

# Cedar Crest College

## DNC 113 00 2 – Body Listening/Relaxation – Spring 2009

Monday and Wednesday – 9:00 – 9:50am – 1 Credit

Alumnae Hall Auditorium

Instructor: Amanda M Soroka

Email: [amsoroka@cedarcrest.edu](mailto:amsoroka@cedarcrest.edu)

Extension: 3545

Office: Dance Adjunct Office, Steinbright Hall

Office Hours: Available by appointment Monday and Wednesday 11am – 12:30pm

Course Description: This course will allow each person the opportunity to explore the integration of their own mind and body based on techniques, readings and workbook activities designed to increase somatic awareness, release tension and promote efficient use of body energy.

Course Format: Experiential – Class Participation - Reflection

Required Text: *The Relaxation and Stress Reduction Workbook Fifth Edition*

Required Materials: Notebook, Towel or Yoga Mat (available at CCC bookstore)

### Student Responsibilities:

1. Students are required to attend class regularly and arrive on time.
2. Students are expected to participate fully during class experiences.
3. Students are required to keep a journal reflecting upon each class experience.

Course Objective: With successful completion of this course, students will become more aware of the individual needs of their bodies and gain resources for stress reduction in preparation for life management.

Assessment/Evaluation: Students will be evaluated by INDIVIDUAL PROGRESS.

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|---------------------------------------|------------|
| <b>Attendance/Class Participation</b> | <b>60%</b> |
| <b>Journal Keeping</b>                | <b>20%</b> |
| <b>Reflection Statement:</b>          | <b>20%</b> |

*\*Please note that participation in class requires your attendance, therefore, the only way to succeed in this class is by attending class regularly.\**

Attendance Policy: More than two absences during the course of the semester will adversely affect your grade. After more than four absences or non-physical class participation (**for any reason**) you must withdraw or fail the course. If you are anticipating an extended absence due to illness or injury, contact the faculty immediately. If illness or injury does prevent you from participating in class on a given day and you are physically able, you are strongly encouraged to observe class. You are allowed no more than four class observations after which you must withdraw or fail the course.

**Course Outline: (subject to change)**

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|---------------------------|---|
| Monday January 19         | Introductions/Presentation of Course Syllabi  |
| Wednesday January 21      | Chapter 1 How You React to Stress<br>In Class Experience: Chapter Charts  |
| Monday January 26         | Chapter 2 Body Awareness<br>In Class Experience: Body Scanning 1 – Journal Entry #1   |
| Wednesday January 28      | Chapter 2 Body Awareness<br>In Class Experience: Body Scanning 2 – Journal Entry #2   |
| Monday February 2         | Chapter 3 Breathing<br>In Class Experience: Breath Awareness – Journal Entry #3   |
| Wednesday February 4      | Chapter 3 Breathing and Chapter 4 Progressive Relaxation<br>In Class Experience: Tense and Release – Journal Entry #4<br><b>At Home Assignment: Begin a 1 week Food Diary (due in class 2/11)</b> |
| Monday February 9         | Chapter 16 Goal Setting and Time Management<br>In Class Experience: Prioritizing Goals, Writing a Self Contract, Schedule next day  |
| Wednesday February 11     | Chapter 19 Nutrition and Chapter 20 Exercise<br>In Class Experience: Analyze Food Diary and Current Exercise Regiment, Set Nutrition and Exercise Goals.  |
| Monday February 16        | Chapter 5 Meditation<br>In Class Experience: Breath Count Meditation – Journal Entry #5   |
| Wednesday February 18     | Chapter 5 Meditation<br>In Class Experience: Yoga (dress appropriately) – Journal Entry #6  |
| Monday February 23        | Chapter 5 Meditation<br>In Class Experience: Breath Count Meditation – Journal Entry #7   |
| Wednesday February 25     | Chapter 5 Meditation<br>In Class Experience: Yoga (dress appropriately) – Journal Entry #8  |
| Monday March 2            | Chapter 6 Visualization<br>In Class Experience: Color Visualization – Journal Entry #9  |
| Wednesday March 4         | Chapter 6 Visualization<br>In Class Experience: Tai Chi (dress appropriately) – Journal Entry #10   |
| <b>Monday March 9</b>     | <b>Spring Break – no class</b>  |
| <b>Wednesday March 11</b> | <b>Spring Break – no class</b>  |
| Monday March 16           | Chapter 6 Visualization<br>In Class Experience: Color Visualization – Journal Entry #11   |
| Wednesday March 18        | Chapter 6 Visualization<br>In Class Experience: Tai Chi (dress appropriately) – Journal Entry #12   |

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| Monday March 23           | Chapter 6 Visualization<br>In Class Experience: Journey Visualization – Journal Entry #13                   |
| Wednesday March 25        | Self Massage – Journal Entry #14  |
| Monday March 30           | Chapter 6 Visualization<br>In Class Experience: Journey Visualization – Journal Entry #15                   |
| Wednesday April 1         | Floor Massage – Journal Entry #16   |
| Monday April 6            | Creating a Meditation Monologue   |
| Wednesday April 8         | Chapter 7 Applied Relaxation Training<br>In Class Experience: Music and Meditation – Journal Entry #17      |
| <b>Monday April 13</b>    | <b>April Break – no class</b>   |
| Wednesday April 15        | Chapter 7 Applied Relaxation Training<br>In Class Experience: Object Focused Meditation – Journal Entry #18 |
| Monday April 20           | Chapter 7 Applied Relaxation Training<br>In Class Experience: Music and Meditation – Journal Entry #19      |
| Wednesday April 22        | Chapter 7 Applied Relaxation Training<br>In Class Experience: Object Focused Meditation – Journal Entry #20 |
| Monday April 27           | Create a Meditation Collage   |
| <b>Wednesday April 29</b> | <b>Presentation of Reflection Statements</b>  |
| <b>Monday May 4</b>       | <b>Reflection Statements due by noon</b>  |

*The following policies/procedures have been taken directly from the Cedar Crest College student costumes book.*

**Honor Philosophy:** The Cedar Crest honor Philosophy states that students should uphold community standards for academic and social behavior in order to preserve a learning environment dedicated to personal and academic excellence. Upholding community standards is a matter of personal integrity and honor. Individuals who accept the honor of membership into the Cedar Crest College community of scholars pledge to accept responsibility for their actions in all academic and social situations and for the effect their actions may have on other members of the college community.

**Academic Integrity:** Academic integrity and ethics remains steadfast, withstanding technological change. Cedar Crest College academic standards therefore apply to all academic work, including, but not limited to, handwritten or computer generated documents, video or audio recordings and telecommunications.

**As a student at Cedar Crest College, each student shall:**

- Only submit work which is his/her own
- Adhere to the rules of acknowledging outside sources, as defined by the instructor, never plagiarizing or misrepresenting intellectual property.
- Neither seek nor receive aid from another student, converse with another when inappropriate, nor use materials not authorized by the instructor.
- Follow the instructions of the professor in any academic situation or environment

including taking of examinations, lab procedures, the preparation of papers, properly and respectfully using college facilities and resources, including library and computing resources to ensure that these resources may be effectively shared by all members of the College community.

- Abide by the Cedar Crest Computer Use Policy.
- If a student perceives a violation of the Academic Standards, he/she will go to their instructor.
- If you are unable to resolve the problem with the instructor, you should go to the chair of the department. If you need further assistance after consultation with the instructor and the chair, you should see the provost.

**Classroom Protocol:** Appropriate classroom behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, and inappropriate conversations and other behaviors that might disrupt instruction and or compromise students' access to the Cedar Crest education.

### **Technical Standards Cedar Crest College Dance Department**

In order to successfully complete Dance technique classes at Cedar Crest College, students must meet the following criteria from the time they enroll in the course until the time they complete the course.

Students must be able to focus, concentrate and be physically engaged in studio class work.

Student dancers must be able to repeatedly: kneel, stand up, lie down, bend at the hip, bend at the waist, twist, rotate, spiral, bend and straighten at the knees, rotate the hip socket and ankles, work on high releve; turn on the foot, knee, hip; jump, spin, balance, fall, extend, stretch; physically connect with other dancers (e.g., partnering).

Student dancers must develop and engage the correct muscle groups appropriate for a variety of studio coursework. Students must have the ability to develop muscle memory.

Female students must be able to lift free weights of up to 5 pounds.

Students must be able to respond to audio cues and corrections without relying on visual cues.

Students must have no chronic injury or chronic health problem that prevents them from participating and completing the dance course. Students must not have any serious reactions to the materials or cleaning agents used on the dance floor.

Students must be able to perceive and duplicate the melody, beat, and phrasing of various forms of music.

Students must wear and maintain suitable dancewear, including shoes appropriate for all studio work, rehearsals, and performance work.

Students must not be pregnant.

Students must be able to determine the distance between dancers in the studio, on the stage, and in designed performance space.

Students must be able to work in different dance mediums.

Students must be able to perceive and duplicate line, design, meter, accents, dynamics, and interpretation, qualities of movement, style of movement, combinations and choreography.

Students must have the physical endurance to complete a typical 75-minute dance class or performance without requiring additional breaks.