

## Dance Teaching Methods – Fall 2020

### DAE 4300 Syllabus

#### **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.*

**Course meeting days:** T/TH

**Time:** Periods 8/9 3:00 – 4:55 PM

**Instructor:** Elizabeth Johnson

**Office:** McGuire Theatre & Dance Pavilion, Room 234

**Office Hours:** M/W 11 AM – 12:30 PM via Zoom

<https://ufl.zoom.us/j/93004492710?pwd=a0RhM1ArTEUzR09XT2tnV1VyUytXUT09> **Passcode: 359230**

**Office Phone:** 352-273-0522

**E-mail:** [ejohnson@arts.ufl.edu](mailto:ejohnson@arts.ufl.edu)

#### **Place: Online format/WEB**

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

#### **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: All readings will be provided by the instructor**

*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.

*Dance Pedagogy for a Diverse World* by Nyama McCarthy-Brown. McFarland. 2017.

Additional readings and handouts also provided

#### **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 and expanded awareness of applied somatic practices
- 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/navigate historical race, gender, class, ability, 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 and choices

Class format will include:

- Assigned readings from the texts, handouts, and websites
- Lectures
- Online quizzes and short, reflective writing assignments
- Class planning
- Possible journaling
- Applied teaching
- Final Project

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 varied contexts and styles including online formats
- To develop teaching confidence and competence
- To learn how to design/plan dance classes/lessons
- To learn assessment and observations skills necessary for successfully teaching dance
- Additionally: introduction to working with musical accompaniment and how to search for resources that can deepen your understanding of Dance/Movement teaching.

**\*\*I hope to schedule guests in special areas of expertise. They will be integrated into the course calendar as our schedule becomes clearer.**

#### **COURSE POLICIES**

##### **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: as upperclassmen living adult lives and capable of adult decisions, a lack of communication in regards to late work or chronic attendance problems will probably not be interpreted well.**

##### **THIS COURSE'S ABSENCE POLICY:**

Should you miss class, you are responsible to make up and competently demonstrate your understanding of the course material. With excessive absences it will not be possible to pass the course. I will take attendance so we have a collective record of presence/absence; this protects us all. All Zoom meetings will be recorded and available upon request. You are expected to demonstrate a mature understanding of your responsibilities in this course. All other absence policies are as per SoTD/UF policy—including newer COVID adapted policies.

##### **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.

## 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 supportive, compassionate, and respectful 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.

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 and to introduce you to a variety of guests and perspectives. This course is for learning, sharing, and practicing skills which can enhance your potential for teaching employment (and hopefully equitable compensation) over time.

### **Assignments and Grading:**

Online Discussions and Journals	30%
Class co-teaching and feedback	20%
Anatomy Labeling assignment	5%
Active Engagement in Class Community	10%

### **Final Project Packet: 35% of total grade.**

See below for breakdown:

• Written Response: Teaching to Transgress	15%
• Class Plan	10%
• Teaching Philosophy	10%
• Final Journal	10%

### **Weekly Teaching Observation Journal**

This online journal will include your observations from this class, the technique classes you are taking, and any other related free writing (parameters will be clearly defined each week).

### **Practice Teaching:**

- Working in partners you will co-teach sections of class with particular emphases (e.g. anatomical and kinesiological awareness).
- You will also have the opportunity to design half-hour warm-ups. In normal conditions, this would prepare you for teaching the BFA Showcase warm-ups.

### **Final Project:**

Your Final Project includes an integrated representation of yourself as a teacher, which should practically and theoretically be related to you as a dancer, creator, and more importantly, A PERSON IN THE WORLD. A submitted Teaching Philosophy and Class Plan will integrate where you are as a teaching thinker at this moment. This project assesses the ability to articulate how your personal history and training, experiences, values and beliefs, and creative processes relate to your teaching in movement, pedagogical organization, and writing.

**Evaluation and Grading:**

Most assignments are points based and have very clear parameters—fulfilling the parameters earns credit. In reflective writing, attention to spelling and syntax is less important but if such are consistently not functional and hinder communication, some points may be taken off.

It is important that students be assessed according to their capacities in their present developmental moment. We don't all perceive and learn identically so to assess all students identically is not possible. It is possible to assess students equitably. If you feel you need an adaptation to be successful in an assignment, it is your responsibility to contact me with proposals/suggestions. For example, for some, expressing themselves in writing is more difficult than verbally. If this is the case, a written assignment that feels too challenging might be adapted creatively (but no less rigorously) so the student can fully engage in the assignment, feel confident, and most of all LEARN. Learning is not a "one size fits all" process and that is what this class is also about.

**ASSESSMENT RUBRIC: Written Assignments and Quizzes**

<b>Overall Outcomes</b>	<b>Not Present</b>	<b>Below Average</b>	<b>Average</b>	<b>Excellent</b>
In written work, student demonstrates an increasingly accurate understanding of teaching pedagogy	Student did not demonstrate general understanding of teaching vocabulary and pedagogies	Student referenced teaching vocabulary and pedagogies but not consistently or clearly	Student referenced teaching vocabulary and pedagogies and applied them accurately in written assignments	Student demonstrated an increasingly good understanding of teaching vocabulary and pedagogies and integrated them in complex ways in written work
In written work student uses pedagogical concepts and language appropriately and in context with specific assignments	Student did not demonstrate an understanding of appropriate context in written work	Student referenced appropriate context but was not consistent or clear	Student demonstrated understanding of context and demonstrated good adaptation to specific assignment	Student demonstrated exceptional understanding of context and adapted with complexity to changing context
Student interprets, analyzes, and integrates course concepts in Final Project with clarity and accuracy	Student did not use teaching vocabulary and pedagogies clearly and was not able to be accurate in most analyses	Student referenced teaching vocabulary and pedagogies but interpretations, inferences, and assessments were unclear and inaccurate	Student demonstrated understanding teaching vocabulary and pedagogies in concert and peer analyses, and interpretations, inferences, and assessments were clear and mostly accurate	Student demonstrated good understanding of teaching vocabulary and pedagogies and peer analyses, and interpretations, inferences, and assessments were very clear, accurate, and written with subtlety and complexity

**\*\*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 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 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:	Course intro and begin anatomy/kinesiology information
Week 2:	Lectures and Anatomy labeling
Week 3:	Finish up Anatomy/Kinesiology and begin team teaching concepts and feedback Possible guests
Week 4:	Team teach concepts and feedback Possible guest – Alexandria Davis
Week 5:	Team teach concepts and feedback Possible guests
Week 6:	Team teach concepts and feedback Possible guests
Week 7:	Possible Guest: Kenneth Metzker – accompaniment, basic music/meter theory
Week 8:	Assigned Readings, Discussions, Practice Teaching, TBA Possible guests
Week 9:	Assigned Readings, Discussions, Practice Teaching, TBA Possible guests
Week 10:	Assigned Readings, Discussions, Practice Teaching, TBA Possible guests
Week 11:	Assigned Readings, Discussions, Practice Teaching, TBA Possible guests
Week 12:	Assigned Readings, Discussions, Practice Teaching, TBA Possible guests

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

### **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/](https://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/](https://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](mailto: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/](http://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](mailto: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/>