



**UNIVERSITY OF CALGARY**  
**FACULTY OF ARTS**  
**SCHOOL OF CREATIVE AND PERFORMING ARTS**  
**DNCE 447 Dance Pedagogy: Community Populations**  
**Winter 2024**

Instructor	Andrea Downie, PhD Candidate
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Office Hours	By appointment
Day(s), time(s):	M & W, 8-9:50am
Learning resources	All required reading and viewing assignments will be listed in the weekly schedule and posted on D2L the first week of classes.
Learning Technologies and Requirements	There is a D2L site for this course which contains required readings and other relevant class resources and materials (see <a href="http://d2L.ucalgary.ca">d2L.ucalgary.ca</a> ).
Prerequisites	DNCE 231, DNCE 235
Course description	<p>An overview of the approaches to dance pedagogy for teaching varied community populations, including adults, older adults, people with disabilities, etc. Students will engage in discussion and a variety of practical and written tasks as we explore community dance as a participatory activity for anyone and everyone, that takes place anywhere and everywhere, and includes many kinds of dancing. Students will gain knowledge and experience of teaching and learning processes as we consider how community dance can positively impact the lives of individuals and communities and contribute to social change and the development of the artform.</p> <p>Students will be required to attend one community dance performance and one community dance class outside of the scheduled class time. <i>This course may not be repeated for credit.</i></p>
Course learning outcomes	<p>By the completion of this course, successful students will be able to:</p> <ol style="list-style-type: none"> <li>1. reflect upon their experiences in dance and articulate through discussion and in writing their beliefs and values as community dance leaders;</li> <li>2. prepare, manage, and monitor dancers and dance facilities to ensure physical safety, health, and wellness in the dance environment;</li> <li>3. create and maintain safer, supportive, courageous and equitable learning and practice environments through developing and articulating a commitment to psychological, social, and moral safety, health, and wellness;</li> <li>4. distinguish and select suitable content when planning lessons for dancers of different ages and with different abilities/disabilities and health concerns;</li> <li>5. integrate understanding of lifelong development and how dance skills are learned when planning and delivering dance classes;</li> <li>6. apply general anatomical and biomechanical principles of alignment when teaching dance to specific populations;</li> <li>7. adapt material and use a range of instructional methods to address individual and group-specific needs;</li> <li>8. reflect upon, analyze, evaluate, report on, and provide constructive feedback on the appropriateness of content and methods used in one's own and others' dance sessions, using dance education language;</li> <li>9. plan and deliver appropriate and effective dance sessions to enhance dance experiences for various dance communities and populations;</li> <li>10. embody and enact dance pedagogy as a holistic way of being and interacting that involves animating, caring, educating, and encouraging individual and collective change.</li> </ol>

Course schedule	Course schedule will be posted on D2L the first week of classes.		
Assessment components	Description	Due date	Worth (%)
<b><i>Collaborative knowledge building</i></b>	Students are expected to attend all classes having completed the weekly reading/viewing assignment in advance and ready to engage in thoughtful scholarly inquiry and discussion. You are expected to participate to the best of your ability in all movement and practice-teaching tasks. You are also expected to contribute your ideas, share your experiences, and provide your colleagues with constructive feedback. Active involvement will yield the most beneficial learning outcomes. The instructor will provide a provisional grade at mid-term.	Ongoing throughout term	20%
<b><i>Critical review and discussion of community dance encounters</i></b>	Students will be assigned to small D2L discussion groups. Each student will write a 500-word description and critical analysis of each of THREE assigned community dance encounters. The review of each encounter should be based on what you learned from your observations or experiences, any literature/production you can gather about the encounter, and the related course readings/viewings (with specific reference). Include one comprehensive question that emerges from your review. Within one week of the review due date, each student will make a 250-word response to one or more of the questions posed by their colleagues. <ul style="list-style-type: none"> <li>A. <i>Just Breathe</i> immersive performance (must attend evening of January 25 or 26)</li> <li>B. Approved off-campus community dance class (student determines date; must be by March 4)</li> <li>C. On-campus Introduction to Dance Series (in-class on Wednesday mornings; February 28 – March 27)</li> </ul>	Review A: January 31  Response A: February 7 --- Review B: March 4  Response B: March 11 --- Review C: April 3  Response C: April 9	45%  (15% for each review & response)
<b><i>Plan, lead, and evaluate a dance session project</i></b>	Students will work in small groups to plan a lesson and lead ONE 60-minute community dance session to be delivered in the free on-campus Introduction to Dance Series (February 28 – March 27). Using the related readings/viewings, you will create a genre-specific lesson plan that includes the following components: detailed description of participants, detailed description of teaching context, description of lesson purpose and objectives, detailed and comprehensive plan of session activities and teaching methods. The group will collaboratively deliver the lesson activities on the assigned session date. Each person in the group will then individually reflect upon and evaluate their own and their group's session delivery.	Lesson plan: One week before session  Session: TBD  Evaluation: One week after session	35%  (10% for lesson plan, 20% for session delivery, 5% for evaluation)
Assessment expectations	<p><b><u>Guidelines for Submitting Assignments:</u></b> Critical reviews and discussion will take place in the D2L Discussions forum. One lesson plan per group, and individually completed evaluations, will be submitted to the appropriate D2L dropbox.</p> <p><b><u>Missed or Late Assignments:</u></b> Missed assignments will be given a grade of 0. Late assignments will have 10% deducted per day. With the exception of extenuating circumstances, late submissions will not be accepted beyond 5 days.</p>		

	<p><b>Attendance and Participation Expectations:</b> A significant part of your grade is based on participation. Participation means not only showing up for class, but also attending to the material at hand with effort and engagement. With regard to participation, classes are considered equivalent to assignments. Thus, <b>more than 2 absences per term will have an adverse effect on your final grade.</b> If you miss more than one week of classes, your final grade will begin to drop by as much as 10% per missed class. If you miss more than two weeks of classes, you have the potential to fail the course. If you show up late for or leave early from class, this will be counted as half an absence. If for some reason you are feeling unwell during class time, a substitute form of participation may be arranged; however, <i>you may not obtain this privilege more than once</i> and you will receive half an absence. If you opt out of full participation and choose to sit for a portion of the class, this will be counted as non-participation and will be marked as half an absence. Students are responsible for any and all material missed during an absence.</p> <p><b>Expectations for Writing:</b> Writing skills are important to academic study across all disciplines. Consequently, instructors may use their assessment of writing quality as a factor in the evaluation of student work. Please refer to the Undergraduate Calendar E.2 Writing Across the Curriculum policy for details.</p>
Grading scale	<p><b>Undergraduate:</b> <a href="https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html">https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html</a></p> <ul style="list-style-type: none"> <li>• A grade of "C-" or below may not be sufficient for promotion or graduation, see specific faculty regulations.</li> <li>• The number of "D" and "D+" grades acceptable for credit is subject to specific undergraduate faculty promotional policy.</li> <li>• The following numerical rubric will be applied: <ul style="list-style-type: none"> <li>A+ 97.6-100    A 92.6-97.5    A- 90-92.5</li> <li>B+ 87.6-89.9    B 82.6-87.5    B- 80-82.5</li> <li>C+ 77.6- 79.9    C 72.6-77.5    C- 70-72.5</li> <li>D+ 67.6-69.9    D 62.6-67.5    F 0-62.5</li> </ul> </li> </ul>
Academic Accommodation	<p>It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at <a href="https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations">https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations</a>.</p> <p>Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (<a href="https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf">https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf</a>).</p> <p>Students who require an accommodation in relation to their coursework or to fulfill requirements for a graduate degree, based on a Protected Ground other than Disability should communicate this need in writing to their Instructor.</p> <p>SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit <a href="http://www.ucalgary.ca/access/">www.ucalgary.ca/access/</a>.</p>
Academic integrity, plagiarism	<p>Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.</p> <p>For information on the Student Academic Misconduct Policy and Procedure please visit: <a href="https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf">https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf</a> and <a href="https://www.ucalgary.ca/legal-">https://www.ucalgary.ca/legal-</a></p>

	<a href="https://www.ucalgary.ca/student-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Procedure.pdf">services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Procedure.pdf</a> . Additional information is available on the Academic Integrity Website at <a href="https://ucalgary.ca/student-services/student-success/learning/academic-integrity">https://ucalgary.ca/student-services/student-success/learning/academic-integrity</a> .
Internet and electronic communication device	The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's Internet and email use policy, which can be found at <a href="https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Electronic-Resources-and-Information-Policy.pdf">https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Electronic-Resources-and-Information-Policy.pdf</a> .
Intellectual Property	Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.
Copyright	All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ( <a href="https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf">https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf</a> ) and requirements of the copyright act ( <a href="https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html">https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html</a> ) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy <a href="https://www.ucalgary.ca/pubs/calendar/current/k.html">https://www.ucalgary.ca/pubs/calendar/current/k.html</a> .
Freedom of Information and Protection of Privacy	Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.
Student Support	Please visit this link for important information on UCalgary's student wellness and safety resources: <a href="https://www.ucalgary.ca/registrar/registration/course-outlines">https://www.ucalgary.ca/registrar/registration/course-outlines</a>
Arts Students' Centre Program Advising:	Have a question but not sure where to start? The Arts Students' Centre is your information resource for everything in the Faculty of Arts. Call us at 403-220-3580 or email us at <a href="mailto:ascarts@ucalgary.ca">ascarts@ucalgary.ca</a> . You can also visit the Faculty of Arts website at <a href="http://arts.ucalgary.ca/undergraduate">http://arts.ucalgary.ca/undergraduate</a> which has detailed information on common academic concerns.