



UNIVERSITY OF
CALGARY

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COURSE OUTLINE
FACULTY OF ARTS
SCHOOL OF CREATIVE AND PERFORMING ARTS- DANCE
Dance Pedagogy-DNCE 449
Fall 2013

Instructor	Professor Michèle Moss
Office	Craigie Hall D527
Email	moss@ucalgary.ca
Office Hours	By appointment
Location and Time of class	Tuesday and Thursday 10 am -11:50 am Dance Studio KNA163 and classroom lectures/seminars KNA160* (*When needed 10-11am. This will be outlined in weekly semester schedule.) Meet September 17, 2013 Taylor Family Digital Library 340E viewing room 10 am
Text(s)/Readings	Anne Green Gilbert: <i>Brain-Compatible Dance Education</i> (2006) (approx. \$50.00-available in the Campus Bookstore) and Text of your own choosing as guide for the semester. (To be presented in week two) Recommended but not required: 1) Shirley Murray - <i>The Magic of Movement</i> 2) <i>BrainDance</i> (DVD <i>Brain Dance: Variations for Infants through Seniors</i>) also <i>BrainDance</i> (Accompaniment CD).
Prerequisites	Dance 307, Dance 363 and one of Dance 313 or 323, or consent of the Program of Dance
Supplementary Fees	N/A
Course Description	Introduction to theory and practice of dance instruction

Course Objectives

- To craft a personal teaching statement (what, why, how) that is an expression of your experiences, your values and your pedagogical methods
- To think critically and develop a general understanding of the history of dance education in Canada and current practices related to dance in the Calgary public schools and studio settings.
- To become more competent in teaching progressive movement skills and analyzing student progression and performance.
- To understand and be able to utilize the principles of *BrainDance*.
- To practice critical thinking as applied to dance education and practice reflexivity as related to teaching and learning.
- To present collective research projects as an opportunity to reveal new methods/content/evidence related to teaching and learning.
- To identify and follow-through with personal research interests and relate to broader issues connected to teaching and learning in dance education (i.e. musicality, anatomical principles, early childhood, lifelong learning, community studios and small business practices, curriculum development, somatic practices, dance therapy, teaching through the arts, dance in the public schools...)
- To practice how to embody research findings-in 'inquiry groups' -those in turn reflect a deepening connection to the topic.
- To create a personal resource file/portfolio.
- To consider the importance of culturally responsive dance pedagogy.

Objectives related to Inquiry Based Learning: Connect, reflect/wonder, create, investigate and construct thought action.

Curiosity is Closely Related to Creativity

- To develop the ability to ask good questions, identify issues, make predications and engage in critical thinking.
- To recognize and develop a personal agenda and synthesize with general knowledge and previous learning.
- To determine what needs to be learned in order to answer questions.
- To identify appropriate resources for learning.
- To use resources effectively and to report on what was learned.
- To communicate effectively; orally and in writing.
- To improve the ability to self-evaluate, be self-directed, self-disciplined and engage in self-corrective thinking. To think open-mindedly, assess assumptions, implications and practical consequences.

Inquiry Based Learning* is common to courses at the U of C. It is a process of learning that requires a collaborative effort and generating good questions. Problem- solving, joint peer projects, co-operative and teamwork are pedagogical methodologies intrinsic in this type of learning. We will engage in this reflexive /exploration approach in our course activities so that it is well explored and may be cultivated as a pedagogical approach in the dance studio with all levels of students. Your input, enthusiasm and participation in the class are valuable and in fact, essential. Please contribute your perspectives and energy to our class work. This is a team effort and we can gain important knowledge when we work collectively and share information.

Course Activities	<p>Weekly: lectures, seminars, practical and experiential instruction, readings, discussions, <i>Blackboard</i>, field observations /study, group projects and practical assignments.</p> <p>These assignments will address: theories and methods of dance education, identification of various teaching and learning styles, current research, observation assignments and lesson planning. Practical experience/execution will be most significant in revealing, perceiving and developing your own research questions.</p> <p>Weekly semester schedule will be provided.</p> <p><u>No class Nov.12</u></p>																		
Course Content	<p>Dance pedagogy: theory, methodology and short practicum.</p> <p>This course will delve into theoretical concepts, and teaching and learning approaches specific to dance education.</p>																		
Written Assignments	<p>Regular reflective practice and journal entries</p> <p>Research projects and presentations</p> <p>Practical teaching assignments; embodied and written</p>																		
Assessments	<p>Reflective Journal 15%</p> <p>Research presentation/discussion-10%</p> <p>Observation assignment /discussion-15%</p> <p>Mid –term exam-15%</p> <p>Peer teaching assignment-20%</p> <p>Resource/portfolio project-15%</p> <p>Attendance/Participation-10%</p> <p>Details of assignments will be discussed in class and distributed on Blackboard. Blackboard will be used to distribute information/assignments and facilitate interclass discussions.</p> <p>All assignments must be submitted on due date</p> <p>All assignments must be handed in during class meeting time or submitted on blackboard as per instructions given in class.</p> <p>Do not slide papers under office door.</p>																		
Grading Scale	<table border="0"> <tr> <td>A+ 97.6-100</td> <td>A 92.6-97.5</td> <td>A- 90-92.5</td> </tr> <tr> <td>B+ 87.6-89.9</td> <td>B 82.6-87.5</td> <td>B- 80-82.5</td> </tr> <tr> <td>C+ 77.6- 79.9</td> <td>C 72.6-77.5</td> <td>C- 70-72.5</td> </tr> <tr> <td>D+ 67.6-69.9</td> <td>D 62.6-67.5</td> <td>D- 60-62.5</td> </tr> <tr> <td colspan="3">Pass - 60% and above</td> </tr> <tr> <td colspan="3">Fail – 59.9% and below</td> </tr> </table>	A+ 97.6-100	A 92.6-97.5	A- 90-92.5	B+ 87.6-89.9	B 82.6-87.5	B- 80-82.5	C+ 77.6- 79.9	C 72.6-77.5	C- 70-72.5	D+ 67.6-69.9	D 62.6-67.5	D- 60-62.5	Pass - 60% and above			Fail – 59.9% and below		
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Attendance	Due to the teaching methods and the inquiry-based nature of the course you are encouraged to attend all classes. The expectation is that you present keen and curious for all class. When we are engaged in the practical teaching aspect you will need the support of all class participants.
FACULTY OF ARTS PROGRAM ADVISING AND STUDENT INFORMATION RESOURCES	<ul style="list-style-type: none"> • Have a question, but not sure where to start? The new Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Drop in at SS102, call us at 403-220-3580 or email us at picarts@ucalgary.ca. You can also visit the Faculty of Arts website at http://arts.ucalgary.ca/undergraduate which has detailed information on common academic concerns. • For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them in their new space on the 3rd Floor of the Taylor Family Digital Library. • For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.
ACADEMIC ACCOMMODATION	http://www.ucalgary.ca/access
FOIP	http://www.ucalgary.ca/secretariat/privacy
ACADEMIC STANDING	http://www.ucalgary.ca/pubs/calendar/current/f.html
CAMPUS SECURITY	403-220-5333. Help phones: located throughout campus, parking lots, and elevators. They connect directly to Campus Security; in case of emergency, press the red button.
COURSE OUTLINES FOR TRANSFER CREDIT	It is possible that you will be asked for copies of this outline for credit transfers to other institutions or for proof of work done. It is the student's responsibility to keep these outlines and provide them to employers or other universities when requested. Please ensure that outlines of all the courses you take are kept in a safe place for your future reference. Departments/Programs do not guarantee that they will provide copies.
DEFERRALS OF EXAMS/TERM WORK	It is possible to request a deferral of term work or final examinations for reasons of illness, accident, family or domestic affliction, or religious obligations. Please check with your advisor if any of these issues make it impossible for you to sit an exam or finish term work by stated deadlines.
EMERGENCY EVACUATION	http://www.ucalgary.ca/emergencyplan/assemblypoints

LETTER OF PERMISSION	If you wish to study at another institution while registered at the UofC, you must have a letter of permission. You can submit your request through your Student Centre at MyUofC. Students must have the Letter of Permission before they take the course at another school. Failure to prepare may result in no credit awarded and could result in suspension from the faculty.
PLAGIARISM	Using any source whatsoever without clearly documenting it is a serious academic offense. For details see the University of Calgary Calendar. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources. Please consult your instructor or the Writing Centre (3 rd floor TFDL) if you have any questions regarding how to document sources.
SAFEWALK	220-5333 anytime. http://www.ucalgary.ca/security/safewalk
STUDENT MISCONDUCT	http://www.ucalgary.ca/pubs/calendar/current/k.html
STUDENT UNION CONTACT STUDENT OMBUDSPERSON	Faculty of Arts reps: arts1@su.ucalgary.ca , arts2@su.ucalgary.ca , arts3@su.ucalgary.ca , arts4@su.ucalgary.ca
UNDERGRADUATE ASSOCIATIONS	DUS: Drama Undergraduate Society CH C 005 dusuofc@hotmail.com MUS: Music Undergraduate Society CH F 219 UofC Mus Group on Facebook PIVOT: Dance Undergraduate Society CH E 211 pivot@ucalgary.ca

Revised June 2013 in accordance with policy: <http://www.ucalgary.ca/pubs/calendar/current/e-1.html>