Stephen F. Austin State University  
Department of Kinesiology and Health Science  
Beginner Jazz Dance  
DANC 1247-001  
Fall 2021  

Instructor: Robert Clark  
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Location TBA  

Email: Robert.clark@sfasu.edu  
Credits: 2  

Prerequisites: None  

I. COURSE DESCRIPTION:  
Beginner Jazz Dance is a physical class in which the students will learn the basic fundamentals of Jazz technique. This course is geared toward dancers with little or no knowledge of Jazz.  

Course Justification: Beginner Jazz Dance (2 credits) meets for 100 minutes per week for 14 weeks. Evacuations will comprise movement skills tests, terminology exams, daily journaling, and participation. Journaling and self-practice will be completed outside of class. This equates to 2 hours of study and work on assignments per week outside of class per credit hour.  

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.  

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.  

Program Learning Outcomes:  
This is a general education core curriculum course and on specific program learning outcomes for this major are addressed in this course.  

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. The student will be able learn and repeat basic movement combinations based in the stylings of Jerome Robbins, Bob Fosse. (PLO 1, 4)
2. Understand the history and ongoing impact of Jerome Robbins, Bob Fosse. (PLO 6)
3. The student will apply anatomical and biomechanical strategies to improve their physical execution of various physical explorations. (PLO 4)
4. The student will demonstrate increased mastery of vocabulary both physically and verbally. (PLO 1, 2, 3, 4, 6)
5. Students will apply choreographic choices and develop their personal musical relationship during skills tests that will include student choreography/ manipulation in addition to or of the teacher provided phrase work (PLO 3, 5)

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

**III. COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY:**

This course includes discussions, physical practice, terminology exams, and written journal entries.

**Required Course Text:** None

**Supplemental Texts:**

Additional assigned readings will be provided via D2L

**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 heatstroke, strains, sprains, scrapes, bruises, and fractures. By registering and participating in 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 requires hands-on physical participation. Students are expected to fully participate in each class whether it be class discussion, group project, or learning a dance combination. It is recommended that any student who is ill should attempt to attend class unless they are contagious or confined to a bed.
Daily participation means committing to the class; students who are continuously on their phones, talking, or doing outside class assignments will have points deducted from their grade.

This Course is graded based on a point system. Students earn points for each summative physical evaluations, daily class participation, monthly journal evaluations, and two terminology vocabulary exams. Students will be assigned a letter grade based on the total points they have earned.

Grading Points Breakdown:
Terminology Tests: 50 (maximum of 100 pts)
Daily Participation: 10 pts ea. (maximum of 280 pts)
Monthly Journal Reviews: 10 pts ea. (maximum of 70pts)
Movement Tests: 50 pts ea. (maximum of 150 pts)
Informal Concert Participation: 100 pts

Grading Scale:
700 pts - 630 pts = A
639 pts - 560 pts = B
559 pts - 490 pts = C
489 pts - 420 pts = D
419 pts or lower= F

Terminology Exams:
Two terminology exams will be administered in class and will cover terms and concepts being explored. Students will be expected to identify the concept from demonstration or definition alone, while also being able to provide the definition of all terms.

In Class Participation:
Students will be expected to fully participate in daily physical practices and verbal discussions. They should arrive dressed for class in advance to the start time. They should use the time before class to warm-up their bodies, so they are prepared to move with full kinesthetic potential from the
outset of class.

Monthly Journal Reviews:
Student will keep a journal of corrections and musings from each day of class. These should include an exhaustive list of corrections the student individually received as well as the corrections delivered to the class as a whole. The musings should include daily thoughts on how the movement felt in the student’s body, strategies for addressing recurring feedback, and any other thoughts they have on class. These will be collected and graded at the end of each month.

Movement Exams:
Three movement tests will be administered during the regular course of the semester. These will include a warm-up, an adagio, and an allegro. During the adagio and allegro exams students will be provided a series of phrases which they will manipulate and expand with a small group of peers.

Make-up policy:
Due to the participatory and physical nature of this course missed days cannot be made up. However, so long as the student is in good standing with the instructor terminology exams can be made up within 1 week of a student’s return to class.

V. TENTATIVE COURSE OUTLINE:
Week 1
8/24 Syllabus and Course Overview.
8/26 Begin learning warm-up Focus: working in parallel

Week 2
8/31 Continue learning warm-up Focus: working in parallel
9/2 Continue learning warm-up Focus: Sharpness of flow not rigidity

Week 3
9/7 Continue learning warm-up Focus: Sharpness of flow not rigidity
9/9 Continue learning warm-up Focus: From-Through-To

Week 4
9/14 Continue learning warm-up Focus: From-Through-To
peer assessment of warm-up combinations
9/16 Warm-up combination exam and body work day

Week 5
9/21 Begin learning Bob Fosse center combination.
9/23 Continue learning Bob Fosse center combination.

Week 6
9/28 Continue learning Bob Fosse center combination.
9/30 Basic Jazz Terminology Exam, Continue learning Bob Fosse center combination.

Week 7
10/5 Continue learning Bob Fosse center combination.
10/7 Continue learning Bob Fosse center combination.

Week 8
10/12 Continue learning Bob Fosse center combination.
10/14 Continue learning Bob Fosse center combination.

Week 9
10/19 Group selection and workday
10/21 Fosse Movement exam, body work day

Week 10
10/26 Begin learning Jerome Robbins movement exam
10/28 Continue learning Jerome Robbins movement exam,

Week 11
11/2 Continue learning Jerome Robbins movement exam
11/4 Continue learning Jerome Robbins movement exam

Week 12
11/9 Jazz Technique Jury
11/11 Complex terminology Exam, Continue learning Jerome Robbins movement exam

Week 13
11/16 Create Informal Concert presentation
11/17 Informal Concert 5-630pm
11/18 Continue learning Jerome Robbins movement exam

Week 14
11/30 Group Selection and Workday
12/02 Jerome Robbins Movement Exam

Week 15
No Class

VI. REQUIRED READING

Supplemental Texts:
Additional assigned readings will be provided via D2L.
VII. Classroom Policies

Environment of Respect:
Students are expected to maintain a professional learning environment. This means being respectful of others ideologies and opinions, while not creating a hostile environment based on sex, gender, sexual orientation, skin color, racial background, ethnicity, country of origin, religion, or socio-economic standing. If a student violates this rule I reserve the right to remove you from the classroom for the day and refer a report of said behavior to the office Student Ethics and Responsibility.

Personal Hygiene:
Students will be dancing in close proximity and even in physical contact with one another. This means that personal hygiene is mandatory. Students should be showered, wearing clean clothing (appropriate including undergarments), maintain oral hygiene, and address body odor issues as needed. A student who fails to maintain proper hygiene will be required to take an observation day.

Dress Code:
Students are expected to wear non-print, form fitting clothing such as Tank Tops, Leotards, Leggings and Tights. Close fitting sweatpants and a form fitting sweatshirt devoid of holes may be worn but are to be removed at the end of warm-up. Male, Female, Non-Binary, and Metagendered students may wear shorts or skirts over their tights. However, large baggy basketball shorts are not acceptable. Jazz pants may be worn instead of tights. Those with the anatomy that require it should wear dance belts during class so as to avoid injury and discomfort of all parties involved. Those with secondary sexual characteristics on their torsos should ensure that their tops maintain proper coverage so as to avoid discomfort of all parties involved. Soft split sole jazz shoes are to be worn during this class. No socks, dance paws/footundies turners or similar shoes are to be worn. Hair should be pulled up and out of the face. No dangling jewelry or excessive rings/bracelets or other body decorations that might get caught on a fellow dancer.

Cell Phones:
Cell Phones are to be silenced and kept in your bag unless otherwise directed. I reserve the right to remove you from the classroom for the day and refer a report of said behavior to the office Student Ethics and Responsibility for failure to comply with this rule.

Observation Days:
If for any reason a student is unable to participate in the day’s activities, they may take an observation day. Students may take 3 observation days total without penalty. Further observation days will count as half an absence in the attendance policy. Students who are napping during an observation day will be excused from the classroom, receive 0 points of credit for the day, and receive an unexcused absence. Students will need to bring their own pen and paper on which to write observation notes. These notes will include a list of the improvisations explored that day, what improvisation/movement terms were used and a definition of those terms, any feedback or corrections given to each dancer during class and how that applies to you, what corrections you would offer to specific dancer(s) or the class in general, and what have you learned observing class. Each answer is worth 2 points.

VIII. Course Evaluation

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.**

**IX. Student Ethics and Other Policy Information**

**Attendance:**
I allow for each student to miss 3 class periods for any reason. Students who miss more than 4 courses will have their final grade dropped by a full letter grade. Each tardy is equal to half of an absence. Leaving early without excuse will constitute half of an absence. Absences will be excuse for approved university travel, illness if accompanied by a doctor’s note which is to be presented at the next class period the student attends, or severe inclement weather that prevents the student from commuting. Students who miss 6 class days without excuse will automatically fail the course. Doctor notes must be presented at the end of class or during office hours for proper accounting. Students may also submit a photocopy via email before they return to class.

Tardiness and leaving early will be excused on a case-by-case basis. The student may ask the instructor for the number of absences accrued at the end of the class or during office hours.

**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. Do not text, Groupme, Snapchat, Instagram, Facebook, or Remind direct message me for academic matters i.e. running late, being absent, requesting a grade check…etc. Please refer to the top of the syllabus to locate my office hours.

**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, 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/disabilityservices/](http://www.sfasu.edu/disabilityservices/).
Academic Integrity (4.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/student-academic-dishonesty-4.1.pdf

Withheld Grades Semester Grades Policy (5.5)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, 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. If students register for the same course in future terms 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.

X. Additional Information:

Mental Health and Wellness:
SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential. On-campus Resources: SFA Counseling Services www.sfasu.edu/counselingservices Rusk Building, 3rd Floor 936.468.2401 SFA Human Services Counseling Clinic www.sfasu.edu/humanservices/139.asp Human Services, Room 202 936.468.1041 Crisis Resources: Burke 24-hour crisis line: 1.800.392.8343 Suicide Prevention Lifeline: 1.800.273.TALK (8255) Crisis Text Line: Text HELLO to 741-741

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:**

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 oredprep@sfasu.edu.