

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 faculty, lecturer, 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 3801
Course Title Kinesiology
Transcript Abbreviation Kinesiology
Course Description Exploration of the skeleton and muscles for mechanical efficiency of movement, including principles of stability and motion, and how structural self knowledge contributes to clear, efficient, effective, healthy movement.
Previous Value *Exploration of the skeleton and muscles for mechanical efficiency of movement, including principles of stability and motion as they relate to dance, for dance majors and minors.*
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 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
Greater or equal to 50% at a distance
Less than 50% at a distance
Previous Value *No*
Grading Basis Letter Grade
Repeatable No
Course Components Laboratory, Lecture
Grade Roster Component Lecture

Credit Available by Exam	No
Admission Condition Course	Yes
Admission Condition	Visual or Performing Arts
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: Enrollment in Dance major or permission of instructor.
Previous Value	Prereq: Enrollment in Dance major.
Exclusions	
Previous Value	Not open to students with credit for 671.01.
Electronically Enforced	Yes
Previous Value	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	50.0301
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior
Previous Value	Freshman, Sophomore

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

[Previous Value](#)

[Required for this unit's degrees, majors, and/or minors](#)

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Basic understanding of functional musculoskeletal anatomy• Increased kinesthetic awareness, and sense of body mapping• Application of functional and kinesthetic knowledge to dance training and overall health and wellness
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[Previous Value](#)

Content Topic List	<ul style="list-style-type: none">• Mechanical efficiency of movement of skeleton and muscles• Understanding of muscles, ligaments, muscles connected to breathing efficiency• Body Stability through bones and muscles
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[Previous Value](#)

- [Mechanical efficiency of movement of skeleton and muscles](#)
- [Body Analysis](#)
- [Body Stability through bones and muscles](#)

COURSE CHANGE REQUEST
3801 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
12/01/2021

Sought Concurrence

No

Attachments

- 3801 Kinesiology SP19 Petry.pdf: syllabus of completely in-person offering
(Syllabus. Owner: Schmidt, Amy Esther)
- 3801 Kinesiology online syllabus.docx: sample syllabus for online offering
(Syllabus. Owner: Schmidt, Amy Esther)
- 3801 Kinesiology online cover sheet.docx: ASC Tech review
(Other Supporting Documentation. Owner: Schmidt, Amy Esther)

Comments

- will resubmit once Petry on... *(by Schmidt, Amy Esther on 08/16/2021 04:53 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Schmidt, Amy Esther	08/16/2021 04:23 PM	Submitted for Approval
Revision Requested	Schmidt, Amy Esther	08/16/2021 04:53 PM	Unit Approval
Submitted	Schmidt, Amy Esther	11/30/2021 02:28 PM	Submitted for Approval
Approved	Petry, Susan Van Pelt	11/30/2021 03:46 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/01/2021 11:41 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	12/01/2021 11:41 AM	ASCCAO Approval



SYLLABUS

DANCE 3801

Dance Kinesiology
Spring 2022 (full term) Online
3 credit hours
Wednesdays/Fridays 8:30-10am

COURSE OVERVIEW

Instructor

Instructor: Laura Neese

Email address: neese.13@osu.edu (preferred contact method)

Office hours: Fridays 8:30-10am on Zoom

Prerequisites

Dance Major or Permission of Instructor.

Course description

This course is designed to support the dance major or minor to integrate functional anatomical information with embodied experience. Through development of basic understanding of elements of functional anatomy, including skeletal, muscular, and connective tissue systems, and exercises to increase kinesthetic awareness, dancers and practitioners of related disciplines explore the relationship between structure and function as it applies to human movement. We explore how structural self knowledge contributes to clear, efficient, effective, healthy movement.

Course learning outcomes

By the end of this course, students should successfully be able to demonstrate:

1. **Basic understanding of functional musculoskeletal anatomy**, including familiarity with anatomical terms and directions, major joint structure and articulations, major muscle groups of torso and limbs, and functions of connective tissue.
2. **Increased kinesthetic awareness, and sense of body mapping**, through ongoing embodied engagement with functional exercises and somatic practices including but not limited to Pilates, yoga, Bartineff fundamentals, body mind centering, and functional fitness in class experiences.
3. **Application of functional and kinesthetic knowledge to dance training and overall health and wellness**, and incorporation of basic strategies for common dance-related injury prevention, coping, and wellness promotion.

HOW THIS ONLINE COURSE WORKS

Mode of delivery:

This course is 100% online. You will find a sequence of materials and activities each week in Carmen, and we will meet for a weekly required Zoom session during our scheduled class meeting time. The instructor will hold optional Zoom “student hours” (office hours) weekly.

Pace of online activities: This course is divided into **weekly modules** that are released at least one week ahead of time. Apart from our live Zoom meetings, you may schedule your efforts freely throughout the week as you keep pace with weekly due dates.

Credit hours and work expectations: This is a **3-credit-hour course**. According to [Ohio State policy \(link is external\)](#), students should expect around 3 hours per week of time spent on direct instruction (class meetings and instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Attendance and participation requirements: Because this is an online course, your attendance is based on your online activity and participation. As noted above, this course is **not** a self-paced learning experience. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*. The following is a summary of students' expected participation:

- **Weekly Zoom sessions: REQUIRED: ONCE PER WEEK.** All live, scheduled movement lab sessions for the course are required.
 - **Attendance Policy:**

- Students may miss ONE live session without grade penalty. Although encouraged to attend every synchronous session, students may miss one synchronous classroom session without penalty.
- If a student needs to miss more than one synchronous session, up to **2** absences may be made up via viewing the session recording and submitting a summary according to instructions on Carmen within 7 days.
- Additional absences over the above limits will result in a deduction of a half letter grade per absence.
- If you have a situation that would inhibit meeting these requirements please discuss it with me *as soon as possible*.
- **Zoom instructor office hours: OPTIONAL.** You are encouraged to note my office hours in your weekly schedule and attend as you have questions, but these sessions are optional.
- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK.** You are expected to log in to the course in Carmen every week to engage with course readings, videos, and assignments. During most weeks you will probably log in many times.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks and Materials

Required

- Calais, Germain, 2007, *Anatomy of Movement* 2nd ed., Eastland Press
- *Haas, Jacquie Green, 2018, [Dance Anatomy](#) 2nd ed., Human Kinetics
*Available as free E-Book via OSU Library
<https://library.ohio-state.edu/record=b9115590>
- Thera-band or [resistance band](#)
- Tennis ball or pink Spaulding ball
- [Overball](#) / [mini-exercise ball](#)

Recommended:

Muscolino, Joseph E. *Musculoskeletal Anatomy Coloring Book*. St. Louis: Mosby. (multiple editions)

Further Reading/ Resources:

Marango, Stephanie, and Carrie Mcculloch. 2020. *Netter's Moving AnatoME: An Interactive Guide to Musculoskeletal Anatomy*. Philadelphia: Elsevier.

<https://library.ohio-state.edu/record=b8704415>

Brewer, John, Editor. 2017. *Barron's Pocket Anatomy of the Moving Body: The Compact Guide to the Science of Human Locomotion*. London: Quarto Publishing.

<http://olc1.ohiolink.edu/record=b38172538>

Dowd, Irene. 1995. *Taking Root To Fly: Articles on Functional Anatomy 3rd Revised Edition*. New York. <https://library.ohio-state.edu/record=b6173499>

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

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

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone

- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Participation & Attendance	100
Week 1 Study Plan	5

Biweekly Quizzes (20 pts each * 7, 8 available, lowest dropped)	140
Weekly Multiple Choice Discussion Board (1 pt each *15)	15
Biweekly Journals (10 pts each *8)	80
Personal Interest Project	60
Total	400

See course schedule below for due dates.

Descriptions of major course assignments

Participation/Attendance (100 points available)

Description: Participation is evaluated by level of demonstrated engagement in class sessions, and demonstration of some engagement with lecture material prior to class. This includes but is not limited to: having camera on (to the extent possible) during movement portions of synchronous sessions, contributing to discussions/asking questions verbally or via chat, and participating in breakout room discussions.

Quizzes (20 pts each, 140 pts available)

Description: An opportunity to demonstrate your mastery of course content. Bi weekly timed quizzes, may include multiple choice, dropdown, and matching format questions based upon recorded lecture and live class content.

All quizzes have two attempts for submission – please use this to your advantage. Use your first attempt to evaluate which content areas you need to review, then study, and retake as needed. *This requires budgeting your time to begin in advance of the due date.

Academic integrity and collaboration: Students are expected to complete quizzes independently, without collaboration. Textbooks and notes may be used, web searching/google is discouraged. Your notes will be your best study guide.

Journals (10 pts each, 80 pts available)

Description: An opportunity to process your learning in this course through writing, and contextualize course content with your other studies. Minimum 150 words. Please follow guidelines posted on Carmen.

Academic integrity and collaboration: Students are expected to complete journals independently.

Study Plan (5 pts)

Description: The study plan assignment, submitted during the first week of class is an opportunity for students to consider realistic scheduling and time management as the semester begins. Self motivation, and discipline related to scheduling are essential for online classes with asynchronous components. When a plan is written down we are more likely to stick to it ;).

Academic integrity and collaboration: Students are expected to complete journals independently, collaboration is allowed.

Discussion Board Posts (1 pt each, 15 pts available)

Description: Weekly discussion boards will serve as group sourced study guides for Quizzes. Each week, by Wednesday at 11:59 pm students will submit a multiple choice question to the discussion board in order to prepare for biweekly quizzes. Multiple Choice Questions will be graded on completion and effort not accuracy.

Academic integrity and collaboration: Students are expected to complete posts independently.

Personal Interest Project/ Final Project (60 points)

Description: An opportunity to contribute to class knowledge by investigating a topic beyond the scope of class or deepening knowledge of a content area. An opportunity to practice clear communication in video format.

Create a 3.5 to 5 minute video presentation about a topic of your choice, including works cited as necessary, following assignment guidelines on Carmen (50 points). Respond to peer work on discussion board according to posted guidelines (5 points). Complete in class final collaborative activity (5 points).

Academic integrity and collaboration: Students are expected to complete projects independently, collaboration may be allowed according to guidelines on Carmen.

Oops Cards (0 points)

Description: This class is constructed with consistent assignments for regular engagement with material, and it is best to take all assignments on time. However, sometimes life happens.

Oops cards may be used for an extension of **3 weekdays** on an assignment or quiz with no explanation needed, and no late penalty. Submit the **Oops Card Assignment** in Canvas before 11:59PM on the day that the assignment or quiz is due. Use the comment box to indicate which assignment the card applies to. But use them wisely, after two oops cards, assignments may be reduced by a half letter grade or equivalent for each day late.

- For example if an assignment is due on Friday, with an Oops card it may be submitted by the following Wednesday without late penalty. **Oops cards can be used for any quizzes or assignments except the Personal Interest Project or Final Quiz.** Consider when you expect busy weeks in which you may need more time to study and try to save your Oops cards for those weeks. There will be no additional points or extra credit for **not** using Oops cards.

Extra Credit Assignments:

Individual extra credit assignments/ individual rounding will not be given because to do so would give preferential treatment to students with the kind of privilege who think they can ask for such treatment and not to others, which isn't an equitable teaching practice.

Extra Credit may be made available to the entire class at the instructor's discretion.

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates. Please refer to the Oops Card assignment above.

COURSE SCHEDULE

***Refer to the Carmen course for up-to-date assignment due dates.

Week	Dates	Topics	Assignments due
Week 1	Jan 10 - 14	<ul style="list-style-type: none"> • Course Overview • Anatomical terms, planes, action 	Quiz 1 Study Plan MC 1

		<ul style="list-style-type: none"> ● Overview: <ul style="list-style-type: none"> ○ Bones and ligaments ○ Types of joints ○ Muscle Basics 	
Week 2	Jan 17 - 21	<ul style="list-style-type: none"> ● Axial Skeleton vs. Appendicular ● Intro to Axial Skeleton ● Deep Spinal Muscles 	Journal 1 MC 2
Week 3	Jan 24 - 28	<ul style="list-style-type: none"> ● Deep Spinal Muscles cont. ● Selected Muscles of Head and Neck ● Breath: lungs, diaphragm, ribcage 	Quiz 2 MC 3
Week 4:	Jan 21- Feb 4	<ul style="list-style-type: none"> ● Inner Unit: <ul style="list-style-type: none"> ○ TVA ○ Diaphragm ○ Pelvic Floor ○ Multifidi 	Journal 2 MC 4
Week 5:	Feb 7- 11	<ul style="list-style-type: none"> ● Core/ Trunk Muscles <ul style="list-style-type: none"> ○ Anterior Trunk ○ Posterior Trunk ○ Thoracic region/ assist respiration 	Quiz 3 MC 5
Week 6:	Feb 14- 18	<ul style="list-style-type: none"> ● Overview Lower appendicular skeleton <ul style="list-style-type: none"> ○ SI & hip joint ○ Pelvis, Femur, tibia, fibula ○ Knee Joint ● Lower Limb muscles I: <ul style="list-style-type: none"> ○ Glutes ○ 6 Deep rotators 	Journal 3 MC 6
Week 7:	Feb 21 - 25	<ul style="list-style-type: none"> ● Lower Limb muscles II: <ul style="list-style-type: none"> ○ Abductors & IT band ○ Adductors ○ Hamstrings ○ Quadriceps 	Quiz 4 MC 7
Week 8:	Feb 28 - Mar 4	<ul style="list-style-type: none"> ● ankle joint, subtalar joint, feet 	Journal 4 MC 8

		<ul style="list-style-type: none"> ● Arches ● Lower limb muscles III <ul style="list-style-type: none"> ○ Superficial, intermediate and deep lower leg 	
Week 9:	Mar 7 - 11	<ul style="list-style-type: none"> ● Lower limb III cont. ● Overview Intrinsic foot ● Review 	Quiz 5 MC 9
Week 10:	Mar 14 - 18	Spring Break	MC 10
Week 11:	Mar 21 - 25	<ul style="list-style-type: none"> ● Upper limb skeleton ● Joints and movement of shoulder complex ● Upper limb muscles I <ul style="list-style-type: none"> ○ Muscles that move the shoulder and scapula 	Journal 5 MC 11
Week 12:	Mar 28 - Apr 1	<ul style="list-style-type: none"> ● Upper limb muscles II: <ul style="list-style-type: none"> ○ Muscles of arm and forearm ○ Overview: forearm & hand 	Quiz 6 MC 12
Week 13:	Apr 4 - 8	<ul style="list-style-type: none"> ● Review & questions ● Types of muscle activation ● Sliding filament model ● Exercise applications 	Journal 6 Projects due MC 13
Week 14:	Apr 11 - 15	<ul style="list-style-type: none"> ● Review ● Projects discussion ● Planning for student led activity 	Quiz 7 MC 14
Week 15:	Apr 18 - 22	<ul style="list-style-type: none"> ● Review ● Student led activity 	Journal 7 MC 15
Finals week:	tbd		Final Quiz #8 (optional) Journal 8

Grading scale

93-100%	A	4.0
90- <93	A-	3.7
87- <90	B+	3.3
83- <87	B	3.0
80- <83	B-	2.7
77- <80	C+	2.3
73- <77	C	2.0
70-<73	C-	1.7
67-<70	D+	1.3
60-<67	D	1.0
Below 60	E	0.0

Instructor 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 **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

OTHER COURSE POLICIES

Discussion and communication guidelines

A significant component of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- **Technical Issues:** If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at go.osu.edu/it ([link is external](#)) or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.
- **Preparation:** Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I

ask that you update your Zoom profile with your preferred name and add a picture with your face.

- **Participation:** At the start of our sessions, I will share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For live movement lab activities, I will ask students to share camera to demonstrate exercises, and to give and receive feedback. For movement labs, visual information is very important for exercise feedback as well as boosting classroom community. Please feel encouraged to use a non-distracting [virtual background](#) as you prefer. [\(link is external\)](#). Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.

If you have any concerns about participating in class over Zoom in this way, please let me know.

My goal is to create a safe environment where we can benefit from seeing each other and connecting, but I want to prioritize your safety and well-being.

- **Recordings:** This course uses video and audio recordings of class lectures, student presentations, and related materials. These recordings are available to all students presently enrolled in the course. Please note that you are **not** allowed to share these recordings. This is to protect your FERPA rights and those of your fellow students.

Written Assignments Guidelines:

- **Writing style:** While there is no need to compose discussion Posts or Journal assignments as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone 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 sarcasm doesn't always come across online.*

- **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:** Please consider composing your assignments in a word processor, where you can save your work, and then copying into Carmen.

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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 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:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink.

More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu>

Copyright for instructional materials

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

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. 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. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

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; 098 Baker Hall, 113 W. 12th Avenue.

Accessibility of course technology

This online course requires use of CarmenCanvas (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.

- Canvas accessibility (go.osu.edu/canvas-accessibility)

- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

Value of Student Evaluation of Instruction (SEI)

Please take the time to complete your SEIs for your dance courses. The feedback helps all of us know what our best practices are, where there might be gaps, and how you are engaging. The numerical and the discursive sections are necessary and useful, all the more so if MOST or ALL of you do them. We take your feedback seriously, and we use it as part of annual reviews of faculty, course development, and assessment of our programs.

You can find instructions for doing it on your smart phone through the OSU app here https://registrar.osu.edu/faculty/sei/student_view_mobile_sei.pdf

Other information is available here:

<https://registrar.osu.edu/faculty/sei/studentinstructions.asp>

Kinesiology
DANCE 3801
03 credits

Course Description

This course is designed to support the dance major or minor to integrate anatomical information with experience on and in the body. The focus is on establishing a working base of knowledge about the body and kinesthetic awareness appropriate and helpful to dancers or practitioners of related disciplines. Emphasis is on breath and body awareness, and on bones, muscles, and ligaments, including their structure, articulations, and movements.

Objectives

Course Goal:

Provide the student with information to develop technical and kinesthetic skills in order to develop a wider movement vocabulary for dance; Provide the student with the means to execute movement with an expanded range of qualitative demands.

Objectives:

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

- knowledge of the skeleton: bones and their landmarks; cartilage and ligaments; joints and their movement possibilities and restrictions
- knowledge of skeletal muscles: their attachments and actions at joints
- Increased kinesthetic awareness and inner mapping of the body including breath
- the ability to apply kinesiological principles to dancing or other movement disciplines

Course Content and Procedure

Class meets Mondays, Wednesdays 8:30-10:05 a.m. Class consists of a combination of lecture, demonstration, partner work, personal movement exploration, drawing, and other modes of inquiry as needed. Outside work (approximately 5 hours a week) will consist of reading, note-taking, drawing, and journaling. There are two tests, a journal, and a final project.

Requirements

- ❑ Regular attendance and participation
- ❑ Demonstrated comprehension of materials covered in class (tests, final project)
- ❑ Final project presentation and synopsis
- ❑ Text, available at OSU Barnes & Noble: Calais-Germain, Blandine Anatomy of Movement
- ❑ Other texts available in class and/or on Carmen

Typically two absences are allowed before lack of attendance affects the grade. However, reasonable accommodations are provided for all, with pre-planning and discussion. See Petry early regarding any anticipated conflicts due to travel, professional engagements, unusual circumstances, and mental or physical health concerns. In order to support variations in learning approaches, work/life balance, and overall well-being, Petry will not apply punitive measures where a student thoughtfully and conscientiously requests alternative means of participation.

Grading

Contribution to Class (Participation)	35%
Tests 20% each	40%
Journal 5% each	15%
Final Project and Synopsis	10%

Selected Bibliography, in addition to assigned texts:

Arnheim, Daniel D. Dance Injuries: Their Prevention and Care. St. Louis, MO
C.V. Mosby, 1980

Barham, Jerry, & Wooten, Edna. Structural Kinesiology. New York, NY.
Macmillan Publishing Co., 1973

Calais-Germain, Blandine & Lamotte, Andrée. Anatomy of Movement Exercises.
Eastland Press, Seattle, 1996

Clarkson, Priscilla and Skrinar, Margaret. Science of Dance Training. Champaign, IL.
Human Kinetics Books, 1988

Clippinger, Karen. Dance Anatomy and Kinesiology, Human Kinetics, Champaign, IL, 2016

Conable, Barbara. How to Learn the Alexander Technique. Columbus, OH.
Andover Press, 1995

Dimon, Theodore. Anatomy of the Moving Body. Berkeley, CA.
North Atlantic Books, 2001

Farhi, Donna. The Breathing Book. New York, NY. Henry Holt and Company, 1996

Fitt, Sally Sevey. Dance Kinesiology. Schirmer Books, 1988

Haas, Jacqui Greene. Dance Anatomy, Human Kinetics, 2018

Kapit, Wynn, & Elson, Lawrence. The Anatomy Coloring Book. New York, NY.
Barnes and Noble, 1977

Sweigard, Lulu. Human Movement Potential. New York, NY.
Harper and Row, 1974

Academic Misconduct

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/>.

Disability Support

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/>.

Non Violence and harassment

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, Kellie Brennan, at titleix@osu.edu.

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Topical Outline DANCE 3801 Spring 2019

Wk	Monday	Wednesday
I	1/7 Course Overview Kinesthetic Sensing	1/9 Anatomical Terms Muscle Fundamentals
II	1/14 Unit 1.1 Axial Plus Breath Fundamentals	1/16 Unit 1.2 Axial Plus Spine and Ribs
III	1/21 MLK Day – No class	1/23 Unit 1.3 Axial Plus Cervical Spine and Skull
IV	1/28 Unit 1.4 Axial Plus Spine and Posterior Muscles Journal #1 Due	1/30 Unit 1.5 Axial Plus Spine and Pelvis
V	2/4 Unit 1.6 Axial Plus Spine and Abdomen	2/6 Unit 1.7 Axial Plus Spine and Femoral Joint
VI	2/11 Unit 1.8 Axial Plus Connect whole Axial Skeleton and Muscles	2/13 Unit 1.9 Axial Plus Connect whole Axial Skeleton and Muscles
VII	2/18 Unit 1 Review Final Project Proposal Due Review for Test #1	2/20 Unit 1 Test Test #1
VIII	2/25 Unit 2.1 Appendicular Shoulder Girdle Journal # 2 Due	2/27 Unit 2.2 Appendicular Shoulder and Upper Arms
VIX	3/ 4 Unit 2.3 Appendicular Elbow, Wrist, Hand	3/6 Unit 2.4 Appendicular Whole Shoulder/Arm
SPRING BREAK		
X	3/18 Unit 2.5 Appendicular Ankle and Foot	3/20 Unit 2.6 Appendicular Lower Leg and Knee
XI	3/25 Unit 2.7 Appendicular Femur and Pelvis	3/27 Unit 2.8 Appendicular Whole Pelvis/Leg
XII	4/1 Unit 2.9 Appendicular (Plus) Connect whole Appendicular and Axial Journal #3 Due	4/3 Unit 2.9 Appendicular (Plus) Connect whole Appendicular and Axial
XIII	4/8 Unit 2 Final Project Check ins Review	4/10 Unit 2 Test
XIV	4/15 ½ Class Final Projects	4/17 ½ Class Final Projects

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title: **Dance 3801: Dance Kinesiology ONLINE**

Carmen Use

Please consider using [ASC's distance learning course template](https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices). For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. YES

If no: Enter additional details if you responded no...

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. yes

Syllabus is consistent and is easy to understand from the student perspective. **yes**

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module. yes

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. **yes**

Additional comments (optional):

Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Regular instructor communications with the class via announcements or weekly check-ins
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions
- Regular opportunities for students to receive personal instructor feedback on assignments



Please comment on this dimension of the proposed course (or select/explain methods above):
Weekly announcements Sunday of each week will outline the week's objectives, required video lectures, reading, and assignments.

Students engage with prerecorded lecture material created by the instructor, with instructor seen in video for each module.

Students are required to attend a weekly live zoom session every Wednesday facilitated by the instructor to review and apply the content students viewed and read on their own and to offer opportunities to answer questions.

Students have the opportunity to meet with the instructor for optional office hours held every Friday.

Assignments will receive comments posted to Canvas within 1 week of submission.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the *Quality Matters* rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies. **Yes**

Course tools promote learner engagement and active learning. **Yes**

Technologies required in the course are current and readily obtainable. **Yes**

Links are provided to privacy policies for all external tools required in the course. **Yes**

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

Virtual movement labs in which informational lecture material is integrated into movement practice will be held synchronously. Asynchronous lecture modules will cover informational course content.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Assignments have been allocated at regular weekly intervals to provide consistency and encourage students to keep up with course material. Weekly discussion posts due on Wednesdays and alternating written and multiple choice assignments due on Fridays, create frequent and consistent smaller assignments to test students knowledge of course material.

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully. **Yes**

Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2. **Yes**

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

Sunday : announcement sent with reminders and outline for week’s module

Sun-Tues: Students review week’s video lectures and reading on their own schedules

Wednesday: synchronous movement lab class on Zoom

Wednesday: discussion board post due by 11:59pm

Friday: assignment due Friday by 11:59 (alternating Fridays: A written assignment integrating course content in context of current studies in the Dance Major, or 10 question Quiz)

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. **Yes**

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. **yes**

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. **yes**

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments:

Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: **yes**

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: **yes**

Additional comments:

Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation
- X Variety of assignment formats to provide students with multiple means of demonstrating learning
- X Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Smaller assignments are frequent (weekly) and involve both reflective writing and multiple choice assessments. Other assignments include video presentations and group discussion in synchronous class.

Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- X Opportunities for students to interact academically with classmates through regular class discussion or group assignments
- X Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum
- X Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

Students have regular weekly opportunities to engage with each other through synchronous lab class, as well as a course Q&A discussion board that will be ongoing throughout the term.

Certain assignments such as the group Discussion board study guide, and personal interest project, as well as in- class work will require students to utilize and/or give feedback on each other's contributions.

The instructor will hold office hours each week and encourage students to attend virtually, as well as make themselves available by appointment.

Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- X Instructor explanations about the learning goals and overall design or organization of the course
- X Context or rationale to explain the purpose and relevance of major tasks and assignments
- X Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools
- X Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting
- X Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress
- X Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):

Course goals and assignment rational are included in the syllabus and will be reiterated in class.

Office hours are available for additional support in study skills and research.

Students have opportunity to investigate a topic of their own choosing in final course project.

Students reflect on their learning process through initial study guide assignment, bi weekly reflective writing assignments, and optional check-ins with instructor during office hours.

An anonymous mid term survey will be distributed via Canvas for students to provide feedback about the course, in addition to SEI's.

Additional Considerations



Comment on any other aspects of the online delivery not addressed above:
Enter any additional considerations...

Syllabus and cover sheet reviewed by Jeremie Smith on 08/6/2021.

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.