

Cedar Crest College
Dance 216 01 2 – Beginning Jazz
Fall 2008
Tuesday/Thursday 9:30 – 10:45

Instructor Information:

Instructor: Melodie Gallagher
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Office Hours: Hours by appointment

General Course Information: **Fall 2008**

DNC 216 01 2– Beginning Jazz 1.5 Credits

Course Description:

A sequence of physical experiences designed to introduce the student to jazz dance technique. Attention is given to alignment, core strengthening, musicality and jazz dance vocabulary.

Format: 2 ½ hours per week class time

Course Objectives:

The student will:

- Understand and apply movement concepts relevant to beginning jazz dance (alignment, placement, core engagement)
- Understand and recognize rhythm and musicality
- Coordinate the body and its parts
- Articulate and physically perform movement sequences
- Explore and integrate body knowledge

Evaluation:

Attendance and Class Participation – 65 %

Writing Assignments – 20%

Final Exam – 15%*

*This exam is held during the final class of the semester (Dec. 4) and participation is required to successfully complete the course. Your obligations for this course include attendance at the final exam, on the day and time scheduled. If you must make travel plans early, you should schedule your travel after the last final exam day.

Performing Arts Department Policies

Writing Assignments

- Any written assignment not turned in during the designated class will be lowered one letter grade for each day it is late.
- All assignments need to be typed, double spaced, 12 point font, 1 inch margins. Student name, date, instructor name, course title and assignment topic as heading.
- E-mailed attached papers will not be accepted.

General

Please:

- do not bring food or beverages other than water into the dance studio
- keep all belongings in the dressing room
- do not bring valuable items such as jewelry and wallets
- do not bring cell phones into the dance studio
- do not enter the dance studio with street shoes on
- do not wear scented, “fruity” lotions to class; these lotions contain oils that stain the marley floor and cause slick surfaces

Attendance

More than 2 unexcused absences during the course of the semester will adversely affect your grade. After 2 absences the grade will drop by one grade per absence. This class is an “experience”, not a lecture or lab, and work missed cannot be made up. If a student is more than 5 minutes late to class, without prior notification, it is recorded as a 1/3 absence, therefore 3 “lates” result in one absence. More than four absences or non-physical class participation (for any reason) you must withdraw or fail. If you are anticipating an extended absence due to illness or injury, contact the faculty immediately. If illness or injury does prevent you from participating in class on a given day and you are physically able, you are strongly encouraged to observe class. You are allowed no more than four consecutive class observations after which you must withdraw or fail.

E-mail Guidelines:

The main objective for e-mail between the student and the instructor is for contact and communication when necessary outside of class time. Students should always try to talk with instructors in person whenever possible and reserve e-mail for brief information that was missed during class time. Students should get missed assignments from fellow classmates whenever possible.

E-mail is for information such as meeting times, quick questions on assignments, absentee notification, etc. They should be kept brief and to the point. E-mail should not be used to discuss more serious matters such as grade or attendance grievances. Students should make an appointment to meet with the faculty member to discuss such matters. At all times students should keep the tone of their e-mail courteous and respectful to the instructor.

The instructor reserves the right to hold the student responsible for proper email etiquette and the grade may be affected if the instructor feels the guidelines have not been met by the student. E-mail is a helpful tool if used correctly and not over used.

Cedar Crest College Policies/Procedures

Honor Philosophy

The Cedar Crest College Honor Philosophy states that students should uphold community standards for academic and social behavior in order to preserve a learning environment dedicated to personal and academic excellence. Upholding community standards is a matter of personal integrity and honor. Individuals who accept the honor of membership in the Cedar Crest College community of scholars pledge to accept responsibility for their actions in all academic and social situations and for the effect their actions may have on other members of the College community.

Academic Integrity

Academic integrity and ethics remain steadfast, withstanding technological change. Cedar Crest College academic standards therefore apply to all academic work, including, but not limited to, handwritten or computer-generated documents, video or audio recordings, and telecommunications.

As a student at Cedar crest College, each student shall:

- Only submit work which is his/her own
- Adhere to the rules of acknowledging outside sources, as defined by the instructor, never plagiarizing or misrepresenting intellectual property
- Neither seek nor receive aid from another student, converse with one another when inappropriate, nor use materials not authorized by the instructor
- Follow the instructions of the professor in any academic situation or environment including taking of examinations, lab procedures, the preparation of papers, properly and respectfully using College facilities and resources, including library and computing resources to ensure that these resources may be effectively shared by all members of the College community.
- Abide by the Cedar Crest Computer Use Policy
- If a student perceives a violation of the Academic Standards, he/she will go to their instructor
- If you are unable to resolve the problem with the instructor, you should go to the chair of the department. If you need further assistance after consultation with the instructor and the chair, you should see the Provost.

Classroom Protocol

Appropriate classroom behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to the Cedar Crest College education.

Technical Standards
Cedar Crest College Dance Department

In order to successfully complete Dance technique classes at Cedar Crest College, students must meet the following criteria from the time they enroll in the course until the time they complete the course.

- Students must be able to focus, concentrate and be physically engaged in studio class work.
- Student dancers must be able to repeatedly: kneel, stand up, lie down, bend at the hip, bend at the waist, twist, rotate, spiral, bend and straighten at the knees, rotate the hip socket and ankles, work on high releve; turn on the foot, knee, hip; jump, spin, balance, fall, extend, stretch; physically connect with other dancers (i.e. partnering).
- Student dancers must develop and engage the correct muscle groups appropriate for a variety of studio coursework. Students must have the ability to develop muscle memory.
- Female students must be able to lift free weights of up to 5 pounds.
- Students must be able to respond to audio cues and corrections without relying on visual cues.
- Students must have no chronic injury or chronic health problem that prevents them from participating and completing the dance course. Students must not have any serious reactions to the materials or cleaning agents used on the dance floor.
- Students must be able to perceive and duplicate the melody, beat, and phrasing of various forms of music.
- Students must wear and maintain suitable dancewear, including shoes appropriate for all studio work, rehearsals, and performance work.
- Students must wear their hair out of their faces.
- Students must not be pregnant.
- Students must be able to determine the distance between dancers in the studio, on the stage, and in designed performance space.
- Students must be able to work in different dance mediums.
- Students must be able to perceive and duplicate line, design, meter, accents, dynamics, and interpretation, qualities of movement, style of movement, combinations and choreography.
- Students must have the physical endurance to complete a typical 75 minute dance class or performance without requiring additional breaks.

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Writing Assignments

IMPORTANT: All written assignments are to be turned in at the beginning of class. Assignments will not be accepted as e-mail attachments. Any assignment not turned in at the designated class will be lowered by a grade for each day it is late.

Evaluation: 20% of final grade

Criteria: All Written assignments need to follow the criteria listed below or they will be returned to the students for a re-write.

- 2 pages (minimum) TYPED
- 12 point font
- Double spaced
- 1 inch margins
- Student name, date, faculty name, course title and number, and assignment topic as a heading need to appear at the top of the first page. (single spaced)
- Pages need to be stapled together

Topics:

1. **Your goals for this course.** What do you expect yourself to achieve while taking this course? How does it relate to a dance class? Please thoroughly explain. List goals in paragraph form then elaborate with specific ideas.
Due: **Thursday, Sept. 4**

2. **How do you learn?** What is your learning style or pattern of learning? How can you focus on that to become a better dancer? How has your goal setting influenced your learning in class?
Due: **Thursday, Oct. 2**

3. **Conduct a web search on one prevalent jazz dance choreographer from the 20th or 21st Century.** What qualities does this choreographer have that makes them unique? Why did you choose this choreographer? Please source your web site.
Due: **Thursday, Oct. 30**

4. **Did you achieve your goals for the semester?** What elements from this class have you learned that you can apply to other classes (both artistic and academic)? Please be specific and thoroughly explain.
Due: **Thursday, Nov. 20**

Beginning Jazz
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Student Information Form

Name _____ Class year _____
Major _____

On-campus information:

Campus Box Number _____ Campus Extension _____
Campus E-mail _____

Have you studied jazz dance prior to taking this course?

If so, what previous experiences have you had and where did you study? If you have taken classes other than jazz, please mention those experiences also.

Please list any personal interests relevant to the course. Why are you taking this course?
What do you hope to attain from taking this course?

Do you have any injuries (past or present) or limitations?

