Casper College Course Syllabus  
DANC 1480:01 Beginning Jazz

Semester/Year: Spring 2018  
Lecture Hours: 5  
Lab Hours: 3  
Credit Hours: 1
Class Time: 4:5-30 PM  
Days: T, TH  
Classroom: KT 159

Instructor: Aaron M. Wood  
Office Location: KT 147  
Email: aaron.wood@caspercollege.edu
Office Hours: Office Hours: M/W 9AM-Noon or by appointment
Office Phone: (307) 268-2261

**COURSE DESCRIPTION:**  
The purpose of this course is to explore the fundamentals of jazz dance technique, terminology, and history. Classical and contemporary jazz rhythm and styles are explored. Students will develop basic performance skills such as style, projection, focus, energy, movement quality, and concentration. Reading, reflection, and one composition are part of this course. No previous dance experience is required.

The study of dance often requires physical contact, either teacher-to-student (in terms of physical alignment & muscle use) or student-to-student (in the course of improvisation, partnering, or ensemble work). If you have any concern or reservations about the appropriateness of physical contact, please talk to the instructor immediately.

**PREREQUISITE:** None.

**GOAL:**  
The goal of this course will be to expose the student to low, east coast jazz dance that focuses on transfer of weight, using the plié, flexibility, alignment, and performance.

**OUTCOMES:**  
The student who completes this course in good standing will gain a basic understanding of:

- Low-level east coast jazz technique - exercises, stretches, steps, combinations, and movements.
  - At the completion of this course students should be able to demonstrate the following jazz dance vocabulary - single pirouette, battements @ 90°, pas de bourrée combinations including turning pas de bourrées, basic leaps and performance choreography independently.

- Anatomical principles of body alignment, mechanics, muscular strength, flexibility, coordination, weight transfer, and initiation.

- The history of jazz dance as the dance of America and the 20th Century. Understand (historically) the social, artistic, political, and cultural contexts within which jazz dance developed and continues to evolve.

- The appreciation of jazz dance as an art form by learning to observe and discuss dance as human expression & communication

- Students will develop an expansive vocabulary to translate observations into movement description, discovering and supporting a personal interpretation and understanding of jazz dance.

- The understanding of jazz/popular music fundamentals (tempo, time signature, syncopation, and accent.)

**OBJECTIVES:**  
This course will serve as a jazz dance technique course which will include a writing component along with vocabulary requirements.
METHODOLOGY
The student will experience a warm-up, a centre combination and across the floor exercises. The student will also learn how to recall longer combinations/choreography and be tested on their abilities through performance work. Attendance and active participation will be crucial to a student’s overall grade and success.

EVALUATION CRITERIA:
Reading Response (2) 50 pts. (25 pts. each)
• 2 to 3-page summary on class readings and how those readings pertain to you as a jazz dancer.
• Papers must be stapled, and in MLA Format.
• Refworks & MLA format information @www.caspercollege.edu/library/index/html
Technical/Vocabulary Exams (2) 300 pts.
• Midterm 100 pt.
• Final 200 pt.
Choreography/Movement Exams (2) 150 pts.
• Midterm 50 pts.
• Final 100 pts.
Solo Compositional Study 100 pts.
Daily participation 200 pts.
Professionalism/Attendance 200 pts.
TOTAL POINTS POSSIBLE: 1000 pts.

Grading Scale:
90- 100% = A
80 - 89% = B
70 - 79% = C
60 - 69% = D
50 - 59% = F

REQUIRED TEXT:

Additional readings and course materials will be provided from:
CLASS POLICIES:

A. Clothing and Hair
1. Split-sole Jazz shoes or bare feet. No socks.
2. Form fitting clothes required—leotards and tights for women, plus shirts and close-fitting shorts or tights for men. Jazz pants or capris are also acceptable.
3. Dance belts are required for men and support bras or needed support for women is required as needed.
4. Long hair needs to be secured away from face and up off the neck. No long ponytails or long braids.
5. No necklaces, chokers, dangle earrings, bracelets, or loud prints in clothing.
6. Technique testing should be done in all black or monochromatic clothing.

B. Classroom Etiquette:
1. No gum or candy in class. Throat lozenges are acceptable with notification.
2. If you are 10 minutes late or more for class you need to observe the class.
3. Anytime you are observing class, you need to take specific notes on combinations and corrections if you want partial credit for that class period.
4. Cell phones must be silenced and set to “do not disturb.” If your cell phone goes off in class you will lose participation points.
5. Please be courteous to all other dancers, instructors or observers. Learn from as many sources possible, this includes one another.
6. No hats or beanies in class. Doo rags are accepted.
7. Applause at the end of class is appropriate to show appreciation for fellow students, the art form, and the instructor
8. If you have to leave class, please check with the instructor first.
9. Please have a personal water bottle for class so as the need to leave class will be minimized.

PROFESSIONALISM AND ATTENDANCE POLICY:
Professionalism - as defined by Merriam-Webster Dictionary is:
“the conduct, aims, or qualities that characterize or mark a profession or a professional person.”

Attendance - You are allowed one absence without affecting your grade. With each absence following the one, you will lose 5% of your attendance grade. Tardies or leaving class early will also affect your grade. Two tardies will result in an absence and a loss of 5% of your attendance grade. Please note that there is no such thing as an excused absence at Casper College. Absences for any reason will be recorded.

No make-ups are allowed for any movement experiences or showings. Attendance and active participation includes learning, observing, and discussing principles we explore in class and throughout the semester.

Remember - “to be early is to be on time and to be on time is to be late.”
SAMPLE RUBRIC FOR TECHNICAL AND CHOREOGRAPHY EXAMS:

<table>
<thead>
<tr>
<th>Points possible per section</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Emerging</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Sequence</td>
<td>Student demonstrated jazz combination with zero errors, 100% rhythmic</td>
<td>Student demonstrated jazz combination with 1-2 errors; 80% rhythmic</td>
<td>Student demonstrated jazz combination with 3 - 4 errors. Most errors</td>
</tr>
<tr>
<td>20 points</td>
<td>accuracy of footwork and with high performance energy and enthusiasm.</td>
<td>accuracy in footwork and acceptable performance energy.</td>
<td>due to poor timing; low performance energy; lacked enthusiasm.</td>
</tr>
<tr>
<td>Musically/Rhythm</td>
<td>Student demonstrated fully-executed movements within excellent rhythmic</td>
<td>Student demonstrated movements within good rhythmic control; some movements</td>
<td>Student demonstrated partially-executed movements with several</td>
</tr>
<tr>
<td>10 points</td>
<td>control; zero mistakes in timing- always on beat; zero movements</td>
<td>compromised for staying on beat but few mistakes in timing overall;</td>
<td>mistakes in counts. Knowledge was evident, but compromised due to</td>
</tr>
<tr>
<td>Energy Flow</td>
<td>Student demonstrated fully-executed movements within excellent rhythmic</td>
<td>isolations executed with 1-2 mistakes in timing.</td>
<td>lack of musical accuracy; student did not stay on beat in several areas.</td>
</tr>
<tr>
<td>10 points</td>
<td>control; isolations displayed precision in timing &amp; muscle control; zero</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transitions</td>
<td>All transitions between movements executed with excellence and are smooth,</td>
<td>Most transitions between movements are clean and demonstrated with clarity.</td>
<td>Several transitions show low effort in between phrases.</td>
</tr>
<tr>
<td>10 points</td>
<td>movements energized past the hands/feet. Excellent execution of technique.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Proficiency</td>
<td>Body awareness and alignment very evident; spatial lines energized past the</td>
<td>Body awareness and alignment have demonstrated understanding, but more</td>
<td>Not understanding of body awareness and alignment – needs much work;</td>
</tr>
<tr>
<td>100 points</td>
<td>hands/feet. Excellent execution of technique.</td>
<td>work is needed; spatial lines did not energize past the hands/feet.</td>
<td>spatial lines did not energize past the hands/feet. Lack of technical</td>
</tr>
</tbody>
</table>

NAME:

Grading Rubric - Mid-Term Exam /150

Instructor Comments:
***** ADDITIONAL GUIDELINES

SOLO COMPOSITIONAL STUDY:
As part of your grade, you will research a famous Jazz dancer/choreographer, from a list given to you by the instructor, and create a short jazz compositional solo utilizing movement vocabulary defined and created by said choreographer/dancer. This SOLO will be between 1:30-2:00 minutes in length. The purpose of this study is to give you as a dance artist the opportunity to embody an unfamiliar style and develop additional movement sensibilities. Check the class calendar for performance dates. A grading rubric will be given to you from the instructor and you must turn this rubric in on the due date.

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Last date to change to audit status or to withdraw with a “W” grade:
Last Date to Change to Audit Status or to Withdraw with a W Grade: April 12 The Final Date for Withdrawal from the course or to change to Audit will be those posted in the Official Semester Schedule. This date will be strictly followed.

Student Rights and Responsibilities: Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.

Chain of Command: If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.

Academic Code Violations: (Cheating & Plagiarism) Casper College demands academic honesty. Academic code violations focus on academic dishonesty, which includes but is not limited to, cheating, plagiarism, buying, selling, or stealing exams; substituting for another person, collusion when collaboration is not approved; knowingly furnishing false information; and copyright violations. Violations of the college's academic code can result in a range of negative consequences from failing a graded assignment to expulsion from the college. See the Student Code of Conduct for more information on this topic (www.caspercollege.edu/student-handbook).

Official Means of Communication: Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly. This is also, where you will find course evaluation links during course evaluation periods.

ADA Accommodations Policy: If you need academic accommodations because of a disability, please inform me as soon as possible. See me privately after class, or during my office hours. To request academic accommodations, students must first consult with the college’s Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

Harassment and discrimination: Casper College seeks to provide an environment that is free of bias, discrimination and harassment. If you have been the victim of sexual harassment/gender or sex
discrimination/sexual misconduct/assault, we encourage you to report this. If you report this to an employee, she or he must notify our college's Title IX Coordinator, Linda Toohey, Associate Vice President for Student Services, 125 College Drive, GW 412, Casper, WY 82601; (307) 268-2667; linda.toohey@caspercollege.edu about the basic facts of the incident. Employee concerns should be directed to the Human Resources Director. For more information about your options, please go to: caspercollege.edu/nondiscrimination

Medical Considerations: If you have doubts about your health, chronic or recent injuries, or other physical limitations in relation to this course, PLEASE consult with the instructor before beginning the class.

Physical Disability Clause: Please visit http://www.caspercollege.edu/about/accommodative or call 268-2557 for more information about this process.

### TENTATIVE COURSE CALENDAR DUE DATES:

**SUBJECT TO CHANGE**

All students are required to attend and actively participate in all class meetings.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td>Jan 16</td>
<td>Class starts/Orientation - read through syllabus Jan</td>
</tr>
<tr>
<td>18</td>
<td>Dress for class</td>
</tr>
<tr>
<td>Feb 1</td>
<td>Reading Response #1 Due (25 pts.)</td>
</tr>
<tr>
<td>March 6</td>
<td>Technical/Vocabulary &amp; Choreography/Movement MIDTERM REVIEW</td>
</tr>
<tr>
<td>March 8</td>
<td>Technical/Vocabulary &amp; Choreography/Movement MIDTERM EXAM March 12-16</td>
</tr>
<tr>
<td>12-16</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 20-23</td>
<td>ACDA (Class TBA)</td>
</tr>
<tr>
<td>March 22</td>
<td>Reading Response #2 Due (25 pts.) (Email your paper to Aaron) April</td>
</tr>
<tr>
<td>17 &amp; 19</td>
<td>Solo Compositional Study DUE</td>
</tr>
<tr>
<td>May 1</td>
<td>Technical/Vocabulary &amp; Choreography/Movement FINALS REVIEW May 3</td>
</tr>
<tr>
<td>7-10</td>
<td>Choreography/Movement Final Movement FINAL EXAM</td>
</tr>
<tr>
<td>May 7, 8, 9</td>
<td>SPRING SHOWCASE -7:30 P.M. (tentative_</td>
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