

B - Course Revision Form V. 7.2022 : Entry # 2510**DEAN Decision**

Approved

EPC Decision

Approved

Today's Date

03/27/2023

GEC Decision

Approved

Today's Date

03/02/2023

APIRC Decision

Approved

Today's Date

04/14/2023

Begin Form**Today's Date**

01/11/2023

Your Name

Lindsey Howie

Your Email:lhowie@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

Doug Brown

Email address of your Department Chairdbrown@highpoint.edu

By checking below I am certifying that my department chair has seen and approved the course revisions that are in this proposal

^{Yes}
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Please select the appropriate school overseeing this proposal:

Arts & Design

Which semester is this course to be taught as proposed?

Spring 2024

Is this course part of GoGlobal?

No

Does this course, as revised, include any community engagement?

No

Is this a revision to meet new Gen Ed requirements?

Yes

In which area(s) of Gen Ed does this course (as proposed) fulfill?

We have redesigned the course and course assignments to be able to be considered a 3000 level course so that we can submit to be an Integrative course for the Gen Ed curriculum.

Does this course as it currently exists fulfill any of the below University academic program requirements?

- This course does not currently fulfill academic program requirements

What would you like to revise?

- Learning Outcomes
- Change Course Number (changing level)

Does this course count towards a major or a minor?

Yes

Please list the course(s) and whether they are required or electives for the major/minor.

Course Prefix/Number	Name of Major and/or Minor?	Required or Elective?
DNC 2800	Major and Minor	Required

Is this course cross listed?

No

Choose the department designator for your course from the list below.

B - Course Revision Form V. 7.2022 : Entry # 2510**Revisions to course number, title, credits, prerequisites****What are the changes to the course number?**

if approved DNC 2800 Dance and New Media would become DNC 3600

Curriculum Review Information**Please list all revised student learning outcomes, including Gen Ed outcomes, for this course**

THIS COURSE FULFILLS THE UNIVERSITY GENERAL EDUCATION COUNCIL REQUIREMENT FOR INTEGRATIVE COURSES, REQUIRING STUDENTS TO:

- COMMUNICATION III: Speak to groups using sophisticated, context-appropriate, and interesting delivery techniques (posture, gesture, eye contact, and vocal expressiveness). (Assessment: Presentation of Studies/Projects)
- INTER- AND INTRAPERSONAL SKILLS I: Engage team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others. (Assessment: Peer and Instructor Feedback/Constructive Criticism of Presentation of Studies/Projects)
- INTER- AND INTRAPERSONAL SKILLS III: Address conflict directly and constructively, helping to manage or resolve it in a way that strengthens overall team cohesiveness and future effectiveness. (Assessment: Midterm Reflection)
- INTEGRATIVE I: Connect concepts, theories, and frameworks of fields of study to life experiences, drawn from a variety of contexts (e.g., family life, creative endeavors, civic participation, work) (Assessment: Reading/Article Responses)
- INTEGRATIVE II: Adapt and apply skills, abilities, theories, or methodologies acquired in one situation or discipline to new situations or problems. (Assessment: Final Project)

IN ADDITION, STUDENTS WILL FULFILL ADDITIONAL COURSE GOALS and LEARNING OBJECTIVES:

The central goal of this course and my central role as a teacher is not the transfer of a large body of knowledge to you, but rather, the creation of a space where there are resources for you to explore and make discoveries about how dance and video work together creatively. This course is an Introduction to how dance and video work best together and why, including composing for the camera, recording dancers in action, and editing footage to create original work.

1. Use a video camera(s) to record dances and dancers in different kinds of environments.
2. Utilize a computer editing system to edit footage of dance on video for continuity and flow and to carry out individual projects.
3. Select camera angles and editing strategies to enhance concepts, lines/motion within the work
4. Conceive projects with increased comprehension of the possible interactions between video and dance.
5. Articulate ideas about transferring dance to video as well as the possibilities and liabilities created by this process.

Please list any revisions to assignments, tests, or other assessments that will be required for all sections of this course. If you have Gen Ed learning outcomes, please address assessment for each area that you are proposing the course be designated (i.e., Arts, Humanities, Diversity)

Study 1: One Take Study: Record 30 seconds to one minute of choreography or improvised movement in one continuous shot. Use 360-degree camera motion to show angles of the performer that can't be seen from a stage. Start the recording, dance, and end the recording. No internal editing. Only the title, crossfade and fade to black at the end.

Study 2: Still Frame Study: Record 30 seconds to one minute of choreography or improvised movement with a fixed camera position, exploiting the frame choreographically. Move in and out of the frame, use distance, and play with the edges of the camera space. Start the recording, dance, and end the recording. No internal editing. Only the title, crossfade and fade to black at the end.

Study 3: Space Study: Record 30 seconds to one minute of choreography or improvised movement in which the space itself interferes with the view of the dance. Intentionally block or disturb the movement with objects, furniture, openings (doors and

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windows), fences, trees, walls, etc. No internal editing. Only the title, crossfade and fade to black at the end.

Study 4: One and Twenty Stud: You will randomly be given three bits of information:

Camera Angle – the angle that the camera will record from

Location – where the movement information will happen Prompt – for movement invention for one person (self or other). You will shoot up to one minute of continuous material under these constraints. You will make two one-minute films from the material you shot.

- One that has only one (1) edit of any kind that is visible and crucial to the reading of the film
- One that has twenty (20) edits of any kind using rhythm, repetition or other useful devices

Study 5: On Screen/Off Screen (Opening, Closing, Elements Isolated)

Required Elements: Create a video that plays with how dancers occupy the same screen space (shot) and how they are shown isolated.

- a. The opening and closing shots should show all the dancers (2 or more) in the same space. The opening shot should “announce” the dance motif that will be explored in the piece, and the closing shot should “resolve” the dance. The remaining shots can be ‘singles’ or include all the dancers. Include close-ups, and shots where the camera is placed close to the dancers.
- b. Choose a location that adds aesthetic value to the piece.
- c. The piece is silent and you can only use straight cuts in the edit--no other effects, transitions, motion/speed effects, no color correction. No titles.
- d. Running Time: The edited project should be approximately 45 minutes long (ie, no less than:30 to and ABSOLUTELY no more than:45 maximum).
- e. Format: Turn in DV format QT MOVIE TO TEACHER and your self-evaluation on the due date. (We need to start the critiques on time in order to get through them.)

Study 6: Hallway (Enter/Exit, Foreground/Background, Shot Variety)

Required Elements:

Create a video shot in a hallway that adds aesthetic value to the piece which includes at least 60 seconds of choreography for two or more dancers. The movement should be designed to use foreground and background framing. Focus on how the dancers enter and exit the frame. Use a variety of shots.

1. Taping and the final edit should include at a minimum: a) a dolly or pan; b) an extreme close-up; c) a high-angle shot; and d) a low-angle shot. The edit must include at least one shot using slow motion.
2. You can use filters, transitions, motion effects, speed changes,
3. You are expected to do basic color correction on the shots as needed to make them match better.
4. The piece can have music without lyrics.
5. You can cut the music to fit the running time, but you must use the end of the music to end the piece, ie the music must resolve at the end.
6. You can use an opening title as a key (ie, over a shot), but no closing credits.
7. Running Time: The edited project should be approximately 1:00 (ie, no less than 50 to and ABSOLUTELY no more than 1:00 maximum).
8. Format: Turn in DV format QT MOVIE TO TEACHER BEFORE CLASS BEGINS and your self-evaluation on the due date. (We need to start the critiques on time in order to get through them.)

*assessment in attachment

Reading Responses

Your response to the reading should be well thought out and sincere. I want to know what you took away from the reading. I am looking at and grading your depth of thought and clarity. How do you connect concepts, theories, and frameworks of fields of study to life experiences, drawn from a variety of contexts (e.g., family life, creative endeavors, civic participation, work? The response should be 500-700 words and you are expected to cite the article (MLA) within your paper. Articles will be posted on Blackboard

*assessment in attachment

Midterm Reflection Exam

Write a brief written essay (500-700 words) reflecting on the work you did over the first half of the semester. How do you address

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criticism directly and constructively, helping to manage or resolve it in a way that strengthens cohesiveness and future effectiveness? The goal of the essay is to explore these two questions: what did I learn about my studies? and what did I learn about video-graphic criticism? These are open-ended prompts, so you should take them in whatever direction you think is most relevant to your process and insights. How do you address criticism directly and constructively, helping to manage or resolve it in a way that strengthens cohesiveness and future effectiveness?

*assessment in attachment

Final Exam Project Guidelines

1. Research Film Dance Artists, techniques, and anything else that informs your work.

2. Paper: 1000 words

Using online and print sources, you may research artists that have influenced your work. You may research ideas. You may research techniques for filming dance. For anything that you research, provide documentation in this paper.

This paper may be presented in bulleted form or paragraph form. I want to know what helped you with creating your final project

When looking at artists:

Explain their contribution to film dance. This might include a description of their dance style, their influence on other dancers/choreographers, an explanation of some of their important ideas about dance, choreography, etc.

Research and list any important works they created and how their contributions to the art form are being used today and any other important information that pertains to your artist/choreographer.

Include a citation for all sources you use to find this information. (MLA style)

3. Your final dance film is to create a work that interests you. Run time: 3:00- 5:00 minutes. The subject is open, and the aesthetics are yours. This is an individual project.

Strong projects will be well-developed, practiced dances between 3-5 minutes. Your dance should not contain anything dangerous or illegal, and should not harm public property.

The composition and structure of your dance should fit its function, but consider the beginning, middle, and ending for your dance, and how your ideas develop and transition from one to the next.

Music, props, and text may be used. Music without lyrics is preferred, so that the dance can be the focus of the project. If you choose music it must be royalty free or you must have permission from the artist/composer.

You must give some thought to what you are wearing, but costumes do not need to be purchased or elaborate.

You must give your dance a title, and it must be a title different than the music you are dancing to.

*assessment in attachment

Is there anything else the reviewing parties should know about this course revision proposal that hasn't already been asked/addressed?

This course has existed as DNC 2800 for many years. We have increased the workload so that it better reflects a 3000 level course. We thought this course might be a nice addition to the Integrative Gen Ed section for our students that may be interested in dance and/or film. A student who is not a "dancer" may still be interested in the course and may utilize other dancers to create the movement for their studies.

Sample Syllabus

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- [DNC-3600-Dance-and-New-Media.pdf](#)

Additional Files

- [DNC-3600-LEARNING-OUTCOMES-CHART.xlsx](#)
- [Dance-and-New-Media-Research-and-Final-project-Guidelines-and-Assessment.docx](#)
- [Dance-and-New-Media-Midterm-Reflection-Guidelines-and-Assessment.docx](#)
- [Dance-and-New-Media-Reading-Response-Guidelines-and-Assessment.docx](#)
- [Dance-and-New-Media-Study-Guidelines-and-Assessment.docx](#)