



UNIVERSITY OF CALGARY
FACULTY OF ARTS
SCHOOL OF CREATIVE AND PERFORMING ARTS
DNCE 313 – Elementary Jazz Dance II
DNCE 413 – Intermediate Jazz Dance II
Winter 2019

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| Instructor Office Email Office hours | Andrea Downie CHD 525 andrea.downie@ucalgary.ca Flexible - by appointment |
| Day(s), time(s) and location of class | Monday, Wednesday & Friday; 10:00-11:50 AM KNA 163 |
| Out of class activities | <p><u>Required:</u> Attend one jazz dance or music performance/event during the term (e.g. <i>Decidedly Jazz Dancework's, Better Get a Hit in Your Soul</i>, January 10-20, 2019).</p> <p><u>Recommended:</u> Attend one or more jazz or jazz-related dance class(es) in the community (e.g. jazz, tap, hip hop, West African, etc.) during the term.</p> |
| Learning resources: required readings, textbooks and materials | <p><u>Required:</u></p> <ul style="list-style-type: none"> • TEXTBOOK <ul style="list-style-type: none"> ○ <i>Jazz Dance: A History of the Roots and Branches</i> edited by Guarino & Oliver, available in the bookstore. • VIEWING AND LISTENING <ul style="list-style-type: none"> ○ Links to required viewing and listening assignments will be posted on D2L. |
| Prerequisites | DNCE 311/411. Audition required if DNCE 311/411 was not completed in the previous term. |
| Supplementary fees | \$117.00 per student for accompanist. |
| Course description | <p>Further elementary and intermediate study of the techniques of jazz dance. This course will use a variety of teaching and learning methods to deepen students' understanding of jazz dance past and present. In-class movement material will focus predominantly on Simonson Technique, placing it within the historical and cultural contexts of the genre. Founded on specific principles of alignment and movement, Simonson Technique encourage dancers to move in a way that is anatomically intelligent and somatically aware. Classes will include exercises geared toward progressively warming the body and stylized movement sequences that incorporate isolation, grounded weight, and a strong rhythmic link to jazz music. Students will explore their personal responses to the music and movement. In-class movement material and discussions will be supplemented by reading and writing, viewing and listening, research and reflections assignments, to provide exposure to the breath of jazz.</p> |

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| Course learning outcomes | <p>By the completion of this course, successful students will be able to:</p> <ol style="list-style-type: none"> 1. identify fundamental jazz dance movement principles and demonstrate them with a high level of proficiency; 2. identify the rhythmic elements of jazz music and jazz dance and appreciate their interdependent relationship; 3. articulate the relevance of the Simonson Technique class structure and underlying principles to injury-prevention, movement efficiency, and expressive and freedom; 4. apply Simonson Technique principles when evaluating their unique alignment and movement patterns, and that of their peers; 5. use, adapt, and manipulate the principles of jazz in increasingly versatile and sophisticated ways when improvising and composing dances; 6. define and further refine individual style when dancing and choreographing; 7. reflect upon and clearly articulate an understanding of the technical, artistic, historical, and cultural aspects of jazz dance through verbal, physical, and written means of communication; 8. demonstrate a knowledge of the influences on, and contributions of, key jazz innovators; 9. work cooperatively with others in various of teaching and learning contexts. |
| Course schedule | Posted on D2L. |
| Assessment components | <p>A variety of assessment methods will provide students with the opportunity to demonstrate their learning.</p> <p><u>Assignment 1</u>: ATTENDANCE, PARTICIPATION, PROFICIENCY AND PROGRESS Value: 40% Due Date: On-going Type: Assessed Classes Description: This is a participation-oriented course. Students are expected to attend all classes fully prepared to participate to the best of their abilities (see the assessment expectations below for additional details). Arrive at the scheduled start time, in proper dance attire, and plan to stay for the entire class. Cell phones must be turned off and put away. Remain open to, and respectful of, new material and ideas, the instructor, and your fellow students. You will be assessed on your willingness to engage with the movement material and take risks, your proficiency and progress, and your contributions to discussions. It is strongly recommended that you regularly journal and closely follow the schedule on D2L. You may be called upon at any time to demonstrate, review an exercise or concept, or to discuss a reading, writing, viewing or listening assignment.</p> <p><u>Assignment 2</u>: CLASS JOURNAL Value: 30% Due Date: February 1, March 8 and April 5 Type: Practical Tasks and Reflective Writing Description: You will require a separate notebook/binder for this assignment. Use it throughout the course to: note class exercises and music; keep track of individual and group feedback, reflect upon the class material and your progress; and respond to the reading, viewing, listening and short writing assignments posted on D2L. This will be submitted to the instructor 3x during the course.</p> <p><u>Assignment 2</u>: PERFORMANCE REVIEW Value: 10%</p> |

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| | <p>Due Date: One week after the performance/event Type: Written Review Description: Attend a jazz dance or music performance/event. It is recommended that you take a pen and paper with you to make notes. Write a 750-1000 words review of the performance. See The Dance Current's on-line Reviews page for examples of how to present this review (https://www.thedancecurrent.com/reviews). As you compose your review, consider the reading, viewing and listening you have undertaken up to that point. Be sure to discuss the movement and music, identify the jazz elements/principles that you saw and heard, and determine what jazz dance style(s) were used (as per the descriptions in Chapter 5 of the textbook). Submit the event ticket or program to the instructor. Submit your review on D2L.</p> <p><u>Assignment 4: POSTER PROJECT AND PRESENTATION</u> Value: 10% Due Date: Specific presentations dates TBA (March 4-22) Type: Group Research Project Description: Small groups of 2 or 3 students will be assigned a master teacher/choreographer to research. Using information found in the textbook and from two or more reliable sources, create an informational poster suitable for display in the studio. Include your reference list on the back of the poster. Give a 10-minute in-class presentation about your teacher/choreographer (this includes 2-3 minutes for questions and discussion). Presenters must physically demonstrate some of the movement discussed. A short video-clip (1 minute) may also be part of the presentation. Submit the poster to the instructor following your presentation.</p> <p><u>Assignment 5: ASSIMILATE AND PRESENT YOUR EXPERIENCES</u> Value: 10% Due Date: Specific presentation dates TBA (April 8-12) Type: Lecture-Demonstration or Choreographic Performance Description: Review and reflect upon the contents of your journal. Consider the course material and assignments. What have you learned? How have you progressed? What do you still find challenging? How and where might you use your experiences in the future? Embody and present the theme(s) that emerge. Give a 5-minute in-class lecture-demonstration or presentation of choreography that is inspired by your experiences.</p> |
| Assessment expectations | <p><u>Guidelines for Submitting Assignments:</u> See above.</p> <p><u>Criteria That Must Be Met to Pass:</u> Regular attendance with few to no absences. Active participation in the in-class exercises and discussions. Completion of all assignments.</p> <p><u>Expectations for Attendance and Participation:</u> Please refer to the Undergraduate Calendar E.3 Attendance for details.</p> <p>FOR GRADED DANCE STUDIO COURSES</p> <ul style="list-style-type: none"> • 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. |

| | <ul style="list-style-type: none"> • 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. • If you miss more than one week of classes, your final grade will begin to drop by as much as 10% per missed class. • If you miss more than two weeks of classes, you have the potential to fail the course. • If you show up late for or leave early from class, this will be counted as half an absence. • 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. • 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. • Students are responsible for any and all material missed during an absence. • 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><u>Expectations for Writing:</u> Writing skills are important to academic study across all disciplines. Consequently, instructors may use their assessment of writing quality as a factor in the evaluation of student work. Please refer to the Undergraduate Calendar E.2 Writing Across the Curriculum policy for details.</p> <p><u>Late Assignments:</u> Late assignments will have 20% deducted per late day, no exceptions.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 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" data-bbox="451 1293 1485 1927"> <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> | 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. |
| 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| *D+ | 1.30 | Marginal pass. Insufficient preparation for subsequent courses in the same subject | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| F | 0.00 | Failure. Did not meet course requirements. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <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> | | | | | | | | | | | | |
| **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. | | | | | | | | | | | | |
| 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>Notes:</p> <ul style="list-style-type: none"> • A grade of "C-" or below may not be sufficient for promotion or graduation, see specific faculty regulations. • The number of "D" and "D+" grades acceptable for credit is subject to specific undergraduate faculty promotional policy. • (DANCE) The following numerical rubric will be applied: <table style="margin-left: 40px;"> <tr> <td>A+ 97.6-100</td> <td>A 92.6-97.5</td> <td>A- 90-92.5</td> </tr> <tr> <td>B+ 87.6-89.9</td> <td>B 82.6-87.5</td> <td>B- 80-82.5</td> </tr> <tr> <td>C+ 77.6- 79.9</td> <td>C 72.6-77.5</td> <td>C- 70-72.5</td> </tr> <tr> <td>D+ 67.6-69.9</td> <td>D 62.6-67.5</td> <td>F 0-62.5</td> </tr> </table> | 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 |
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| Important term dates | <p>Winter 2019 Thursday, January 10th to Friday April 12th 2019 Reading Week: February 17-23 Last day to drop a course: Thursday January 17th Last day to add a course: Friday, January 18th Tuition and fee payment deadline: Friday, January 25th</p> | | | | | | | | | | | | |
| Midterm and final examination scheduling | <p>Final examinations may be scheduled at any time during the examination period (April 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</p> | | | | | | | | | | | | |
| Deferrals of exams/term work | <p>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</p> | | | | | | | | | | | | |
| Academic accommodation | <p>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</p> | | | | | | | | | | | | |
| Academic integrity, plagiarism | <p>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</p> | | | | | | | | | | | | |

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| | 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 | Student Union: su.ucalgary.ca/about/who-we-are/elected-officials/ Faculty of Arts reps: arts1@su.ucalgary.ca ; arts2@su.ucalgary.ca ; arts3@su.ucalgary.ca ; arts4@su.ucalgary.ca Graduate Student's Association: ucalgary.ca/pubs/calendar/grad/current/graduate-students-association-gsa-grad.html Student Ombudsman: ucalgary.ca/ombuds/contact |
| 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 | Assembly points for emergencies have been identified across campus. THE PRIMARY ASSEMBLY POINT FOR CRAIGIE HALL IS THE PROFESSIONAL FACULTIES FOOD COURT. 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. For more information, see the University of Calgary's Emergency Management website: ucalgary.ca/emergencyplan/assemblypoints |
| 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. |

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| | 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 | 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 |
| Faculty of Arts program advising and student information resources | 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. |
| Letter of permission | 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. |
| Course outlines for transfer credit | 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. |
| Undergraduate associations | DUS: Drama Undergraduate Society, CHC 005 uofcdus@gmail.com MUS: Music Undergraduate Society, CHF 219 undmusic@ucalgary.ca |