



DAN-120: CONDITIONING AND ALIGNMENT

Effective Term

Fall 2025

BOT Approval Date

12/14/2023

Discipline

DAN - Dance

Course Number

120

Course Title

Conditioning and Alignment

Short Title

Condition/Alignment

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Activity Units**

1.50

Total Units

1.5

Hours**Activity Contact Hours**

48-54

Out of Class Hours Activity

24-27

Total Contact Hours

48 - 54

Total Out of Class Hours

24 - 27

Total Student Learning Hours

72 - 81

Distance Education

Yes

Distance Education**Distance Education Type**

Both Fully Online and Hybrid Online

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional

c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Additional Regular Substantive Interaction

The course will meet asynchronously for the fully online version using the CMS to engage with all course materials and complete assignments. Students may be required to create videos of themselves performing class exercises and upload them to the CMS for feedback and to insure proper form, but this will be at the discretion of the instructor.

Hybrid sections will meet synchronously once a week via teleconferencing meetings as an Online RealTime course, or, as a hybrid course will meet fully face-to-face once a week with the rest fully online via the Canvas course management system. Students may be required to create videos of themselves performing class exercises and upload them to the CMS for feedback and to insure proper form, but this will be at the discretion of the instructor. Some assignments may be performed live either during a synchronous meeting via teleconferencing, with the student spotlighted, or as a live, in-studio performance. Students will receive feedback from faculty regarding alignment and proper form. Testing may occur using the Canvas Quiz function, or done live in the classroom for hybrid classes.

Catalog Description

This course provides students with tools that will impact their health and wellness for a lifetime through the introduction to a variety of movement disciplines, theories, and practices related to dance. These may include Pilates, Yoga, Alexander Technique, breath work, resistance training, and other exercises for strength, flexibility, neuromuscular coordination, alignment, and cardiovascular health. Students learn to assess their own conditioning needs for overall fitness and injury prevention. Appropriate for both dance and general education students.

Codes

TOP Code (CB 03)

1008.00 - Dance

CIP Code

50.0301 - Dance, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Dance (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS E - Lifelong Learning and Self-Development

Learning Objectives

Learning Objectives

Learning Objective
1. Demonstrate an increase in overall physical fitness, including in strength, flexibility, muscular endurance, and neuromuscular coordination.
2. Demonstrate dynamic and functional alignment in all exercises.
3. Develop a kinesthetic and cognitive understanding of the reciprocal relationship between strength and flexibility.
4. Exhibit a functional understanding of the interrelationship between core support and breath support.
5. Investigate the relationships between stability/mobility, inner/outer, exertion/recuperation and function/expressions.
6. Illustrate an understanding of the musculo-skeletal system as it applies to the human body in motion.
7. Develop an understanding of safe and effective stretching techniques for increased flexibility and injury prevention.
8. Develop a personal conditioning plan for health and wellness.
9. Explore the relationship between embodied practice, movement, and well being with an understanding of diverse bodies and how they are shaped, influenced and colonized within unequal social systems.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome
1. The student will consistently stick to a task when performing class exercises.
2. The student will codify options and generate alternative approaches for a fitness goal.
3. The student will develop a vision and goals for a personal fitness plan.

Content

Course Activity Content

Conditioning Needs of Dancers

1. Principles of Conditioning and Alignment
 - a. Alignment correctives
 - b. Strength exercises
 - c. Flexibility training: safe and effective stretching techniques
 - d. Safe practices for injury prevention
 - e. Assessment of individual conditioning and analysis of conditioning needs
2. Approaches to conditioning for dance
 - a. Warming/Readying the body for dance
 - i. Principles of good warm-ups
 1. Gradually preparing the body
 2. Elevating core body temperature
 3. Range of motion movements
 - b. Strength Training
 - i. Weights
 1. repetitions with less weight facilitate speed and quality of movement
 - ii. Movement through the full range of motion
 1. Slow movement through the full range of motion to identify weak areas.
 - c. Flexibility and muscular elasticity
 - i. Dynamic and static flexibility
 - ii. Types of Stretching, pros and cons

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1. Ballistic
 2. Dynamic
 3. Static
 - iii. When to stretch/safe practices
 1. After class, rehearsal, and performance
 2. Dangers of stretching before physical activity
 3. stretching is not a warm-up
 - iv. Which tissues to stretch
 1. Muscles, not ligaments or tendons
 - d. Muscular Endurance
 - e. Interrelationship between the types of conditioning
 - i. Strength and muscular endurance
 - ii. Strength and flexibility
 - iii. Cardiorespiratory and muscular endurance
 - iv. Cardiorespiratory and strength and flexibility
 - f. Understanding your body
 - i. individual and diverse proclivities
 1. strength, flexibility, weak areas
 - ii. racial awareness
 1. impacts of racial stress on body
 - iii. gender awareness
 1. impacts of gender stress on body
 - iv. sexuality
 1. impacts of sexual identity
 - g. Common myths about dance conditioning
 - i. Pain is good
 - ii. All bodies need the same kind of conditioning and/or warm-up
 - iii. Building strength always builds excessive bulk
 - iv. Dancers should never use weights
 - v. If dancers build strength, they lose mobility
 - vi. A dancer can never be too flexible
 - vii. Technique class and rehearsals alone are adequate to build cardiorespiratory endurance
 3. Introduction to various approaches
 - a. Yoga, Bartenieff Fundamentals, Pilates, Resistance-training, Alexander Technique, Cardiovascular conditioning
 - i. Whichever approach is used above, students will learn what muscle groups are affected and how to create personal conditioning plans.
 - b. Underlying principles
 - i. Interrelationship of body systems
 1. Skeletal
 2. Skin
 3. Connective tissue
 4. Nerves
 5. Muscles
 6. Organs
 7. Circulatory
 8. Respiratory
 - ii. Energy

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1. Energy flow in the body
 2. Dynamic
 3. Qualitative use of energy
 4. Quantitative use of energy
 - iii. Alignment as a continual dialogue between efficient awareness - without tension- and action
 - iv. Initiation and sequencing of movement
 1. Simultaneous
 2. Sequential
 - v. Dynamic opposites
 1. Inner/Outer
 2. Exertion/Recuperation
 3. Mobility/Stability
 4. Dynamic balance between flexibility and strength
 - vi. Three-dimensionality
 1. Verticality - height
 2. Saggittal - depth
 3. Horizontal - width
 - vii. Dynamic alignment
 - viii. Core support
 - ix. Breath support
4. Studio Practices:
- a. Experiential Anatomy
 - i. Skeletal connections
 1. Study a life-size skeleton
 - a. Structure, relationship of bones
 - b. Size and shape of each bone
 2. Experience and explore the skeletal connections in one's own body
 - a. Structural alignment in practice
 - b. Demonstrate functional and dynamic alignment in all exercises
 - ii. Movement explorations of the following concepts:
 - i. Anatomical connections
 1. Head-tail
 2. Head-heel
 3. Heel-sit-bone
 4. Heel-tail
 5. Hand-scapula
 6. Head-hand-heel
 - ii. Organization of the body
 1. Radial
 2. Homolateral
 3. Contralateral or Crosslateral
 - iii. Breath
 1. Breath as it works with and supports movement
 2. Breath motivating movement instead of movement motivating breath
 - iv. Deep support muscles - core support
 1. Central inner support
 2. iliopsoas

- 3. quadratus lumborum
- 4. diaphragm
- v. Pelvic-Femoral (pelvis and hip joint)
 - 1. posterior external rotators
 - 2. pelvic floor
- vi. Scapulo-Humeral
 - 1. Trapezius
 - 2. Sternocleidomastoid
 - 3. Rhomboids
 - 4. Pectoralis major
 - 5. Lower trapezius
 - 6. Serratus anterior
 - 7. Latissimus dorsi

Methods of Instruction

Method

Directed Study

Integration

A directed study will be used to analyze various stretching exercises for a deeper understanding of safe practices for injury prevention and optimal performance.

DE Adaptations for MOI

Directed study groups will use breakout rooms during live synchronous sessions using video conferencing tools, accessed through the CMS, to analyze and discuss safe practices. In a hybrid session, students collaborate in person. Fully online courses will use the Groups section or the discussion board tool in the CMS. Feedback will be provided by the instructor as needed given the learning platform.

Method

In-class Exercises

Integration

When performing given exercises in class, students will demonstrate dynamic alignment with an understanding of skeletal support and efficient muscular effort.

DE Adaptations for MOI

In-class exercises will be demonstrated through asynchronous digital recording tools posted to the CMS, through synchronous video conferencing tools, or live, in a hybrid class session.

Method

Lecture

Integration

A lecture will be delivered on the experiential practice of the pelvic-femoral and the scapulo-humeral articulations of the human body for cognitive and embodied understanding.

DE Adaptations for MOI

Written or video lectures and other instructional materials are presented by the instructor in the CMS using tools such as course pages or synchronously delivered to a live virtual audience via video conferencing tools available in the CMS. A discussion will occur either live in a hybrid class, in a synchronous class via video conferencing tools, or asynchronously using the discussion board tool.

Method

Observation and Demonstration

Integration

Observations and demonstrations will ensure that students learn correct breath support (breath motivates movement). This will be followed by in-class practice with feedback and coaching from instructor.

DE Adaptations for MOI

Breath support and feedback will be observed via video conference tools, via a hybrid session, or with students recording and uploading their practice and feedback provided by the instructor in the CMS.

Method

Homework

Integration

A homework journal assignment will be used to examine a student's experience of racial, gendered, and/or sexual discrimination, micro-aggression, or systemic oppression and how this experience shows up in and impacts the body.

DE Adaptations for MOI

Homework will be submitted through the CMS, and feedback will be provided by the instructor in the CMS.

Methods of Evaluation**Method**

Class Participation

Integration

Weekly assessment by the instructor of student gains in strength, flexibility, muscular endurance, and neuromuscular coordination based on performance of class exercises.

DE Adaptations for MOE

Weekly assessment and instructor feedback is provided during live weekly class showings either in a hybrid session or in a synchronous session utilizing video conferencing available in the CMS, or asynchronously with student uploading video of their activities and instructor providing feedback in the CMS. Periodic global written evaluations may be made through the CMS, or verbal evaluation during hybrid sessions or synchronous sessions utilizing the CMS.

Method

Class Performance

Integration

Class performance of predetermined exercises will be used to assess the student's comprehension of dynamic alignment. Evaluation is based on student's ability to support alignment through the skeleton with with a minimum of muscular involvement and without rigidity. Alignment is efficiently maintained throughout performed movements.

DE Adaptations for MOE

Class performance activities are delivered through online discussion boards, digital recordings of student work, in synchronous meetings utilizing video conferencing tools or in hybrid sessions. Evaluation of student performance in such movement activities are done by viewing the participation of the student via video in the CMS, in synchronous sessions, and/or in hybrid sessions.

Method

Class Work

Integration

Students will be analyzed for their ability to demonstrate a reciprocal relationship between stability and mobility for a given movement sequence. Evaluation is based on clarity of the physical application of this concept as well as the demonstrated ability to recover stability within a movement sequence.

DE Adaptations for MOE

Class work is delivered through online discussion boards, digital recordings of student work, in synchronous meetings utilizing video conferencing tools or in hybrid sessions. Evaluation of class work in movement activities are done by viewing the participation of the student via video in the CMS, in synchronous sessions, and/or in hybrid sessions.

Method

Exams/Tests

Integration

Exams will be given to assess the student's understanding of the theories and practices of various somatic practices. Evaluation is based on the student's understanding of function, technique, application and physical clarity of concepts. Exams may be written, oral, or physical.

DE Adaptations for MOE

Written and/or oral tests will be given via Quizzes in the CMS with feedback posted in written form in the Grades portion, or via a hybrid session, with written feedback on the test, itself, which is returned to students following grading. Experiential/physical testing is delivered during hybrid, RealTime classes, or by uploading personal student video in the CMS. Individual feedback regarding experiential/physical testing is delivered verbally following individual, live performance in a hybrid or synchronous class session using video conferencing in the CMS, or in written format in the CMS.

Method

Group Projects

Integration

Group projects will be evaluated to assess how students collaborate and their ability to understand, appreciate and support diverse viewpoints, particularly as they are related to another student's lived reality given their racialized or gendered experiences in the world.

DE Adaptations for MOE

Instructor assessment and feedback on group projects is provided during live weekly class showings either in a hybrid session or in a synchronous session utilizing video conferencing available in the CMS, or asynchronously with student uploading video of their activities and instructor providing feedback in the CMS. Periodic global written evaluations may be made through the CMS, or verbal evaluation during hybrid sessions or synchronous sessions utilizing the CMS.

Assignments**Assignment Type**

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Create a movement sequence that demonstrates internal and external rotation in the pelvic-femoral and scapulo-humeral joints.

How assignment will be adapted in online format

Submit through the Assignment feature in the CMS as a digital recording or share live in a hybrid class session or via video conferencing tools in a synchronous session (the instructor will highlight the student's tile). Instructor feedback is provided through video conferencing tools or through features in the CMS.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Create a personal fitness plan that incorporates an efficient warm-up, targets personally specific needs and goals, demonstrates an understanding of proper sequencing, and finishes with an appropriate cool-down. Attention to safe practices for stretching and strengthening should be included where applicable. The plan should be clearly designed in a written format and physically demonstrated in class.

How assignment will be adapted in online format

Upload the written portion to the CMS assignment area. Instructor feedback is provided through the feedback area in the Grading portion of the assignment of the CMS.

Submit the embodied portion through the Assignment feature in the CMS as a digital recording or shared live in a hybrid class session or via video conferencing tools in a synchronous session (the instructor will highlight the student's tile). Instructor feedback is provided through video conferencing tools or through features in the CMS.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Research a somatic practice specific to dance conditioning (Pilates, Yoga, Bartenieff Fundamentals) and write 3-page essay which evaluates your findings. Include a reflection of the cultural origins and values that contribute to the chosen practice and how that impacts the modality.

How assignment will be adapted in online format

The paper will be uploaded to the CMS assignment area. Instructor feedback is provided through the feedback area in the Grading portion of the assignment, in the CMS.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

In groups of three, design a dance (or other) warm-up that elevates core temperature, incorporates range of motion movements, and demonstrates an understanding of proper sequencing for injury prevention and optimal performance.

How assignment will be adapted in online format

In groups, utilizing live synchronous tools and break out rooms or the discussion board featured in the CMS, design a dance (or other) warm-up that elevates core temperature, incorporates range of motion movements, and demonstrates an understanding of proper sequencing for injury prevention and optimal performance. Groups will meet together in a break out room to work on this assignment which can be recreated and performed live in a hybrid session or via online conferencing tools or in a digital recording to be uploaded into the assignment in the CMS. Feedback will be provided verbally within hybrid or synchronous meetings or through asynchronous features in the CMS.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Read the article, "Stretching for Dancers" by the International Association for Dance Medicine and Science. Reflect on the recommendations and compare to standard stretching practices in dance or other embodied practices. Submit a 2-page printed paper in class or upload to the CMS assignment in Canvas.

How assignment will be adapted in online format

The article will be available in the CMS for the students to view and read. Students will submit their response in a 2-page paper to the assignment in the CMS in Canvas.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Write a journal entry describing an experience where you encountered discrimination or a micro-aggression. Describe the reaction and impact in your body and consider whether this continues to impact your movement, alignment, or posture.

How assignment will be adapted in online format

Submit the written work through the Assignment feature in the CMS. Instructor feedback will be provided through the assessment tools in the CMS.

Course Materials**Textbooks**

Franklin, Eric. (2022) Dynamic Alignment Through Imagery. 3rd Edition. Human Kinetics; Third edition (Nov. 1, 2022). ISBN-13 : 978-1718200678

Todd, Mable Ellsworth (2015). *The Thinking Body: A Study of the Balancing Forces of Dynamic Man* The Gestalt Journal Press. ISBN: 9780939266548

Clippinger, Karen (2016). *Dance Anatomy and Kinesiology: 2nd Edition* Human Kinetics. ISBN: 1450469280

Cohen, Bonnie Bainbridge (2014). *Sensing: The Experiential Anatomy of Body-mind Centering(r)* Contact Editions. ISBN: 0937645141

Class Size Information

Class Size

32

Class Size Category

G - Large lab 32

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

Diversity and inclusion are integral to this course as students work within their own bodies and interact with students in the classroom, embracing and learning about their peers abilities, limitations, and other identities, which may include race, ethnicity, sexuality and gender. The course practices also consider a variety of learning levels based on ability, gender, age, culture, and sexuality. Additionally, as students study conditioning from a dance perspective, they embody their own racial, sexual, gender, and other identities, all of which are welcomed and respected in each dance course. Mindfulness of the systemic barriers and social oppression that impact some students based on race, gender identity, disability, etc. will be considered with an eye toward reducing harm and creating equitable experiences and outcomes.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

This course is taught utilizing lecture, visual demonstration, verbal description, hands on feedback, movement, embodied practice, and weekly assessment to deliver the content. These diverse learning modalities provide multiple points of access to the material, allowing students to excel given their individual learning styles, proclivities, and strengths. Student growth is facilitated through class practices and instruction that rely on multiple senses, including the often undervalued kinesthetic and embodied learning modalities. Courses in the performing arts inherently engage multiple intelligences and learning styles and provide a unique educational platform for all, including those students who may not excel in traditional learning environments. To promote accessibility for an equitable course, instructors will also offer modifications for each student given their abilities and limitations and will provide instruction that is inclusive to all genders, races, ethnicities, cultures, ages, and sexualities.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students work together during class exercises and assist one another in working out the details of new material or in creating small embodied assignments to be shared with the class. Class work is performed live in the studio, in breakout rooms during Realtime sessions, or recorded and viewed on video via discussions or assignments in the CMS. Some assignments will require that students offer feedback to their peers in terms of how they are executing the movements and how they might correct inaccurate form, which takes place live in class or in online discussion board assignments. Feedback is offered with thoughtfulness and sensitivity to the dignity of the person performing.

Explain how the course will incorporate instructor-to-student interaction.

The instructor delivers course content visually, through movement demonstrations, and verbally through lecture and description either live or via video recording for online sections. Verbal, visual, and hands on feedback is also given throughout the class to individual students and to the group as a whole. Students ask questions of the instructor for clarity and detail and interaction is constant throughout the class. In fully asynchronous sections, feedback is offered weekly through the CMS and can be verbal or written.

Explain how the course will incorporate student-to-content interaction.

Interaction with course content occurs mostly in interactions with the instructor as the instructor teaches the techniques, skills, practices, and modalities of conditioning for dance. Students hone their skills in class, but also practice at home to deepen their knowledge of the movement practices learned in class. In online sections, content is accessed through video viewing and occasional readings related to conditioning for dance which are posted in the CMS.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students reflect on their growth and progress on a daily basis. The study of dance conditioning requires an ongoing self-reflection measured visually and in comparison to visual demonstrations and verbal feedback. Written self-reflections on progress will sometimes be utilized. Students also reflect on their personal growth over the semester as they consider the ways in which conditioning for dance has impacted physical, mental, spiritual, and emotional aspects of their lives.

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