



**DANC 189A: Tap**

**Section 22431**

**Spring 2025**

**2 units**

**Day: TUESDAY**

**Time: 1:30pm-3:20pm**

**Location: KDC107**

**Instructor: Jason Rodgers**

**Music Accompaniment :**

Maxwell Marcel Transue (Drums)

**Office: Online**

**Office Hours: To be scheduled by email**

**Contact Info: jasonjr@usc.edu**

### **Catalog Description**

Tap 189A is a beginner/open level Tap course where students will receive a progressive understanding of performance technique, tap history, improvisation, and challenging tap combinations.

### **Course Description**

As an embodied studio in-person course, in Tap 189A you will study the necessary Tap Dance essentials: technique, musicality, improvisation, performance, choreography, & history. This course is designed to strengthen your knowledge & skill level as a Tap Dancer.

### **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 combinations utilizing beg./open tap dance vocabulary.
- Illustrate understanding of rhythmic tap combinations & musical/timing skills.
- Compose a tap dance combination by responding to rhythms provided by the instructor.
- Demonstrate correct performance of combinations learned in class.
- Examine basic historical and cultural contexts of tap dance.

### **Description of Assignments and Participation:**

In-class Participation:

- **If you do not have a tap shoes, use a hard sole shoe, or closest available option to perform tap steps until you're able to get tap shoes.** Suggested store to purchase inexpensive tap shoes: <https://www.discountdance.com>
- 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.

- **If you are unable to participate in class due to injury, please take detailed notes on the material covered. Notes taken will be emailed and evaluated by instructor at the end of class** • If you must leave class early, please let the instructor know prior to the beginning of class.

Full, consistent participation in class exercises is imperative.

Students will be expected to practice outside of class in order to progress at an appropriate pace. The class also has a required mid-term and final exam. Attendance at the mid-term and final exam is crucial to receiving a passing grade in the course. The **Final exam** will be given on the date as published in the USC schedule of classes for spring semester 2025, **Thursday, May 8, 2025, 2pm-4pm**. The **Midterm** is scheduled on **Tuesday, March 11th 2025**. ½ of a point will be deducted for every unexcused tardy. The student will not be able to participate in class if 15 or more minutes late. Please email the instructor (if mentally and physically able) to notify of your absence. If illnesses or family emergencies occur, that result in excessive absences, please communicate with the instructor at your earliest convenience. Classroom participation and attendance at the mid-term and final examinations are paramount to passing the course.

## **Assignments:**

### **Mid-term:**

Students are required to be in class for the mid-term exam, so note the date.

- **Tuesday, March 11th, 2025 during class.**

### **Elective Experience Performance:**

Students will have an opportunity to share/perform material from class at this showcase at the end of the semester

- **(Fri.) end of April (TBD)**

### **Final Exam:**

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

Students will write a short essay on semester tap dance self-reflection/elements of tap history as well as explaining Tap terminologies and concepts learned. Students will be given a physical exam covering tap steps and exercises learned throughout the semester.

- **Thursday, May 8, 2pm – 4pm**

## **Proper Attire for Tap 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**

Grades are based on an average of the assessments given by the instructor, plus subjective in-class qualities like *effort, progress, attitude, and engagement*. Dance etiquette should be observed while in class, and will affect grades as well.

### **Grading Scale and Point Values:**

50% Participation (discussions, movement, overall **in-class** engagement)

20% Midterm Dance/writing Exam

30% Final Exam (Essay 15%, Danced portion 15%, details TBD)

**100 PTS TOTAL**

A+ = 100 points B+ = 88-90 points C+ = 78-80 points D+ = 67-70 points  
 A = 95-99 points B = 85-87 points C = 75-77 points D = 64-66 points  
 A- = 91-95 points B- = 81-84 points C- = 71-74 points D- = 61-63 points F = 60 or below

**COURSE CONTENT**

	Topics/Daily Activities
<u>Week 1</u>	-Intro to the course, core skills, warm-up phrases, review of the syllabus and intro to tap steps & combos.
<u>Week 2</u>	Review Syllabus  -Students will learn warm up exercises to aid in proper articulation of the foot and ankle.  -Students will continue to learn Tap dance steps, vocabulary, and technique.
<u>Week 3</u>	-Continued Learning of tap exercises and exploring tap vocabulary.  -Tap Legend Series: Sammy Davis, Jr.  -Start exploring with choreography
<u>Week 4</u>	-Air steps & travel steps, focusing on movement, taking up space while dancing.  -Tap Legend Series: The Nicholas Brothers
<u>Week 5</u>	-Refinement of core skills, building upon phrase materials  -Traveling rhythmic steps.  -Jazz Legend(s) Series: Gregory Hines  -heavy focus on odd time signatures Improvisation
<u>Week 6</u>	-Music exploration w/ class Choreography, Improvisation, "Scientific Rhythms" (EB)  -Tap Legend Series: Eddie Brown -EB  Chorus

<p><b>Week 7</b> Midterm Prep</p>	<p>Midterm review- Continue EB Chorus, review all class material</p> <p>-Check-In Day. I will check in with each of you individually on your tap progres, making sure you're on pace with course.</p> <p>-Improvisation (odd time signatures)</p>
<p><b>Week 8</b></p>	<p><i>Backwards Week – pullback variations. Review of all step traveling backwards. Continue building Complexity with Warm up exercises and combos</i></p> <p>Tap Legends Series: <i>No Maps on My Taps (Film)</i></p>
<p><b>Week 9</b> Midterm Tuesday, March 1th</p>	<p><b>MIDTERM EXAM (Tues, March 11th):</b> Based on memorized and rehearsed class material to date, including a short, written Q&amp;A</p>
	<p><i>-Introduction of Hooper style, embracing individuality, performance technique. Begin piecing Elective Experience choreography</i></p>
<p><b>Week 10</b></p>	<p><b>Spring Recess</b> – No Class this week</p>
<p><b>Week 11</b></p>	<p>Welcome back from recess</p> <p>-Review Previous Material from semester</p> <p>Tap Legends Series: Diane Walker</p>
<p><b>Week 12</b></p>	<p>-Music exploration w/ class choreography (swing grooves)</p> <p>-Jazz Legend(s) Series: Duke Ellington, Count Basie, Miles Davis, etc</p>
<p><b>Week 13</b></p>	<p>-Incorporate some BS Chorus &amp; shim sham into EE Class Choreography (?)</p> <p>-Jazz Legend(s) Series: Al Jarreau, Dave Brubeck, Airto Moreira, etc</p>
<p><b>Week 14</b></p>	<p>-Continued Review of Class material and Choreography -Tap Legend(s) Series TBD</p>
<p><b>Week 15</b></p>	<p>-Preparation for Elective Experience</p> <p>-Tap/Jazz Legend(s) Series TBD</p>
<p><b>Week 16</b></p>	<p>-Preparation for Final &amp; Elective Experience</p> <p>- Tap Legend(s) Series TBD</p>

FINAL EXAM: Thursday, May 8 2pm – 4pm	*****FINAL***** Thursday, May 8, 2pm-4pm <u>(KDC107)</u>
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*\*This syllabus and course calendar can be amended at any time by the instructor, based on the instructor's discretion*

## **KSOD Policies Required in Syllabus**

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### **Names and Pronouns**

If you want to be called by a different name or wish to be referred to by a different gender pronoun than the one under which you are officially enrolled, please let me know. Students are expected to respectfully refer to each other by their preferred names and pronouns in class.

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### **Equity, Diversity and Inclusion**

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.

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### **“Call-In” Agreement**

Optional policy about calling people IN to the conversation about racial justice, as opposed to calling people out.

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### **Statement on Physical Contact**

As an embodied art form, dancing is a physical and an emotional act. In the process of studying dance, students often experience physical contact with their instructors and peers. Faculty members may use touch to provide proprioceptive and kinesthetic feedback to students; they may use touch to correct alignment, improve technique, and promote healthier movement practices. In some classes, particularly those involving partnering, students’ will experience physical contact with their peers. As developing artists experimenting with modes of expression, students may also experience a variety of emotions in the classroom. As such, it is imperative that the studio-classroom be a safe, inclusive, and respectful space for all students and faculty. Open and honest communication and respectful and considerate interactions are always expected and are a fundamental requirement of studying in the USC Kaufman School of Dance. Unless otherwise articulated to a faculty member or peer, consent to discipline-specific and appropriate touching is assumed. Students always have the right to revoke that consent and should express any discomfort they feel in the classroom to the faculty instructor or Vice Dean immediately. USC Kaufman seeks to nurture compassionate artists who respect the dignity, humanity, and personal embodied experience of all individuals.

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### **Emergency Plan**

In the event of a university-wide emergency, guidance and directions will be shared by Campus Emergency Operations in all available outlets, including the website and TrojanAlerts. Students are encouraged to maintain close contact with all available communications avenues for updates to university operations. USC Kaufman will abide by all university protocols and recommendations. If the Kaufman Dance Center is not available when classes resume, students can receive updates from the school's Departmental Operations Center (DOC) on Ramo Lawn (between the Thornton School of Music and Norris Cinema, close to the Bing Theatre).

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## ***USC Policies Required in Syllabus***

### **Technological Proficiency and Hardware/Software Required**

Students will need an electronic device with access to Zoom and Brightspace for this course. They are asked to familiarize themselves with these two interfaces. Please see the links below for technology support.

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### **USC Technology Support Links**

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[Zoom information for students](#)  
[Blackboard help for students](#) [Software available to USC Campus](#)

### **USC Technology Rental Program**

We realize that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you need resources to successfully participate in your classes, such as a laptop or internet hotspot, you may be eligible for the university's equipment rental program. To apply, please [submit an application](#). The Student Basic Needs team will contact all applicants in early August and distribute equipment to eligible applicants prior to the start of the fall semester.

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### **Synchronous Participation**

In general, students should plan to attend every synchronous session for the classes in which they are enrolled, irrespective of when it occurs in their time zone. For this course, the weekly synchronous ZOOM session will be Mondays, from 10:00AM-11:40AM Pacific Time.

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### **USC Shibboleth Log In**

Students are expected to be signed-in to their USC account prior to the start of each Zoom class session to ensure a safe and smooth experience for all students.

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### **Time Zone Accommodations**

USC considers the hours from 7:00am to 10:00pm, in the local time zone for each student, as reasonable times for students to attend synchronous sessions or engage in synchronous learning activities or assessments. Should students be unable to

attend synchronous sessions they are expected to watch the recorded Zoom session and any related PowerPoint presentations (both will be posted to Blackboard once done live) and complete the assignments for each week.

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### **USC's Nine International Offices**

Support for international students is also available through USC's offices in Beijing, Shanghai, Hong Kong and South China, Taiwan, South Korea, India, UK and Europe, Brazil, and Mexico. Additional details and contact information can be found at <https://global.usc.edu/global-presence/international-offices/>.

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### **Netiquette and Participation**

Participation includes being attentive and focused; actively participating in physical exercises, discussions, breakout rooms, and group activities; asking thoughtful questions; coming to class fully prepared; and exercising personal responsibility and consideration of others at all times. Texting/Chatting during class sessions via cell phone and/or other private message apps is considered highly disrespectful.

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### **Religious Holy Days Policies**

University policy grants students excused absences for observance of religious holy days. You must inform the professor at least one full week in advance to request such an excused absence. You will be given an opportunity to make up missed work if necessary.

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## ***Statement on Academic Conduct and Support Systems***

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### **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 Part B, Section 11, "Behavior Violating University Standards" [policy.usc.edu/scampus-part-b](http://policy.usc.edu/scampus-part-b).

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>.



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**Support Systems:**

*Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. [engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

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*National Suicide Prevention Lifeline – 1 (800) 273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

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*Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. [engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

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*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: [sarc.usc.edu](http://sarc.usc.edu)

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*Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086* Works with faculty, staff, visitors, applicants, and students around issues of protected class. [equity.usc.edu](http://equity.usc.edu)

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*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. [studentaffairs.usc.edu/biasassessmentresponse-support](http://studentaffairs.usc.edu/biasassessmentresponse-support)

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*The Office of Disability Services and Programs*

Provides certification for students with disabilities and helps arrange relevant accommodations. [dsp.usc.edu](http://dsp.usc.edu)

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*Student Support and Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic.

[studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

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*Diversity at USC*

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. [diversity.usc.edu](http://diversity.usc.edu)

*USC Emergency Information*

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Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu)

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*USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24hour emergency or to report a crime.*

Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu)

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