

Course Instructor:

Dr. Amber Wagner

Office: Olin 208

Email: anwagner@bsc.edu (best way to reach me)

Office Hours: Monday-Thursday 1:00-2:00
(or email for an appointment)

A little about me...I have been a dancer for most of my life, and I still dance. As a high school student, I assisted and taught numerous dance classes, which is where I found my love for teaching. I started teaching computer science to grades 7 through 12 at the Alabama School of Fine Arts (ASFA) in 2004. I spent three incredible years at ASFA where I had the privilege of teaching fantastic individuals who taught me as much, if not more, than I taught them. I have also used my computer science degree as a project manager and software developer for Kennesaw State University where I was recently an assistant professor. I earned my PhD in Computer Science from the University of Alabama under the advisement of Dr. Jeff Gray.

Course Description:

“Dance is the hidden language of the soul” – Martha Graham. Dance combines technique with passion to create a powerful form of expression. This course is open to all levels of dancer from beginner to advanced. It will cover technique in ballet, lyrical, and tap styles. A dance will be taught within each of the styles and students will be assigned sections to choreograph. Beyond the dancing in class, there will be assigned videos and readings, terminology quizzes, critiques, and a five-page paper.

Major Course Activities:

- Assignments: Two critiques and one essay
- Participation: Must attend class and perform the steps
- Performance: A dance will be taught in each style, students must retain the choreography and perform each dance to the best of their ability
- Quizzes: Online and in-person quizzes on terminology

Course Delivery Description:

This course will meet in person in Dance Studio I, Monday-Thursday 9:30-12:30. Attendance is highly encouraged. If you are unable to attend, please complete the activities on the Moodle page for that day. Please bring ballet/jazz shoes and tap shoes to each class session. You will be expected to work from 1:00-2:30 Monday – Thursday and Fridays from 9:30 to 12:30 on additional assignments or choreography practice sessions.

Course Prerequisites:

None

Required Course Materials:

- Ballet or jazz shoes
- Tap shoes

Technology Requirements:

Moodle access is required.

[IT Helpdesk](#) offers telephone, email, and in-person support to all Birmingham-Southern students and employees. Please view the [Student Quick Guide](#) for information on how to access BSC technology tools. Hours of operation are listed below.

Hours of Operation

Email: helpdesk@bsc.edu, Monday-Friday, 7:30 a.m.- 4 p.m.

Phone: [205-226-3033](tel:205-226-3033)

24/7 Hotline via Apogee: 1-877-478-8861

Web address: www.bsc.edu/campus/it/helpdesk.html

Student Learning Outcomes (SLOs):

At the conclusion of this course, students will be able to:

SLO-1 Demonstrate learned, level-appropriate terminology in ballet, lyrical, and tap

SLO-2 Perform set choreography

SLO-3 Critique a performance from both technical and performance perspectives

Instructional Method and Learning Strategies:

The course will consist of dance instruction along with a few terminology quizzes, two critiques, and a research paper.

Course Outline/Schedule:

The final course outline/schedule will be posted in Moodle, but the below is a tentative schedule. The readings will consist of articles or other online material.

Date/Week	Topics	Important Dates/Activities
1/4-1/7 Week 1	Ballet, lyrical, tap Primary focus on terminology	
1/10-1/14 Week 2	Ballet, lyrical, tap Primary focus on technique	1/14 Critique #1 Due
1/17-1/21 Week 3	Ballet, lyrical, tap Primary focus on choreography	1/21 Critique #2 Due
1/24-1/28 Week 4	Ballet, lyrical, tap Optional performance	1/27 E-Term Showcase, 1:00-3:30 1/28 Research Paper Due

Course Activities, Assessments, & Interactions:

This course consists of a sequence of activities, assessments, and interactions to support you in achieving the Student Learning Outcomes (SLO) for this course. You will engage in weekly activities, discussions, research, readings, quizzes, a research paper, and one exam. The primary course artifacts required to achieve the Student Learning Outcomes (SLO) are described below:

Participation

To quote Friends, “You dance a dance class”

(<https://www.youtube.com/watch?v=l1soPkrhs2w>). The bulk of your grade is you attending class and participating. Just being present is not enough, you need to try! It’s not fun if you don’t try!

Research Paper

This is a 5-page research paper discussing the history of a particular dancer (e.g., Sammy Davis, Jr.), style of dance (e.g., ballet, tap, jazz, lyrical, hip hop), or a particular show (e.g., “Bring in da noise, bring in da funk”, “The Nutcracker”). The paper should be double-spaced and include references to articles/books. Pictures may be included where appropriate. Be sure to include why you chose the topic; why is it important to you, what impact did it have in your life (if any)? Also, include topics such as: how dance was influential in the person’s life? How has that person/style/show impacted others? How long has the show been running? How was it created? What was going on in the world when the person began dancing/style was created/show was first produced?

Critiques

Choose two dances from two different shows. You can choose a dance you find on YouTube (ask me first), or you can choose a dance from a well known and broadcasted show such as the Nutcracker or musicals like The Greatest Showman. Your task is to write a 1-2 page (double-spaced) critique of the technical aspects of the routine as well as the performance quality. Did someone miss a step? Do you think the choreography was lacking? Were all of the core dancers on the same step? These things should be perfect in professional shows so discuss the positive aspects of these types of things. What about the performance quality? Did the piece move you? Did the dancers evoke the emotions you think the piece was meant to evoke? Your critique can be purely positive. Whether you bring positive or negative aspects to light, you should qualify why they are positive or negative to demonstrate the knowledge you are gaining in the class.

Quizzes

These will be delivered in class or on Moodle. They will be focused solely on terminology.

Grading:

ACTIVITY	Weight
Participation	50%
Quizzes	10%
Critiques (2)	20%
Research Paper	20%

Grading Scale

S	60-100%
U	0-59%

Getting Started with this Course:

Moodle Learning Management System

Students are responsible for checking Moodle for course readings, assignments, and announcements. Work that is passed in late because of not checking Moodle is the responsibility of the student. You are also required to check your grades on Moodle to verify that the correct grades are recorded for your completed work.

Logging into Moodle

Birmingham-Southern College uses the Moodle Learning Management System (LMS). To get started with the course, do the following:

1. Log onto the BSC access point by going to: moodle.bsc.edu.
2. Enter your BSC username and password.
3. The Moodle dashboard will open, and your courses will be displayed in the middle of the screen.
4. Select your course to begin.
5. The course welcome page will open. Read the welcome section and follow the instructions for getting started.

You will need your BSC User Name and Password to log in to the course. If you do not have or don't know your User Name, contact the IT Help Desk at [205-226-3039](tel:205-226-3039) or helpdesk@bsc.edu.

Course & College Policies:

Attendance

Plan to attend class. If you must miss, please refer to Moodle for any missed.

Assignments

Assignments will be due as posted on Moodle. All instructions regarding submission format will be on Moodle. Assignments not following the protocol stated on Moodle will not be graded. Late submissions will be penalized 5% per day and will not be accepted more than 3 days late.

Academic Integrity

Adhere to the honor code at all times: As a member of the student body of Birmingham-Southern College, I recognize my responsibility to the traditions of the institution, to my fellow students and to myself. I recognize the significance of the honor system. I pledge that I have read and understand the Constitution of the Honor Council, including the Honor Code, and agree to be bound by its provisions.

Additional information on the honor code and violations can be found in the Birmingham-Southern Student Handbook and on [the BSC website](#).

Netiquette

1. Check your email often--this is the method the instructor will use most often to communicate with you.
2. Adhere to the same standards in your digital communications as you would for traditional written language.
3. Use clear and concise language.
4. Remember that all college level communication should have correct spelling and grammar.
5. Be cautious when using humor or sarcasm as tone can be lost in an email or discussion post.
6. Using all capitals is the equivalent of SHOUTING and considered RUDE.

Student Grievance Policy

Students should follow the complaint process as outlined in the current [Birmingham-Southern College Student Handbook](#).

Accessibility/ Americans with Disabilities Act

Birmingham-Southern College complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek accommodations must make their request by contacting the Office of Accessibility in-person, via email (accessibility@bsc.edu), or by calling 205-226-7909. The Office of Accessibility is located in the Counseling and Health Services Suite of Norton Center Room 241. Students who are registered with the Office of Accessibility are responsible for providing faculty with a copy of their accommodation letter and scheduling a meeting to discuss how their approved accommodations will apply to this course. Visit the [Office of Accessibility website](#) for additional information or contact Angela Smith at awsmith@bsc.edu.

Title IX

Birmingham-Southern College is committed to the creation and maintenance of a safe learning environment for students and the campus community. The College forbids any type of sexual or gender-based misconduct among its students, faculty, and staff. The College encourages all members of the academic community to report suspected sexual and gender-based misconduct to the appropriate authorities so that it can be investigated, remedied, and eliminated. Such misconduct is prohibited whether the actor is a student, faculty member, staff member, contractor, visitor, or another member of the College community. BSC forbids retaliation against any person who has opposed, reported or participated in an investigation concerning sexual or gender-based misconduct.

In accordance with federal policy, all College employees are required to report information related to discrimination and harassment which includes, but is not limited to, sexual assault, relationship violence, stalking, and sexual harassment. For this reason, if you tell a faculty member about a situation of sexual harassment or sexual violence or other related misconduct, the faculty member must share that information with the Title IX coordinator. As a student, you can report allegations of sexual misconduct to officials in Student Development (Assistant Dean of Students, Dana Bekurs; Associate Dean of Students, W. David Miller; Vice President for Student Development, David Eberhardt), Campus Police, or confidential resources in Counseling Services, Health Services, and Religious Life. Please refer to the [Title IX section](#) of the BSC website for more information on filing a report and available resources.

Inclement Weather

Inclement weather or other events beyond the control of the College that might cause risk or danger to students, faculty, and staff may occasionally result in changes to normal College operations, including cancellation of classes or events; the calendar schedule may be adjusted.