

DANCE 114: Jazz I

Fall 2016: Mondays & Wednesdays 1:00 – 2:25
NFAC 130

Jeannie Hill, Associate Professor
jhill@uwsp.edu
NFAC 140E
715.346.3980

Office Hours: M 11:30-12:30, W 9-10, Th 3:30-4:30 and by appointment

Dance Program Mission Statement

UWSP's dance program aspires to create a dynamic culture in which students are inspired to achieve full physical expression, technical and stylistic range, and anatomical efficiency. We are dedicated to artistic experimentation and contemporary inquiry that is culturally relevant and historically grounded, preparing students to communicate, contribute and lead as global citizen artists.

COURSE DESCRIPTION

Through daily warm-up sequences, across the floor progressions and rhythmically complex center floor combinations dancers embody and appreciate a great range of physical jazz expression. Classes draw inspiration from both African and European movement and musical influences to explore and connect contemporary styles and the rich multicultural, multiethnic traditions and histories that inform jazz dance. Class work promotes a body-healthy approach to dance study by including the rhythm-first system of dance and movement education that was created by Billy Siegenfeld, Jump Rhythm® Technique. Additional classroom activities include discussion, writing, video viewing, and sharing choreographic studies. Dance 114 is a course that fulfills the Wellness requirement of the General Education Program.

LEARNING OUTCOMES

Students will be able to:

- demonstrate beginning and intermediate level jazz combinations in a variety of styles.
- demonstrate anatomically efficient alignment in class sequences.
- identify and demonstrate the difference between duple and triple rhythm.
- identify and write about elements of jazz dance.
- use a rhythm-first approach to movement invention in creating choreographic studies.
- engage in collaborative projects with peers.
- employ elements of jazz dance to create a 2-3 minute jazz dance.

WELLNESS

Wellness is a dynamic process of becoming aware of and making conscious choices toward a more balanced and healthy lifestyle. It is multi-dimensional and holistic, encompassing lifestyle, mental and spiritual wellbeing, and the environment. Wellness is an essential attribute of a well-rounded, liberally educated person and of strong societies. Upon completing this course, you will be able to:

- identify the seven dimensions of wellness
- recognize and reflect on the interaction between each dimension of wellness and their overall impact on personal, national and global health and well-being.
- develop an individual plan for healthy living that demonstrates an understanding of the principles of wellness.

Wellness is much more than merely physical health, exercise or nutrition. It is the full integration of states of physical, mental, and spiritual well-being. The model used by our campus includes social, emotional, spiritual, environmental, occupational, intellectual and physical wellness. Each of these seven dimensions act and interact in a way that contributes to our own quality of life.

- **Social** Wellness is the ability to relate to and connect with other people in our world. Our ability to establish and maintain positive relationships with family, friends and co-workers contributes to our Social Wellness.
- **Emotional** Wellness is the ability to understand ourselves and cope with the challenges life can bring. The ability to acknowledge and share feelings of anger, fear, sadness or stress; hope, love, joy and happiness in a productive manner contributes to our Emotional Wellness.
- **Spiritual** Wellness is the ability to establish peace and harmony in our lives. The ability to develop congruency

between values and actions and to realize a common purpose that binds creation together contributes to our Spiritual Wellness.

- **Environmental** Wellness is the ability to recognize our own responsibility for the quality of the air, the water and the land that surrounds us. The ability to make a positive impact on the quality of our environment, be it our homes, our communities or our planet contributes to our Environmental Wellness.
- **Occupational** Wellness is the ability to get personal fulfillment from our jobs or our chosen career fields while still maintaining balance in our lives. Our desire to contribute in our careers to make a positive impact on the organizations we work in and to society as a whole leads to Occupational Wellness.
- **Intellectual** Wellness is the ability to open our minds to new ideas and experiences that can be applied to personal decisions, group interaction and community betterment. The desire to learn new concepts, improve skills and seek challenges in pursuit of lifelong learning contributes to our Intellectual Wellness.
- **Physical** Wellness is the ability to maintain a healthy quality of life that allows us to get through our daily activities without undue fatigue or physical stress. The ability to recognize that our behaviors have a significant impact on our wellness and adopting healthful habits (routine check ups, a balanced diet, exercise, etc.) while avoiding destructive habits (tobacco, drugs, alcohol, etc.) will lead to optimal Physical Wellness.

SKILLS AND PROFICIENCIES

Developing these skills will assist you in charting your performance in Jazz 114:

- *Alignment* - Demonstrating optimal skeletal alignment in the body that promotes accuracy in weight shifting and stability.
- *Strength* - Evidence of muscular conditioning to support full range of motion, and the full function and aesthetically appropriate use of all joints.
- *Flexibility* - Attention to a full kinetically balanced range of movement.
- *Endurance* - Demonstrating the physical stamina and aerobic capacity necessary to fully dance all material throughout an entire class.
- *Musicality* - Moving alertly within the choreography with attention to phrasing, dynamic contrasts, and accurate timing.
- *Mental Stamina, Focus* - Demonstrating the mental capacity to remain engaged throughout an entire class. Attending to the teacher and one's own thinking—listening attentively, engaging with the information presented, responding with awareness.
- *Personalization, ownership* - Bringing one's self, one's images, and enjoyment, in engaging with the material, the music, and others.
- *Vocabulary and Comprehension* - Understanding, and having the ability to use, the technical vocabulary and concepts of the technique. Paying attention to the details as well as the large ideas.

COURSE REQUIREMENTS

Attendance

It is the dance program policy to allow no more than two (2) absences. Six (6) absences result in a failing grade. Frequent tardiness will not be tolerated and will lower your grade. Two (2) tardies will be counted as one (1) absence. Each additional absence beyond the two (2) allowed will lower your grade a full letter grade (A to B, etc.). You are required to contact me prior to class either by email or phone if you are going to be absent. You are responsible for keeping track of your number of absences. Make-up classes are not allowed.

Preparation

I expect you to come to class on time, to be dressed properly, and be ready to participate fully in all class experiences. Adequate pre-class physical and mental preparation and post-class cool down are the responsibility of each dancer. Class begins at 1:00. I encourage you to arrive at least 30 minutes early to warm-up and to begin the process of focusing on your work and the class ahead.

Participation

Consistent focused and enthusiastic participation includes: promptness, attentiveness, motivation, positive attitude, commitment, and concentration. I expect you to approach the class with an open mind, to show respect and offer support to your peers and to demonstrate improvement in your physical practice by embodying and practicing suggestions and corrections outside of class time.

Attending but not participating

If you are well enough to attend but cannot participate (injury or non-infectious illness), you can receive attendance credit by observing the full class and submitting your written observations to me at the end of class. Even if you are feeling well enough to dance you may wish to take an observation day during the semester. It offers you an opportunity to process the information differently – how is the experience of viewing different from doing? Address what you discovered by observing class and how you will apply your discoveries to your work. If you do not submit your observations directly to me at the end of class, your observation will not count and you will be marked absent. You may observe class two (2) times only before it may affect your grade.

Receiving and Working with Responses, Suggestions and Additions

In dance, a substantial portion of learning is grounded in reconsidering and refining your anatomical, kinesthetic, mental, and artistic/emotional approach to the work. Receiving responses and suggestions about your work are essential aspects of your development and training. Responses, suggestions and additions are intended for each student's improvement, and it's always possible to listen for meaningful information offered to the class group and other individual dancers. This aspect of training is a dialog. Responses, suggestions and additions are intended to bring you back on task or to take you deeper and further into the work at hand.

Reading

Selected readings will be provided on D2L Content Page and e-reserve.

Writing

I expect all writing to be clear, thoughtful, and grammatically correct.

- *Journal Writing*—you will be asked to keep a journal of your thoughts, perceptions, and experiences throughout the semester, both for technique class and for your wellness goals. Periodically I will give specific guidelines for journal entries. At the mid-semester point, I will ask for a detailed entry on your progress thus far in the semester.
- *Informal Response Writing* - you will be asked to respond to readings, video viewings and activities throughout the semester.
- *Formal Response Writing* – you will be asked to write a review in response to dances presented in *Afterimages*. Further details about this assignment will be discussed in class. Papers should be double-spaced using Times New Roman or Ariel font. Writing should be thoughtful, clearly organized, and free of spelling and grammatical errors. Papers will be evaluated on content as well as writing proficiency and style.

Choreography Projects

Students will be given two choreographic assignments during the semester: Rhythm First Choreography Study and Jazz Duet for Final Exam. You will be given some in class work time for these projects but the majority of your rehearsals will take place outside of class time. Choreographic Studies earn 10 points each.

Performance Viewing

Students are required to attend all Department of Theatre & Dance productions:

- *Unnecessary Farce* Studio Theatre, Directed by Tyler Marchant, October 14 – 16, 19 – 22
- *La Cage Aux Folles*, Jenkins Theatre, Directed by Alan Kenny, November 4-6, 9-12
- *Afterimages 2016*, Jenkins Theatre, December 9-11

Additional recommended Performances:

- *Afterimages Unplugged*, Studio 130, October 22 & 23
- *Latino Student Alliance - Celebracion Hispana 5 – 11pm*
- *Jazz Band and Jazz Ensemble* Michelsen Concert Hall, October 25
- *Jazz Band Concert* Michelsen Concert Hall November 22
- *Jazz Ensemble Concert* Michelson Concert Hall, December 12

Cross-Training Options

Workout for FREE at the Cardio Center and the Strength Fitness Center until September 11!

Must bring UWSP-issued photo ID to workout.

Cardio Center – in the Allen Center located behind May Roach and Smith Hall, 400 Illinois Ave. 715-346-4711

Tuesday, September 6	5:45 a.m.-11 p.m. (First day of class)
Wednesday, September 7	5:45 a.m.-10 p.m.
Thursday, September 8	5:45 a.m. – 10 p.m.
Friday, September 9	5:45 a.m.-10 p.m.
Saturday, September 10	8 a.m.-6 p.m.
Sunday, September 11	10 a.m.-10 p.m.

Strength Center is located in the Health Enhancement Center (HEC) between Neale and Pray-Sims Hall.

Tuesday, September 6	6 a.m.-Midnight (First day of class)
Wednesday, September 7	6 a.m.-10 p.m.
Thursday, September 8	6 a.m.-Midnight
Friday, September 9	6 a.m.-10 p.m.
Saturday, September 10	8 a.m.-8 p.m.

COURSE INFORMATION

Office Hours

Mondays 11:30-12:30, Wednesdays 9-10, Thursday 3:30-4:30 and by appointment

In a group learning environment there is often not enough time for adequate personal attention. If you are unclear about a suggestion I have given you in class or have other concerns about your work please schedule a time to meet with me outside of class.

Dressing to work in class

- As dancers our work together is often in close proximity. It is important that you bathe daily and wear a fresh change of clothes to class.
- Dressing in a manner consistent with the profession for jazz class means leotards or close fitting athletic tops, t-shirts, tights, leggings, jazz pants or dance shorts. Please choose pants that are not too baggy and do not drag on the floor. Men should wear a dance belt. Class will sometimes begin in bare feet. Jazz shoes in good repair are required. Jazz oxford style lace up, slip on style or Jazz sneakers are acceptable.
- Secure your hair so that it stays away from your face and neck throughout the class. Remove wrist and neck jewelry and dangling earrings. No gum, no lozenges.

Dressing Rooms

Dancers should use NFAC 134 (male) and NFAC 135 (female) locker rooms to dress for class. Enter the studio dressed and ready to go. Lockers are provided for dance program majors and minors – you may use the cubbies in the warm-up room to store your dance bag. The dance program expects all students to maintain the dressing rooms as part of our professional spaces by securing all personal belongings and taking home and laundering dance clothes. So that our custodial staff can thoroughly clean, all belongings must be put away and cleared at the end of each day. Anything left on the floor will be moved to the lost and found. The dance program cannot be responsible for thefts.

Floor Surfaces, Water, Food

To protect our professional floor surfaces, please do not wear body lotion or powder to class. These come off on the floor surfaces and make the floors slippery. They are also difficult to remove. Only water, in sealed bottles, is allowed in the dance studios. No beverages in open containers or food is allowed in either studio. Street shoes are not allowed in the dance program studios.

Dance Studio Use

Students enrolled in dance courses may reserve the NFAC dance center studios. Weekly studio schedules are posted on the NFAC 136A warm-up area bulletin. You may reserve a maximum of two 1-hour rehearsal blocks/week. Priority is given to faculty, *Afterimages* choreographers and majors/minors. You provide audio playback device; an iPod cord is available to connect to the studio sound system.

Ongoing or Previous Injuries and Self Care

As dancers it is essential that you develop a clear plan to make whole food nutrition, hydration, and a consistently adequate amount of time for rest and recuperation your top priorities. It is your responsibility to notify me of any injury or health issue that may affect your class work.

As dancers you work deeply on several levels. To be able to develop and sustain a holistic approach to your training and artistry it is important to consider the following. What do you need in order to successfully pace and balance your physical and academic work? How deeply are you aware of the role that daily rest, recuperation, and whole food nutrition plays? What is your plan to prioritize these into your schedule?

Injury

If you are injured either inside or outside of class it is essential to STOP what you are doing immediately and take care of your body. Immediate self-care for strains or sprains must include R. I. C. E. (Rest, Ice, Compression, Elevation) The dance program has ice packs in the freezer and Band-Aids in the first aid kit (located in the lower left cupboard to the left of the sink in the dance office) for immediate use during class.

Students who require ice or heat therapy for an existing injury should supply their own reusable ice/heating packs. For injury evaluation, and additional therapy needs, dance program students are encouraged to make an appointment to meet with dance program Athletic Trainers Holly Schmies (Mondays, noon-2) or Beth Kinslow (Thursdays, 11-1). See NFAC 136A warm up bulletin for fall semester evaluation hours and sign up. AT evaluation appointments meet in Room, 140A.

If you will miss two (2) or more classes due to an injury or illness you must submit all of the following, in writing, to the DNCE 114 D2L *Wellness Dropbox*. This dropbox is a place for you to confidentially record detail about any injury or illness you sustain throughout the semester that prevents you from fully participating in class.

1. Date and specific description of injury or illness
2. Physician, Chiropractor, Physical Therapist, Athletic Trainer and/or other medical professional report and specific diagnosis
3. Specific recommended follow up care, for example: icing, therapeutic exercises (number or repetitions, frequency, intensity), footwear, etc.
4. How thoroughly and consistently are you fulfilling these recommendations?
5. Specific timeline to recovery and your return to full dance participation

You are required to submit weekly updates each Sunday by 11:59 p.m. to this dropbox until such time as you're able to return to full physical participation. Your failure to submit weekly updates will result in a lowered grade.

If you sustain an injury or illness or, if other circumstances prevent you from full class participation for four (4) or more consecutive or combined weeks, the dance faculty will evaluate your circumstances and will likely suggest that you drop the course and register to take it when you are able to complete the required work. [SEP]

Email

You are responsible for the information sent to your UWSP email, and to check your UWSP email daily for class updates and announcements. Relevant information will also be posted on D2L and the Dance Program 136A bulletin board. Check SMOD and Face Book for additional performance listings and announcements.

UWSP Community Bill of Rights and Responsibilities

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to:

<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx>.

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services Office, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>

EVALUATION AND GRADING

Final Exam Wednesday, December 21st 8-10am

D2L and Submitting Assignments

<http://www.uwsp.edu/d2l/Pages/default.aspx>

The class will use Desire to Learn (D2L), UWSP's online classroom, to submit and archive course assignments. Use your UWSP password to login from the myPoint page.

All assignments must be submitted completely and on time. Failing to submit an assignment by the due date will result in zero credit for that assignment.

Evaluation

- *To earn the grade A:* You will demonstrate both a deep physical and intellectual understanding of the material covered and embodied that work in your performance. You will consistently attend and actively engage in all classwork; you will consistently and accurately practice course material outside of class; you will complete assignments within the given time frame. You will consistently prepare for class and show strong improvement throughout the semester. The grade of “A” is excellent.
- *To earn the grade B:* You will understand and complete assignments yet you are unable to clarify some of your smaller anatomical or technical problems. You will attend and actively participate in class but could be putting in more effort including practicing course material outside of class; you will complete the assignments well, fulfilling the minimum requirements. You will be present during class and demonstrate above average improvement. The grade of “B” is very good:
- *To earn the grade C:* You will attend and participate in class, follow through on feedback, and make an effort to complete requirements. Your preparation for class and outside of class practice is inconsistent or underdeveloped. You will improve enough to fulfill the minimum requirements. The grade of “C” is average.
- *To earn the grade D:* You will attempt to complete the assignments, but are unable to achieve some of the requirements. Clearly you have not invested yourself in the goals of the course. The “D” grade reflects the minimal amount of effort/improvement to receive a passing grade.
- *To earn the grade F:* Your attendance is inconsistent, or you missed 6 classes, and you did not adhere to the assignment guidelines. You did not adequately participate in class. Little or no improvement was shown.

Grading

		Final Exam		10%	
Participation, Effort, Attitude	25%	Total	Letter	GPA	Points
Progress/Improvement	25%		A	4.0	93-100
Writing	20%		A-	3.67	90-92
Choreographic Assignments	20%		B+	3.33	88-89
			B	3.00	83-87
			B-	2.67	80-82
					C+ 2.33 78-79
					C 2.00 73-77
					C- 1.67 70-72
					D+ 1.33 68-69
					D 1.00 63-67
					F 0.00 0-62

Grading Scale

- **Participation, Effort, Attitude (25%)** Consistent attendance in class provides the greatest opportunity for growth and development in physical practice. While in class, an active engagement and eagerness to try new things is essential for a successful, exciting and enjoyable experience. Student attentiveness, motivation, positive attitude, promptness, commitment, concentration, focus, willingness to participate, and respect of instructor and peers will be considered in final grading.
- **Personal Progress/Improvement (25%) Investing** in your work includes deepening your intellectual inquisitiveness, taking your wellness goals seriously, providing earnest self-reflection in journal writing and applying physically the suggestions and corrections given in classwork. A strong commitment to your own growth as well as demonstrated improvement in physical practices will be considered in final grading.
- **Writing (20%)**
- **Choreographic Assignments (20%)**
- **Final Exam (10%)**