Stephen F. Austin State University
Department of Kinesiology and Health Science/Dance Program

CRN 15070, DAN 105 Samuelson, Heather

Fall 2017

Instructor: Heather Samuelson  Course Time and Location: MWF 8-8:50 HPE201
Office: HPE 211  Office Hours: TTH 9-11:30
Office Phone: 936 468-1614  Credits: 2
Department Phone: 936 468-3503  Email: Samuelsoh@sfasu.edu

Prerequisites:

There is no prerequisite for this class.

I. Course Description:

Tap is a physical class in which the student will learn the basic fundamentals of Tap dance technique. This class is geared toward dance majors and dance minors, presuming no former Tap training has been acquired but requires advanced movement skills as well as an advanced background in music and rhythmic syncopation.

II. Intended Learning Outcomes/Goals/Objectives:

These goals support and reflect the College of Education’s Vision, Mission, and Core Values in that they equip those candidates seeking “to achieve professional excellence” with the knowledge, skills, and disposition that “prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development”. This course supports the Dance Program Mission Statement related to achieving a high level of creative potential. The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

Program Learning Outcomes:

1. Dance Technique The student will be able to execute intermediate/advanced level ballet, modern dance and jazz dance techniques. (Active)

2. Dance Production The student will be able to identify and apply production values necessary for concert dance, including lighting, sound, costuming, and publicity. (Active)
3. Choreography The student will be able to identify, distinguish and apply the variety of choreographic devices, structures and forms used in contemporary concert dance. (Active)

4. Dance Kinesiology The student will be able to apply concepts of dance kinesiology to performance and analysis of dance movement. (Active)

5. Rhythmic Analysis The student will be able to identify variations in rhythmic patterns and elements of music such as accents, beats, and phrasing as applied to dance movement. (Active)

6. Dance History The student will identify and discuss seminal works in the development of Western theatrical dance. (Active)

**Student Learning Outcomes:**

1. Recognize and exhibit dance class etiquette such as spatial awareness, active listening, personal responsibility, commitment to the practice and to learn the basic fundamentals of Tap dance technique and history while gaining respect for the larger community of dance (PLO 1).
2. Exhibit understanding of biomechanics related to Tap dance technique such as alignment, coordination, femoral rotation, flexibility, and strength (PLO 1, 3).
3. Demonstrate understanding of Tap terminology and the associated movements (PLO 1).
4. Effectively apply artistic choices such as musicality, focus, and use of energy to performed movement (PLO 5).
5. Analyze personal progress within the legacy of Tap.

For additional information on meaningful and measurable learning outcomes, see the assessment resource page at: [http://www.sfasu.edu/assessment/index/asp](http://www.sfasu.edu/assessment/index/asp).

**III. Course Assignments, Activities, Instructional Strategies, and use of Technology:**

The student will be required to participate in a complete Tap Warm-up consisting of calisthenics and strengthening exercises. Upon learning Tap dance technique, the student will be asked to present learned material in the center of the floor and movement that travels across the floor. The student will be given activities that include partner work to better understand the dancer body, phrases of movement in which the student will learn rhythmic movement through repetition, and activities that incorporate the knowledge of meter and time for
The student will, on occasion, be asked to research historical tap information and be given handouts that describe in depth the history of any technique presented in class, so that they may have a better understanding of the underlying technique and how it relates to the dancer body. The student is not required, but encouraged, to use technology in the attempt to learn Tap dance technique but to use technology to gain a better understanding and appreciation toward Tap as an art form.

IV. Evaluation and Assessments (Grading):

Participation:

Active and committed participation throughout each class is expected. Students are expected to practice combinations between class sessions. This equates to 2 hours per week outside of class per credit hour. Each student’s active participation, including both effort and improvement will be assessed based on their individual levels. Dancers with less experience will not be compared with those who have more experience.

Dance is an art form that must be practiced daily for mastery. Students are expected to fully participate in each class. It is recommended that any student who is ill should attempt to attend class unless they are contagious or confined to a bed. Any student who opts to observe and not participate will receive partial credit for that class. Class observation gives students a good learning opportunity to listen to explanations and corrections the instructor has given out. Lack of participation for any sustained period of time due to illness, injury or University sponsored events may result in needing to drop the course entirely. Daily participation means committing to the class and is worth a considerable amount of the student’s final grade.

**Grading Percentages:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>15%</td>
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<tr>
<td>Daily Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Skills Tests</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm</td>
<td>25%</td>
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<tr>
<td>Final</td>
<td>25%</td>
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**Grading Scale:**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-90</td>
<td>A</td>
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<tr>
<td>89-80</td>
<td>B</td>
</tr>
<tr>
<td>79-70</td>
<td>C</td>
</tr>
<tr>
<td>69-60</td>
<td>D</td>
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<tr>
<td>59 or lower</td>
<td>F</td>
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Daily Participation Grading:
For each class, the student has the opportunity to earn a total of 10 points by being on time, wearing the proper attire, showing a positive attitude, and giving 100% effort. Students will lose points for being late, or leaving early, now wearing proper dance attire, slacking off, having a bad attitude, or being rude or disrespectful. As stated before, a student who observes class will only earn partial points. **Points cannot be earned if the student is absent.**

**Skills Tests:**

Periodically throughout the semester, the student is required to perform skills tests. These tests usually consist of short combinations that the class has learned during the semester. Skills tests will be electronically recorded and the students will perform in small groups. The students will be graded on factors that include alignment, technique, stability, mobility, musicality, memory, coordination, and style. If a skills test is missed, the student CANNOT make it up!

**Midterm and Final Exam:**

The midterm will be conducted in a way that resembles a skills test. The midterm exam will consist of materials and dance mechanics that the student has learned up to the mid semester point. The final exam will be composed of all elements that have been learned during the semester. These two exams will be performed in small groups and will be electronically recorded. If the midterm or final is missed, the student CANNOT make it up!

**Concert:** Attend an approved Professional Dance Concert and write a 400-word critique. Critiques are due one week after you see the performance. Be sure to include a picture of the program and ticket stub within the file you submit on D2L. **Rubric will be given online. Critiques will be submitted through D2L in either Word or PDF format ONLY.** Upcoming performances include: The Paul Taylor II Company (September 13 & 14), Danceworks (November 9-11), and The Nutcracker (November 15-17).

**Make-Up Policy:**

Written assignments will be accepted late, however, 1 letter grade will be deducted for each day the assignment is late. If the student is in good standing with the course, the instructor may allow absences to be made up by other assignments, or attending another technique class of the same level or higher that the student is NOT currently enrolled in with the instructor's permission. Proof of the make-up class will be submitted within 2 days of taking the approved class.

**Attendance:**

Each student is allowed to miss **2 individual classes for any reason**, i.e., sick, tired, skipping, sleeping, traveling. Each additional absence, after the initial 2, will drop the student's final grade by 1 full letter grade. For example: Assuming that
the student currently holds an “A” in the course, 3 absences = B, 4 absences = C, 5 absences = D. **Any student who has 6 absences or more will result in an automatic failing grade and will not pass the class.** An absence will be excused if the student notifies the instructor when late and when the student presents a doctor’s note the next class day that he/she is ok to return to class. **Doctor’s notes will not be accepted at the end of the week, month, or semester if the student has already returned to class and forgot to bring the doctor’s note.** Points will be deducted for students who leave class prior to dismissal. **For every 3 tardies,**

<table>
<thead>
<tr>
<th>Assignment/ Assessment</th>
<th>CAEP/AAHE</th>
<th>TEA</th>
<th>ISTE</th>
<th>InTasc</th>
<th>NDA/SHAPE</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>1.3</td>
<td>1.1k, 1.2k, 1.3k, 1.4k, 1.5k, 1.6k, 1.7k, 2.2k, 2.3k, 2.10k, 2.11k</td>
<td>1c, 2b</td>
<td>1a, 1b, 2c, 4a</td>
<td>1</td>
</tr>
<tr>
<td>Exam 2</td>
<td>1.3</td>
<td>1.6k, 1.7k, 1.8k, 1.9k, 2.2k, 2.3k, 2.10k, 2.11k</td>
<td>1c, 2b</td>
<td>1a, 1b, 2c, 4a</td>
<td>1</td>
</tr>
<tr>
<td>Exam 3</td>
<td>1.3</td>
<td>1.6k, 1.7k, 1.8k, 1.9k, 2.2k, 2.3k, 2.10k, 2.11k, 1.6s</td>
<td>1c, 2b</td>
<td>1a, 1b, 2c, 4a</td>
<td>1</td>
</tr>
<tr>
<td>Critique</td>
<td></td>
<td>1.7k, 1.8k, 1.9k, 3.8s, 3.9s, 3.13s</td>
<td>3g, 5i</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Journal/Reflections</td>
<td>1.5</td>
<td>1.1k, 1.2k, 1.11s, 2.2k, 5.5k</td>
<td>1c, 2a</td>
<td>3m, 5c, 6i, 6q</td>
<td>6</td>
</tr>
</tbody>
</table>

**the student will receive 1 absence!** Attendance will be strictly enforced. It is the responsibility of the student to keep track or their number of absences. The student may ask the instructor on the amount of absences accrued, but please do this at the end of class.

**V. Tentative Course Calendar:**

**Week 1-2**

8/28   Introduction to course. Syllabus.

- First assignment: Define Tap Dance.

8/30-9/8   Begin learning a traditional tap warm-up and the basic fundamental steps of tap. Work on coordination, clarity, rhythm and speed.

**Week 3-4**

9/11-5   Continue working the basic fundamental steps of tap.

9/18   Review for skills test

9/20   Skills Test and vocabulary quiz (written).
9/22 Heather at Brazos Contemporary Dance Festival. Research assignment on the “Class Act” tap style.

Week 5-6

9/25-10/6 Begin working traveling footwork across the floor; focusing on different facings, accents, and slides.

9/29 Research assignment over “Class Act” tap is due.

Week 7-8

10/9-11 Review for skills test.

10/13 Traveling footwork midterm.

10/16 Begin working different kinds of turns and some more advanced turns (ex: 5 point turn).

Week 9

10/23 Continue working on turns, traveling turns, and advanced turns.

10/25 Receive instruction on group project and research assignment over “Flash Act” tap.

Week 10

10/30-11/1 Continue working on group assignment and research project.

11/3 Present Group Assignment and turn in research project over “Flash Act” tap.

Week 11-12

11/6-13 Begin learning time steps and the differences between them: time steps that travel and time steps that rotate.

11/15 No class. Dance Workshop in big gym-extra credit for attendance.

11/17 Begin learning a final combo for exam purposes.

Week 13-14

11/25 THANKSGIVING BREAK!!!!!!

11/27-12/1 Continue working on final combo.
Week 15

12/4  Present final combo for a grade.

12/6  Present combination in the Informal Concert.

**Tentative Danceworks Schedule: November 6-11**

11/6  Set up light trees during class.

11/7  Light tech. Call at 4pm, begin immediately with one run.

11/8  Dress Rehearsal with 2 runs: call 4pm, warm up 4:30-5:30pm, crew sweep 5:45pm, 1st run 6pm, 2nd run 8pm. Photo shoot with Hardy Meredith. (Heather at Faculty Senate).

11/9  Opening night: Crew call 4:30pm to mop, Dancer call 5pm, warm up 5:15-6:16pm, Show 7pm.

11/10 Show #2: Call 5pm, warm up 5:15-6:16pm, show 7pm.

11/11 Final show #3: Call 1pm, warm up 1:15-2:15pm, show 3pm

STRIKE AND FLIP/MOP MARLEY

**Classroom Etiquette**

1. Be ON TIME to class. It is considered disrespectful to walk into a dance class late. If the student is tardy, he/she should first ask the instructor for permission to join class. If the warm-up is missed, the student may stay and observe the rest of the class.

2. NO TEXTING & Silence all cell phones.

3. Always come prepared to work both mentally and physically.

4. Do not give corrections to other students unless they ask for your help or if you are asked to provide observations by the instructor.

5. Do not speak while instruction or correction by the instructor is occurring.

6. Be respectful of others. This is a place of learning and once you step into the studio, you are all on the same level. Be positive with yourself and with others. This should be a safe place for you to grow as a dancer and to feel comfortable with yourself.

**Dance Studio Rules**

1. **No street shoes.** All street shoes must be removed before walking on the dance floor.

2. **No gum chewing, eating or drinking.** Water with secured lid is permitted. Please pick up after yourself and throw away any trash you might bring into the dance space.
3. No wet umbrellas, etc. Please shake off & store any wet items before entering the studio.
4. **All cell phones must be silenced in the dance studio.**

VI. **Recommended Reading:**

  
  ISBN-10: 1-4504-1198-3 (print)

**FEM Statement:**

In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00.

**LiveText Statement:**

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

**If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu.** Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.
(With the new roll out of mySFA and the email process, titan mail is changing to ___@jacks.sfasu.edu.)

Required Attire:

Women: Black Leotard for skills tests, colored leotards and jazz pants/leggings for everyday wear. Men: White T-Shirt for skills tests, regular t-shirts and jazz pants for everyday wear.

*No baggy clothing! Lines need to be seen, tight, form-fitting clothing is necessary!*

Hair should be pulled up and away from the face. This is best for the dancer’s safety and it also helps in the mastery of dance technique. Please do not wear dangling jewelry and there should be absolutely **NO GUM IN CLASS!**

**VII. Course Evaluations:**

“Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes’ and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!”

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. **Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.**

**VIII. Student Ethics and Other Policy Information:** Found at [http://www.sfasu.edu/policies/](http://www.sfasu.edu/policies/)

**Class Attendance and Excused Absence: Policy 6.7**

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports, including the first 12 day attendance report and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible
for notifying their instructors in advance, when possible, for excusable absences.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:

- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:

- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty**

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals**

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).
**Withheld Grades: Policy 5.5**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [https://www.sfasu.edu/judicial/earlyalert.asp](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

**Additional Information:**

**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/))
YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information: