



UNIVERSITY OF CALGARY
FACULTY OF ARTS
SCHOOL OF CREATIVE AND PERFORMING ARTS
DNCE 493 Dance Teaching Practicum
Winter 2024

Instructor Email Office Hours	Andrea Downie, PhD Candidate andrea.downie@ucalgary.ca By appointment
Day(s), time(s):	This course is a partially self-directed field school preparation process and practicum; therefore, each student's schedule is arranged with the instructor and dependent on schedules of the public/separate schools, approved community settings, and cooperating teachers. Monthly meetings: TBD Residency sessions to be arranged with schools/studios/recreation facilities.
Learning resources	All required reading and viewing assignments will be posted on D2L the first week of classes. Additionally, students are responsible for sourcing 10 articles from the two main journals in the field: <i>Journal of Dance Education</i> and <i>Research in Dance Education</i> .
Learning Technologies and Requirements	There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2l.ucalgary.ca).
Prerequisites	DNCE 447, DNCE 449, and consent of Dance Division Lead
Course description	Practical experience teaching dance in school and recreational settings.
Course learning outcomes	By the completion of this course, successful students will be able to: <ol style="list-style-type: none"> 1. understand the dimensions of dance literacy and how dance literacy can be developed in different populations and environments; 2. plan, conduct, and evaluate classroom instruction for TWO distinct age/ability groups in TWO distinct environments using aesthetic, artistic, and creative dance as it relates to and contributes to health and wellness (priority is given to teaching in the school system, but the community environment will also be visited); 3. create and implement a comprehensive and coherent unit and class plan for each teaching experience, demonstrating understanding and application of a dance teachers' knowledge-base; 4. create lesson plans that demonstrate an understanding of the safety, health, and wellness issues in the dance environment for each population and each environment, as well as understanding and appropriate application of teaching approaches in a continuum between teacher-centred and student-centred; 5. facilitate discussions and other interactive activities about: self-identity, embodiment, and emotional regulation; dance as a space of meaning-making, inclusivity, non-judgmental empathy, wellness, creativity, kinetic resiliency, empowerment, and agency in the world; expanding cultural horizons and citizenship, and building trust with participant voices, lived experiences, and current local and global realities; 6. demonstrate rigorous preparation and reflect upon and evaluate their own teaching to improve skills as a teaching artist and community leader; 7. revise or alter their teaching based on feedback from the cooperating teacher, the course instructor, and other chosen mentors (self-evaluation is an extremely important component of this process; identify your competencies and plan your 'teaching artist' approaches for the future with your artist-self in mind); 8. demonstrate an ability to be self-directed, identify issues, self-evaluate, and be sensitive to others.

Course schedule	To be collaboratively established, reflecting approved field site schedules and collaborators' availability.		
Assessment components	Description	Due date	Worth (%)
Annotated bibliography	Articulate a specific teaching problem or question. Write an annotated bibliography of the FIVE required readings, and an additional TEN relevant articles that address the problem/question you articulated, to be selected from the two main journals in the field. Format according to APA style guidelines. To be discussed further with the course supervisor.	February 26	20%
Residencies	Participate in TWO residencies in schools/studios, each to be a <i>minimum</i> of 3 weeks. Plan and present ONE class in each of these settings for assessment purposes. As part of this assignment, you will create a complete lesson plan to be handed in prior to teaching; this will need to be given to both the course supervisor and the assessing resident teacher.	Lesson plan: One week before session Session: TBD (with resident teachers)	50% (25% for each residency)
Final research and reflection paper	This 2500-word paper will be a critical reflection on your residency experiences, your engagement with the five required readings, and the ten articles that have supported your learning about a teaching problem/question. Use APA style and grammar guidelines. To be discussed further with the course supervisor.	April 9	30%
Assessment expectations	<p><u>Expectations for School Residencies/Fieldwork:</u> As the participating teachers are volunteering their time to this process, it is imperative that students be fully attentive, respectful, and supportive during their time in residence. Dress appropriately, act professionally, and be as participatory and attentive as possible to maximize your own learning.</p> <p><u>Guidelines for Submitting Assignments:</u> The annotated bibliography and final research paper will be submitted to the appropriate D2L dropbox. Lesson plans will be submitted to the course supervisor via dropbox AND a copy will be submitted to each assessing teacher (either via email or hard copy; TDB with resident teachers).</p> <p><u>Missed or Late Assignments:</u> 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><u>Attendance and Participation Expectations:</u> This course relies on participation. Participation means not only showing up for class, but also attending closely and thoughtfully to material and experiences with effort and engagement. With regard to participation, classes are considered equivalent to assignments. Thus, missing meetings and/or planned residency classes may have an adverse effect on your final grade. Please refer to the Undergraduate Calendar E.3 Attendance policy for details.</p> <p><u>Expectations for Writing:</u> 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>Undergraduate: https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html</p> <ul style="list-style-type: none"> • A grade of "C-" or below may not be sufficient for promotion or graduation, see specific faculty regulations. • The number of "D" and "D+" grades acceptable for credit is subject to specific undergraduate faculty promotional policy. • The following numerical rubric will be applied: <p style="text-align: center;"> 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 F 0-62.5 </p>
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 https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations.</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 (https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf).</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 www.ucalgary.ca/access/.</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: https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf and https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Procedure.pdf. Additional information is available on the Academic Integrity Website at https://ucalgary.ca/student-services/student-success/learning/academic-integrity.</p>
Internet and electronic communication device	<p>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 https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Electronic-Resources-and-Information-Policy.pdf.</p>
Intellectual Property	<p>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.</p>

Copyright	All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) 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 https://www.ucalgary.ca/pubs/calendar/current/k.html .
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: https://www.ucalgary.ca/registrar/registration/course-outlines
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 ascarts@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.