A. COURSE INFORMATION: American Dance Forms Hip Hop
Instructor: Jermey J. Edmonson
Course: 29312.202020
Class Times: Mondays and Wednesdays 9:00 AM- 10:20 AM
Classroom: Fox Fine Arts Music M201
Phone: 425-286-7863
Faculty Availability: By appointment only

B. COURSE DESCRIPTION: This course for students who have experience in Hip-Hop dance. The movement material will cover West coast and Southern styles with the inclusion of historical perspectives and evolution of Hip-Hop dance. This class involves physical exertion. The student is responsible for determining their own physical and mental capacity to participate in these activities.

C. STUDENT LEARNING OBJECTIVES: By then end of the semester the student will demonstrate physically and through written and verbal description:
1. How he/she has developed his/her hip-hop personality
2. How she/he has improved confidence through this style of dance
3. How he/she has integrated core initiation with other body parts
4. How she/he uses space, time, effort and relationship to express movement ideas
5. How he/she has improved muscular control and strength
6. How she/he has physically embodied Hip-Hop movement vocabulary

D. CLASS STRUCTURE:
1. Center work - exercises designed to improve the body's ability to: Balance...isolate...move in succession/sequence/simultaneity...respond with musicality...rise and fall...breath support
2. Floor work - exercises for inner connectivity, strength, and flexibility
3. Locomotor work-movement patterns that improve the body's ability to: Move through the sagittal, vertical and horizontal planes...move through the diagonals and diameters...move in near, middle and far space...move through low to high space...move with varying degrees of effort, texture and quality...move within varying tempo and rhythmic patterns.

E. METHOD USED IN TEACHING
1. Visual (demonstration), aural (verbal), and kinesthetic (repetition of movement) modalities
2. Teaching styles: Command, inclusive, guided discovery, divergent, practice
3. Presentation methods: Part-whole, and add-on (link)
4. Feedback methods: verbal, non-verbal, guided manipulation

F. CLASS CONTENT
1. In-class dance technique work will be ongoing. Attendance is mandatory.
2. Movement exams will be given throughout the semester and will consist of the performance of movement phrases worked on in class.

G. CLASS CALENDAR:
For 15 weeks the class will determine the schedule of events learned.

Week one and two will be to determine the level of movement skills of the class.

Week three-fifteen will be developed according to your needs. We will progress as determined by our understanding of applied movement principles, artistic expression, and movement competencies.

Movement tests - after ample practice of the movement phrases and group composition assignment, we will set the date for the movement exams.

Assignments
1. Weekly reflection journaling (outside of class). Performance Attendance of 2 dance/theater concerts with a written review. (Due one week after performance)
2. Movement exams
3. Self-assessment movement exam

H. COURSE POLICIES:
1. Attire – Clothing that is easy to move in and does not restrict your movement. Shoes are a must (tennis, jazz Sneakers)
2. Attendance: Attendance and Participation Policy: Attendance is mandatory for all classes, unless excused by the instructor, illness (certified by a doctor), or official university travel. These excused classes are limited depending on the number of weekly class meetings. If you suspect that you will miss more than the allotted number of classes, you should consider delaying your enrollment in this class or risk a drop in grade.

The information imparted in this course is learned BOTH physically and through lecture. Therefore, if you are not in class, you will not be able to properly learn the necessary information. It is imperative that you are present.

It is the philosophy of the KinD department that students are expected to attend all classes. All dance majors and minors must receive a grade ‘C’ or better.

ABSENCES:
Course meets two (2) times per week:
For courses that meet two (2) times per week, up to two (2) “officially excused” absences will be accepted without penalty (no points will be deducted.) It will, however, be the student’s responsibility to do what is necessary to make up the missed material without assistance from the instructor. Students who miss class without an official excuse will lose all daily participation points.

Regardless of reason for absence, the 3rd absence will begin to drop student’s overall grade.
For every absence 3 or more, overall course grade drops 1 full Grade… for example:
at 3rd absence – 1 grade drop. If have A, then to B
at 4th absence - B to C
at 5th absence - C to D
at 6th absence – D to F

However, if overall grade is a B, then only 5 absences will produce an F. If overall grade is a C, only 4 absences produce an F and so on.

PARTICIPATION:
Physical movement to each person’s ability is required

Safety and Emergency Procedures: In case of an emergency, the instructor is to be informed immediately. Do not attempt to provide care to an injured student without the consent of the instructor.

Open Door Policy: Any student enrolled in this class who has any concerns about this course may take these concerns to the instructor, and/or department head. The concerns may be expressed in either verbal or written form.

LATE WORK: Late work is not accepted unless excused by the instructor

MAJOR DUE DATES: No major due dates.

I. EVALUATION:
2. Movement Exams – 25 points self-evaluation, 25 points instructor evaluation: We will both assess your
dancing and artistic skills. After each movement exam, you will be asked to evaluate your performance as a way to improve self-reflection and self-feedback. I will also give you feedback on your technique, musicality, and artistic expression. (See attachment)

3. Reflections Notebook– 5 points each: These reflections are to help you find purpose within each class and guide you to think beyond the “steps” learned in a dance class.

4. Performance Review – 15 points each: All dancers need to see live shows. There will be several dance performances this semester, two that you will be required to attend. There might be others that you will want to see as well. The more you see, the more understanding you will gain about quality, variety, diversity, and artistry. You will be required to write a review of 2 dances from these performances. (See attached)

6. Class Attendance: Come to all classes. If ill, bring a doctor’s excuse. When injured or not feeling well but can come to class, will observe, take notes, and write an observation paper.

A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F = 50% and below

Syllabus subject to change depending on the progress of students.

HIP-HOP ASSIGNMENTS

REFLECTIVE WRITINGS
5 pts per entry

Date each journal entry. These reflective writings will be both in-class and take home assignments. Your journal will be collected at mid-term and during the last week of classes. Your reflection will be graded on the content assigned and the depth of understanding and insight you have toward the content. These need to be checked every Thursday and are expected to take no longer than 10 - 15 mins.

Rubric:
0 - no entry
1 pt for 1 -2 sentences
3 pts for 3 - 7 sentences
5 pts for full 8 sentences

PERFORMANCE REVIEWS
15pts

A list of performances will be given to you at the beginning of the semester. The reviews should be your personal impressions about the dances that were in the performance. Description of dances, interpretation with evidence, and evaluation of the dances.

Each review should be a minimum of 3 pages, typed, double spaced, 12 font, 1 inch margins. Describe, interpret, and evaluate what you saw. Use description as evidence for your interpretation and evaluation.

Rubric:
1-10pts _____ Description, Interpretation and Evaluation of the success/failure of 2 dances
5 pts _____ Length, grammar, format of paper

OBSERVATION GUIDELINES for CLASS

A student is allowed to observe only two classes per semester and still receive credit for attendance. Please address
each of the topics below. Observations are to be turned into instructor immediately following class. Observation forms will be available in each studio.

1. What basic principle(s)/concepts were covered? What is your understanding of these principles/concepts?
2. How was anatomical language used in class and how did it clarify how to do the movement for you?
3. Describe the feedback and corrections that were given in class and how can these be applied to you.
4. What feedback and corrections would you offer to the class or specific students?
5. What have you learned by observing this class?

**MOVEMENT TESTS**

Each movement test will be assessed in 3 ways:
1. Student self-assessment (25 points based on how well you comment on the score you gave yourself)
2. Instructor assessment (75 points)

**Student Self-Assessment**

Section 1 Personal Artistic (5pts): Reflect on your ability to move past the “steps” and “technique” to perform with artistic expression. **(Breath, Effort, Density, Becoming the movement, Emotional Connections, /Choreographic intent)**

Section 2 Technical Ability (5pts): Describe both your accomplishments and your areas of challenge. **(Body Alignment, Body Integration, Rhythmic accuracy, Shaping, Spatial Intent, Flow/Motion, Follow-through)**

Section 3: Personal Ensemble Connectivity Through Composition (6pts) **(Building relationships with other dancers, Assigned principles of design)**

What tools did you use to find connections to the other dancers?
How were you able to create one voice among you?
How successful were you in using the principles of design to create a unified dance?

Section 4: Collaboration (9pts)
Were there any conflicts that came up? If so, describe how you solved the conflict.
How was doing this activity with the group develop your artistic/technical skills than if you were to do it alone?
List three suggestions about how the group could have done something differently.
What did you do to contribute to the success of the activity for the group?
What would you change about your own contribution to the group?
What did you enjoy most about working with this group?

**Instructor Assessment**

**Section 1: Personal Artistic**

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**Section 2: Technical Ability**

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J. SERVICES AND SUPPORT

1. CASS The Center for Accommodations and Support Services provides assistance to students who may need it. To request an accommodation from an instructor, students must register with CASS. Online instructors who have questions about how to provide accommodations to a student should call or email CASS for guidance. For more information, see the CASS Student/Faculty Handbook on their website: https://www.utep.edu/student-affairs/cass/students-parent-faculty/student-faculty-handbook.html

2. Help Desk Both students and faculty experiencing technological challenges (email, Blackboard, software, and so on) can submit a ticket to the UTEP Help Desk for assistance. Contact the Help Desk via phone, email, chat, website (https://www.utep.edu/irp/technologysupport/), or in person if on campus.

3. Library The UTEP Library (https://www.utep.edu/library/) is well prepared to assist online students with their research. Most journal articles and many books are available electronically. Librarians are available to work with faculty to make sure their online students have access to important course documents.

4. Military Student Success Center UTEP welcomes military-affiliated students to its degree programs, and the Military Student Success Center (https://www.utep.edu/student-affairs/mssc/) and its dedicated staff (many of whom are veterans and students themselves) are here to help personnel in any branch of service to reach their educational goals.

5. Miner Learning Center Students in certain classes (usually core courses) have access to online tutoring through the Miner Learning Center. To see what courses are available for tutoring assistance each semester, please see their website at: https://www.utep.edu/mlc/OnlineTutoring/index.html

6. UTEP Connect provides assistance to prospective students as they are making decisions about the right institution and academic program for them, advises undergraduate students, and supports online student success. UTEP Connect also provides assistance to faculty for the administration of their courses.

7. The University Writing Center provides online tutoring sessions for students who are unable to come to campus. While tutors will not edit a student’s project, they will provide feedback at any stage of the writing process. Online sessions are typically one hour long. Students can make an appointment at: https://app.acuityscheduling.com/schedule.php?owner=11189171

8. Accessibility Section 508 of the American Disabilities Act (ADA) requires instructors to provide equal access to course materials for all students. The Center for Instructional Design assists faculty in making sure their courses are ADA compliant. Online students requiring an accommodation should work with the Center for Accommodations and Support Services.
Students requesting an accommodation based on a disability must work with the Center for Accommodations and Support Services: https://www.utep.edu/student-affairs/cass/

Links for schedules

Academic Schedule

https://www.utep.edu/student-affairs/registrar/Academic%20Calendars/academic-calendar.html