

2 units

Location: AHF B20

Instructor: Patrick Corbin

Office: STO 334

Office Hours: To be scheduled by email

Contact Info: pcorbin@usc.edu

Catalog Description

Basic tap rhythms developed into elementary dances with progression of time steps and other combinations of sound.

Course Description

This beginning level course introduces students to basic steps, rhythms, vocabulary, musicality and movement skills as well as the basic historical and cultural background of tap dance.

Learning Objectives

In this course, students will:

- Attain proper tap dance technique within warm-ups and combinations.
- Develop improved strength, flexibility, and rhythmic understanding.
- Demonstrate basic combinations which utilize beginning tap dance vocabulary.
- Illustrate understanding of rhythmic weight changes and beginning musical skills.
- Evaluate basic count structures and musical phrasing.
- Compose a tap dance combination by responding to rhythms provided by the instructor.
- Evaluate classroom performance and personal progress.
- Demonstrate correct performance of combinations learned in class.
- Examine basic historical and cultural contexts of tap dance.

Assigned Readings:

Constance Valis Hill, Tap Dancing America: A Cultural History, Tricksters Gods and Rapparees (1-19)

Description of Assignments and Participation:

In-class Participation:

- Turn off all electronic devices that make noise.
- Listen and pay attention during class.
- Engage in class discussions.
- Report any injuries that prohibit class participation to the instructor.
- No gum, food, or drinks are allowed in the studio.
- If you are unable to participate in class due to injury, please take detailed notes on the material covered. Notes taken will be collected and checked by the instructor at the end of class.
- If you must leave class early, please let the instructor know prior to the beginning of class.

Attendance:

Attendance and participation in class are required for a passing grade. Students are expected to practice outside of class in order to progress at an acceptable rate. In order to receive a passing grade in this course, it is vital that students attend the final exam. Two absences will be permitted per semester. Three tardy occurrences will count as one absence. If possible, please notify the instructor via email if you are unable to attend class.

Journal:

Students are required to keep a course journal. The journal should be one page, double spaced and submitted to Blackboard every other week. Journal entries should reflect all aspects of your experience in class. Correct spelling and grammar is important. The journal is due every other Thursday and should include observations about both the Monday and Wednesday class from the previous two weeks. Journals should be written in proper MLA format. Instructions on MLA formatting can be found at:

<http://owl.english.purdue.edu/owl/resource/747/01/>.

Final Exam:

Students are required to be in class for the final exam, so note the date.

Final: Friday, May 6, 11am-1pm AHF B20

Dance Performance Observation Paper:

Students are required to attend one dance performance during the semester. A two page, double spaced written paper is due the day of the final exam. The paper should include observations about the entire performance including: the format of the entire evening, stage composition, decor, lighting, inclusion of multi-media elements and any connection or parallels that can be drawn from course work. Conflicts must be brought to the attention of the instructor at least one month before the performance. Papers should be written in proper MLA format. Instructions on MLA formatting can be found at:

<http://owl.english.purdue.edu/owl/resource/747/01/>

You have a choice of attending:

- Mid-Term informal studio showing in PED 207: Feb 25-26, 2016
- End of semester showcase in Bing Theatre: Apr 28-29, 2016 (Or the dress rehearsal for this performance.)
- Martha Graham Dance Company A Visions and Voices Signature Event. Wednesday, April 27, 2016
7:30 p.m.. Bovard Auditorium

Proper Attire for Technique Class:

Students are required to have tap shoes. Jazz pants, easy fitting pants and/or shorts and form-fitting workout clothes are acceptable. No over-sized or baggy attire please. Items can be purchased online or at neighborhood dance wear supply stores. Dance shoes can be purchased online or at any dance store. Be sure to check size conversions as some dance shoes are sized differently than normal shoes.

Grading Breakdown

Participation	32 points
Attendance	32 points
Journal	16 points
Reflection Paper	5 points
Final Exam	15 points
Total	100 points

A = 95-100 C+ = 78-79 D- = 60-65

A- = 90-94 C = 75-77 F = 59 and under

B+ = 88-89 C- = 70-74

B = 85-87 D+ = 68-69

B- 80-84 D = 65-67

Schedule Subject to Change

	Topics	Readings and Homework	Deliverable / Due
Week 1	Students will learn stretching and warm up exercises to aid in proper articulation of the foot and ankle. Students will learn basic Tap dance steps and technique as well as simple rhythm and syncopation. M 1/11 & W 1/13	Hill, Tap Dancing America: A Cultural History (1-20)	
Week 2	Students will learn stretching and warm up exercises to aid in proper articulation of the foot and ankle. Students will learn basic Tap dance steps and technique as well as simple rhythm and syncopation.		
Week 3	Students will learn stretching and warm up exercises to aid in proper articulation of the foot and ankle. Students will learn basic Tap dance steps and technique as well as simple rhythm and syncopation.		
Week 4	Students will learn stretching and warm up exercises to aid in proper articulation of the foot and ankle. Students will learn basic Tap dance steps and technique as well as simple rhythm and syncopation.		
Week 5	Students will demonstrate short, choreographed Tap dance combinations based on material covered in the course.		

Week 6	Students will demonstrate short, choreographed Tap dance combinations based on material covered in the course.		
Week 7	Students will demonstrate short, choreographed Tap dance combinations based on material covered in the course.		
Week 8	Students will demonstrate short, choreographed Tap dance combinations based on material covered in the course.		
Week 9	Students will compose a short Tap dance combination by responding to rhythms provided by the instructor.		
3/13/16-3/20/16	Spring Recess	No Classes Spring Recess	Spring Recess
Week 10	Students will compose a short Tap dance combination by responding to rhythms provided by the instructor.		
Week 11	Students will compose a short Tap dance combination by responding to rhythms provided by the instructor.		
Week 12	Students will compose a short Tap dance combination by responding to rhythms provided by the instructor.		
Week 13	The students will demonstrate a choreographed combination based on the fundamentals of Tap dance technique acquired throughout the course.		
Week 14	The students will demonstrate a choreographed combination based on the fundamentals of Tap dance technique acquired throughout the course.		
Week 15	The students will demonstrate a choreographed combination based on the fundamentals of Tap dance technique acquired throughout the course.		
Finals Week Wed-Wed 5/4/16-5/11/16	The final exam will be an in-class presentation of all elements practiced throughout the semester.	FINAL EXAM: Friday, May 6, 11am-1pm AHF B20	Dance Performance Observation Paper Due

Assignment Submission Policy

All assignments will be submitted in class. Exceptions will be made only in truly exceptional circumstances.

Additional Policies:

Class Conduct:

Please bring a paper notebook and writing instrument to class; laptops, notebooks, tablets and other technology will only be permitted at certain times. Phones will not be allowed and should not be visible during class. Texting or internet engagement during class time will result in lowering of your class grade. Your attention during class time is greatly appreciated, and also required. Please Note

This class takes place at a university committed to equity for all students, where diversity and inclusion are considered critical to the academic environment. In this classroom, free speech is respected, and civil discourse is expected, with a safe learning environment the priority. We will endeavor to use language that is respectful—sometimes being inquisitive and creative, because language changes all the time—particularly when it comes to differences in age, ethnicity, gender identity or expression, race or socioeconomic status. If you have a preferred gender pronoun that is not being used, please advise the professor

Statement for Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to TA) as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. Website and contact information for DSP: http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html, (213) 740-0776 (Phone), (213)740-6948 (TDD only), (213) 740-8216 (FAX) ability@usc.edu.

Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies.

Statement on Academic Conduct and Support Systems Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Section 11, Behavior Violating University Standards <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the Office of Equity and Diversity <http://equity.usc.edu/> or to the Department of Public Safety <http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. The Center for Women and Men <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the American Language Institute <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. The Office of Disability Services and Programs http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, USC Emergency Information <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology. s of blackboard, teleconferencing, and other technology.