



UNIVERSITY OF CALGARY
FACULTY OF ARTS
SCHOOL OF CREATIVE AND PERFORMING ARTS
DNCE 363 Dance Science
Winter 2018

<p>Instructor Office Email Office Hours</p>	<p>Sarah Kenny PhD KNB 246; CHD 529 kennys@ucalgary.ca By appointment</p>
<p>Day(s), time(s) and location of class</p>	<p>Tuesdays and Thursdays, 8:00 – 9:50am CHE 011 and CHE 012</p>
<p>Learning resources: required readings, textbooks and materials</p>	<p>DNCE 363 Course Blog https://library.ucalgary.ca/guides/dance/courseblog/dnce-363-dance-science Marc Stoeckle, Dance Librarian mstoeckle@ucalgary.ca</p> <p>Required Texts (available for purchase at Campus Bookstore)</p> <ol style="list-style-type: none"> 1. Simmel, L. (2014). Dance medicine in practice. London: Routledge. 2. Clippinger, K. (2015). Dance anatomy and kinesiology (2nd ed.). Champaign: Human Kinetics. <p>Recommended Texts</p> <ol style="list-style-type: none"> 1. Calais-Germain, B. (1993). Anatomy of movement. Seattle: Eastland Press. 2. Farhi, D. (1996). The breathing book. New York: Henry Holt. 3. Grossman, G. (2015). Dance science: Anatomy, movement analysis, conditioning. Hightstown: Princeton Book Company. 4. Haas, J. (2010). Dance anatomy. Champaign: Human Kinetics. 5. Howse, J., & McCormack, M. (2009). Anatomy, dance technique and injury prevention (4th ed.). London: Bloomsbury Publishing PLC. 6. Koutedakis, Y., & Sharp, N. C. C. (1999). The fit and healthy dancer. Chichester: Wiley. 7. Krasnow, D., & Wilmerding, M. V. (2015). Motor learning and control for dancers. Champaign: Human Kinetics. 8. Laws, K., & Sugano, A. (2008). Physics and the art of dance: Understanding movement (2nd ed.). New York: Oxford University Press, Inc. 9. Olsen, A. (1998). Body stories: A guide to experiential anatomy. New York: Station Hill Openings. 10. Quin, E., Rafferty, S., & Tomlinson, C. (2015). Safe dance practice. Champaign: Human Kinetics. 11. Solomon, R., Solomon, J., & Micheli, L. J. (Eds.) (2017). Prevention of injuries in the young dancer. Cham: Springer. 12. Taylor, J., & Estanol, E. (2015). Dance psychology for artistic and performance excellence (2nd ed). Champaign: Human Kinetics. 13. Thomas, J., Nelson, J., Silverman, S. (2015). Research methods in physical activity (7th ed). Champaign: Human Kinetics. 14. Wilmerding, M. V., & Krasnow, D. (2017). Dancer wellness. Champaign: Human Kinetics.

	<p>Dance Science Journals Journal of Dance Medicine and Science Medical Problems of Performing Artists IADMS Resource Papers, Bulletins for Teachers IADMS Online Bibliography: http://www.iadms.org/?page=bibliographyonline</p> <p>Dance Health Blogs http://www.iadms.org/blogpost/1177934/General http://www.4dancers.org/category/4dancers/dance-wellness/</p>
Prerequisites	Dance 235; and Kinesiology 259/Dance 359; and two of Dance 205, 207, 209, 211, 221.
Supplementary fees	None.
Course description	<p>The scientific study of dance and dancers, and the practical application of scientific principles to dance practice.</p> <p>This course will develop knowledge, comprehension, application and evaluation of:</p> <ul style="list-style-type: none"> • dance movement analysis (i.e. structure, function, role of gravity) • biomechanics (i.e. terminology, musculoskeletal system, postural assessment) • physiology (i.e. neuromuscular system, respiratory system, energy system) • nutrition (i.e. energy sources, hydration, somatotypes, female athlete triad) • psychology (i.e. motivation, confidence, psychological skills) • somatics (i.e. kinaesthetic awareness, movement efficiency, breath patterns) • safe dance practice (i.e. risk identification, injury prevention, injury management) • scientific research strategies (i.e. design, methodology, quantitative, qualitative) <p>All classes will involve lecture and studio activities. In each class, we will be moving, talking, and/or taking notes. Observation and hands on work will facilitate the exploration of ideas. Please take care of your own comfort and dress appropriately.</p>
Course learning outcomes	<p>By the completion of this course, successful students will be able to:</p> <ol style="list-style-type: none"> 1. explain the principles of kinesiology (i.e. anatomical and biomechanical organization) that underline the performance of human movement 2. conduct a comprehensive movement analysis of a dance phrase 3. reflect on the application of kinesiology to their own dance practice 4. integrate issues of health and safety into their own dance practice 5. describe physiological, biomechanical, and psychological processes relevant to dance 6. compare different research designs and scientific methodologies 7. present a dance science research proposal (literature review, objective, research plan, significance) 8. defend the importance of scientific research and its application to a dancer's training, performance enhancement, health and wellness, and injury prevention
Course schedule	See below.
Assessment components	<p><u>Assignment 1: Participation</u> Value: 10% of final grade Description: A participation grade will be awarded for arriving to class on time, being prepared to work, and being fully engaged in class (e.g. involvement in experiential work, note taking, and engaging in discussions during lectures). The completion of various weekly tasks (e.g. keeping a food diary, sharing journal articles, contributing to</p>

forums on D2L) is also included. Marks will be deducted if you miss more than one week of class (i.e. 2 classes) – see Assessment Expectations below.

Assignment 2: Movement Analysis Exam

Value: 20% of final grade

Due Date: Tuesday January 30, 2018 at 8:00am

Type: Written exam

Description: Short-answer questions will assess your knowledge of material covered in class and weekly readings from weeks 1 – 3. You will conduct a series of kinesiological analyses (e.g. movement planes, major joints, primary muscles) of simple dance movements.

Assignment 3: Self Profile Essay

Value: 30% of final grade

Due Date: Thursday March 22, 2018 at 8:00am

Type: Written essay

Description: The Self Profile Essay will address a personal observation(s) made on at least one of the following topics: nutrition, psychology, biomechanics, somatics, or physiology. Rather than try to change anything, you will simply observe and reflect upon the impact that your observation(s) has had on your current dance training. To conclude, recommendations for continued personal improvement in your dance practice, specific to your observation, will be made. Relevant literature will support your essay and a bibliography will be included. Referencing will follow the format of the Journal of Dance Medicine and Science (JDMS).

Assessment Criteria

By the completion of this assessment, successful students will be able to:

- describe and analyze a personal observation(s) using appropriate scientific terminology
- discuss the impact of this personal observation(s) on your current dance training
- formulate recommendations for an improved, injury free dance practice in relation to personal observation(s)
- support all discussion points with relevant, current dance science literature
- write a clear and coherent 5-page essay with an introduction, body, and conclusion that is free from grammatical and spelling errors

Assignment 4: Research Proposal

Value: 40% of final grade

Due Date: Tuesday April 10, 2018 at 8:00am

Type: Individual Written Paper (20%); Group Oral Presentation (20%)

Description: You will be required to work together in partners to propose a specific dance science research project. The proposal will be referred to in future tense (i.e. will, will be). With reference to material covered in class, current dance science literature and an understanding of scientific methodology, you will discuss why you think this particular research project is necessary (background, objective) and how it could be implemented (research plan – participants, procedures, analysis). The conclusion (significance) will explain the impact that your project will have on future dance practice and dance science research as a whole.

Your research proposal will be assessed in two ways:

	<p>1. Individually, each student will write and submit a 5-page written paper of the proposal.</p> <p>2. Together, the group will deliver an oral presentation of the research proposal.</p> <p>Assessment Criteria</p> <p>By the completion of this assessment, successful students will be able to:</p> <ul style="list-style-type: none"> • describe the relevance of the proposed dance science research project to dance practice • design an appropriate research plan to execute the proposed project • explain how the proposed project will impact dance science research on the whole • follow standard scientific framework <p>Specific to individual written paper</p> <ul style="list-style-type: none"> • write a clear and coherent 5-page research proposal that is free from grammatical and spelling errors <p>Specific to group oral presentation</p> <ul style="list-style-type: none"> • present effectively (i.e. coherent PowerPoint slides (or equivalent), clear speaking, eye contact, easeful transitions between group members) • answer questions and expand ideas as required
<p>Assessment expectations</p>	<p><u>Guidelines for Submitting Assignments</u></p> <p>Movement Analysis Exam: The exam will take place during class time (8:00 – 9:50am).</p> <p>Self Profile Essay: A hard copy of your essay will be handed in at the beginning of class (8:00am).</p> <p>Research Proposal: A hard copy of the written paper, as well as all PowerPoint (or equivalent) slides for the oral presentation will be handed in at the beginning of class (8:00am). If anyone is absent on the day of presentation, your group will be expected to continue without that person.</p> <p><u>Criteria That Must Be Met to Pass</u></p> <p>See Assessment Criteria for each Assignment above. In order to achieve a passing grade in the course, the minimum requirement is D.</p> <p><u>Expectations for Writing</u></p> <p>Writing skills are important to academic study across all disciplines. Consequently, instructors may use their assessment of writing quality as a factor in the evaluation of student work. Please refer to the Undergraduate Calendar E.2 Writing Across the Curriculum policy for details.</p> <p><u>Guidelines for Formatting Assignments</u></p> <p>Self Profile Essay: You will put a title, your name and UCID on a cover sheet. The body of the essay will be at maximum 5 pages, typed, single sided, double spaced, 12 point font, with default margins. A separate reference page will complete the essay with a minimum of 4 references that follow the formatting structure of the Journal of Dance Medicine and Science (on D2L).</p>

	<p>Research Proposal: Individual Written Paper – You will put a title, your name and UCID on a cover sheet. The body of the written paper will follow standard scientific framework (i.e. background, objective, research plan – participants, procedures, analysis, and significance). It will be at maximum 5 pages, typed, single sided, double spaced, 12 point font, with default margins. A separate reference page will complete the essay with a minimum of 4 references that follow the formatting structure of the Journal of Dance Medicine and Science (on D2L).</p> <p>Group Oral Presentation – Your 10-minute oral presentation of a potential dance science research project will follow standard scientific framework (i.e. background, objective, research plan – participants, procedures, analysis, and significance).</p> <p><u>Late Assignments</u> The Self Profile Essay will not be accepted beyond the day that it is due: Thursday March 22, 2018. If it is submitted after 8:00am, then your grade will be affected by as much as 10%.</p> <p><u>Expectations for Attendance and Participation:</u> Please refer to the Undergraduate Calendar E.3 Attendance for details.</p> <p>FOR GRADED DANCE STUDIO COURSES</p> <ul style="list-style-type: none"> • A significant part of your grade is based on participation. Participation means not only showing up for class, but also attending to the material at hand with effort and engagement. • With regard to participation, classes are considered equivalent to assignments. Thus, more than 2 absences per term will have an adverse effect on your final grade. • If you miss more than one week of classes (i.e. 2 classes), your final grade will begin to drop by as much as 10% per missed class. • If you miss more than two weeks of classes (i.e. 4 classes), you have the potential to fail the course. • If you show up late for or leave early from class, this will be counted as half an absence. • If for some reason you are feeling unwell during class time, a substitute form of participation may be arranged; however, <i>you may not obtain this privilege more than once</i> and you will receive half an absence. • For studio courses, if you opt out of full participation and choose to sit for a portion of the class, this will be counted as non-participation and will be marked as half an absence. • Students are responsible for any and all material missed during an absence. • If you sustain a significant injury during the term that will impact your participation for longer than a week’s worth of classes and if this injury is verified by a medical practitioner’s note, your case will be submitted to the Dance Division Committee to address your situation.
Grading scale	For the course as a whole, letter grades should be understood as follows, as outlined in the section F.1.1 Undergraduate Grading System of the Undergraduate Calendar for 2017-2018:

	<table border="1" data-bbox="467 149 1479 787"> <thead> <tr> <th>Grade</th> <th>Percent</th> <th>GPA</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>A+</td> <td>96-100</td> <td>4.00</td> <td>Outstanding.</td> </tr> <tr> <td>A</td> <td>91-95</td> <td>4.00</td> <td>Excellent-superior performance, showing comprehensive understanding of subject matter.</td> </tr> <tr> <td>A-</td> <td>86-90</td> <td>3.70</td> <td></td> </tr> <tr> <td>B+</td> <td>81-85</td> <td>3.30</td> <td></td> </tr> <tr> <td>B</td> <td>76-80</td> <td>3.00</td> <td>Good - clearly above average performance with knowledge of subject matter generally complete.</td> </tr> <tr> <td>B-</td> <td>71-75</td> <td>2.70</td> <td></td> </tr> <tr> <td>C+</td> <td>66-70</td> <td>2.30</td> <td></td> </tr> <tr> <td>C</td> <td>61-65</td> <td>2.00</td> <td>Satisfactory - basic understanding of the subject matter.</td> </tr> <tr> <td>C-</td> <td>56-60</td> <td>1.70</td> <td>Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation. (See individual undergraduate faculty regulations.)</td> </tr> <tr> <td>D+</td> <td>51-55</td> <td>1.30</td> <td></td> </tr> <tr> <td>D</td> <td>46-50</td> <td>1.00</td> <td>Minimal pass - marginal performance; generally insufficient preparation for subsequent courses in the same subject.</td> </tr> <tr> <td>F</td> <td>45 and below</td> <td>0</td> <td>Fail - unsatisfactory performance or failure to meet course requirements.</td> </tr> </tbody> </table> <p>Notes:</p> <ul style="list-style-type: none"> • A grade of "C-" or below may not be sufficient for promotion or graduation, see specific faculty regulations. • The number of "D" and "D+" grades acceptable for credit is subject to specific undergraduate faculty promotional policy. 	Grade	Percent	GPA	Description	A+	96-100	4.00	Outstanding.	A	91-95	4.00	Excellent-superior performance, showing comprehensive understanding of subject matter.	A-	86-90	3.70		B+	81-85	3.30		B	76-80	3.00	Good - clearly above average performance with knowledge of subject matter generally complete.	B-	71-75	2.70		C+	66-70	2.30		C	61-65	2.00	Satisfactory - basic understanding of the subject matter.	C-	56-60	1.70	Receipt of a grade point average of 1.70 may not be sufficient for promotion or graduation. (See individual undergraduate faculty regulations.)	D+	51-55	1.30		D	46-50	1.00	Minimal pass - marginal performance; generally insufficient preparation for subsequent courses in the same subject.	F	45 and below	0	Fail - unsatisfactory performance or failure to meet course requirements.
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Academic accommodation	<p>Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit ucalgary.ca/access/accommodations/policy. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.</p> <p>The full policy on Student Accommodations is available at ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf</p>																																																				
Academic integrity, plagiarism	<p>The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are referred to the section on plagiarism in the University Calendar (ucalgary.ca/pubs/calendar/current/k-5.html) and are reminded that plagiarism—using any source whatsoever without clearly documenting it—is an extremely serious academic offence. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people’s words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources. Please consult your instructor or the Student Success Centre (TFDL 3rd Floor) if you have any questions regarding how to document sources.</p>																																																				
SCPA Librarian	<p>Marc Stoeckle, MLIS, BA Learning & Services Librarian for <i>School of Creative & Performing Arts</i> and <i>School of Languages, Linguistics, Literatures & Cultures</i> Libraries & Cultural Resources, University of Calgary Ph: 403.220.6777, Email: mstoeckle@ucalgary.ca, Office: TFDL 160D</p>																																																				
Student misconduct	<p>ucalgary.ca/pubs/calendar/current/k-3.html</p>																																																				
FOIP	<p>ucalgary.ca/legalservices/foip</p>																																																				
Emergency evacuation	<p>Assembly points for emergencies have been identified across campus. THE PRIMARY ASSEMBLY POINT FOR CRAIGIE HALL IS THE PROFESSIONAL FACULTIES FOOD COURT.</p>																																																				

	For more information, see the University of Calgary's Emergency Management website: ucalgary.ca/emergencyplan/assemblypoints
Internet and electronic communication device	elearn.ucalgary.ca/category/d2l/ ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app The in-class use of computers may be approved by your Instructor. Cell phones and other electronic communication devices should be silenced or turned off upon entering the classroom. If you violate the Instructor's policy regarding the use of electronic communication devices in the classroom, you may be asked to leave the classroom; repeated abuse may result in a charge of misconduct. No audio or video recording of any kind is allowed in class without explicit permission of the Instructor.
Safewalk	220-5333 anytime. ucalgary.ca/security/safewalk
Students' union and ombudsperson contacts	Student Union: su.ucalgary.ca/about/who-we-are/elected-officials/ Faculty of Arts reps: arts1@su.ucalgary.ca ; arts2@su.ucalgary.ca ; arts3@su.ucalgary.ca ; arts4@su.ucalgary.ca Graduate Student's Association: ucalgary.ca/pubs/calendar/grad/current/graduate-students-association-gsa-grad.html Student Ombudsman: ucalgary.ca/ombuds/contact
Midterm and final examination scheduling	Final examinations may be scheduled at any time during the examination period (Dec. 11-21 for Fall 2017 term; Apr. 16-26 for Winter 2018 term; June 28-30 for Spring 2018 term; Aug. 17-20 for Summer 2018 term) ; students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures: ucalgary.ca/registrar/exams/deferred_final
Deferrals of exams/term work	It is possible to request a deferral of term work or final examinations for reasons of illness, accident, family or domestic affliction, or religious obligations. Please check with your advisor if any of these issues make it impossible for you to sit an exam or finish term work by stated deadlines. ucalgary.ca/registrar/exams/deferred_final ucalgary.ca/pubs/calendar/current/g-6.html ucalgary.ca/pubs/calendar/current/g-7.html
SCPA Claim Your Seat Program: Student Guidelines	<ol style="list-style-type: none"> 1. The Claim Your Seat (CYS) program allows all University of Calgary students to attend on-campus School of Creative and Performing Arts (Dance, Drama and Music) events free of charge. 2. Depending on the performance, there is a limited number of seats available for CYS. There is not a guarantee that tickets will be available for all CYS patrons for every performance, based on audience size, demand, etc. 3. CYS tickets are a privilege. If a student receives a ticket to attend a performance, it is expected that they will respect the value of the admission and attend the performance. 4. Process for students: On the date of the performance, from the time the Box Office opens until 15 minutes prior to the performance start time, they arrive to the CYS table next to the Box Office and show their Unicond. If students arrive after 15 minutes prior to the performance start time, they can go to the Box Office and purchase a ticket at the student rate. Students should not go to the Box Office unless they are purchasing a ticket. 5. If students have a course requirement to attend a performance for a specific date, access to the tickets will be communicated by the instructor to University Theatre Services prior to the event. The best guarantee for a free ticket is to arrive early, up to 45 minutes prior to the performance start time. 6. Respect for the Front of House and theatre staff, performers and fellow patrons is an absolute requirement. Failure to comply with this will lead to being asked to leave the venue and could result in the revoking of CYS privileges.
Academic standing	ucalgary.ca/pubs/calendar/current/f.html
Campus security	220-5333. Help phones: located throughout campus, parking lots, and elevators. They connect directly to Campus Security; in case of emergency, press the red button.

Copyright	It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students. Further copyright information for students is available on the Copyright Office web page (library.ucalgary.ca/copyright).
Faculty of Arts program advising and student information resources	For academic advising, visit the Arts Students' Centre (ASC) for answers about course registration, graduation checks, and the 'big picture' on programs and majors. Drop in at SS102, email at ascarts@ucalgary.ca or call at 403-220-3580. You can also visit the Faculty of Arts website at arts.ucalgary.ca/undergraduate which has detailed information on common academic concerns. For academic success support, such as writing support, peer support, success seminars, and learning support, visit the Student Success Centre on the third floor of the Taylor Family Digital Library (TFDL), email them at success@ucalgary.ca or visit their website at ucalgary.ca/ssc/ for more information or to book an appointment. For enrolment assistance, including registration (add/drop/swap) changes, paying fees, and navigating your Student Centre, contact Enrolment Services at 403-210-ROCK [7625], by email at futurestudents@ucalgary.ca or visit them at the MacKimmie Block 117.
Course outlines for transfer credit	It is possible that you will be asked for copies of this outline for credit transfers to other institutions or for proof of work done. It is the student's responsibility to keep these outlines and provide them to employers or other universities when requested. Please ensure that outlines of all the courses you take are kept in a safe place for your future reference. Departments/Programs do not guarantee that they will provide copies.
Letter of permission	If you wish to study at another institution while registered at the U of C, you must have a letter of permission. You can submit your request through your Student Centre at MyUofC. Students must have the Letter of Permission before they take the course at another school. Failure to prepare may result in no credit awarded and could result in suspension from the faculty.
Undergraduate associations	DUS: Drama Undergraduate Society, CHC 005 uofcdus@gmail.com MUS: Music Undergraduate Society, CHF 219 undmusic@ucalgary.ca

DNCE 363: Dance Science
Course Schedule

Week	Dates	Tuesday. 800 – 950	Thursday. 800 – 950
1	Jan 9 + 11	Introduction to course: Why is science important for dance?	Movement Analysis: muscular function, role of gravity, postural assessment Reading Clippinger Ch 8
2	Jan 16 + 18	Lower Limbs: foot, ankle, knee Reading Simmel Ch 5-6, Clippinger Ch 5-6	Body Center: hip, spine Reading Simmel Ch 2-4, Clippinger Ch 3-4
3	Jan 23 + 25	Upper Limbs: shoulder, elbow Reading Simmel Ch 7, Clippinger Ch 7	Review
4	Jan 30 + Feb 1	Due Movement Analysis Exam	Nutrition: energy sources, somatotypes Reading Simmel Ch 9, Yannakoulia 2002
5	Feb 6 + 8	Nutrition: specific needs of the dancer Guest Kim Wagner Jones, RD Hand-in 3-day Food Diary	Motor Learning: applications of sport technology to dance movement Guest Dr. Larry Katz
6	Feb 13 + 15	Applied Psychology: motivation, self-confidence, psychological skills Reading Simmel Ch 8, Nordin-Bates 2014	Applied Psychology: self-care, stress management Guest Dr. Angela Grace
	Feb 20 + 22	READING WEEK	
7	Feb 27 + Mar 1	Applied Biomechanics: physics of dance Reading Simmel p3-10, Clippinger Ch 1-2, Krasnow 2011	Applied Biomechanics Field trip to Human Performance Lab (HPL) Guest Jordyn Vienneau MSc
8	Mar 6 + 8	Applied Physiology: energy systems, components of fitness, fatigue Reading Simmel Ch 12; p19-23, Bronner 2016	Article Sharing: class discussion of articles to support Self Profile Essay Post abstract, summary, link to D2L
9	Mar 13 + 15	Somatic Practice: nervous system, kinaesthetic awareness, breath patterns Reading Batson 2009	No class: Mainstage opens
10	Mar 20 + 22	Research Methods: qualitative and quantitative, study design Guest Alyssa Perron MSc Due General topic for research proposal	Research Methods: literature search and retrieval strategies Guest Marc Stoeckle Due Self Profile Essay
11	Mar 27 + 29	Research Methods: principles of critical appraisal Reading Ekegren 2014	Research Methods: structure of a scientific study, oral presentation skills
12	Apr 3 + 5	Group Tutorials; Guided study time	Group Tutorials; Guided study time
13	Apr 10 + 12	Due Group Presentations	Reflection and Evaluation