



UNIVERSITY OF CALGARY
FACULTY OF ARTS
SCHOOL OF CREATIVE AND PERFORMING ARTS
DNCE 311 – Elementary Jazz Dance I
DNCE 411 – Intermediate Jazz Dance I
Fall 2018

Instructor: Office: Email: Office Hours:	Laurie M. Taylor TBA TBA By Appointment
Day(s), time(s) and location of class:	MWF 10 am –11:50 am KNA 163 (Dance Studio)
Course Description:	This course will explore, deconstruct and reconstruct Jazz dance technique and aesthetics. It will require students to investigate, practice and ponder their relationship to the form as a committed movement artist. Emphasis is placed on the physical practices and the correlating cognitive processes associated with advancing the skill set and embodiment of Jazz/fusion. The use of improvisation, musicality and “sound perception” will be used to broaden artistic facility and performance capacity. Students will delve deep into the intersectional identity of Jazz dance as a unique American art form, rooted in African Diasporic cultural traditions; it is later expanded/influenced by a multitude of forms, cultures and movement vocabularies. This course will examine these unique elements, navigating through its rich history and evolutionary future.
Learning Resources:	<p>*Please Note: This course will use a variety of academic and artistic resources for review. Below is the essential list, with potential for more (or less) as we go along:</p> <ol style="list-style-type: none"> 1) https://www.youtube.com/watch?v=HALS2fQ86E0 - “Adam in the Garden” Ring Shout dance performed by the McIntosh County Shouters (Gullah-Geechee culture.) 2) https://www.youtube.com/watch?v=r5u5nXnroro - Momma Lou Parks Style Lindy Hop dance sequence from the 1941 film “Hellzapoppin.” 3) https://www.youtube.com/watch?v=wZabpO4-nJ0 - Duke Ellington and Harlem Cotton Club dancers Bessie Dudley and Florence Hill. 4) https://www.youtube.com/watch?v=t4tOOSns_HI - Count Basie Orchestra, “Air Mail Special.” 5) https://www.youtube.com/watch?v=-6P7bexeJn4 - Les Twins performance on “World of Dance,” season 1. 6) https://www.youtube.com/watch?v=9UN68ujZdTE - Bob Fosse’s “All That Jazz” sequence. 7) https://www.youtube.com/watch?v=Si0_ufBUVuQ - Fela Kuti, Live performance of “Jenwi Temi” (“Don't Gag Me.”) 1971. 8) https://www.youtube.com/watch?v=mOMLRMfIyfo - Konnakol Rhythmic composition by B.C. Manjunath.
Prerequisites:	DNCE 311: Dance 211 and audition. DNCE 411: DNCE 313 and audition.
Supplementary fees:	N/A

Supplies:	We will flow between bare feet/socks, jazz shoes (and heels on occasion.)
Course Learning Outcomes:	<p>By the completion of this course, successful students should be able to:</p> <ol style="list-style-type: none"> 1) Demonstrate advances in technique, creativity and personal aesthetic 2) Synthesize distinctive elements of classical and vernacular jazz movement 3) Increase in the command of time, space and energy of Jazz dance 4) Move and articulate the body with strong performance presence and conviction 5) Understand the cultural and ethnological implications of Jazz dance 6) Demonstrate a developed embodiment and application of various styles within the Jazz spectrum 7) Exemplify a deepened relationship between music and movement 8) Demonstrate a developed palette of improvisational skills 9) Demonstrate the ability to articulate (move, speak and write about Jazz dance) from an informed, personal and comprehensive perspective
Course Overview and Objectives:	<p>We will look at Jazz Dance through methodologies and modalities designed to build total mind/body “movement conversations” in the dancer. Movement practices will explore core Jazz dance principles of African American/African Diaspora aesthetics, designed to broaden the larger dance narrative. This course will also examine the evolution of Jazz dance as preparation for various professional tracks such as concert and commercial dance, film and television. We will work in a manner which cultivates polyrhythmic “hearing,” coordination, enhanced connectivity, strength, flexibility and technical proficiency. This course requires an open mind with a global sensibility; re-contextualizing dance beyond perceived norms. A variety of approaches to music, movement, style, and historical perspectives will be employed (including, but not limited to Jazz, Funk, Hip-Hop, House, Traditional West African rhythms, R&B, Afrobeats and beyond.)</p> <p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. To gain a more historically accurate view/experience of Jazz dance as a means of understanding its past, present and future. 2. To understand cognitive and kinesthetic mechanisms of Jazz dance as a means of gaining a fuller range of a facility and movement vocabulary 3. To discover/embrace the cultural traditions and implications of Jazz dance 4. To establish a strong technical foundation, while advancing in the execution and performative elements of dance praxis. 5. To be rigorously engaged in the knowledge and application of Jazz dance aesthetics, choreographic features and overall style. 6. To increase the dancer’s musicality and rhythmic sensibility through exposure to “sound perception,” improvisation and music listening 7. To develop an ongoing discourse about Jazz dance both in and out of the studio 8. To demonstrate how exposure to and practice of Jazz dance can equip a dancer for greater movement versatility and career preparation.

Grade Assessment /Assignments:

GRADE ASSESSMENT AND ASSIGNMENTS:

***In-studio Attendance and Participation (ONGOING)**

Value: 25% of Final Grade

Students will be assessed on an ongoing basis in each class. *HOW* you take class and your willingness to progress weekly is important. This includes your openness and commitment to excellence *in exploration of* and *technical growth in* this course. Attendance is fundamental to your personal and artistic growth. Chronic lateness and absences are unacceptable. See grading and attendance policies further below.

***Assignment #1: Bi-weekly Journal (ONGOING)**

Value: 20% of Final Grade

Due: 1st Journal Due September 14th (then bi-weekly thereafter)

You will need a separate small notebook designated for this class. You will use it to complete your journals, as well as take personal notes and/or record class observations. This notebook may also be used for short in-class assignments and critical thinking Q&A responses.

***Assignment #2: Midterm Project: "Ted Talk-Style" Presentation**

Value: 20% of Final Grade

Due Date: Proposal Due Friday September 28, 2018.

"Ted Talk" Due: October 26th, during class time.

Details:

I will randomly select you in groups of two (2).

As a pair, you and your partner must submit your "Ted Talk" proposal to me by Friday September 28, 2018.

Format of Proposal:

12- point type, Times New Roman font, double-spaced, 800 words or less. Your proposal should read as an "overview" or "synopsis" of your project. Title top and center with both partners' names, course name, my name and the date in the upper left-hand corner of page.

Project Description: Your "Ted Talk" presentation should discuss any aspect of Jazz dance from our class time, including (but not limited to): special interest or personal discoveries in Jazz, a new perspective you have gained and want to share, the value of Jazz dance in relationship to the larger dance narrative or anything relative to the subject like, "the power of improvisation and how we improvise in everyday life." For me, the more dynamic, the better. The more you relate dance to the outside world, the better. I want you to challenge yourselves to articulate who you are as an artist and why your subject matter is relevant, both in and beyond the realms of dance. You and your partner should also incorporate movement into your presentation in a clever way. 8-10 min max time to present.

***Assignment #3: Jazz Dance Performance/Reflection paper**

Due Date: One week post-event.

Value: 15% of Final Grade: Attend a Jazz performance (Jazz music or dance performance/event) and submit a short written reflection with your ticket, program and "selfie" of yourself at the event in some capacity.

Format: You may submit online to me via email, with your documents and pictures attached as jpeg files. Word Doc, 12- point type, Times New Roman font, double-spaced, two (2) paragraphs. Title top and center. Your name, course name, my name and the date in the upper left-hand corner of page. Your reflection should be well-thought out, concise, and draw critical-thinking connections/conclusions about the performance you have experienced, in relationship to studio practice.

Assignment #4: Final Project - Choreographic Investigation and Presentation

Value: 20% of Final Grade

Due Date: The week of December 3rd, 2018. Exact dates TBD.

Description:

Your final project is two (2) fold:

Part 1: You will learn a choreographed phrase and be adjudicated in the areas of

- technical proficiency
- performance quality
- artistic merit
- creativity and creative risk-taking.

You will perform it most likely in groups of three (3), based on the alphabetical order of the class roster.

Part 2: You will be asked to improvise based on a particular concept of my choosing, at which random selections of music will play and you will begin improvising. Additional details TBA.

WORK ETHIC AND OVERALL COURSE EXPECTATIONS:

- You are expected to work diligently both in and outside of class time. This is imperative to your artistic and cognitive growth as a dancer.
- It is important maintain (as best as you can) good physical health, mental health and emotional readiness for class.
- You will be expected to retain, analyze and improve on your abilities weekly. Your sincere, honest efforts should be demonstrated with every class. Professionalism and good communication are key. Feel free to contact me about any course content of material if you have questions.
- Your level of emotional intelligence will determine progress as well. You will be expected to engage in class discussion, work with studio guests and each other throughout this course.
- Manage your expectations. You're not always going to get it right and that's ok.
- Keep an open mind; this class has a "free-flowing" format that can take us in a number of amazing directions; flexibility is key.
- Lastly, treat yourself and others with care and respect.

<p>Expectations, Participation and Attendance Policies:</p>	<p><u>Late Assignments:</u> There are none. In the event of extenuating circumstances, please see me.</p> <p><u>Expectations for Attendance and Participation:</u> Please refer to the Undergraduate Calendar E.3 Attendance for details.</p> <ul style="list-style-type: none"> <input type="checkbox"/> A significant part of your grade is based on participation. Participation means not only showing up for class, but also attending to the material at hand with effort and engagement. <input type="checkbox"/> With regard to participation, classes are considered equivalent to assignments. Thus, more than <u>3</u> absences per term will have an adverse effect on your final grade. <input type="checkbox"/> If you miss more than one week of classes, your final grade will begin to drop by as much as 10% per missed class. <input type="checkbox"/> If you miss more than two weeks of classes, you have the potential to fail the course. <input type="checkbox"/> If you show up late for or leave early from class, this will be counted as half an absence. <input type="checkbox"/> If for some reason you are feeling unwell during class time, a substitute form of participation may be arranged; however, <i>you may not obtain this privilege more than once</i> and you will receive half an absence. <input type="checkbox"/> For studio courses, if you opt out of full participation and choose to sit for a portion of the class, this will be counted as non-participation and will be marked as half an absence. <input type="checkbox"/> Students are responsible for any and all material missed during an absence. <input type="checkbox"/> If you sustain a significant injury during the term that will impact your participation for longer than a week's worth of classes and if this injury is verified by a medical practitioner's note, your case will be submitted to the Dance Division Committee to address your situation. <p>FOR PASS/FAIL DNCE COURSES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Due to the experiential nature of this course, classes are equivalent to assignment. Therefore, classes missed will be detrimental to the final grade. More than four (4) missed classes will result in a fail for the course. <input type="checkbox"/> If you show up late for or leave early from class two (2) times, this will be counted as a full class absence. <input type="checkbox"/> If for some reason you are feeling unwell during class time, a substitute form of participation may be arranged; however, <i>you may not obtain this privilege more than once</i> and you will receive half an absence. <input type="checkbox"/> For studio courses, if you opt out of full participation and choose to sit for a portion of the class, this will be counted as non-participation and will be marked as half an absence. <input type="checkbox"/> Students are responsible for any and all material missed during an absence.
---	--

Grading scale	<p>For the course as a whole, letter grades should be understood as follows, as outlined in the section F.1.1 Undergraduate Grading System of the Undergraduate Calendar for 2018-2019:</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Grade Point Value</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>A+</td> <td>4.00</td> <td>Outstanding performance</td> </tr> <tr> <td>A</td> <td>4.00</td> <td>Excellent performance</td> </tr> <tr> <td>A-</td> <td>3.70</td> <td>Approaching excellent performance</td> </tr> <tr> <td>B+</td> <td>3.30</td> <td>Exceeding good performance</td> </tr> <tr> <td>B</td> <td>3.00</td> <td>Good performance</td> </tr> <tr> <td>B-</td> <td>2.70</td> <td>Approaching good performance</td> </tr> <tr> <td>C+</td> <td>2.30</td> <td>Exceeding satisfactory performance</td> </tr> <tr> <td>C</td> <td>2.00</td> <td>Satisfactory performance</td> </tr> <tr> <td>C-</td> <td>1.70</td> <td>Approaching satisfactory performance.</td> </tr> <tr> <td>*D+</td> <td>1.30</td> <td>Marginal pass. Insufficient preparation for subsequent courses in the same subject</td> </tr> <tr> <td>*D</td> <td>1.00</td> <td>Minimal Pass. Insufficient preparation for subsequent courses in the same subject.</td> </tr> <tr> <td>F</td> <td>0.00</td> <td>Failure. Did not meet course requirements.</td> </tr> </tbody> </table> <p>Several Faculties utilize an F grade that does not carry weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.</p> <p>**I 0.00 Incomplete. Sufficient work has not been submitted for evaluation, unable to adequately assess. May also be used when a final exam is not submitted.</p> <p>CR Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable</p> <p>Notes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A grade of "C-" or below may not be sufficient for promotion or graduation, see specific faculty regulations. <input type="checkbox"/> The number of "D" and "D+" grades acceptable for credit is subject to specific undergraduate faculty promotional policy. <input type="checkbox"/> (DANCE) The following numerical rubric will be applied: <table border="1"> <tbody> <tr> <td>A+</td> <td>97.6-100</td> <td>A</td> <td>92.6-97.5</td> <td>A-</td> <td>90-92.5</td> </tr> <tr> <td>B+</td> <td>87.6-89.9</td> <td>B</td> <td>82.6-87.5</td> <td>B-</td> <td>80-82.5</td> </tr> <tr> <td>C+</td> <td>77.6- 79.9</td> <td>C</td> <td>72.6-77.5</td> <td>C-</td> <td>70-72.5</td> </tr> <tr> <td>D+</td> <td>67.6-69.9</td> <td>D</td> <td>62.6-67.5</td> <td>F</td> <td>0-62.5</td> </tr> </tbody> </table>	Grade	Grade Point Value	Description	A+	4.00	Outstanding performance	A	4.00	Excellent performance	A-	3.70	Approaching excellent performance	B+	3.30	Exceeding good performance	B	3.00	Good performance	B-	2.70	Approaching good performance	C+	2.30	Exceeding satisfactory performance	C	2.00	Satisfactory performance	C-	1.70	Approaching satisfactory performance.	*D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	*D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.	F	0.00	Failure. Did not meet course requirements.	A+	97.6-100	A	92.6-97.5	A-	90-92.5	B+	87.6-89.9	B	82.6-87.5	B-	80-82.5	C+	77.6- 79.9	C	72.6-77.5	C-	70-72.5	D+	67.6-69.9	D	62.6-67.5	F	0-62.5
Grade	Grade Point Value	Description																																																														
A+	4.00	Outstanding performance																																																														
A	4.00	Excellent performance																																																														
A-	3.70	Approaching excellent performance																																																														
B+	3.30	Exceeding good performance																																																														
B	3.00	Good performance																																																														
B-	2.70	Approaching good performance																																																														
C+	2.30	Exceeding satisfactory performance																																																														
C	2.00	Satisfactory performance																																																														
C-	1.70	Approaching satisfactory performance.																																																														
*D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject																																																														
*D	1.00	Minimal Pass. Insufficient preparation for subsequent courses in the same subject.																																																														
F	0.00	Failure. Did not meet course requirements.																																																														
A+	97.6-100	A	92.6-97.5	A-	90-92.5																																																											
B+	87.6-89.9	B	82.6-87.5	B-	80-82.5																																																											
C+	77.6- 79.9	C	72.6-77.5	C-	70-72.5																																																											
D+	67.6-69.9	D	62.6-67.5	F	0-62.5																																																											
Important Term Dates	<p>Fall 2018</p> <p>Thursday, September 6th to Friday December 7th 2018</p> <p>Reading Week: November 11-17</p> <p>Last day to drop a course: Thursday September 13th</p> <p>Last day to add a course: Friday, September 14th</p> <p>Tuition and fee payment deadline: Friday, September 21st</p> <p>Winter 2019</p> <p>Thursday, January 10th to Friday April 12th 2019</p> <p>Reading Week: February 17-23</p> <p>Last day to drop a course: Thursday January 17th</p> <p>Last day to add a course: Friday, January 18th</p> <p>Tuition and fee payment deadline: Friday, January 25th</p>																																																															

Midterm and final examination scheduling	Final examinations may be scheduled at any time during the examination period (December 10-20 for Fall 2018; Apr. 15-27 for Winter 2019) ; students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures: ucalgary.ca/registrar/exams/deferred_final
Deferrals of exams/term work	It is possible to request a deferral of term work or final examinations for reasons of illness, accident, family or domestic affliction, or religious obligations. Please check with your advisor if any of these issues make it impossible for you to sit an exam or finish term work by stated deadlines. ucalgary.ca/registrar/exams/deferred_final ucalgary.ca/pubs/calendar/current/g-6.html ucalgary.ca/pubs/calendar/current/g-7.html
Academic accommodation	Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit ucalgary.ca/access/accommodations/policy . Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf
Academic integrity, plagiarism	The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are referred to the section on plagiarism in the University Calendar (ucalgary.ca/pubs/calendar/current/k-3.html ; ucalgary.ca/pubs/calendar/current/k-5.html) and are reminded that plagiarism—using any source whatsoever without clearly documenting it—is an extremely serious academic offence. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people’s words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources. Please consult your instructor or the Student Success Centre (TFDL 3rd Floor) if you have any questions regarding how to document sources.
Internet and electronic communication device	elearn.ucalgary.ca/category/d2l/ ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app The in-class use of computers may be approved by your Instructor. Cell phones and other electronic communication devices should be silenced or turned off upon entering the classroom. If you violate the Instructor’s policy regarding the use of electronic communication devices in the classroom, you may be asked to leave the classroom; repeated abuse may result in a charge of misconduct. No audio or video recording of any kind is allowed in class without explicit permission of the Instructor. For more information on Freedom of Information and Privacy visit: ucalgary.ca/legalservices/foip

Copyright	It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students. Further copyright information for students is available on the Copyright Office web page (library.ucalgary.ca/copyright).
Students' union and ombudsperson contacts	<p>Student Union: su.ucalgary.ca/about/who-we-are/elected-officials/</p> <p>Faculty of Arts reps: arts1@su.ucalgary.ca; arts2@su.ucalgary.ca; arts3@su.ucalgary.ca; arts4@su.ucalgary.ca</p> <p>Graduate Student's Association: ucalgary.ca/pubs/calendar/grad/current/graduate-students-association-gsa-grad.html</p> <p>Student Ombudsman: ucalgary.ca/ombuds/contact</p>
Student Wellness and Mental Health	The University has a wealth of resources to support student physical and mental health, please see the SU Wellness Centre (http://www.ucalgary.ca/wellnesscentre/) or the Campus Mental Health Strategy (https://www.ucalgary.ca/mentalhealth/) for more information on these resources.
Emergency evacuation	<p>Assembly points for emergencies have been identified across campus. THE PRIMARY ASSEMBLY POINT FOR CRAIGIE HALL IS THE PROFESSIONAL FACULTIES FOOD COURT.</p> <p>For classes in the Kinesiology buildings, the primary assembly point is in the MacEwan Student Centre – North Courtyard. The alternate assembly point is in the lobby of the University Theatres.</p> <p>For more information, see the University of Calgary's Emergency Management website: ucalgary.ca/emergencyplan/assemblypoints</p>
Campus security	220-5333. Help phones: located throughout campus, parking lots, and elevators. They connect directly to Campus Security; in case of emergency, press the red button. For safewalk info visit: ucalgary.ca/security/safewalk
SCPA Claim Your Seat Program: Student Guidelines	<ol style="list-style-type: none"> 1. The Claim Your Seat (CYS) program allows all University of Calgary students to attend on-campus School of Creative and Performing Arts (Dance, Drama and Music) events free of charge. 2. Depending on the performance, there is a limited number of seats available for CYS. There is not a guarantee that tickets will be available for all CYS patrons for every performance, based on audience size, demand, etc. 3. CYS tickets are a privilege. If a student receives a ticket to attend a performance, it is expected that they will respect the value of the admission and attend the performance. 4. Process for students: On the date of the performance, from the time the Box Office opens until 15 minutes prior to the performance start time, students should find the UTS staff member with an iPad and show their UCID card to print their CYS ticket. If students arrive after 15 minutes prior to the performance start time, they can also go to the Box Office and purchase a ticket at the student rate. Students should not go to the Box Office unless they are purchasing a ticket. 5. they can find a UTS staff member with an iPad and get their CYS ticket from them. 6. If students have a course requirement to attend a performance for a specific date, access to the tickets will be communicated by the instructor to University Theatre Services prior to the event. The best guarantee for a free ticket is to arrive early, up to 45 minutes prior to the performance start time. 7. Respect for the Front of House and theatre staff, performers and fellow patrons is an absolute requirement. Failure to comply with this will lead to being asked to leave the venue and could result in the revoking of CYS privileges.

SCPA Librarian	<p>Marc Stoeckle, MLIS, BA Learning & Services Librarian for <i>School of Creative & Performing Arts</i> and <i>School of Languages, Linguistics, Literatures & Cultures</i> Libraries & Cultural Resources, University of Calgary Ph: 403.220.6777, Email: mstoeckle@ucalgary.ca, Office: TFDL 160D</p>
Faculty of Arts program advising and student information resources	<p>For academic advising, visit the Arts Students' Centre (ASC) for answers about graduation checks, and the 'big picture' questions. Drop in at SS102, email at ascarts@ucalgary.ca or call at 403-220-3580. For academic success support, such as writing, learning and peer support, visit the Student Success Centre on the third floor of the Taylor Family Digital Library (TFDL), email them at success@ucalgary.ca. For enrolment assistance, including registration (add/drop/swap) changes, paying fees, and navigating your Student Centre, contact Enrolment Services at 403-210-ROCK [7625], or visit them at the MacKimmie Block 117.</p>
Letter of permission	<p>If you wish to study at another institution while registered at the U of C, you must have a letter of permission. You can submit your request through your Student Centre at MyUofC. Students must have the Letter of Permission before they take the course at another school. Failure to prepare may result in no credit awarded and could result in suspension from the faculty.</p>
Course outlines for transfer credit	<p>It is possible that you will be asked for copies of this outline for credit transfers to other institutions or for proof of work done. It is the student's responsibility to keep these outlines and provide them to employers or other universities when requested. Please ensure that outlines of all the courses you take are kept in a safe place for your future reference. Departments/Programs do not guarantee that they will provide copies.</p>
Undergraduate associations	<p>DUS: Drama Undergraduate Society, CHC 005 uofcdus@gmail.com MUS: Music Undergraduate Society, CHF 219 undmusic@ucalgary.ca</p>