to be discussed.	The thesis statement names the topic of the essay.	The thesis statement outlines some or all of the main points to be discussed but does not name the topic.	The thesis statement does not name the topic AND does not preview what will be discussed.
Evidence and Examples	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the authors' position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the authors' position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the authors' position.	Evidence and examples are NOT relevant AND/OR are not explained.
Grammar & Spelling	Author makes no errors in grammar or spelling that distract the reader from the content.	Author makes 1-2 errors in grammar or spelling that distract the reader from the content.	Author makes 3-4 errors in grammar or spelling that distract the reader from the content.	Author makes more than 4 errors in grammar or spelling that distract the reader from the content.

FINAL QUIZ

- **Total Points: 50**
- This will be an accumulative quiz taken during finals week.

Grading:

Because all assignments and classroom interactions happen online, my only way to gauge your competency is via written material. Be aware of your grammar, writing style, and articulation of ideas at ALL TIMES! I want to hear your ideas (and see you defend them). The more you can show me, through your writing, your understanding of the core ideas that we are studying, the more likely you will succeed in the course.

I will not be giving any extra credit and **NO LATE ASSIGNMENTS ACCEPTED. Period. If you ever have technical issues with an assignment, it is your responsibility to contact me early (ie. before the due date/time) to let me know the issue at hand.**

Being thorough, articulate, and engaged is the best way to insure an "A" in the course.

Total Points for Final Grade:

A	94%+
A-	90%-93%
B+	87%-89%
B	84%-86%
B-	80%-83%
C+	77%-79%
C	74%-76%
C-	70%-73%
D+	67%-69%
D	64%-66%
D-	60%-63%
F	59% and below

Academic Misconduct and the Student Conduct Code

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://www.umt.edu/vpsa/policies/student_conduct.php.

Theatre & Dance classes

All Theatre & Dance students must have an in-depth knowledge of the practices and procedures outlined in the School of Theatre & Dance Student Handbook. The Handbook is available online at <http://www.umt.edu/umarts/theatredance/About/handbook.php>.

From the EO/AA Office:

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult <http://life.umt.edu/dss/>.