

APPLICATION FOR NEW COURSE

1. General Information.

- a. Submitted by the College of: Fine Arts Today's Date: 1/18/2011
- b. Department/Division: Theatre
- c. Contact person name: Nancy Jones Email: Nancy.Jones@uky.edu Phone: 7-3297
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- d. Requested Effective Date: Semester following approval OR Specific Term/Year¹: _____

2. Designation and Description of Proposed Course.

- a. Prefix and Number: TAD 447
- b. Full Title: Studies in Dance: Subtitle Required
- c. Transcript Title (if full title is more than 40 characters): Studies in Dance
- d. To be Cross-Listed² with (Prefix and Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

_____ Lecture 4 Laboratory¹ _____ Recitation _____ Discussion _____ Indep. Study

_____ Clinical _____ Colloquium _____ Practicum _____ Research _____ Residency

_____ Seminar _____ Studio _____ Other – Please explain: _____

- f. Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- g. Number of credits: 2
- h. Is this course repeatable for additional credit? YES NO
If YES: Maximum number of credit hours: 8
If YES: Will this course allow multiple registrations during the same semester? YES NO
- i. Course Description for Bulletin: Exploration and study of a particular style and/or genre of dance technique.
- j. Prerequisites, if any: Permission of Instructor
- k. Will this course also be offered through Distance Learning? YES⁴ NO
- l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. Will this course be taught off campus? YES NO

4. Frequency of Course Offering.

- a. Course will be offered (check all that apply): Fall Spring Summer

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

APPLICATION FOR NEW COURSE

- b. Will the course be offered every year? YES NO

If NO, explain: The course will be offered to fulfill specific needs in the dance curriculum, and so that students might study dance forms outside the requirements of the minor such as tap, musical theatre dance, african dance, etc.

5. Are facilities and personnel necessary for the proposed new course available? YES NO

If NO, explain: Barker Hall has been acquired by the Dept. of Theatre for classes and rehearsals. The Provost has agreed to fund the necessary instructors for this course.

6. What enrollment (per section per semester) may reasonably be expected? 20

7. Anticipated Student Demand.

- a. Will this course serve students primarily within the degree program? YES NO

- b. Will it be of interest to a significant number of students outside the degree pgm? YES NO

If YES, explain: The Dance courses currently serve students across a broad spectrum of the campus.

8. Check the category most applicable to this course:

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

- a. Is this course part of a proposed new program? YES NO

If YES, name the proposed new program: Dance Minor, Department of Theatre

- b. Will this course be a new requirement⁵ for ANY program? YES NO

If YES⁵, list affected programs: _____

10. Information to be Placed on Syllabus.

- a. Is the course 400G or 500? YES NO

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

- b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

⁵ In order to change a program, a program change form must also be submitted.

APPLICATION FOR NEW COURSE

Signature Routing Log

General Information:


Course Prefix and Number: TAD 447

Proposal Contact Person Name: Nancy Jones Phone: 7-3297 Email: nancy.jones@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Dept. of Theatre	1/18/2011	Nancy Jones / 7-3297 / nancy.jones@uky.edu	
College of Fine Arts <i>Curriculum Committee</i>	<i>3/21/11</i>	Jane Johnson / 7-1709 / <i>jhjohn@email.uky.edu</i>	<i>Jane H. Johnson</i>
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		/ /	
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External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council	4/12/2011		
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

UK Department of Theatre

COURSE SYLLABUS

Course Number: TAD 447 Studies in Dance: American Rhythm Tap Dance

PROFESSOR: TBA Office: TBA
Office #: 257-TBA Office Hours: TBA or by appointment
Email: TBA

COURSE MEETING TIMES: TBA

Credits: 2

Prerequisites: None

Course Description:

Theory and technique of American tap dance forms with emphasis on basic listening, rhythmic and coordination skills, and audition strategies. This course provides an intermediate level study of rhythm tap through practice of traditional and contemporary movement vocabulary, improvisation and composition, and study of social-historical foundations of the form. Students will become familiar with key figures that have influenced and contributed to the form as well as music terminology and musical genres that are very influential to the form.

LEARNING OUTCOMES:

1. Show appropriate use of the body as called for in an exercise/combination.
2. Show command of skills involving initiation of movement.
3. Show command of skills involving weight shift.
4. Fulfill the time/counts given for each part of the movement.
5. Apply appropriate musical phrasing/rhythmic accent as called for in any given sequence.
6. Demonstrate attributes of/qualities in movement as specified.
7. Demonstrate awareness of and attention to selected tap dance practices.
8. Perform set movement with confidence/full engagement.
9. Respond spontaneously and imaginatively to improvisational prompts, with confidence/full engagement, and some degree of invention-and/or demonstrate creative spontaneity within given technique.
10. Demonstrate familiarity/understanding of tap dance as a means of expression/communication in current and historical contexts.

COURSE GOALS/OBJECTIVES:

Upon completion of this course students will have acquired a more thorough understanding of the skills necessary to be a dance artist in the world today. Excellence in dance artistry is a matter of developing a high degree of skill in each area and integrating these skills during the performance of movement. This will include, but is not limited to:

1. A demonstration of advanced skills and techniques of an advanced dance artist.
2. A demonstration of advanced skills and techniques used in choreographing complex movements.
3. A strong work ethic, proper dance vocabulary, and the ability to think critically.

Teaching Strategies:

To enable student achievement of the learning goals, I will

1. Demonstrate, explain, analyze, and lead explorations of movement exercises and combinations designed specifically to develop the skills required for achievement of learning goals;
2. Observe your daily work in class and (a) orally assess your achievement of learning goals, and (b) make recommendations for improvement in achieving learning goals;
3. Provide a written assessment on the Tap Dance Technique Feedback sheet of your in-class participation/progress at mid-term and again at the end of the semester;
4. Provide opportunities for individual appointments in which we may discuss your learning efforts;
5. Provide opportunities for you to assess your own progress toward the actual achievement of the learning goals;
6. Provide opportunities for you to explore movement through improvisational prompts and exercises;
7. Provide resources/opportunities for you to learn about key figures in tap dance, signature styles and musical influences.

* Not every student will receive individual feedback during each class, but all students will receive individual feedback regularly throughout the course of the semester.

Evaluation Methods and Guidelines for Assignments:

The fundamental and ongoing assignments in this class are to:

Participation (80%):

Successful participation means that you consistently:

1. Attend to movement material presented, as well as to explanations and analyses of its specific components;
2. Listen carefully to and apply all corrections and recommendations for improvement that I provide in class;
3. Learn the movement material as quickly as you can through observation and practice;
4. Perform the movement material as accurately as possible or engage fully in improvisational prompts/explorations each time you are called upon to do so;
5. Observe other dancers and assess their performance/apply relevant feedback as assigned.

CALL-AND-RESPONSE Watch/Listen/Write Assignment (10%):

Create a thoughtful question for a fellow classmate after complete viewing of “What Is Tap” (parts 1-

5, posted on Blackboard by week two of class) and post on Discussion Board. Respond in 2-3 paragraphs to the question posted by the classmate you are assigned to (assignments made on Thursday, January 29). Posts due by Thursday, February 19 at midnight.

Choreo-Collab-Communication Project (10%):

Students will create statements (rhythmic sequences) on their own, remixing statements learned throughout the semester, at other times & places or stimulated by fresh ideas and influences. These projects can be derived solely from improvisation, or they can come from a set movement/music pattern. Students may opt to “have a dialogue” with a fellow student as part of this project, or recruit fellow classmates to be a part of a larger chorus of feet/music created with rhythms, or go solo. The project should demonstrate

thoughtfulness on the part of the student(s) as to what atmospheric mood is created in their sounds, what influences they draw from and what, if anything specific, they intend to communicate to their audience. This is intended to be a fun, creative project that gives the individual student tangible work of his/her own to carry forward upon completion of the course. Oral introduction will be given by student(s) prior to presentation. Additional live or recorded music is optional. Presentation should be no less than 1 minute.

Presentations: Tuesday, May 12, 2009, 3:30–6:30 P.M.

I will assess your work through:

1. Oral feedback to you and/or others on work done in class;
2. Written evaluations of your progress/participation using the Tap Dance Technique Feedback sheet (See Course Documents);
3. Written feedback of the accuracies and inaccuracies I perceive in your CALL-AND-RESPONSE assignment.
4. Oral and/or written feedback on your Choreo-Collab-Communication Project presentation.

Midterm Grading Policy

Students' progress will be assessed halfway through the semester based upon Call and Response Project and class attendance. In accordance with University policy, these Midterm grades will be accessible online via the MyUK web portal by the Midterm date.

In calculating the achievement component of the final grade, your mastery of the learning goals and completion of assignments will be assessed to produce a final score that is aligned with grades as follows:

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	E

Note: The relationship between attendance and your final letter grade is as follows: 1/3 of a letter grade will be deducted for each absence incurred over the maximum absences allowed for this class

Attendance Policy

Because this class meets twice a week, you will be permitted three absences without penalty, 1/3 of a letter grade will be deducted for each absence incurred over the maximum absences allowed for this class. Sitting and watching a class does not count as participation in the studio portion of class. **Two tardies equals one absence.** A tardy constitutes being more than ten minutes late to class or leaving early. Put simply, **be on time.** No one part of the class is more or less important or valuable to you than another. If you arrive more than ten minutes late, please sit down and watch (and remember the policy above!). If you are less than 10 minutes late, please quietly join the class and begin working immediately, with as little distraction as possible. When injured or ill (but not contagious), you may still be counted as present if you attend class and record observations (see below). However, this will NOT be counted as a day of participation in the class. Again, the Dance Department requires an 80% participation

rate. Students must dance in 24 out of the 30 meetings in classes that meet twice a week. Sitting and watching a class does not count as participation. (i.e. you could not miss 6 classes and observe 2 and still pass the class). Students who do not meet the participation requirement for any reason will need to repeat the course.

Observations: During observation, take notes and actively observe class. Notes should go beyond just listing what the combinations were. You must complete the following: Your role as an observer is both teacher and student. Make correlations between what you see, what you hear, and what you personally experience when you are physically participating in the class. How does observing class further enrich your kinesthetic and cognitive understanding of tap dance?

Final examination: Students are **required** to attend the final exam session, which will consist of student presentations, brief conferences and an informal jam.

COURSE GUIDELINES AND EXPECTATIONS:

Class Conduct Please be respectful of your fellow classmates, the instructor, and our art. I encourage you to ask relevant questions during class. Please, no excessive chatting, socializing, or other distracting behavior. For your own safety and enjoyment of this class, no eating or gum-chewing is allowed in the studio. Please turn off or silence all cell phones. Additionally, here are some important notes about your role in the tap class community: The space in which we dance is created by the collective energy of all dancers in the room, the music/musicians present, the teaching that takes place and the space itself.

Your contribution to a positive, creative environment includes:

- 1 – **Staying engaged.** Don't check out or give up. Try your best every class.
- 2 – **Respecting all dancers.** Each individual has different and unique things to offer. Don't miss out on anyone, including yourself! Important to note: do not have conversations or dialogue while others are dancing. This can be distracting or break concentration, and it is disrespectful. You also learn by actively observing others. You should expect this respect for yourself when you dance.
- 3 – **Hear Here!** By keeping your taps quiet when I am demonstrating technique or explaining concepts unless it is made clear that you should participate with me. This helps all students to hear in a room that does not have the best acoustics and it maximizes your opportunity to learn proper technique. I will give you time in class to explore, test, practice, try, play and experiment with all material I demonstrate.

Plagiarism and Cheating: The University of Kentucky and this course define plagiarism as follows: <http://www.uky.edu/Ombud/Plagiarism.pdf>. Additional instances include falsification of identity resulting from having another person sign the attendance sheet for you when you do not attend class. All instances of plagiarism and cheating will be reported to the Dean of Students.

Cell Phones: The use of cell phones in class is prohibited. This includes checking your messages. If you talk on the phone or text during class you will lose 5 points.

Individual Work: When doing individual work, document the resources you use for information or background material. Even if it is on the Web- document the source.

Group Work: When working in groups, you must all contribute equally to earn the grade. It is not fair to the group leader to make them carry the work load of the group. Individuals who do not contribute equally will receive a lower grade.

Email: You may email papers and reports, however, you are risking that the document may not get to the teacher. YOU MUST get a returned email from me within 24 hours letting you know the teacher has received your document. If you do not get a return email, assume the teacher did not get it and bring a hard copy to the next class or to the studio. Hard copy papers are recommended to decrease the likelihood of a paper not getting thru by email.

Disability Statement: It is the responsibility of any student with a physical or learning disability to communicate with the instructor at, or immediately following, the first class meeting to discuss means of meeting said disability.