Beginning Jazz

I. Course Description
Jazz dance is a physical class in which technique and terminology are emphasized.

II. Rationale
An introduction to Jazz Dance is provided to prepare the potential physical educator, coach or fitness trainer to offer an alternative style of fitness and movement, specifically in the performing arts arena. Technique and terminology are taught using practical application in the classroom. Observation and writing are also required portions of this class.

III. STATE ADOPTED PROFICIENCIES FOR TEACHERS AND/OR ADMINISTRATORS/COUNSELORS

1. LEARNER-CENTERED KNOWLEDGE: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

2. LEARNER-CENTERED INSTRUCTION: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

3. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.

4. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

5. LEARNER-CENTERED PROFESSIONAL DEVELOPMENT: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.

IV. TExES-N/A

V. Course Topics/Learning Outcomes
This course is designed to enable students to:
A. Gain knowledge of the principles of jazz training and technique.
B. Experience knowledge of style and technique within the jazz idiom
C. Learn principles of body alignment, technique and flexibility.
D. Develop musicality and fluidity while dancing jazz.
E. Demonstrate proficiency in basic concepts of jazz technique.

VI. Course Topics
The major topics to be considered are:
A. The basics of a warmup.
B. Progressions across the floor
C. Combinations relating to different jazz styles such as Broadway Jazz, Concert Jazz, Street Jazz, Hip Hop.

VII. Instructional Methods and Activities

Methods and activities for instruction include:
A. Traditional Experiences (Lecture/discussion; demonstration; guest speakers; video).
B. Clinical Experiences (Simulations; cooperative groups; student demonstrations).
C. Field Experiences (Field Trips; use of community resources).

VIII. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignments are:
A. Methods and Percentage of Final Course Grade Each Assessment Constitutes
   1. ATTENDANCE AND PARTICIPATION-50 points (Attitude and effort contribute largely which is assessed during each class)
   2. 3 Evaluations-10 points each (Presentation of combinations as well as a written section comprised of vocabulary and history)
   3. WRITTEN PAPER-10 points (based on at least one live dance performance)
   4. LATE TERM EXAM-10 points (Presentation of variations)
B. Grading Scale
   90-100 Pts. A
   80-89 Pts. B
   70-79 Pts. C
   60-69 Pts. D
   Below 60 Pts. F

IX. Course Schedule and Policies

A. Instructor: Jilissa Cotten
   Office: BH 367
   Office Hours: MW 11a-1p/TR 12:15-1:45p/By Appointment
   Phone: 361-825-2316
   Email: jilissa.cotten@tamucc.edu

STUDENT CALENDAR:

Week 1: Discuss Syllabus
Week 2: Basic Warm Up
      Progressions: Basic traveling movement, Triplet Step, Chasse, Pivot Turns, Jazz Square, Jazz Walks/Runs, 3-Step Turns, Single Tuck Jumps, Isolations, basic floor work
      Begin Evaluation Combination #1
Week 3: Basic Warm Up
      Progressions: Basic traveling movement, Triplet Step, Chasse, Pivot Turns, Jazz Square, Jazz Walks/Runs, 3-Step Turns, Single Tuck Jumps, Isolations, basic floor work
      Begin Evaluation Combination #1
Week 4: Warm Up
      Review Combination #1
      Evaluate Combination #1
Week 5: Warm Up
      Progressions: Continue with basic traveling movement, Cross Ball Change, Pas de Bourrees, Positions for Pirouettes, floor work, Double Tuck Jumps, Leaps
      Begin Evaluation Combination #2
Week 6: Warm Up
      Progressions: Grand Battment, Drag Step, Pirouettes, Chainee Turns, Leaps, Layouts
      Begin Evaluation Combination #1
Week 7:  Warm Up
Progressions: Floor work, Jump Turns, Fan Kicks, Fosse Style moves
Continue Evaluation Combination #1

Week 8:  Review Combination #2
Evaluate Combination #2

Week 9:  Warm Up
Progressions: Build on elements creating longer sequences
Begin Evaluation Combination #2-Concert Jazz

Week 10:  Warm Up
Progressions: Build on elements creating longer sequences
Continue Evaluation Combination #2

Week 11:  Warm Up
Continue Evaluation Combination #2

Week 12:  Warm Up
Continue Evaluation Combination
Evaluate Combination #2

Week 13:  Review Evaluation #2
Evaluate #2

Week 14:  Rehearse for Island Dance Demo
Week 15:  Rehearse for Island Dance Demo
Thanksgiving Holiday

Week 16:  Monday, November 29, 6-10pm, TECH REHEARSAL
Tuesday, November 30, 7:30pm, PAC, FINAL: Perform Dance Demo

Test Dates
Evaluation 1: Skills/Combination Test  Tues. Sept. 14
Evaluation 2: Midterm  Thurs. Oct. 14
Evaluation 3: Skills/Combination Test  Thurs. Nov. 18
Written Paper: Observation of Live Performance
Final Exam: Island Dance Demo, Tuesday, November 30, 7:30pm @ PAC
Dress Rehearsal Monday, November 29 6-10pm @ PAC

WRITTEN PAPER:
The student is required to write one paper during the semester based on one observation of a
dance related concert. The paper is due within one week after the concert is observed. The
following concerts are acceptable:

<table>
<thead>
<tr>
<th>Concert</th>
<th>Ticket Price</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bailando Dance Festival</td>
<td>$7</td>
<td>Harbor Playhouse</td>
<td>Oct. 27-29</td>
</tr>
<tr>
<td>Spring Awakening</td>
<td>$3 Student ID</td>
<td>Warren Theatre, TAMUCC</td>
<td>Nov. 15-20</td>
</tr>
<tr>
<td>Del Mar Dance Ensemble</td>
<td>$8</td>
<td>Richardson Performance Hall</td>
<td>TBA</td>
</tr>
<tr>
<td>The Nutcracker</td>
<td>TBA</td>
<td>Selena Auditorium</td>
<td>TBA</td>
</tr>
</tbody>
</table>

B. Class Policies

ATTENDANCE:  
This is a physical class and therefore, requires attendance. THREE unexcused absences are
allowed for any reason before your grade is affected. The FOURTH absence will affect your
grade one full letter. If a student is more than ten minutes late to class, he/she will be counted
absent. THREE tardies results in ONE absence.

If you are unable to participate fully in the class, a written observation is acceptable.
You may use this substitution for participating in the class ONLY once per semester.

SAFETY:
Any physical activity requires some risk. Please be aware of others while dancing. If
a student has a pre-existing condition, let the instructor know at the beginning of the
class. If an injury occurs during class, please let the instructor know
IMMEDIATELY! Check the student handbook regarding safety policies and procedures of the department.

CLASS ATTIRE:
Women—any solid color leotard or camisole tank top, black tights or jazz pants and jazz shoes.
Men—formed fitting shirt, black tights or jazz pants and jazz shoes.

Please wear hair secure and away from the face.

The instructor reserves the right to determine if any attire is inappropriate for class.

NO BAGGY OUTFITS OR STREET SHOES PLEASE.

PROPER DANCE CLASSROOM ETIQUETTE:
  i. Work hard to do your best.
  ii. Help maintain a friendly atmosphere of discipline.
  iii. Corrections are given verbally and physically to the group and individuals. Please listen to all corrections.
  iv. Any corrections given verbally or physically may involve physical contact with the student. If this makes you uncomfortable, please speak with the instructor.
  v. Ask questions!
  vi. Be willing to think for yourself. Don’t follow in other students’ footsteps.
  vii. No gum in the class.
  viii. Please turn off all cell phones and pagers.

X. Textbooks-N/A

XI. Bibliography-N/A

XII. Grade Appeals*

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS