

Term Information

Effective Term Spring 2022
[Previous Value](#) Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Flexibility to offer the course as distance-learning option (in addition to current in-person option).

What is the rationale for the proposed change(s)?

Flexibility for students to enroll in distance-learning or in-person option, also to give and/or Graduate Teaching Associate teaching loads flexibility.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None, expands course offering platforms.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Dance
Fiscal Unit/Academic Org	Dance - D0241
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2301
Course Title	Analysis for Minors
Transcript Abbreviation	Minors Analysis
Course Description	Foundational level of analysis of movement for Dance Minors and elective students utilizing Laban's theories and concepts including Laban Movement Analysis (Effort/Shape), Motif Description, and Labanotation, focused in studio-based practice with elementary topics in notation, topical readings, and performance of scores.
Previous Value	Introduction to analysis of movement for dance minors.
Semester Credit Hours/Units	Variable: Min 1 Max 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Previous Value	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Laboratory
Grade Roster Component	Laboratory
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

[Previous Value](#)

Not open to students with credit for 620.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

50.0301

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Understanding of the historical and cultural context of the Laban-based systems for analyzing movement
- Understanding of large movement concepts and form a vocabulary for categorizing movement
- Identify and recognize Labanotation and Motif symbols
- Skills to physically and performatively embody the movement concepts represented through Laban's symbols
- Articulation of the usefulness of enhancing learning through analysis of movement in different ways
- Analyze movement visually, symbolically, verbally
- Read and write simple movement using symbols from Laban-based theories

[Previous Value](#)

Content Topic List

- Laban Movement Analysis: Intro, Body Articulation, Space Design, Effort
- Motif: Action, Stillness, Traveling and Pathways, Turns and Revolutions, Jumps and Springs, Flexion and Extension, Body Parts
- Labanotation: Directions and Levels, Jumps, Turns, Arms and Leg Gestures

[Previous Value](#)

- [Introductory analysis](#)
- [Motif writing](#)
- [Theory of analysis](#)
- [Literature of analysis](#)

Sought Concurrence

No

COURSE CHANGE REQUEST
2301 - Status: PENDING

Last Updated: George,Nadine A
04/02/2021

Attachments

- 2301 Analysis For Minors SP19 Lee.pdf: current syllabus
(Syllabus. Owner: Schmidt,Amy Esther)
- 2301_AnalysisForMinors ONLINE template.docx: online syllabus, updated June
(Syllabus. Owner: Schmidt,Amy Esther)
- 2301_AnalysisForMinors ONLINE ASC Tech Review.docx: tech review
(Other Supporting Documentation. Owner: Schmidt,Amy Esther)
- 2301_AnalysisForMinors ONLINE template.docx: online syllabus, updated Apr2021
(Syllabus. Owner: Schmidt,Amy Esther)

Comments

- See panel feedback sent on 10-6-20. *(by Vankeerbergen,Bernadette Chantal on 10/06/2020 01:36 PM)*
- In person syllabus attached. ASC Tech Review Checklist attached. *(by Schmidt,Amy Esther on 06/03/2020 03:28 PM)*
- It seems that an in-person syllabus for the course should also be uploaded for comparison if I'm interpreting p. 27 in the manual correctly. *(by Heysel,Garett Robert on 12/18/2019 07:04 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Schmidt,Amy Esther	12/16/2019 11:52 AM	Submitted for Approval
Approved	Schmidt,Amy Esther	12/16/2019 12:07 PM	Unit Approval
Revision Requested	Heysel,Garett Robert	12/18/2019 07:04 PM	College Approval
Submitted	Schmidt,Amy Esther	05/18/2020 12:03 PM	Submitted for Approval
Approved	Hadley,Susan B	05/18/2020 05:02 PM	Unit Approval
Approved	Heysel,Garett Robert	05/18/2020 05:06 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	06/02/2020 10:29 AM	ASCCAO Approval
Submitted	Schmidt,Amy Esther	06/03/2020 03:28 PM	Submitted for Approval
Approved	Hadley,Susan B	06/03/2020 03:57 PM	Unit Approval
Approved	Heysel,Garett Robert	06/05/2020 12:39 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	08/25/2020 04:50 PM	ASCCAO Approval
Submitted	Schmidt,Amy Esther	08/26/2020 12:15 AM	Submitted for Approval
Approved	George,Nadine A	08/26/2020 12:31 AM	Unit Approval
Approved	Heysel,Garett Robert	08/26/2020 11:26 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/06/2020 01:36 PM	ASCCAO Approval
Submitted	Schmidt,Amy Esther	04/01/2021 10:40 AM	Submitted for Approval
Approved	George,Nadine A	04/02/2021 05:59 PM	Unit Approval
Pending Approval	Vankeerbergen,Bernadette Chantal	04/02/2021 05:59 PM	College Approval



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

DANCE 2301– ANALYSIS: LABAN MOVEMENT PRACTICES **2 credit units**

COURSE OVERVIEW

Instructor

Valarie Williams, MFA, PhD

Professor of Dance

williams.1415@osu.edu

303 Sullivant Hall, 614-292-5727

Virtual Office Hours: I can take appointments by email for video conference, or another chat program supported by Carmen or Zoom.

Course description

Course Description

Foundational level of analysis of movement utilizing Laban's theories and concepts including Laban Movement Analysis (Effort/Shape), Motif Description, and Labanotation, focused in studio-based practice with elementary topics in notation, topical readings, and performance of scores. The online version of this course is delivered 100% online.

Analysis addresses basic principles of movement as they are understood through Laban Movement Analysis (LMA: Body, Effort, Shape), Labanotation, and Motif Description which includes work in theory, reading, performance, and writing. Created in Germany in the 1920s and developed during WWII and utilized throughout the world today as a preservation, documentation, and analysis tool for movement, we will learn movement concepts and how they are exhibited through symbolic form. The movement concepts provide a framework for structured improvisation, analysis, performance, and choreography. Writing and reading with symbols will allow students to analyze movement in new ways, to think about movement differently, and experience movement through movement studies, performance, reading, and writing (scoring); they provide a language for movement and dance description and analysis. Students will learn to work in groups, provide oral and written feedback to peers, and dance together through synchronous or asynchronous means.

Course Content and Methodology

The material presented in class will have both theoretical and practical applications to many aspects of your performing/creating and dancing life. The course provides opportunities for the student to logically look at/analyze movement through experiential movement, written, discussion, lecture, and performance/presentation situations.

Theoretical and movement concepts are presented through viewing of videos, through movement explorations, and through observations of class members' assignments. Movement concepts, as represented through Laban's symbols and theories, are understood through readings, discussions, and readings of scores and studies. Class activities are followed-up with assigned readings, explorations of movement sequences, and observation of various movements. Assignments are subsequently viewed and discussed via Zoom or on Discussion Board posts. Assigned readings on the application of Laban's theories and dance notation and analysis to dance and related areas are also included.

This course engages with three aspects of Laban's theories:

- Laban Movement Analysis: Body, Effort, and Shape
- Motif Description
- Labanotation (United States) and Kinetography Laban (Europe)

Course learning outcomes

Course Goals and Objectives

By understanding aspects of Rudolf von Laban's theories of analyzing movement, you will be able to apply these concepts to your own performances, your compositions, your choreography, talk about your work in a codified way and with a particular vocabulary, and identify gaps in your own movement choices and preferences. These theories can teach us as readers, how to access repertory from anywhere in the world, as researchers how to analyze and utilize a codified vocabulary to describe our own dancing and choreographing, and as makers how to utilize the symbols as memory aids through scoring.

At the successful completion of the course the student will demonstrate:

- Understanding of large movement concepts and form a vocabulary for categorizing movement
- Identity and recognition of Labanotation and Motif symbols
- Skills to physically and performatively embody the movement concepts represented through Laban's symbols
- Articulation of the usefulness of enhancing learning through analysis of movement in different ways
- Analysis of movement visually, symbolically, verbally
- Reading and writing of simple movement using symbols from Laban-based theories
Understanding of the historical and cultural context of the Laban-based systems for analyzing movement
- Ability to work in groups and as a community

Advising Services:

Students can link to advising services through the link below:

<http://advising.osu.edu/welcome.shtml>

Course materials**Bibliography texts that we will utilize:**

All assigned readings are uploaded on Carmen taken from the sources listed below. The due day of each assigned reading is listed on Topic Outline.

Guest, Ann Hutchinson, and Tina Curran. *Your Move*. 2nd ed. NY: Routledge, 2008.

*Hackney, Peggy. *Making Connections: Total Body Integration through Bartenieff Fundamentals*. New York: Routledge, 2002.

**Maletic, Vera. *Dance Dynamics: Effort & Phrasing*. Columbus, OH: Grade A Notes, 2005.
Preston-Dunlop, Valerie. *Readers in Kinetography Laban, Books 1,2,3*. London: Macdonald and Evans, 1970.

Topaz, Muriel. *Elementary Labanotation: A Study Guide*. 2nd edition. 2001. ISBN: 978-0-932582-12-6.

How You Should Spend Your Time in this Course

2 units = 6 hours of work per week

3 hours per week in Carmen

1-1/2 hours per week reviewing materials and handouts, review for tests

1-1/2 hours per week/Intermittent: Homework assignments, work on studies and projects

University Board of Trustees Rule 3335-8-24: One credit hour shall be assigned for each three hours per week of the average student's time, including class hours, required to earn the average grade of "C" in this course.

Other fees or requirements**Requirements**

- Regular participation and promptness of assignment/discussion board completion on due dates
- Willingness to achieve new goals and take risks in how you look at movement-- During this class, we will ask you to look at and experience movement in analytical and theoretical constructs. Please keep an open mind as this is *just one way to experience and analyze movement*. (However, note that Laban's theories are the most widely used and internationally recognized systems for recording and analyzing dance.)

- Completed homework assignments turned in on the day they are due, or before the due date—Most often, these assignments will consist of creating a short study, either prescriptive or descriptive, and performing or scoring it.
- Participate in commenting and responding to each other's homework assignments-- We will sometimes divide into groups for discussion board postings. You are responsible for reading/observing your colleague's homework and responding to it. Please be attentive to this as this trains your eye as an observer, and your colleague's body as a performer and reader.
- In the event that you are ill and need additional time to complete assignments inside the course, please inform me through email. In cases of COVID-19 or other debilitating health issues, students can take at minimum of two weeks, and/or additional time, to complete the assignments.

Assignments:

Students will create short studies through performance, scoring, writing, or reading that are relating to Laban's movement theories. Assignments can vary in nature and could include viewings, readings, written homework, video uploads, Kinescribe iPad app usage (optional), written research projects utilizing Special Collections, and rehearsing and sharing your movement. We will discuss our options week by week as we move throughout the semester.

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Carmen Website:

A Carmen website will house materials, such as the syllabus, assignment descriptions/requirements, and some recommended resources, scores, and readings. I will post course updates and announcements week by week. Please check this site bi-weekly for new posts.

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- CarmenZOOM text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video
- If possible, utilizing KineScribe application free for download from the App Store (Apple iPad only)

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone
- Optional iPad for KineScribe use for homework
- A mobile device such as a smartphone, tablet, or landline to use for Buckeye Pass Authentication (Duo)

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Grading and faculty response

Grades

Grading

A student's grade will be determined by his/her/their degree of accomplishment of course objectives with respect to:

- 30% Skills, knowledge as demonstrated online through dancing, discussion, observing, and providing each other feedback
- 30% Two sets of written scores and performances (Live through Zoom or uploaded in video) and one final project:
 - **LMA (Laban Movement Analysis: Body, Effort, Space) performance and written score,**
 - **Motif performance and written score,**

- **Final Project** that can take on multiples forms
- **20% Video recordings of Readings in Motif and Labanotation Units to Discussion Board**
- **20% Discussion Board Posts Responses and Graded Assignments**

Evaluation will be based on the following:

- Comprehension of theoretical concepts through reading and writing of LMA, Motif, and Labanotation, and as demonstrated **in participation**
- Performance of dances and studies
- Completion of homework assignments on time
- Completion of two scores and one final project

Assignment information and Graded Discussion Board Posts

See Topical Outline

Late assignments

NOTE: There will be no make-up given for the Final Project Presentations except in extreme circumstances or in COVID-19 or other major health issues

Grading scale

Grading Scale

93-100	A	77-79	C+	Below 60	E
90-92	A-	74-76	C		
87-89	B+	70-73	C-		
84-86	B	67-69	D+		
80-83	B-	60-67	D		

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Virtual Office Hours: I can take appointments by email for video conference, or another chat program supported by Carmen or Zoom.

Grading, Discussion Board Posts, and Feedback

For large weekly assignments, you can generally expect feedback within **14 days**.

Grading Response Time: I will typically grade and post results within two weeks of the due date.

E-mail

I will reply to e-mails within **48 hours on school days**.

Discussion board graded assignment posts

I will check and reply to messages in the discussion boards every **48 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST TWICE PER WEEK**
 Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Participating in graded discussion forums: AS ASSIGNED**
 As a graded discussion forum during the semester, you can expect to post as assigned as part of our substantive class discussion on the week's module.
- **Participation in movement and video: AS ASSIGNED**
 We will explore movement concepts through improvisation; sharing of work; creating studies; and giving feedback/analysis of scores, studies, and projects. We will exhibit a positive and open attitude toward exploration of concepts; give full effort to reading and performing movement sequences; observe and provide feedback on homework projects and scores through discussion board posts and via Zoom.
- **Emergencies:**
 If there is any reason that a student cannot fully participate in the online class (i.e. injury, illness, family emergency), please notify me immediately to discuss alternative options. In the event that you are ill and need additional time to complete assignments inside the course, please inform me through email. In the event of a debilitating health issue, students can take at minimum of two weeks, and/or additional time, to complete any of the modules or assignments. This may require some one-on-one consultation with me, the professor, to complete the modules independently.
- **Injury:**
 If students cannot participate fully due to injury, we will work together to design assignments that provide for an accommodation.

- **Absence and Make-up Work:**

Assignments and Discussion Board posts will be open, at minimum, two weeks before they are due. If you find you are unable to meet the deadlines, it is the student's responsibility to contact the instructor about missed work *before* the due date. If you know you will miss assignments/posts, please make arrangements with me in advance of the missed work.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** Students should remember to write using appropriate grammar, spelling, and punctuation with any and all postings. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that, like email, online posts sometimes have "no tone." Please use courteous language. In this course I am committed to engaging you as critical citizens who value social and cultural differences and self-reflection. As critical citizens, you are expected to demonstrate integrity, be responsive to the welfare of others, foster a positive classroom climate based on trust and mutual responsibility, and exhibit sensitivity to and respect for multiple socio-cultural realities, diversity and difference including, but not limited to, sexual identity, ability, class, race, gender, ethnicity, and age. This includes using suitable language, mannerisms and interpersonal skills. Together, we will learn from each other as we build and strengthen our critical skills for understanding movement and each other.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Other course policies

Academic integrity policy

Policies for this online course

- **Projects and Scores:** You must complete the two scores (one in Effort and one in Motif) and final project (project presentation of your choice) yourself.
- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **MLA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person

to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

- **Falsifying research or results:** All research/creative activity you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your research/creative activity look more successful than it is.
- **Informal peer-review:** The course includes many opportunities for peer-review of projects. If you're unsure about a particular situation, please feel free to ask me ahead of time.

Ohio State's academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

The Committee on Academic Misconduct web pages (www.oaa.osu.edu/coam/home.html)

Ten Suggestions for Preserving Academic Integrity (www.oaa.osu.edu/coam/ten-suggestions.html)

Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.html)

Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the [Ohio State Title IX Coordinator at titleix@osu.edu](mailto:titleix@osu.edu)

Counseling and consultation services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org

Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous/Asynchronous course tools

Course schedule/Topical Outline (tentative)

Week	Unit/Module	Assignment/Discussion Board Posts	Due Dates
1	LMA 1: Introduction and Assignments Cluster Analysis	<ul style="list-style-type: none"> • Introductory Video and Movement Phrase Upload • Introductory Video and Movement Phrase Graded Discussion Board Post • Cluster Analysis • Analysis Written Homework Four Temperaments: Paragraph One 	Complete by Sunday of Week One January 17, 2021
2	LMA 2: Body Articulation	<ul style="list-style-type: none"> • Body Initiation • Genre Challenge 1 • Genre Challenge 2 • Analysis Written Homework Four Temperaments: Paragraph Two 	Complete by Sunday of Week Two January 24, 2021
3	LMA 3: Space Design Kinesphere 9 Direction Symbols 3 Planes	<ul style="list-style-type: none"> • Optional: individual Zoom meetings to discuss score assignment • Begin work on LMA performance study and score assignment 	Complete by Sunday of Week Three January 31, 2021
4	LMA 4: EFFORT	<ul style="list-style-type: none"> • Weight and Space Theories • Time and Flow Theories • Continue work on Performance study and LMA score • Optional: individual Zoom meetings to discuss LMA performance study and score assignment • Analysis Written Homework Four Temperaments: Paragraph Three 	Complete by Sunday of Week Four February 7, 2021

5	LMA 5: Performance Study and Score Assignment	<ul style="list-style-type: none"> • LMA Performance Study upload • LMA Performance Score upload • LMA performance study and score Presentation via Zoom • One Discussion Board post (assigned by me) analyzing one colleague's upload through one of the three theories studied: Space, Effort, General Space 	Complete by WEDNESDAY of Week Five February 10, 2021
6	Motif 1: Action Stillness	<ul style="list-style-type: none"> • Reading and Dancing Module Scores 	Complete by Sunday of Week Six February 21, 2021
7	Motif 2: Traveling and Pathways	<ul style="list-style-type: none"> • Reading and Dancing Module Scores • Special Collections Assignment • Upload to Discussion Board video of you performing two readings (action/stillness and traveling/pathways) • Begin work on Performance study and Motif score 	Complete by Sunday of Week Seven February 28, 2021
8	Motif 3: Turns and Revolutions Motif 4: Jumps and Springs	<ul style="list-style-type: none"> • Reading and Dancing Module Scores • Upload to Discussion Board video of you performing two readings (turns/revolutions and jumps/springs) • Continue work on Performance study and Motif score • Optional: individual Zoom meetings to discuss score assignment 	Complete by Sunday of Week Eight March 7, 2021
9	Motif Unit Final Assignment SPRING BREAK MARCH 15-19, 2021	<ul style="list-style-type: none"> • MOTIF Study Performance upload • MOTIF Study Score upload • MOTIF Project Presentation via Zoom SPRING BREAK MARCH 15-19, 2021	Complete by WEDNESDAY of Week Nine March 17, 2021

10	Labanotation 1: Walking on the Staff	<ul style="list-style-type: none"> • Reading and Dancing Module Scores • Discussion Board Assignment: Post your idea in one or two sentences for your final project • Discussion Board Assignment: Post TWO RESPONSES to your colleagues 	Complete by Sunday of Week Ten March 28, 2021
11	Labanotation 2: Arm and Leg Gestures	<ul style="list-style-type: none"> • Reading and Dancing Module Scores • Discussion Board Assignment: Using your colleague's comments, post a synthesized statement about what you want to do for your final project • Begin work on Final Project Presentation • Optional: individual Zoom meetings to discuss final project assignment 	Complete by Sunday of Week Eleven April 4, 2021
12	Final Project Presentation	<ul style="list-style-type: none"> • Begin work on final project presentation 	Complete by Sunday of Week Twelve April 11, 2021
13	Final Project Presentation: Check-in upload 1 paragraph and 4 visuals	<ul style="list-style-type: none"> • Upload 1 paragraph and 4 visual slides/video links for final project presentation • Optional Zoom practice and discussion of project 	Complete by Sunday of Week Thirteen April 18, 2021
14	Final Project Presentation: ONLINE ZOOM PRESENTATION UPLOAD: 5 paragraphs and 8 visuals/video link for your Final Project Presentation	Group 1 Presentation of Final Project	Complete by Sunday of Week Fourteen April 25, 2021
15	Final Project Presentation: ONLINE ZOOM PRESENTATION: 5 paragraphs and 8 visuals/video link for your Final Project Presentation via ZOOM	Group 2 Presentation of Final Project	Complete by WEDNESDAY of Week Fifteen April 28, 2021

HOMEWORK WRITTEN ANALYSIS/REFLECTION ASSIGNMENT

DUE on Carmen by Sundays at 11:55PM

Description: Watch George Balanchine's *Third Theme* from his ballet *The Four Temperaments*.

[4T Four Temperaments 1/3 - Balanchine - NYCB 1977 - Themes 1,2,3 \(Links to an external site.\)](#)



find the Third Theme at 3:12

Analyze the use of body articulation, space design, and Effort in this work. It is not necessary to analyze by every concept learned in this class; instead, analyze what is most salient about the movement of the dance. During this assignment, you learn to:

1. analyze movements by applying the Laban Movement Analysis concepts.
2. provide qualitative descriptions about movement.

Paragraph ONE Paragraph TWO, THREE:

Analyze the use of Body in paragraph ONE

Analyze the use of Space in paragraph TWO

Analyze the use of Effort in paragraph THREE

Each paragraph is about one of the three theories that we will study throughout the first four weeks of the semester. In these analytic paragraphs, think through every concept of each theory, and use your newly acquired Laban vocabulary, such as "proximal initiation," "transverse paths," "Sustained Time"... etc., to provide a clear qualitative sense of each movement and of general images of movement quality about this activity.

1. Watch the dance twice through.
2. The third time through of watching the dance, take notes on one or two words about what strikes you in the dance.
3. Based on your observation notes, draft a paragraph that includes at least ten actions you observed about the dance describing them through the appropriate Laban vocabulary.

LMA Performance Study and Score Assignment

- Taking your in-class performance studies from assignments shape them into a performance study that encompasses 4 Effort elements, 2 Body elements
- Fully performed without stopping
- Written score turned in using the Effort Element Symbols that represent the movement concepts

You will be graded on how well you:

- Perform the study,
- commit to the movement qualities,
- understand the LMA elements as exhibited in performance,
- match your EFFORT score and performance, and
- create an overall readability of the written EFFORT score to your movements

Motif Performance Study and Written Score Assignment

Create a one-minute study utilizing a combination of at least four movement concepts from the Motif vocabulary. Be ready to perform it through twice – the same way. Commit to the movement qualities and include aspects of the Effort elements alongside your Motif.

Write down your dance in symbolic form. You will have Motif and Effort symbols side by side. Your score must match your performance. It might be a good idea to pair with another person and see if what you're performing is what you've written.

You will be graded on how well you:

- Perform the study twice through,
- commit to the movement qualities,
- understand the Motif Description and Effort elements as exhibited in performance,
- match your score and performance, and
- create an overall readability of the score

Final Project Presentation

Discussion Board Post Assignment:

1. DISCUSSION BOARD ASSIGNMENT: Post one to two sentences telling the class what you'd like to do as your final project presentation.
2. DISCUSSION BOARD ASSIGNMENT: post to one of your colleague's ideas that provides an idea of where they can seek more information on their idea, link to another resource, ask how they're thinking about something, provide another way of thinking about it from your own perspective or own discipline methodology, etc. etc.
3. ONLINE ASSIGNMENT-- Using your colleague's comments, create a synthesized statement about what you want to do for your final project presentation
4. A time where we can have optional ZOOM Practice for our discussion about final projects with the four visuals and discussion about your one paragraph.

FINAL PROJECT PRESENTATION GUIDELINES

Present with ZOOM

The last five weeks of the course you will work to accomplish a final project presentation. There are multiple avenues to achieve the final product. The final product can come in the shape of a paper utilizing Laban's ideas in relation to your own disciplinary major or other minors, performance and presentation of a dance/score, presentation of a teaching method incorporating Motif or Effort in your teaching practice, presenting how you would teach us with a class you normally teach-- utilizing Laban-vocabulary, a choreographic work scored in Motif or EFFORT factors with the link to the youtube or uploaded video link, a scored Effort or Motif study of your own choreography, etc.

Whatever shape your project takes, you must have a formal presentation on the context, your thought process, your methodology you used, and how you went about executing what you did. As well, you will need to have some aspect to your project that highlights the theories of Laban that we've studied.

PART 1: ONE PARAGRAPH and FOUR VISUAL SLIDES:

Devise a proposal for a practical application of any of the theories, readings, content experienced and learned in this course. One (1) paragraph double spaced, 1" margins, 12-pt Times New Roman font. You will expand upon the information in this initial paragraph into 5-6 paragraphs minimum for your final presentation and performance about your project. Your one paragraph should have a one to two sentence **introduction**, a one to two sentence **rationale** (why you want to do the project), a sentence or two on **methodology** (how you're going to do the project or your process), and how you envision your project performance or presentation (your **outcomes**) (i.e., a group project, a duet, a solo, something you want to stage on another group, a teaching class utilizing Motif or Effort, or scoring your own dance).

PART 2: FIVE PARAGRAPHS, EIGHT SLIDES, and PRESENTATION:

Required Components of Final Project Presentation:

1. Be prepared with a visual representation such as Power Point, Keynote, etc. to compliment your physical “performance/presentation.”
2. The physicalizing of your idea – Description of creative activity/social issue/disciplinary specialty you are relating to Laban's Theories. The project can include such things as: choreography/composition, teaching technique or creative movement, physical therapy exercises, studying a new dance form, social issue, paper aligning theories you've learned here with your own majors or other minors or work that you do, etc. Also address what is the context of your project, who is involved, where might it take place, etc. Movement representation of the ideas inside your project could include you teaching us a lesson, analyzing choreography and walking us through your link to the video or you tube link, your own performance of a score live in ZOOM or on posted video links, devising choreography on us with Laban Movement Theories/Vocabulary, etc.

Elements That Must be Present:

1. a) Description of dance/creative activity/social issue/other disciplinary specialty you wish to relate to Laban's Theories. The project can include such things as: choreography/composition, teaching technique or creative movement, physical therapy exercises, studying a new dance form, social issue, paper aligning theories you've learned here with your own majors or other minors or work that you do, etc. Also address what is the context of your project, who is involved, where might it take place, etc. b) Description of relevant movement concepts as represented through symbolic form, how you plan to use them, and your reasoning for their usage. (Why are they useful?)
2. Material examples/music/scores/etc. (sample lesson plan with included scores, choreographic video, other images that enhance the project or notes/directions for dancers, score/notes for physical therapy exercises, etc.).

Possible Ideas of Projects: (you can devise anything you wish)

Cultivating Discussion -- utilizing Laban's theories to bring about discussion of issues in society or other disciplines through presentation of a scholarly paper/idea.

Written Criticism — write an interpretive analysis of a live performance using course concepts to guide your analysis (while avoiding overuse of jargon) and score one of the recurring phrases from the work

Choreography — Analyze your own improvisation habits, choreography, performance using course concepts to determine what meaningful implications and/or generative/revision possibilities arise to enhance your work ☒

Teaching — If you are currently teaching any kind of movement, incorporate Motif Description or Labanotation into a lesson plan in a way that enhances the lesson.

Performance/Coaching — Use scores/concepts from class to refine your performance and/or movement intentions from a piece you are currently working on (that isn't your choreography). Or learn an excerpt from a score and perform it providing historical and contextual information, or to set an excerpt from score on another person. Or use scores/concepts from class to coach dancers in a piece you are creating in order to refine their performance and/or movement intentions.

Course Syllabus

[Jump to Today](#)

 [Edit](#)

The Ohio State University
Department of Dance

Tsung-Hsin 'Joda' Lee

lee.4557s@osu.edu

Office: DNB Extension, Sullivant Hall 316

Office hour: Tuesday/Thursday 12:30- 2:30pm
or appointment by Email

Analysis

DANCE #2301

2 Credit Hours

Spring 2019

Tuesday, Thursday 11:10am-12:30pm

Sullivant Hall 370

Course Description

Foundational course in Laban dance notation (LN) and Laban Movement Analysis (LMA), including studio-based studies, elementary topics in notation, topical readings/viewings.

Course Goals and Objectives

Goals:

- Understand the historical and cultural context of the Laban-based systems for analyzing movement
- Discern features of movement as they are dynamically and structurally presented in a movement phrase or larger work
- Embody physically and performatively movement learned from a notated score
- Enhance movement learning through analysis of bodily, spatial, and dynamic elements
- Reflect on individual applications for movement analysis

Objectives:

At the successful completion of the course the student will:

- Analyze movement visually, symbolically, verbally
- Identify a wide range of Laban dance notation symbols, Effort symbols, and their general usage .
- Read and write simple and complex actions using Laban dance notation
- Apply techniques for memorizing a score, e.g. recognition of patterns and symbol clusters, inference of phrasing, relationship to music/time, etc.
- Perform repertory from score, focusing on embodied reading of the movement, including the investigation of relevant contextual and socio-historical phenomena
- Perform and analyze studies designed to demonstrate understanding of LMA concepts

Course Content and Procedures

Content

- Aspects of body articulation, such as initiation, sequencing and body patterns
- Aspects of space design, such as shapes, levels, and directions
- Quantitative components of dance such as rotation, flexion, tilt, aerial actions, modes of relating
- Qualitative components of dance such as Dynamics, and Motion Factors of Weight, Time, Space and Flow

Procedures:

- Theoretical and movement concepts are presented through movement experiences and observations of class members and selected video.
- Symbolic representation is demonstrated through notated readings, and application to movement analysis is practiced in reading, writing, and physical assignments.
- Class activities are followed-up with assigned readings, explorations of movement sequences, and observation of various movements.
- Assignments are subsequently viewed and discussed in class.
- Assigned readings on the application of Laban's theories and dance notation and analysis to dance and related areas are also discussed.

This course is divided into three units:

- Unit 1: Laban Movement Analysis and Historical Contexts
- Unit 2: Motif Analysis
- Unit 3: Labanotation/structured analysis

In Class Work and Participation

This will include guided movement exploration, cooperative and individual work in creating studies, giving feedback/analysis of scores, studies, and performances. Students are expected to participate to their fullest extent

each class. Full participation includes: exhibiting a positive, open attitude toward exploration of concepts; giving full effort to reading/performing movement sequences; asking relevant questions; actively contributing to discussions; staying focused on tasks; coming to class prepared with homework and/or reading assignments complete; demonstrating bodily conduct and energy of being “present” and engaged; and wearing clothing that allows full range of movement (i.e. clothing appropriate for technique class or repertory).

Any behavior that is inappropriate, disruptive, distracting, and/or disrespectful towards the instructor or other students will negatively affect your participation grade. For example: sleeping in class, perpetually exhibiting blank stares and being unresponsive, making rude comments or donning a negative attitude, frequently leaving the room, discussing topics irrelevant to class activities, practicing choreography from other classes, or texting/checking email/etc. CELL PHONES and other mobile devices should be PUT AWAY AND TURNED OFF DURING CLASS. Consistent negative or inappropriate behavior may result in removal from the classroom.

Discussion, participation, active engagement with course materials, and characteristics of comments will be assessed each class session. Students can earn up to 2 pts each day for meeting the above participation expectations. Less than fully active engagement and participation will earn 0-1 points. If there is any reason that a student cannot fully participate in the class (i.e. injury, illness, family emergency), please see the instructor immediately to discuss alternative options. If students must observe class due to illness or injury, they will complete a written observation. Three full observations equal one absence in the final grade. If students stop participating in a class, they will not rejoin the class that day, and an explanation will be given to the instructor after class. Partial participation will be monitored and factor into the final grade. Bring your textbook and assigned materials to class every day.

Critical Citizenship/Cooperative Learning

In this course, we are committed to engaging students as critical citizens who value social and cultural difference, free speech, democracy, and self-reflection. As critical citizens, students are expected to demonstrate integrity, be responsive to the welfare of others, and foster a positive classroom climate. As critical citizens, students will engage in cooperative learning in groups on a number of tasks and assignments. Students are expected to be active in contributing to the knowledge of the group while learning from the peers as well. In some instances, students may work in groups; as critical citizens, each student will be responsible for his/her individual performance or turning in his/her own written work.

Assignments:

Students will create short studies relating to various course topics. Some assignments will include observing, viewing video, and written analysis and reflection. See attached outline and/or Carmen website for description of all

assignments.

Midterm Exam:

The midterm exam will cover Unit 1 (LMA, historical contexts) & Unit 2 (Motif). It will be a written exam. Attendance at this exam is mandatory. Date: **Thursday, March 7th during class time.**

Final Exam:

The final exam will cover Units 3 (Labanotation), and will include a written component and a movement study. Attendance at this exam is mandatory. Finals are scheduled according to the University calendar. Please plan accordingly: **Monday, April 29th 10am-11:45am.** There are no makeups for the final exam.

Carmen Website:

A Carmen website will be activated for this course. Go to carmen.osu.edu, login, and search for the course number. Some materials, such as the syllabus, assignment descriptions/requirements, recommended resources and readings will be available on the Carmen site. Important course updates and announcements will also be posted on the Carmen website.

Requirements and Evaluation

REGULAR, PROMPT ATTENDANCE AND FULL PARTICIPATION

Students will explore movement concepts physically and through discussion. Students will be expected to move in class for guided movement explorations, to create motifs, and to perform short dance studies scores. See expectations outlined in Course Content and Procedures.

Attendance for every class is important to student progress as many concepts build on previous ones. Students may miss 10% of classes (3 classes total) without penalty for the entire semester. Absences over the allotted 3 classes will affect your final grade by lowering it five percentage point for each additional absence. These absences include excused (e.g. illness) and unexcused (e.g. not in the mood) absences. **Tardiness is arriving to class after roll is called; leaving class early is considered the same as tardy. Three tardies will equate to 1 (one) absence.**

Absence and Make-up Work:

It is the student's responsibility to contact the instructor about missed work before the next class. If you know you

will miss class (conference, performance, etc.), arrangements should be made with the instructor in advance of the absence. Your make-up work may earn up to 2 participation points for the missed class but **DOES NOT** make up your attendance.

ON-TIME COMPLETION OF ALL ASSIGNMENTS, AND COMPREHENSION OF THEORETICAL CONCEPTS THROUGH PERFORMANCE OBSERVATION IN CLASS AND ASSIGNMENTS.

See descriptions of assignments, attached.

REQUIRED and RECOMMENDED TEXTBOOKS:

There is no required textbook in this class. However, the assigned readings are uploaded on Carmen website. The due date of each assigned reading is listed on Topic Outline.

Recommended books (available in the Music/Dance Library; *= ebook, **= on Carmen):

Topaz, Muriel. *Elementary Labanotation: A Study Guide*. 2nd edition. 2001. ISBN: 978-0-932582-12-6.

Guest, Ann Hutchinson, and Tina Curran. *Your Move*. 2nd ed. NY: Routledge, 2008.

LabanLab website: labanlab.osu.edu.

*Hackney, Peggy. *Making Connections: Total Body Integration through Bartenieff Fundamentals*. New York: Routledge, 2002.

**Maletic, Vera. *Dance Dynamics: Effort & Phrasing*. Columbus, OH: Grade A Notes, 2005.

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STUDENTS WILL BE EVALUATED ON:

- Comprehension of theoretical concepts through physical performance, discussion, and reading/writing of symbols
- Midterm Exam
- Participation/Attendance: In-class engagement and behaviors as described above.
- Final Exam

Grading:

Participation	30%
Completion and quality of all assignments and movement studies (including legibility for handwritten work)	30%
Midterm Exam	20%

Final Exam

20%

How you Should Spend Your Time in this Course2 units = 6 hours of work per week

3 hours per week in class

1.5 hours per week reviewing class materials and handouts

1.5 hours per week/Intermittent: Homework assignments, work on studies

University Board of Trustees Rule 3335-8-24: One credit hour shall be assigned for each three hours per week of the average student's time, including class hours, required to earn the average grade of "C" in this course.

Grading Scale

93-100	A
90-92	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
60-67	D
Below 60	E

STATEMENT ON ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend

that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](http://oaa.osu.edu/coam.html) [_ \(http://oaa.osu.edu/coam.html\)](http://oaa.osu.edu/coam.html))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](http://oaa.osu.edu/coamtensuggestions.html) [_ \(http://oaa.osu.edu/coamtensuggestions.html\)](http://oaa.osu.edu/coamtensuggestions.html))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.html [_ \(http://www.northwestern.edu/uacc/8cards.html\)](http://www.northwestern.edu/uacc/8cards.html))

Statement on Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/> [_ \(http://www.ods.ohio-state.edu/\)](http://www.ods.ohio-state.edu/).



Escort service and phone number for evening courses 292-3322.















OTHER RESOURCES

Student Life Disability Services (SLDS): <http://www.slds.osu.edu/> [_ \(http://www.slds.osu.edu/\)](http://www.slds.osu.edu/)

The Student Advocacy Center: <http://advocacy.osu.edu/> [_ \(http://advocacy.osu.edu/\)](http://advocacy.osu.edu/)

Course Summary:

Date	Details	
Thu Jan 17, 2019	 Assignment 1-1: Observation (Draft) (https://osu.instructure.com/courses/56496/assignments/1029544)	due by 11:59pm
	 Assignment 2-1: My OWN Notation (https://osu.instructure.com/courses/56496/assignments/1034563)	due by 11:59pm
Assignment 1-2: Daily Movement Observation and Analysis (Body)		

Thu Jan 24, 2019	 (https://osu.instructure.com/courses/56496/assignments/1029545)	due by 11:59pm
Thu Jan 31, 2019	 Assignment 1-3: Observation (Space Design) (https://osu.instructure.com/courses/56496/assignments/1029546)	due by 11:59pm
Thu Feb 7, 2019	 Assignment 1-4: Observation (Effort) (https://osu.instructure.com/courses/56496/assignments/1029547)	due by 11:59pm
Thu Feb 21, 2019	 Assignment 1-5: Observation (Final) (https://osu.instructure.com/courses/56496/assignments/1029548)	due by 10:20am
Thu Mar 21, 2019	 Assignment 2-2: Translation to a Motif Score (Reflection) (https://osu.instructure.com/courses/56496/assignments/1034585)	due by 11:59pm
	 Assignment 2-2: Translation to a Motif Score (Score) (https://osu.instructure.com/courses/56496/assignments/1034569)	due by 11:59pm
Thu Apr 11, 2019	 Assignment 3: Analysis of Live Dance Performance (https://osu.instructure.com/courses/56496/assignments/1029549)	due by 11am
	 Final Exam (10am - 11:45am) (https://osu.instructure.com/courses/56496/assignments/1029551)	
	 Final Study (https://osu.instructure.com/courses/56496/assignments/1029552)	
	 Midterm Exam (https://osu.instructure.com/courses/56496/assignments/1029553)	
	 Roll Call Attendance (https://osu.instructure.com/courses/56496/assignments/1029554)	
	 Unit 1 (https://osu.instructure.com/courses/56496/assignments/1029555)	
	 Unit 2 (https://osu.instructure.com/courses/56496/assignments/1029556)	
	 Unit 3 (https://osu.instructure.com/courses/56496/assignments/1029557)	

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Dance 2301

Instructor: Valarie Williams

Summary: Laban Movement Practices

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			Carmen. Office 365.
6.2 Course tools promote learner engagement and active learning.	X			Carmen Wiki Posts Carmen Zoom meetings Zoom presentations
6.3 Technologies required in the course are readily obtainable.	X			.All are web based and available for free via OSU site license.
6.4 The course technologies are current.	X			All apps are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			Policy is stated.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Information is given on how to obtain these materials.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.				All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information

- Date reviewed: 6/3/20
- Reviewed by: Ian Anderson

Notes: Please note the method of delivery (100% online) in the course description section.

^aThe following statement about disability services (recommended 16 point font):
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.