

Dance Teaching Methods – Fall 2019

DAE 4300 Syllabus

Days: M/W

Time: Periods 6/7 12:50 – 2:45 PM

Place: McGuire Theatre & Dance Pavilion G-11

Instructor: Elizabeth Johnson

Office: McGuire Theatre & Dance Pavilion, Room 234

Office Hours: T/TH 10:30 AM – 12:00 PM, F by appointment

Office Phone: 352-273-0522

E-mail: ejohnson@arts.ufl.edu

In Ric Rose's memory:

I have learned silence from the talkative, toleration from the intolerant, and kindness from the unkind; yet, strange, I am ungrateful to those teachers.

~Khalil Gibran

I have come to believe that a great teacher is a great artist and that there are as few as there are any other great artists. Teaching might even be the greatest of the arts since the medium is the human mind and spirit.

~John Steinbeck

Primary Texts (Required):

Creative Dance for All Ages by Anne Green Gilbert. Human Kinetics, 2015.

Teaching Dance: The Spectrum of Styles by Elizabeth Gibbons. AuthorHouse, 2007.

Teaching to Transgress: Education as the Practice of Freedom by bell hooks. Routledge, 1994.

Catalog Description:

Methods and skills for teaching in ballet, modern and jazz, including theory and practice.

Credits: 3; Prereq: junior or senior level dance major/minor and instructor permission.

Class Overview:

This course will look broadly at Dance pedagogy as an educational and artistic practice. Emphases include what the instructor considers to be the fundamental skills of the dance pedagogue:

- Attention to sound anatomical and kinesiological knowledge and language
- Expanded awareness of applied somatic practices
- Historical underpinnings of Dance pedagogy
- Developments that help to contextualize the integration of neuroscience, somatic theory, educational/learning theory and Dance as a scientific art
- The teacher's responsibility to be culturally aware and to skillfully locate historical, race, gender, class, etc. concerns as part of addressing diverse student populations and dance styles
- Being able to consciously plan and adapt to varied student populations and ages
- Be aware of how personal history and habits shape one's teaching values

Class format will include:

- Assigned readings from the required texts
- Lectures
- Online quizzes and short, reflective writing assignments
- Lesson plans
- Class journal
- Applied teaching

Simple, clear objective – quoting Ric Rose:

To gain knowledge, confidence, and experience in the principles, methods, and applications of dance pedagogy.

Goals and Student Learning Outcomes:

- Initial development of a **Teaching Philosophy** that reflects your current and evolving values and practice
- To practice teaching dance in several styles, developing teaching confidence alongside competence
- To learn how to plan a dance class/lesson
- To learn assessment and observations skills necessary for successfully teaching dance
- Additionally: learn introductory syllabus writing skills, introduction to working with accompaniment, and how to search for resources that can deepen your understanding of Dance/Movement teaching.

COURSE Grading Scale:

A	93-100
A-	90-92
B+	86-89
B	83-85
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	59 and below

COURSE POLICIES

THIS COURSE'S ABSENCE POLICY:

This is an upper level 3 credit theory. As such, there are no official “excused” absences. Should you miss class, you are responsible to make up and competently demonstrate your understanding of the course material. This is simply not possible with excessive absences. I will take attendance so we have a collective record of presence/absence; this protects us all. You are expected to demonstrate a mature understanding of your responsibilities in this course—at this point in your academic career, I shouldn’t have to spell that out. All other absence policies are as per SoTD/UF policy—see UF Policies below for details.

UF Absence Policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies, as follows:

Source: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

- Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting.
- In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved.
- You cannot participate in classes unless you are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to Instructors.
- If you do not participate in at least one of the first two class meetings of a course or laboratory in which you are registered, and you have not contacted the department to indicate your intent, you can be dropped from the course. You must not assume that you will be dropped, however.
- The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences.

PROFESSOR JOHNSON'S NON-NEGOTIABLE SYLLABUS POLICY:

- **All work of the course must be completed to earn a passing grade in the course. Any incomplete work will result in a failing grade. You may ask for extensions on any assignment and for your final work.**
- **Communication is KEY: a lack of communication prior to late work or in regards to chronic attendance problems will not help your case.**

COURSE CONDUCT:

It is expected that the class will work together to form a community that supports curiosity/interest, learning, and the sharing of both. "Professional conduct" can mean any number of things to any number of people. I believe that if the first imperative is community, conduct that is respectful and supportive will follow.

You are co-creators of the learning environment and ultimately, the course itself. Your questions, interests, and passions will guide the functional fluidity of the course.

You may take notes hand written or by laptop but not by phone. All phones are to be off (unless there is a personal emergency or drastic need for them to be on) and put away. We will all be tired sometimes. We will all get bored occasionally. We will all wish we were somewhere else some days. There is a lot to learn and do. Engage with the material gently and patiently. You know a lot already; many of you teach already. This course is to give you more tools and lenses through which you might adapt your teaching. This is a skill which will benefit you in experience and compensation in the long run and over time and continued innovations.

Assignments and Grading:

Lesson Plans and Practice Teaching	30%
Quizzes and Online Discussion on assigned readings	30%
Weekly Teaching Observation Journal	10%
Written Response: Teaching to Transgress	10%
Teaching Design Response: Teaching to Transgress	5%
Final Project: Lesson, Philosophy, Class	10%
Active Participation in Class Community	5%

Weekly Teaching Observation Journal

You will submit a weekly journal online concerning your observations from this class, the technique classes you are taking, and any other related free writing (parameters will be clearly defined the second week of class).

Independent Class Observations

For your **Weekly Teaching Observation Journal**, you will have assigned (but independently scheduled) observation of different classes and styles. When the Young Dancers Workshop schedule is available, you will be assigned one modern dance, one ballet technique class (Basic, Intermediate or Advanced), and one other class of a different style of your choice. Please be prepared to adjust your schedule to accommodate this assignment--in other words: BE FULLY AVAILABLE FOR YDW. The observation parameters will be discussed in class. These observations will be due within 2 weeks of observing.

Practice Teaching:

Studio technique classes – teaching experience.

- You will work in partners and groups to teach sections of class (during our class meeting) and full classes later in the semester (also during our class meeting time). Because of the size of the class, it is likely that you will co-teach. Full calendar TBD.
- Each class will be one hour and fifteen minutes, leaving time at the end for debriefing and discussion. Classes will begin at 1 PM and end at 2:15 PM.
- Prior to teaching, each team will submit a collaborative completed lesson plan the Friday before you will be teaching.
- If a member of your team is unable to attend, the remaining member will be responsible for the full

class

- The half-hour warm-ups for the BFA Showcase will be taught by members of this class and evaluated by their peers. These will also include a lesson plan.

Final Project:

Your Final Project will include an integrated representation of yourself as a teacher which should theoretically be related to you as a dancer, creator, and more importantly, A PERSON IN THE WORLD. You will submit a Teaching Philosophy, Lesson Plan, and teach at least part of a class that integrates where you are as a teaching thinker at this moment. You should be able to articulate how your personal history and training, experiences, values and beliefs, and creative processes relate to your teaching in writing, pedagogical organization, and movement.

****In response and adjustment to the shifting needs of the course, this syllabus may be adapted in both assignments and grading values. There may be tangential discussions, additional readings, and adjustments of written assignments.**

COURSE CALENDAR:

As there is large transition afoot, this calendar is fluid and subject to change. This course will operate on a weekly calendar. All assigned readings and quizzes/discussions will be emailed the week prior to their due dates. It is expected that all assignments will be submitted on time. Contact me sooner rather than later if you are in need of an extension for your work.

Week 1:	Independent Research Assignment TBA
Week 2:	Assigned Readings from required texts, Online Discussions, and Quiz TBA
Week 3:	Assigned Readings from required texts, Online Discussions, and Quizzes TBA
Week 4:	Assigned Readings from required texts, Online Discussions, and Quizzes TBA
Week 5:	Assigned Readings from required texts, Online Discussions, and Quizzes TBA
Week 6:	Guest: Thomas Royal – accompaniment, basic music/meter theory
Week 7:	Assigned Readings, Observations, and Practice Teaching TBA
Week 8:	Assigned Readings, Observations, and Practice Teaching TBA
Week 9:	Assigned Readings, Observations, and Practice Teaching TBA
Week 10:	Assigned Readings, Observations, and Practice Teaching TBA
Week 11:	Assigned Readings, Observations, and Practice Teaching TBA
Week 12:	Assigned Readings, Observations, and Practice Teaching TBA

Week 13:	Assigned Readings, Observations, and Practice Teaching TBA
Week 14:	Assigned Readings, Observations, and Practice Teaching TBA
Week 15:	Final Project Due

Dance Program At-a-Glance Semester Calendar:

August:

20 – **Welcome Back Dance Area Meeting with Students & Dance faculty 6:30 PM in G-6**

21 – **Faculty works audition – 6:30 PM in G-6**

22 – **Fall BFA 2018 Showcase Audition 6:30 - 8:30PM in G-6**

28 – The Curious Incident of the Dog in Night Time – premiere at Hippodrome (through 9/22)

September:

2 – Labor Day – no classes

9 – **UnShowing #1** – 6:30-8:30 PM in G-6

22-29 – We Are Proud to Present a Presentation About the Hero of Namibia, Formerly Known as Southwest Africa, From the German Südwestafrika, Between the Years 1884–1915 – Black Box Theatre

October:

4-6 – Homecoming

9 – Production meeting for Fall BFA Showcase 3-4 PM

11 – Black Label Movement, UFPA, Phillips Center, 7:30 PM

14 – **UnShowing #2 Adjudication** – 6:30-8:30 PM in G-6

18 – **BFA Showcase load-in**

18-27 – Pippin – Constans Theatre

19 – Tech BFA Showcase: Program A 1-5, Program B 7-11

20 – Tech/Dress BFA Showcase: Program A 1-5, Program B 7-11

21 – Dress BFA Showcase with photos 7-11 PM

23-27 – **BFA Showcase performances**

27 – Fathom Event: Bolshoi Ballet: Raymonda 12:55 PM Regal 14, Gainesville

31 – Young Dancer Workshop UF Showcase performance tech/dress

November:

1-2 – Young Dancer Workshop with UF Showcase performance 11/1 Santa Fe College Fine Arts Hall, 8 PM

11 – Veterans Day – no classes

12 – Spacing rehearsal AGBEDIDI, 6:30-10:30 PM, Constans Theatre

13 – Spacing rehearsal AGBEDIDI, 6:30-10:30 PM, Constans Theatre

14 – Spacing rehearsal AGBEDIDI, 6:30-10:30 PM, Constans Theatre

17 – AGBEDIDI tech with costumes, 7-11 PM, Constans Theatre

Fathom Event: Bolshoi Ballet: Le Corsaire 12:55 PM Regal 14, Gainesville

18 – AGBEDIDI tech with costumes, 7-11 PM, Constans Theatre

19 – AGBEDIDI, Dress #1, 7:30-11 PM, Constans Theatre

20 – AGBEDIDI, Dress #2, 7:30-11 PM, Constans Theatre

21 – AGBEDIDI, Dress #3, 7:30-11 PM, Constans Theatre

22-24 – AGBEDIDI performances, Constans Theatre

27-12/1 – Thanksgiving Break

December:

2 – Final UnShowing 6:30-8:30 in G-6

4 – Last day of classes

5-6 – Reading Days/**Dance Program Critical Response Appointments**

7-13 – Finals

Student on-line evaluation process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

UF Policies:

University Policy on Accommodating Students with Disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

University Policy on Academic Misconduct:

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Counseling and Wellness Center contact information:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Netiquette: Communication Courtesy:

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats.

Getting Help:

If applicable: For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at: (352) 392-HELP (352-392-4357) - select option 2, <http://helpdesk.ufl.edu/>

Please take advantage of these services:

Campus Resources:

- Health and Wellness U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit <https://umatter.ufl.edu/> to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit [counseling.ufl.edu/](https://www.counseling.ufl.edu/) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit <https://shcc.ufl.edu/>
- University Police Department: Visit <https://police.ufl.edu/> or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; <http://ufhealth.org/emergency-room-trauma-center>

Academic Resources

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services <https://career.ufl.edu/>
- Library Support: <https://cms.uflib.ufl.edu/> ask various ways to receive assistance with respect to using the libraries or finding resources.

- Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>
- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/>
- On-Line Students Complaints: <https://distance.ufl.edu/student-complaint-process/>

General Information

Student Injury and Illness Policy:

The Dance Area of SoTD believes that dance student's physical and mental well-being is paramount to success in all arenas of their dance training, from class to the stage. In the case of injury, fostering a productive and holistic response insures a speedy and effective recovery.

If the dance student becomes ill or injured to the degree that they cannot attend and participate in dance classes, SoTD sponsored rehearsals, or performances, the 5 steps of the dance student injury and illness policy are to be followed:

1. The student is required to see a health care professional immediately.
2. If the illness or injury prevents the student from participation in dance class, rehearsal, or performance, the student is to request documentation from the health care professional that explicitly projects the duration of the injury, and/or the amount and type of activity recommended for the welfare of the student.
3. Following the appointment with the health care professional, the student is required to bring medical recommendations and related documentation to the attention of his or her instructor(s), choreographer(s), or director(s) as the basis for discussion.
4. Unless otherwise medically advised, the student is prohibited from active participation in all related UF dance activities, classes, events, performances, etc. The student may not personally select one activity as having a higher priority over another. The student is not to dance in any events, activities, performances or rehearsals if the student is not in dance class. If the infirmity culminates in a medical withdrawal, this is also a withdrawal from all performance related activities.
5. The student is never allowed to sacrifice classroom participation for the demands of a performance. The student will not be allowed to participate in a performance if they miss dance class due to an injury. The student is expected to follow the student injury and illness policy even if performances take place beyond the scope of SoTD, as with another UF, professional, or community performing group, etc.