

York University
Faculty of Health
School of Kinesiology and Health Science

Course Information

Course: PKIN 0597 ONLN Laban Movement Analysis **Section:** M

Course webpage: on your eClass Dashboard

Term: Winter 2022

Pre-requisite or Co-requisite: None

Course Director: Dr. Lisa Sandlos

Please e-mail lisas@yorku.ca, allowing 48 hours for a response. If no reply, please resend.

Office Hour

One-on-one meetings with the course director on Zoom are by appointment and can be arranged by email.

Time and Location:

*Please note that this course is designated as an **in-person course**. As such, it depends on your in-class participation, except for instances when the university declares a period of remote teaching and learning. At the time of writing this syllabus, York University has declared that classes will be remote until Jan. 31, 2022 due to the rapid spread of the Omicron variant of Covid-19 so there will be no on-campus, in-class interactions or activities until after that time. **Unless the period of remote teaching and learning is extended, you will be expected to attend classes in-person beginning in February on Tuesdays and Thursdays 9:30-10:30 a.m. in Studio 6 (Tait McKenzie, top floor, east staircase/elevator).**

During the period of remote learning in January, there will be a mix of asynchronous course materials (posted on Tuesdays) that you will be expected to work on in your own time and synchronous classes offered on Thursdays (9:30-10:30 a.m.). In the synchronous classes, students are encouraged to ask questions, request review of specific exercises and/or course concepts, hear the instructor's responses to other students' questions, and reinforce their physical practice. It is also recommended (but not mandatory) that students turn on their videos for these sessions so the instructor can see how the class is interpreting and engaging with the materials and coach the group accordingly. Keeping your video turned on will also allow for the creating a collegial atmosphere; one in which you can get to know your fellow students in the class and the professor can get to know the students.

Technical requirements for taking the course if the period of remote learning should be extended past the current date of Jan. 31, 2022:

In order to fully participate in this course, students will need an Internet connection (stable, higher speed is ideal), a YouTube account, a computer with webcam and microphone, and/or a smart device with these features. Students shall note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nick name when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it.

Technology requirements and FAQs for eClass can be found here –

<https://lthelp.yorku.ca/95440-student-faq>

To determine Internet connection and speed, online tests such as [Speedtest](https://www.speedtest.net/), <https://www.speedtest.net/> can be run.

Useful links describing computing information, resources and help for students:

Student Guide to eClass	https://lthelp.yorku.ca/student-guide-to-moodle
Computing for Students Website	https://student.computing.yorku.ca/
Student Guide to eLearning at York University	http://elearning-guide.apps01.yorku.ca/
Learning Skills Services	https://yublog.students.yorku.ca/blog/2020/05/27/remote-learning-101-learning-skills-services/
Zoom@YorkU User Reference Guide	http://staff.computing.yorku.ca/wp-content/uploads/sites/3/2012/02/Zoom@YorkU-User-Reference-Guide.pdf
Zoom@YorkU Best Practices	https://staff.computing.yorku.ca/wp-content/uploads/sites/3/2020/03/Zoom@YorkU-Best-Practicesv2.pdf

Expanded Course Description

This course presents methods and approaches developed by 20th-century movement pioneer, Rudolf von Laban and those who have contributed to his work, particularly Irmgard Bartenieff. Providing a framework for students to identify their own personal movement habits and preferences and those of others, the course enhances comprehension of the mechanics, expressive elements and meanings of everyday movements.

Organization of the Course:

This course is divided into 5 modules (2 weeks each). In addition to in-class learning, students should follow along with materials posted regularly on eClass. The modules have been organized in sequential order, so that students build knowledge of movement concepts skills as they move from one module to the next.

Activities in this course will generally include a combination of warm-up exercises, presentation of Laban Movement Analysis principles, demonstrations, guided movement exercises with imagery, experiential anatomy, interactive improvisations and methods for movement observation. Through movement explorations emphasizing elements of space, time, weight, and flow, students will clarify and expand their own range of physicality, develop increased body awareness, learn to utilize spatial patterns and pulls, acquire skills in performing and interpreting qualitative and dynamic movement sequences and increase their ability to communicate effectively through postural and gestural choices. Through discussion forum entries, students will reflect on and share ways they can apply some of the skills they have learned in movement analysis to other courses they are taking, to their future careers in the fields of Kinesiology and Health Sciences, and to their everyday approach to movement.

Course Objectives

1) Brief statement of purpose

The central purpose of this course is to assist students in developing the ability to embody and observe a full range of human movement using the Laban Movement Analysis (LMA) framework of BESS—Body, Effort, Space, and Shape. Using LMA, students will learn tools for systematically practising, observing, and interpreting human movement. Students will learn how the LMA approach has been applied to the study of movement in a variety of occupations including physiotherapy, occupational therapy, athletic coaching and performance enhancement, movement training for dancers, actors, politicians and business executives.

2) Learning Outcomes

1. By the end of the course, students will be expected to demonstrate a) clear body part initiations, b) sequential and simultaneous movement patterns, c) The Efforts and the factors of weight, time, space and flow), d) basic spatial scales (i.e. dimensional and directional scales as well as the corners of 2-dimensional planes), and e) the three modes of shape change and be able to perform these using appropriate preparations and transitions with little/no prompting from the instructor.
2. Students will have the opportunity to apply Laban/Bartenieff Fundamentals movement principles to their every day movements and activities such as core connectivity, integration of breathing and spatial reach. Appropriate modifications for injury, ability, and pain management are expected from students in order to demonstrate an understanding of the Laban/Bartenieff approach.
3. Students will develop an appreciation for the significance and history of Rudolf von Laban's work and that of his collaborators and predecessors and an understanding of how the original system has been adapted in the 21st century.
4. Students will begin to learn the "motif" system of movement notation, which is a simple and useful tool for recording human movement, for organizing observations, and for generating new movements for rehabilitative, performance enhancing, or creative purposes.
5. Students will practice movement observation and coaching/teaching skills. Through experiential learning opportunities, students will develop an understanding of applications of Laban Movement Analysis to various populations (i.e. athletes, seniors, dancers, corporate business, actors, etc.) and for the prevention and rehabilitation of injuries.

Important Dates (Revised on Jan. 8, 2022 for York University announcement re: remote learning until Jan. 31):

- Tues. Jan. 11 Course Start Date - First eClass materials posted (No real-time class - read the Course Outline and do assigned work asynchronously)
- Thurs. Jan. 13, 9:30-10:15 p.m. First Zoom class - (Zoom link will be posted on eClass)
- Tues. Jan. 18 eClass materials posted (No real-time class - do assigned work asynchronously)
- Thurs. Jan. 20, 9:30-10:15 p.m. Second Zoom class (Zoom link will be posted on eClass)
- Tues. Jan. 25 and Thurs. Jan. 27 - Schedule TBA
- Tues. Feb. 1, 8:30-9:15 a.m. Start In-person classes (Tuesdays and Thursdays) - Tait McKenzie building, Studio 6 (upstairs)

Tuesday, Feb. 15 Mid-term In-Class Practical Evaluation

Thursday, Feb. 17 Written Test (on eClass)

Reading Week - Sat. Feb. 19- Fri. Feb. 25

Last day to drop this course without receiving a grade - Friday, March 18

Thursday, March 31 Final Practical Evaluation AND Written Self-Evaluation Due

Course Withdrawal Period March 19-April 10

Evaluation:

Practical:

Mid-term Practical Evaluation (Feb. 15)	20%
Final Practical Evaluation (March 31)	20%
Culminating Video Analysis (March 31)	20%
Participation (Discussion Forums and in-class)	20%

Theory:

Written Test (Feb. 17)	20%
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Please Note:

- Students will receive detailed instructor feedback on the Mid-term Practical Evaluation. It is expected that students will implement this feedback and any suggestions or corrections in their final assignments.
- The Final Practical Evaluation takes place and the due date for the Culminating Video Analysis is March 31. Students normally only receive a grade (no comments) on the final assignments.

Description of Evaluation Categories:

a) Theory –Written Test Thurs. Feb. 17 20%

The Test will be based on assigned readings and course concepts emphasized in instructional videos and live zoom discussions. The format will include Multiple Choice, True or False, Mix and Match, and Short Answer questions. You will have 45 minutes to complete the test (from the time you start it).

Please Note: Make-up tests or other accommodations for missing the test can only be arranged with official documentation (e.g. doctor's note, accident report, funeral certificate, etc.). Please notify the instructor ASAP if you foresee that you may miss the written test.

b) Practical Tests 20%x2

There are two individual practical evaluations: **Feb. 13 and March 31**

Practical -Evaluation of students' knowledge, ability and progress in performing Laban/Bartenieff exercises as learned from instructor-provided instructional videos. Students will be evaluated by the instructor. Further instructions will follow.

c) Culminating Written Video Analysis Due: Thurs. March 31 20%

You will select a short YouTube video clip that shows some human movement activity that you are interested in analyzing. You will observe, notate, analyze, reflect on your own embodiment of the movement in the video, and finally synthesize your analysis to interpret the meaning/purpose of the movement. You will then write a 2-3 page essay to summarize. Further guidelines will follow.

- Please proofread your essay for readability, coherence, grammar and spelling. Have someone else proofread as well. Marks will be deducted for poorly written essays.
- **Important:** Do not e-mail your assignment. Only eClass submissions will be accepted.
- 2 marks out of 20 will be deducted per day late, including weekends.
- Referring to resources (for example, course readings) within your written assignment is not required but it is encouraged as a way to support the points you make in your written assignment. If you quote or paraphrase from any source, including but not limited to course readings, you must cite your source (in-text, parenthetical) and include a Works Cited list with full bibliographic information at the end of the assignment. Please use MLA or APA formatting.
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html
OR
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
- All students are expected to review the York University Senate Policy on Academic Honesty and the Academic Integrity Website regularly. Links are at the end of this course outline.

d) Participation. 20%

PKIN Participation Requirement

The Participation grade is assigned on the basis of actively participating in course activities. Practicum (PKIN) Participation requirement is based on discussion forum entries (in the remote period of learning) and/or in-person participation in class discussions and activities (during the in-class period).

Quality of participation is evaluated by the instructor based on a point system.

Important notes about Discussion Forums, Instructional Videos & Zoom sessions:

1. Students are prohibited from recording the live zoom sessions or from posting them on social media. Like a classroom, the zoom meetings are designated as a space of learning for those and only those who are enrolled in the course. Any attempts by students to record the zoom meetings or post them on the internet are considered to be a breach of copyright and York's Policy of Academic Integrity and investigated accordingly.
2. Live zoom sessions will be recorded by the instructor and posted to the eClass site for accessibility purposes so students who are unable to attend (due to poor internet connectivity, childcare or work responsibilities, etc.) may view the sessions and benefit from discussions about the course material. The instructor may also view the recordings for review of student responses to course material so can future course delivery can be improved upon. If a student prefers, they may turn off their video so they cannot be seen and may request that the recording be temporarily turned off before they speak. All recordings will be destroyed after the end of classes.
3. Instructional videos posted to eClass by the instructor are not to be reproduced or distributed in any way, shape, or form. The videos are the intellectual/creative property of the instructor and are solely to be used by students enrolled in the course to learn course materials. Any violation is considered to be a breach of copyright and York's Policy of Academic Integrity and investigated accordingly.

Important Note: students do not have permission to duplicate, copy and/or distribute the recordings outside of the class (these acts can violate not only copyright laws but also **FIPPA** <https://www.ontario.ca/laws/statute/90f31> and intellectual property rights. **These course materials are designed for use as part of this course at York University and are the intellectual property of the instructor unless otherwise stated.** Unless a users' right in Canada's Copyright Act covers the particular use, you may not publish, post on an Internet site, sell, or otherwise distribute this work without the instructor's express permission. This includes tests or test questions. Failure to abide by these restrictions may constitute grounds for academic misconduct proceedings and/or legal action against you.

4. Students are strongly advised to mute their cell phones upon arrival in live zoom sessions and mute their zoom microphone when they are not speaking.
5. Etiquette and Code of Conduct: While the instructor will seek to establish a friendly tone, as in a regular classroom there is a code of formality in zoom sessions for this course. Students are expected to be always respectful towards their instructor and their fellow students. A tone of respect must also be maintained in all in-class interactions and Discussion Forum entries. Please review the York University Code of Conduct.

6. Students are strongly encouraged to work within their own physical limits and to modify exercises so they can perform them without pain or undue strain. If you cannot figure out an appropriate modification, ask your instructor for assistance. Neither the instructor nor York University is responsible for injuries or accidents incurred by students or anyone else resulting from doing exercises taught in this course.

Grading, Assignment Submission, Lateness Penalties and Missed Tests

Grading:

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York. Assignments and tests will bear either a letter grade designation or a corresponding number grade. For a full description of York grading system see <http://calendars.registrar.yorku.ca/2010-2011/academic/index.htm>) and click on Grades and Grading Schemes.

Please note the following grading scheme is standard for PKIN courses:

A = 80 to 100, B = 70 to 79, C = 60 to 69, F = below 60.

See <http://kine.info.yorku.ca/practicum-regulations/> for further information or contact the SKAHS Undergraduate Office.

Evaluation of a student's competence in a practicum is based on skill execution (physical) and skill theory (oral and/or written). The practicum grading scale is A, B, C, F or Pass/Fail option.

Pass/Fail Option: Students may take a limited number of courses for degree credit on an ungraded (pass/fail) basis. For full information on this option see Alternative Grading Option in the SKAHS section of the Undergraduate Calendar. Further instructions will be supplied to students before the end of the course for indicating if they prefer to be graded for practicum (PKIN) courses on a pass/fail basis.

Unless the Pass/Fail Option is requested in the eClass sign-up module which will be provided close to the end of the course, final marks will be converted to a letter grade. For PKIN courses, the options are A, B, C, or F. Please note: there are no '+' grades nor a 'D' or 'E' for PKIN courses.

Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Assignments are to be handed in as stipulated in the Evaluation section of this course outline.

Lateness Penalty: Assignments received later than the due date will be penalized. See the Evaluation section of this course outline for details. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor's letter).

Missed Tests: Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor's letter) may request accommodation from the Course Instructor. (e.g.,

allowed to write a make-up test on a specified date.) Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Accommodations: While all individuals are expected to satisfy the requirements of their program of study and aspire to achieve excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. The university encourages students with disabilities to register with ***Student Accessibility Services (SAS)*** to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated to the Course Directors as necessary. Therefore, students are asked to please let the instructor know as soon as possible in the term if they anticipate requiring academic accommodation so that accommodation needs can be considered within the context of this course. **Letters of accommodation from SAS should be emailed to the instructor within the first week of a summer term course or within the first 2 weeks of a fall or winter term course.**

ADDITIONAL INFORMATION

Class Requirements:

1) Participation:

- The course requires from students a willingness to try many new skills and approaches to physical activity. Learning a new movement practice such as the LMA approach is a cumulative process. Thus, regular practice is extremely important. A minimum of 3 times weekly for approximately 45 minutes to 1 hour is recommended (i.e. during in-person course delivery this means 2x in class and 1x on your own).

2) Dress Code:

- Dress code: it is strongly recommended that you practice LMA wearing leggings, form-fitting sweatpants, or Yoga pants; t-shirt, tank top, or leotard. Clothing should be comfortable for a wide range of movement activities, and not too tight as to restrict movement. When being tested for your Practical Evaluation, it is very important that your clothing not be too baggy as the alignment of the body must be visible. No jeans or dress clothes.
- Please do not chew gum, eat or drink while practicing the movements.
- Do not attempt to watch television or YouTube videos while practising. It will compromise your ability to concentrate. Cell phone notifications should be turned off and students should not interrupt their movements to look at their phones unless specifically asked to do so by the instructor for course-related activities.
- Bringing an extra sweater (form-fitting) and warm socks is advisable if the room where you are practicing may be cold.
- Participants will be expected to wear bare feet or socks when they are practicing.
- Long hair should be tied back.
- Please remove any large jewelry, scarves or other accessories that might be distracting to you as the mover or to your instructor when they are evaluating your movements.

3) What you need for this Course:

- The required textbook, ***Everybody is a Body***, 2nd ed. by Karen Studd and Laura Cox is available through Amazon as a kindle purchase for only \$9.99. Install the Amazon Kindle Reader app and then you can purchase the book. Here is the link for ordering:

https://www.amazon.ca/Everybody-Body-Second-Karen-Studd-ebook/dp/B08NS1LJPD/ref=sr_1_2?dchild=1&keywords=Everybody+is+a+Body&qid=1608393761&sr=8-2

You may choose to purchase the paperback instead but order early as there will be assigned readings in the first two weeks of the course.

- If the period of remote learning is extended, you will need a few items for creating geometric models which we will use to practice spatial movement patterns. These items can be purchased at dollar stores: 1) one package of wood or bamboo skewers (i.e. the kind you use to make kebabs); 2) craft putty or play dough (i.e. to hold the skewers together); and c) elastic bands (start saving as many as you can in a jar - especially the thinner, longer, stretchy kind). If the course is in-person, these materials will be supplied in class.
- A notebook or note taking app where students can take notes and jot down questions/observations about readings, instructional videos and zoom sessions.

IMPORTANT COURSE INFORMATION FOR STUDENTS

All students are expected to familiarize themselves with the following information, available on the Senate Committee on Academic Standards, Curriculum & Pedagogy webpage (see Reports, Initiatives, Documents) -

<https://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/>
<http://health.info.yorku.ca/files/2012/10/Academic-Honesty-Presentation-FINAL-COPY-April-18-2013.pdf>

- Senate Policy on Academic Honesty and the Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

*In this course, we strive to maintain academic integrity to the highest extent possible. Please familiarize yourself with the meaning of academic integrity by completing SPARK's Academic Integrity module at the beginning of the course. Breaches of academic integrity range from cheating (i.e., the improper crediting of another's work, the representation of another's ideas as your own, etc.) to aiding and abetting (helping someone else to cheat). All breaches in this course will be reported to the appropriate university authorities and can be punishable according to the Senate Policy on Academic Honesty."

Course Text / Readings – Subject to Change

Please note: Additional readings may be recommended during the course.

Required Reading/Videos:

Readings will mainly be from the course text:

Studd, K. & Laura Cox (2020). *Everybody is a Body*, 2nd ed. Parker, Colo.: Outskirts Press, Inc.

Additional readings from the following sources will be posted on eClass.

Bradley, Karen K. Rudolf Laban. London and New York, NY: Routledge, Taylor & Francis Group. Chapter 4 MASTERY OF MOVEMENT FOR THE TWENTY-FIRST-CENTURY PERFORMER.

<https://syspdram.espivblogs.net/files/2016/11/Karen-K-Bradley-Rudolf-Laban-Routledge-Performance-Practitioners-2008.pdf>

Davies, E. (2006). Front Matter In *Beyond Dance: Laban's Legacy of Movement Analysis*. Florence: Taylor and Francis. Read Pages i-xvi.

Retrieved from ProQuest Ebook Central,

<http://ebookcentral.proquest.com/lib/york/detail.action?docID=292376>.

Fernandes, Ciane Et Al. (2014). Chapter 1: The Development of Rudolf von Laban's Movement Theories In *The Moving Researcher: Laban/Bartenieff Movement Analysis in Performing Arts Education and Creative Arts Therapy*. London: Jessica Kingsley Publishers. Assigned Reading Pages 21-24 (or more if you wish). Retrieved from ProQuest Ebook Central,

<http://ebookcentral.proquest.com/lib/york/detail.action?docID=1825676>.

Hackney, Peggy (1998). Chapter 2: What is Fundamental? In *Making Connections Total Body Integration Through Bartenieff Fundamentals*. Amsterdam: Gordon and Breach Pub. Read Pages 11-18 only.

Sandlos, Lisa (1999). *Laban Movement Analysis: Unlocking the Mysteries of Movement*.