

BEGINNING JAZZ DANCE

DNCA 0136-001

Time and Place of Class: Tuesdays and Thursdays, 2:00pm-2:50pm, Swift Center Dance Studio (SC 126)

Instructor: Danielle Georgiou

Phone: *Swift Center Dance Studio:* 817-272-3774; *Cell Phone:* 214-316-9627

Office Hours: Before and after class, or by appointment

Email: georgiou@uta.edu

Course Description

An introduction to elementary jazz dance technique. The emphasis is placed on body integration, locomotor skills, dynamic variety, and musicality.

Course Objectives

1. To provide an introduction to basic jazz dance technique.
2. To provide movement experiences that explores use of gravity, spatial awareness, rhythm, and energy.
3. To improve body alignment, balance, coordination, flexibility, strength, and musicality.
4. To develop basic performance skills such as style, projection, focus, energy, movement quality, and concentration.
5. To develop one's ability to recognize and become knowledgeable of various forms of jazz dance choreography.

Course Requirements

1. To attend the entire class session every week.
2. To participate in class.
3. To participate in two movement evaluations.
4. To create a final study.
5. To complete a written review of the UTA Dance Ensemble's fall concert and submit the work on the assigned due date.

Evaluation Method

Grades will be based on attendance, participation and individual development in class, two movement evaluations, a final study, and a written review of the Dance Ensemble's fall concert.

<i>Participation, attitude</i>	20%
<i>Movement Evaluations</i>	30%
(Two short dances/combinations taught in class)	
<i>Final Study</i>	30%
(Choreograph a jazz piece, about 2 minutes long. May be a solo, duet or trio. Class time will be given for preparation.)	
<i>Concert Review</i>	20%

A=90%+

B=89-90%

C=79-70%

D=69-60%

F=59% and lower

Attendance

Students are expected to attend class every week. Unexcused absences will affect the student's participation grade (see Absence Policy). If you are late, it is your responsibility to make sure I change your absence to a tardy. If you have to miss a movement evaluation or final study day, see me to make an appointment.

Absence Policy

Three absences are allowed without penalty. Each absence beyond three will lower your final grade by one letter. Only two excessive absences can be made-up. An extended illness or emergency will be dealt with on an individual basis.

Proper Attire

All students are expected to dress out. This means clothes that you can move in, NO jeans and NO tennis shoes. Jazz shoes may be worn. Hair must be pulled back away from the face.

Extra Credit

You will have the opportunity to earn extra credit later in the semester. These options can also be used to make-up excessive absences. You may choose two of the following options.

- Assist at the Dance Ensemble fall concert, Friday, December 4 and Saturday, December 5.
- Perform in the Dance at Noon informal concert, Wednesday, December 2.
- Write a three page paper discussing the history of jazz dance, a jazz dancer, choreographer or company, etc.

Movement Evaluations

There will be two movement evaluations; dates TBA. You will learn the combinations in class. Attendance on these days is mandatory.

Final Study

Students will choreograph a jazz piece that is about 2 minutes in length; no longer than 3:30 minutes. It may be a solo, duet or trio. Class time will be given for preparation; date of presentation TBA. Attendance on this day is also mandatory.

Paper Guidelines

You are required to attend the UTA Dance Ensemble's fall concert: Ideas in Motion. You are expected to write a review of two of the dances; one from the first act and one from the second act. Please discuss the following about each of the pieces you select: title/meaning of the piece, style of dance, quality of movement, costuming, lighting and, of course, your opinion of the piece.

Performance Opportunity

Every student has the opportunity to perform at Dance at Noon. If there is interest, we will perform your second movement evaluation, and/or your final studies. You will earn extra credit, or if you need to make-up an absence, this is one of your chances.

Drop Policy

Please refer to UTA's undergraduate student catalogue.

Academic Integrity

Students who violate University of Texas rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. If authorship is questioned, the instructor will query the student to determine familiarity with the topic.

Academic Dishonesty

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

“Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents' Rules and Regulations, Series 50101, Section 2.2)

Student Support Services Available

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Americans with Disabilities Act

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled *Americans with Disabilities Act (ADA)*, pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

The University of Texas at Arlington College of Education

Mission, Core Values and Professional Dispositions

MISSION: To develop and deliver an educational program that ensures the highest teacher, administrator and allied health science preparation and performance and

To be a recognized contributor in the field of educational and allied health science research and practice through effective teaching, quality research and meaningful service.

The Educator and Administrator Preparation units' collaboratively developed shared vision is based on these **CORE VALUES**, dispositions and commitments to:

- Excellence
- Learner-centered environment
- Research-based
- Collaboration
- Diversity
- Technology
- Field Experiences
- Life-long Learning

Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on **PROFESSIONAL DISPOSITIONS** by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

Demonstrates excellence

- Meets stated expectations of student performance.
- Keeps timelines. Arrives on time for class and other activities.
- Produces significant artifacts of practitioner evidence.
- Possesses a willingness to set goals.
- Attends all classes/trainings and practicum experiences.
- Completes activities as assigned.
- Has appropriate personal appearance and/or hygiene for professional setting.

Participates in a learner centered environment and shows respect for self and others

- Uses appropriate and professional language and conduct.
- Supports a "high quality" learning environment.
- Shows respect and consideration for the thoughts and feelings of others.

Research-based pedagogy

- Has an awareness of and willingness to accept research-based concepts.
- Identifies important trends in education.
- Demonstrates interests in learning new ideas and strategies.
- Relates class discussions and issues to current events in education.

Participates in on-going collaboration with peers and professionals

- Demonstrates kindness, fairness, patience, dignity and respect in working with peers, staff and instructors.
- Works effectively with others.
- Assists others in the university classroom or practicum setting.
- Demonstrates an openness to assistance from others.
- Receives feedback in a positive manner and makes necessary adjustment.

Exhibits stewardship of diversity

- Shows appropriate stewardship and tolerance to diverse people, environments, and situations.

Advocates use of technology

- Uses and applies existing technologies sufficiently in work.
- Shows a willingness to use and apply emerging technologies in work.

Shows interest in the learner and the learning-process

- Demonstrates significant learning improvement over time.
- Shows interest in the learning process and demonstrates the necessary amount of time, energy, and enthusiasm for becoming better learners, teachers, and practitioners.