Instructor: Slaughter  
Fall 2019  
Office hours: By Appointment  
5-8075

Course Description: 
This is a high intermediate modern dance class based in the dance technique of Lester Horton. Class material will include a Horton warm up introducing the basic movement vocabulary, along with curricular movement studies such as fortifications and preludes. The studio work investigates the expressive potential of human movement. Related readings and video tapes will be used to support the theories embodied in the class work. Each student will be required to attend a dance concert during the semester and write a 3-5-page critique of the performance. (10% of final grade) A 5-7-page research paper will be due no later than the last day of finals. The topic of the paper can be decided upon by the student and approved by the instructor. (10% of final grade)

Course Objective: 
The goal of the class is to teach the “whole” dancer by aiding the dancer in the exploration of personal motivation in the art of dance. The Horton technique is designed to improve strength, flexibility, coordination, and bodily as well as spatial awareness. The technique is known to create a physical instrument capable of adapting to most styles of dance. Students will be encouraged to take responsibility for their overall progress, which includes an increased awareness in the dancer’s approach to achieving technical proficiency. Another specific goal of the class is to promote an awareness of the professional dance environment.

Evaluation: 
Each student’s unique mode of expression, background training, and personal exploration will be taken into consideration during the evaluation process. As each dancer works on solving problems specific to your own current individual needs, the dancer's technique should act as a supporting mechanism for the physical and intellectual investigation of the movement material. The student will be expected to make individual contributions to the class via independent research to further challenge the critical thought processes. The development of the dancer’s personal sense of style and an awareness of performance values, along with consistency of effort will be important guidelines in the evaluation of each student’s progress.

Other primary criteria considered for evaluation are:
- Physical ability to perform movement material.
- Assimilating and executing movement material in terms of clarity.
- The ability to quickly apply physical and aesthetic corrections to your dancing.
- The ability to reveal personal artistic expression in the movement material.
- An open approach to learning new concepts.
**Attendance Policies:**
Two absences are allowed for the semester without it affecting your final grade. Make up classes are limited to two classes (some exceptions noted). Each absence after that will result in a lowering of your final grade by half a grade point.

**Tardiness:**
Class will begin promptly at 4:15 and end at 5:45. If you are late for the beginning of the class you may be asked to sit and observe the class in progress. When doing an observation you should choose one dancer and write a constructive critique of their work based on their participation in the class. The observation is to be submitted to me at the end of the class.

**Lockers** are available free of charge in the backstage area of the Edison Theater (located down the spiral staircase). If you would like a locker for the semester you will need to sign up in the PAD office.

**Health statement:**
*It is the dancers responsibility to make the instructor aware of any prior or current injuries that may impede on their performing the class material or choreography in process. If a student has concerns about their physical readiness or ability to complete the movement required, it is highly recommended and preferred that they consult with their providing physician before participating. This applies to any current or chronic illness, injury, pain, or other physical problem. It is important to report injuries right away to the appropriate persons and to practice injury prevention strategies in order to minimize your risk of a dance related injury.*

**COURSE POLICIES AND INFORMATION FOR STUDENTS**

**Inclusive Learning Environment Statement**
The best learning environment is one in which all members feel respected while being productively challenged. At Washington University in St. Louis, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance. A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, we encourage students to speak directly with their instructor about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or dean).

**Ethics/Violations Of Academic Integrity:** Ethical behavior is an essential component of learning and scholarship. Students are expected to understand, and adhere to, the University’s academic integrity policy: [wustl.edu/policies/undergraduate-academic-integrity.html](http://wustl.edu/policies/undergraduate-academic-integrity.html). Students who violate this policy will be referred to the Academic Integrity Policy Committee. Penalties for violating the policy will be determined by the Academic Integrity Policy committee, and can include failure of the assignment, failure of the course, suspension or expulsion from the University.

*Always cite your sources when you present ideas and/or language that you have not developed yourself, including material from class lectures and discussions.*
**RESOURCES FOR STUDENTS**

**Disability Resources:** If you have a disability that requires an accommodation, please speak with instructor and consult the Disability Resource Center at Cornerstone (cornerstone.wustl.edu/). Cornerstone staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you.

**Writing Assistance:** For additional help on your writing, consult the expert staff of The Writing Center (writingcenter.wustl.edu) in Olin Library (first floor). It can be enormously helpful to ask someone outside a course to read your essays and to provide feedback on strength of argument, clarity, organization, etc.

**Accommodations Based Upon Sexual Assault:** The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University's Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jw kennedy@wustl.edu, or by visiting her office in the Women's Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency.

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

**Bias Reporting:** The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

**Mental Health:** Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: shs.wustl.edu/MentalHealth

**Disclaimer**

The instructor reserves the right to make modifications to this information throughout the semester.