Prerequisites: None

1. Course Description:

Jazz II is a physical class in which the students will review the basic fundamentals of Jazz technique and move on to intermediate steps and skills. This course is geared toward dancers with some Jazz experience.

Course Justification: Dance technique courses that meets between 150-270 minutes per week for 15 weeks. Course assessments are movement combinations to be practiced, memorized, and performed during summative assessment periods. Students are expected to practice combinations between class sessions. This equates to 2 hours per week outside of class per credit hour. Readings, vocabulary & terminology, and critical analysis papers also require additional study of the required and recommended texts. Students are also tested on the material given in class, and throughout the texts.

James I. Perkins College of Education Diversity Statement:
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

COVID-19 MASK POLICY:
Masks (cloth face coverings) must be worn over the nose and mouth at all times in this class and appropriate physical distancing must be observed. Students not wearing a mask and/or not observing appropriate physical distancing will be asked to leave the class. All incidents of not wearing a mask and/or not observing appropriate physical distancing will be reported to the Office of Student Rights and Responsibilities. Students who are reported for multiple infractions of not wearing a mask and/or not observing appropriate physical distancing may be subject to disciplinary actions.

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 dispositions 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:

Upon successful completion of this course, students will:

1. Recognize and exhibit dance class etiquette such as spatial awareness, active listening, personal responsibility, commitment to the practice, and respect for the larger community of dance.
2. Articulate & demonstrate the fundamentals of proper Jazz terminology, concepts and movement styles.
3. Utilize both class and self-observations & corrections as a tool for enhancing the execution of technique and performance. Enhanced confidence in executing proper technique while continuing to increase strength, flexibility, motor coordination, agility and memory.
4. Demonstrate basic Jazz leaps, kicks, turns, jumps and splits.
5. To gain an appreciation for the art of dance.

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

The student will be required to participate in a complete movement sequence as follows, warm up conditioning, center floor, and final dance combinations.
The student will be given activities to better understand the dancer body, fundamentals, vocabulary, and principles of Jazz dance such as isolations, footwork, slides, squares, walks, turns, jumps, leaps and battements in which the student will learn through repetition, and activities that incorporate the knowledge of meter and time for musicality purposes. The student is not required, but encouraged, to use technology in the attempt to learn Jazz but to use technology to gain a better understanding and appreciation toward Jazz as an art form. As partial fulfillment of their final grade, the student will attend the Danceworks Concert virtually or in person.

*This is mandatory, not optional, so make arrangements with employers, evening classes, exams, and University activities well in advance.

**Injury/Accident Statement:**
This course contains physical activity which may consist of but not limited to running, jumping, lifting, throwing, leaping, striking, etc. Participation in these activities comes with inherent risks of injury. Possible injuries include, but are not limited to heat stroke, strains, sprains, scrapes, bruises, and fractures. By registering and participating I this course, students are aware of the possible injuries that may occur and acknowledge that they participate at their own risk. The university is not responsible for any medical costs associated with any injury students may sustain; therefore, students are strongly recommended to procure personal health and accident insurance to cover any medical costs. Students are encouraged to notify the instructor of any relevant prior medical history regarding injuries, surgeries, medications, or other considerations which may affect or impair participation in this course. If necessary, students will provide, upon request, a physician’s statement clearing them to participate in this course.

**Procedures to be Followed for Injury or Accident of a SFA Student:**
1. Administer appropriate first aid.
2. For a major medical emergency, a phone call should be placed to the University Police Department (UPD) (911). UPD will report to the scene of a medical emergency, assist with first aid, and contact an ambulance service.
3. Students may choose to report directly to the Student Health Services for minor first aid needs or routine medical services.
4. If assistance is needed in transporting the injured student, call the UPD non-emergency phone number at 936-468-2608.
5. The instructor should complete an accident report which can be obtained from the department office.

**IV. Evaluation and Assessments (Grading):**
**Participation:**
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 or injury may result in the dropping of the course entirely. Students will lose points from their Daily Participation for being late, or leaving early, not 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. No points can be earned if the student is absent no matter the circumstance.

Zoom Recordings: If students do not feel safe to attend class due to covid, they may stay home and follow class from zoom recordings. Zoom Live Streaming or Recordings. All recording links will be stored on D2l. It is the responsibility of the student to keep up with recording and to not fall behind on material. Class activities and tests will need to be recorded and uploaded to the “REMOTE LEARNING” dropbox folder in zoom.

<table>
<thead>
<tr>
<th>Grading Percentages:</th>
<th>Grading Scale:</th>
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<tbody>
<tr>
<td>Daily Participation 30%</td>
<td>100-90 = A</td>
</tr>
<tr>
<td>Written Assignments/Quiz 10%</td>
<td>89-80 = B</td>
</tr>
<tr>
<td>Skills Tests 20%</td>
<td>79-70 = C</td>
</tr>
<tr>
<td>Midterm 10%</td>
<td>69-60 = D</td>
</tr>
<tr>
<td>Final-Informal 20%</td>
<td>59 or lower = F</td>
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<tr>
<td>Critique Paper 10%</td>
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Written Assignments and Quizzes:
Every 2-3 weeks, students will be given quizzes or written assignments pertaining to a specific Jazz Dance history topic or technique. An article or video will be provided on D2l for the student to read and write a response over. All responses must be in paragraph form, 200 words or more, Times New Roman and 12-point font. Quizzes will also be given on D2l to test the student on Jazz Dance History and Vocabulary. A study sheet will be provided in advance.

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 may be videotaped and the students will perform in small groups. The students will be graded on factors which include alignment, technique, precision, memory, energy, and performance quality. If a skills test is missed, the student **CANNOT** make it up!

Midterm
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 midterm skills test will be conducted on October 14th during regular class time. If the midterm is missed, the student cannot make it up, unless the absence was previously excused.

Final-Informal:
Students will rehearse a 3-4-minute Jazz dance number with various leaps, turns, jumps, battements and formations to present in the Virtual Dance Program Informal Concert on Wednesday, December 2nd in room HPE 201. Students will be graded on technique, memory, precision, and performance quality. Costumes will be discussed
during the semester. Family and friends are invited to this free event.

Critique Paper:
A 2-page, double-spaced paper will be written in response to a live dance performance, whether it is physical or virtual. Concert will be live streamed November 12, 13, 14 at 7pm. Paper must be in MLA format, Times New Roman, 12-point font, with a title page which equals to a total of 3 pages. Critique will be utilizing the vocabulary and paradigms created throughout the course. The rubric and expectations will be given during class and saved online. All papers will be submitted on November 20th by 11pm. If you do not turn in a paper, you will receive a zero.

Make-Up Policy:
Exams and skills tests will not be accepted late and cannot be made up. If the student is in good standing with the instructor, 2 absences and 2 missed assignments can be made up by A. Researching a Jazz dancer, choreographer or production and writing a 2-page, double spaced paper, OR B. Choreographing and recording a 2-minute Jazz routine utilizing the skills learned during the course of the semester. Extra Credit will be submitted into the Extra Credit Tab on D2l.

V. Tentative Course Outline:

Week 1
8/24 Introductions, Syllabus, Class Overview,
8/26 History: Jazz Roots & Vocabulary Sheet 1, Learn Warm up, Plies, Tendu-Degage, Pirouettes & Dance Combo from Section A

Week 2
8/31 History: Authentic Jazz; Review Warm up-Pirouettes. Continue with Battement, Fondu, Chaines, Dunham Wings, and finish Combo.
9/2 Review Warm up-Combo from Section A, Clean

Week 3
9/7 Skills Test
9/9 History: Jazz Influenced Dance Part 1-& Vocabulary Sheet 2; Learn Warm up, Plies, Tendu-Degage, Pirouettes,Dance Combo from Section B

Week 4
9/14 Continue with Battement, Fondu, Fondu Turns, Piques, and Finish Combo.
9/16 Review Warm up-Combo from Section B, Clean

Week 5
9/21 Solidify Skills Test, Review
9/23 Skills Test

Week 6
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/28</td>
<td>History: Jazz Influenced Dance Part 2 &amp; Vocabulary Sheet 3; Learn Warm up, Plie-Tendu-Degage, Pirouettes, Dance Combo from Section C</td>
</tr>
<tr>
<td>9/30</td>
<td>Continue with Fondu, Fondu Turns, Coupe Turns, Fans, and Finish Combo.</td>
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**Week 7**
- 10/5: Review Warm up-Combo from Section C, Clean
- 10/7: Solidify Midterm Exam Combinations

**Week 8**
- 10/12: Midterm Day 1- Group Evaluation
- 10/14: Midterm Day 2-Solo

**Week 9**
- 10/19: History: Vernacular Jazz & Vocabulary Sheet 4; Begin Combination D
- 10/21: Continue Combination D; Begin Informal

**Week 10**
- 10/26: Finish Combination D & Review for Skills Test
- 10/28: Skills Test Finish Informal, Set Combinations for Juries

**Week 11**
- 11/2: Set Places for Informal & Create Jury Order
- 11/4: Rehearse Juries Order & Informal Instruction

**Week 12**
- 11/9: Dance Juries Day 1
- 11/11: Dance Juries Day 2
- 11/12-14: Danceworks Concert at 7pm

**Week 13**
- 11/16: No class, Assignment on d2l: Jazz Dance in High School
- 11/18: No class, Danceworkshop, Assignment on d2l: Dance Skills vs. Technique
- 11/20: Critique Paper due by 11pm

**Week 14**
- 11/30: All make up work due
- 12/2: Informal Concert Skills Test 4-6pm

**Week 15**
- 12/7-11: Finals Week

*Tentative Schedule. All dates are subject to change*

**VI. Recommended Reading:**
All articles will be available on D2L Brightspace.

Required Attire:
Tops: leotards, sports bras or compression shirts that do not rise. Compression shirts must be very fitted and tucked in. Solid or two-tone, no patterns.

Bottoms: shorts that cover your bottom or leggings. You may wear short-length track
shorts over leggings. You will not wear basketball shorts with just briefs underneath. You will need biker shorts underneath. If you are going to wear just leggings, you need to wear a dance belt. *Solid or two-tone, no patterns.

Warm-ups are allowed for the beginning of class. Once warm-up is over, they need to be removed. Failure to adhere to dress code will result in points deducted from participation grade.

Hair: must be pulled back into a secure bun or ponytail with no bangs in the eyes.
Shoes: You may be barefoot or wear jazz shoes to this class. No socks.
Stores: discountdance.com, Jazzrags.com, leapinleos.com, dancetrendhouston.com, dancewearetctexas.com, capezio.com

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

Classroom Rules of Conduct:
1. Please be on time. It is considered disrespectful to walk into a dance class
late. If the student is over 2 minutes tardy, he/she/they will be deducted points from their daily participation grade. If the student is over 5 minutes late, he/she/they will need to fill out an Observation Form. Texting your friend to tell me that you are running late does not excuse you. This can only be used in bad weather situations.

2. No cell phones in the dance studio while class is in session. Cell phones can be very distracting and annoying. If you need to charge your phone, do so in the lobby.

3. Please no food or drink in any of the dance studios. Please help keep the dance space clean and bug free! Bottled water is acceptable. No flavored water or water infused with fruit. **ABSOLUTELY NO GUM!**

4. Pick up after yourself and throw away any trash you might bring into the dance space.

5. 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.

Emails:
Students should expect a response to emails within 24-48 hours from their contact efforts. I will respond within a 5-day window (Monday- Friday). All emails must go to sanchezs12@sfasu.edu. I prefer the Mysfa Outlook account. Do not text, Groupme, Instagram direct message, Facebook direct message or Remind direct message me for academic matters i.e. running late, being absent, requesting a grade check…etc.

**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. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**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, 936-468-3004/468-1004 (TDD) 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/disability services/.

**Student Academic Dishonesty: Policy 4.1**
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**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;
- 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;
- 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. 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 policy 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 http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

**Additional Information:**

**Code of Ethics for the Texas Educator:**
The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


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

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.
A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:
- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. 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.

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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information: