Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: College of Liberal Arts
   Department: Theatre

2. Course Prefix and Number: THEA 3670
3. Effective Term: Fall 2012

4. Course Title:
   Dance Lab 3 - Jazz
   Abbreviated Title (30 characters or less): Dance Lab 3 - Jazz

5. Requested Action:
   ☐ Renumber a Course
   ☐ Add a Course
   ☐ Revise a Course
   Current Course Number:
   Proposed Course Number:
   Type of Revision:

6. Course Credit:
   Contact/Group Hours
   Scheduled Type (e.g.: Lab, Lecture, Practicum, Directed Study)
   Weekly or Per Term?
   Credit Hours
   Anticipated Enrollment
   Maximum Hours (Repeatability): 2
   3 Lab Weekly 1 15
   Total Credit Hours: 1

7. Grading Type:
   ☐ Regular (ABCDF)
   ☐ Satisfactory/Unsatisfactory (S/U)
   ☐ Audit

8. Prerequisites/Corequisites:
   Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "P/C:" to indicate a prerequisite with concurrency.
   THEA 2670
   2670 Departmental approval.

9. Restrictions: List specific restriction in space above.
   ☐ College    ☑ Major    ☐ Standing    ☐ Degree

10. Course Description:
(20 Words or Less; exactly as it should appear in the Bulletin)
   Intermediate advanced studio training in Jazz technique.

11. May Count Either:
   (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
   (Respond "NA" if not included in any program; attach memorandum if more space is required)

13. Overlapping or Duplication of Other Units' Offerings:
   (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
   ☐ Applicable
   ☐ Not Applicable
14. **Justification:**

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. **Resources:**

(Music Theatre Dance Instructor)

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization — i.e.: Dean — where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. **Student Learning Outcomes:**

- Body placement
- Fundamentals of jazz technique
- Choreography appropriate to jazz styles
- Musicality, rhythm

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. **Course Content Outline:**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introductions/explanation of syllabus and course objective</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Jack Cole Style</td>
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<tr>
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<td>Warm up will be stylized with port de bras and other Jack Cole characteristics.</td>
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<td></td>
<td>Cole Broadway Style Combination</td>
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<td>Week 3</td>
<td>Continue from week 2 and add to the combination.</td>
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<td>Week 4</td>
<td>Bob Fosse Style</td>
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<td>Fosse arms and placement will be incorporated into the warm up,</td>
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<td>Isolations</td>
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<td>Fosse walks and stylized hands</td>
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<td></td>
<td>Fosse style combination</td>
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<tr>
<td>Week 5</td>
<td>Continue Fosse work</td>
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<td>Add turns and leaps</td>
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<td>Begin actual Fosse rep number</td>
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<td>Week 6</td>
<td>Continue Fosse work</td>
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<td>Finish Fosse Rep number</td>
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<td>Week 7</td>
<td>Review and Perform Fosse number for midterm.</td>
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<td>Week 8</td>
<td>Twyla Tharp Style</td>
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<td>Modern warm up</td>
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<td>Modern and ballet based progressions across the floor.</td>
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<td>Leaps and turns</td>
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<td>Explore performance art and create &quot;pictures&quot;</td>
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<td>Week 9</td>
<td>Continue Tharp work</td>
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<td>Work in groups to create pictures</td>
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<td>Week 10</td>
<td>Modern Jazz class</td>
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<td>Groups show their own &quot;pictures&quot;</td>
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<td>Week 11</td>
<td>Studying Jerome Robbins</td>
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<td>Ballet barre at center for warm up</td>
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<td></td>
<td>Leaps and turns</td>
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<td>Begin combination from West Side Story</td>
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<td>Week 12</td>
<td>Continue studying the works of Jerome Robbins</td>
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<td></td>
<td>Ballet influenced warm up and combinations</td>
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</tbody>
</table>
Continue West Side Story rep choreography

Week 13: Same as week 12.
Finish the West Side Story number.

Week 14: Warm up will include all of the learned styles.
Combinations across floor will be done in each style.
Review all numbers learned thus far.

Week 15 Review and perform the rep pieces learned throughout the semester for the final.

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:
Watch a Fosse show and be prepared to discuss in class.
Paper — Compare and contrast the works of Bob Fosse and Twyla Tharp
Midterm and final will be assigned choreography to be performed and evaluated.

(List all quizzes, projects, reports, activities and other components of the course grade – including a brief description of each assignment that clarifies its contribution to the course’s learning objectives)

19. Rubric and Grading Scale:
- Class attendance/participation (50%)
- Mid-semester movement practical (25%)
- Final movement practical (25%)

A (90-100%) = Work of an outstanding nature that exceeds course standards and demonstrates mastery of subject matter.
B (80-89%) = Work that is above average in quality and demonstrates mastery of the subject matter.
C (70-79%) = Work of a satisfactory nature in quality and thoroughness and demonstrates a basic understanding of the subject matter.
D (60-69%) = Work that is substandard in quality and demonstrates a limited understanding of the subject matter.
F (<60%) = Work that fails to meet minimum levels of proficiency in skills & understanding of subject matter.

(List all components of the course grade – including attendance and/or participation if relevant — with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit: N/A

(Including a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g.: hour exams, mid-tern exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
Disability Accommodations: Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).