

# DAE 4300: Dance Teaching Methods (3 credits)

University of Florida School of Theatre + Dance

Fall 2021

T/Th 3:00-4:55 (Periods 8 & 9)

Physical Meeting Space: CON G-11

Virtual Meeting Space (as needed): Zoom (link shared on Canvas)

## Course Information

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### Instructor of Record

Asst. Professor Rachel Carrico, PhD

Email: [rcarrico@arts.ufl.edu](mailto:rcarrico@arts.ufl.edu)

Office: Nadine McGuire Theatre & Dance Pavilion 2nd floor, Room 235. All office hours held on Zoom. See Canvas for link.

Office Hours: Tues. & Wed 1:30-2:30 or by appointment

Office Phone: 352-273-0521

### Required Texts

- bell hooks, *Teaching to Transgress* (Routledge, 1994)
  - *Teaching to Transgress* is available as an e-book through the UF library website, although only one person can "check it out" at a time.
- Nyama McCarthy-Brown, *Dance Pedagogy for a Diverse World* (McFarland & Co, 2017)
  - You may purchase "Dance Pedagogy for a Diverse World" at a discount through the publisher, <https://mcfarlandbooks.com/customers/students-instructors/> When a McFarland book has been assigned as a required text for coursework, individual students are entitled to a discount of 20% off the print edition when ordering direct from McFarland. Students can place their orders via our online catalog, entering the coupon code HOOKUP in the coupon field at the bottom of their shopping cart. (During the checkout process, we also ask that students jot in the following information in the "Order Notes" field below your shipping address: the university/college name, instructor's name, and course name.)

Both books are available at the UF Bookstore, through online bookseller of your choice, and on reserve at the [Fine Arts Library](#) (201 Fine Arts Bldg A).

### Recommended Texts

- Anne Green Gilbert, *Creative Dance for All Ages* (Human Kinetics, 2015)
- Elizabeth Gibbons, *Teaching Dance: The Spectrum of Styles* (Authorhouse, 2007)
- bell hooks, *Teaching Community* (Routledge, 2003)

You are not required to buy recommended texts for this course. Any required readings from these books will be provided as PDFs. They are recommended for your personal library. A copy of each is available on reserve at the [Fine Arts Library](#) (201 Fine Arts Bldg A).

All additional required reading and viewing materials will be made available on Canvas as PDFs or hyperlinks.

## Required Performances & Events

In addition to regular class sessions, all Dance majors are expected to attend the following events. Links will be announced through the Dance Area Headquarters Canvas site.

Monday, August 23, 6:30pm-7:30pm, Dance Welcome Meeting

Wednesday, August 25, 6:30pm-8:30pm, Faculty Audition Dance 2022

Thursday, August 26, 6:30pm-8:30pm, BFA Senior Showcase Audition

Monday, September 28, 6:30-8:30pm, Unshowing #1 (Tentative)

Monday, October 4, 6:30pm-8:00pm, Dance Open Conversation or UnShowing #2 (Zoom) (Tentative)

Wednesday, November 3 through Sunday, November 7, BFA Senior Showcase

11/3-11/6 - 7:00pm

11/7 2:00pm

Monday, November 8, 6:30pm-8:00pm, Dance Open Conversation (Zoom)

Friday, December 3 through Sunday, December 5, Agbedidi

12/3-12/4 7:00pm

12/5 2:00pm

Monday, December 6, 6:30-8:30pm, Final Unshowing

## Canvas & Zoom

This course is set up on Canvas (e-learning) and will make use of Zoom for Hybrid class attendance and virtual meetings. All students must have access to Canvas Zoom on a regular basis to successfully complete the course. All assignments and out-of-class communication will take place in Canvas. A schedule and timeline for the course can be found on the Canvas calendar. For help with Canvas or Zoom, contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

## Statement on Syllabi, Materials and Supplies Fees:

Syllabi are posted at CFA website under: Student & Parents: <http://arts.ufl.edu/syllabi/>. Lab Fees can be located at: <http://registrar.ufl.edu/soc/201608/all/theadanc.htm>

## Dance Teaching Methods Catalog Course 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 Vision & Outcomes

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## College of the Arts Meta-Strategy

This course is designed to meet the aims of the [College of the Arts' Meta-Strategy](#):

The University of Florida College of the Arts intends to be a transformative community, responding to and generating paradigmatic shifts in the arts and beyond. We do so by:

- Embracing the complexity of our evolving human experience and seeking to empower our students and faculty to shape that experience fearlessly through critical study, creative practice, and provocation.
- Collaborating effectively with the forces of change.
- Preparing students to access and unsettle centers of power in a radically changing world.
- Facilitating an arts education that will position emerging artists and researchers as catalysts for equity on local and global levels.

## SoTD Anti-Racist Action Plan

This course is designed to meet the aims of the SoTD Anti-Racist Action Plan, Commitment I (you can find the entire plan on our Dance Area Headquarters Canvas page):

- The faculty, staff, and Director of the School of Theatre and Dance are committed to being responsive, informed, and accountable to the students we serve and creating an inclusive community.

## Course Overview

This course will look broadly at Dance pedagogy as an educational and artistic practice. It will toggle between a) conceptual, introspective conversations about teaching and learning and b) practical, hands-on application of skills and concepts. Just as it is impossible to learn everything you need to know about dancing in one course, it is impossible to learn everything you need to know about teaching in one course. There are entire certification programs and degree tracks for that. Even once has a teaching certificate in hand, teachers are constantly learning and improving their craft. My goal is to create a sandbox in which you can play, experiment, reflect, and ultimately leave with an increased understanding about why you want (or don't want) to teach, what kinds of pedagogy suit you and forward your visions for the field and the world, and a foundation for seeking out the skills to deepen your teaching knowledge beyond this course.

Class format will include:

- Assigned readings from the texts, handouts, and websites
- In-class discussion
- Guest lectures / presentations
- Canvas discussion board posts and replies
- Co-teaching with and for your classmates; receiving and offering feedback
- Final Project

## Student Learning Objectives

*During and upon completion of this course, students will be able to...*

1. Design dance classes/ lessons inclusive of diverse student populations and learning styles
2. Teach dance in varied contexts and styles
3. Design assessment tools that match outcomes and support one's teaching philosophy
4. Understand the teacher's responsibility to be culturally aware and to skillfully locate/navigate concerns regarding race, gender, class, ability, and more as part of addressing diverse student populations and dance
5. Communicate ways that personal history and habits shape one's teaching values and choices
6. Demonstrate an awareness of specific skills pertinent to teaching dance in various contexts, including musical accompaniment, anatomical and kinesiological knowledge and language, and working with differently abled dancers.
7. Articulate a Teaching Philosophy that reflects the individual's current and evolving values and practice

## List of Graded Work

### Active Engagement in Class Community (25/100)

**Please plan to complete all assigned reading and viewing materials before the class in when they are to be discussed.** Come to class prepared to raise questions, share responses, and engage in a thoughtful, considerate class discussion. Much like writing, verbal communication is a skill that can be learned and practiced. There are many ways to participate, including asking questions, answering questions, reading aloud from the text, participating in small group activities, responding to your peers, sharing a relevant experience, referring to your notes from a previous discussion and interjecting that into the conversation, etc. If you are someone who likes to talk during class (great!), participation for you *also* means allowing some silence and space for others to jump in. **Follow this rule: step up/step back.** Students are expected to approach embodied exercises with the same rigor and attention as discussion.

*Please note:* Office hours visits to discuss course material count toward your active engagement grade.

## Active Engagement Grading Rubric:

	Sets an Example	Emerging	Area of Growth
<b>Informed: Shows evidence of having done the assigned work.</b>	Brings copies of all assigned readings AND notes on readings, videos, performances, and previous discussions. When making comments, refers to quotes with page numbers, specific aspects of video/performance, and/or details of previous lecture/discussion when asking questions or making comments.  Visits during office hours to ask informed questions about course material.	Brings copies of readings but incomplete or hasty notes; refers in general to assigned readings, videos, performances, lectures, and/or discussions when asking questions or making comments.  Visits during office hours to ask general questions about course material.	Does not bring readings or notes to discussions; does not refer to assigned readings, videos, performances, lectures, and/or discussions when asking questions or making comments.  Does not visit during office hours.
<b>Thoughtful: Shows evidence of having understood and considered issues raised.</b>	During discussion, makes connections between each day's assigned material and overarching questions and themes; connects readings, videos, etc. to personal life experiences; asks questions that push authors'/artists' points of view in new directions; makes comparisons/connections between material assigned across a range of days/weeks.  Visits during office hours to ask thoughtful questions about course material.	During discussion, makes connections between each day's assigned material and overarching questions and themes; makes connections between material and personal life experiences; asks questions to clarify authors'/artists' points of view.  Visits during office hours to ask general questions about course material.	During discussion, struggles to connect each day's assigned material and overarching questions and themes; cannot often connect material to personal life experiences or to material assigned across a range of days/weeks.  Does not visit during office hours.
<b>Considerate: Takes the perspective others into account.</b>	In discussion, listens to classmates' contributions with active engagement, asking follow-up questions when appropriate. In discussion and in posts, refers to classmates' comments/questions in formulating one's own; when offering a counter-perspective, honors the speaker's/writer's social location and point of view; strives to understand <i>why</i> people (instructor, classmates, authors, artists, etc.) hold ideas / make decisions rather than immediately judging them as <i>good or bad</i> .  Visits during office hours demonstrate considerate engagement.	In discussion, listens to classmates' contributions with active engagement. In discussion and in posts, sometimes refers to classmates' comments/questions in formulating one's own; offers counter-perspectives with respectful tone; initially judges others' ideas/decisions but keeps digging to understand <i>why</i> people (instructor, classmates, authors, artists, etc.) hold ideas / make decisions.  Visits during office hours sometimes demonstrate considerate engagement.	In discussion, does not often listen to classmates' contributions with active engagement; rarely refers to classmates' comments/questions in formulating one's own; struggles to offer counter-perspectives with respectful tone; judges others' ideas/decisions rather than striving to understand <i>why</i> people (instructor, classmates, authors, artists, etc.) hold ideas / make decisions.  Office hours conversations evidence inconsiderate engagement; does not visit during office hours.

**Discussion Posts (25):** You have been assigned to a discussion group on Canvas. See Weekly Schedule to know which weeks your group posts or replies. You will never have to post and reply the same week.

<b>Discussion Board Posts</b>	Approximately five times throughout the semester, you will post a paragraph to the Canvas discussion board. Your paragraph will respond directly to the discussion prompt(s) provided by instructor. A rubric will be provided.	200 words per post	12.5
<b>Discussion Board Replies</b>	Approximately five times throughout the semester, you will reply to two classmates' posts on the Canvas discussion board. A rubric will be provided.	50-100 words per reply	12.5

### Co-Teaching (25/100)

**Applied Concepts/Skills (10):** Co-teach 10- to 12-min exercises to apply a specific concept/skill. More instructions will be provided in class.

**Design a Warm Up (15):** Co-teach a 15- to 20-min warm up and submit a written explanation of your design. More instructions will be provided in class.

### Final Project Packet (25/100)

**Paper format:** Unless otherwise indicated, please submit all written assignments as Word documents (not PDFs), doubled spaced, in 12 point font (either Times New Roman, Calibri, or Cambria). For all written assignments, please consult the *MLA Handbook for Writers of Research Papers*, 7<sup>th</sup> edition, to guide your citation practices. For a quick reference guide, this website is helpful: <https://owl.english.purdue.edu/owl/resource/747/01/>.

**Reflection Essay (5):** In 400-500 words, reflect on what has changed about your approach to teaching, your strengths and areas for growth. More instructions will be provided in class.

**Teaching Philosophy (10):** In one to two pages, articulate your philosophy about the role of a dance teacher, as it connects to your unique contributions to the classroom and forwards your visions for the field and for the world. More instructions will be provided in class.

**Class Plan (10):** Using your texts as a reference and resource design a single class in any style you desire to teach, with an awareness of including/adapting for diverse populations, abilities, and learning styles. More instructions will be provided in class.

### Attendance Policy Fall 2021

Unless other arrangements are made in advance, students are expected to be in attendance daily and to be on time. For face-to-face and virtual attendance policies, see COVID-19 Precautions below.

**Students can take 2 absences with no penalty;** no documentation is required for the first 2 absences as they are automatically excused. **If the third absence is unexcused, it will result in 5% deduction from the final grade.** Excused or unexcused, on the third absence, a meeting is required with the instructor and/or area faculty to assess the student's continued participation in the course. If the fourth absence and all subsequent absences are unexcused, each will result in an additional 5% deduction from the final grade. Opportunities to make up missed material for unexcused absences is up to the instructor's discretion and will be made available through virtual classes or online assignments.

Any absence from class for the following reasons must be supported by official acceptable documentation to avoid a grade penalty:

- Illness (including COVID-19\*)—doctor's note must be on official letterhead with address and phone number, noting the date and time of visit and diagnosis verifying that an absence from class is warranted, doctor name and signature
- Serious family emergencies
- Special curricular requirements (e.g., judging trips, field trips, professional conferences)
- Military obligation
- Severe weather conditions
- Participation in official university activities such as music performances, athletic competition or debate
- Court-imposed legal obligations (e.g., jury duty or subpoena)

\*If you are experiencing COVID-19 symptoms (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>), please use the UF Health screening system (<https://coronavirus.ufhealth.org/screen-test-protect/covid-19-exposure-and-symptoms-who-do-i-call-if/>) and follow the instructions on whether you are able to attend class. Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

To help organize accommodations, students should inform the instructor by the end of the second week of classes of religious observances of their faith that will conflict with class attendance this semester.

**Instructor note:** If you are experiencing barriers to virtual participation, such as limited internet access, housing insecurity, or other things, please contact me as soon as possible so that we can discuss solutions.

### Grading Scale

Grades are tabulated on a 100-point scale and a letter grade is assigned as follows:

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87–89 B+	83–86 B	80–82 B-
77–79 C+	73–76 C	70–72 C-
67–69 D+	63–66 D	60–62 D-
59 and below F		

If you have questions about how grade points are assigned by the University, go to:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

# Expectations, Policies & Resources

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## Learning Community

As we engage with course material, we will critically evaluate our thoughts, opinions, and assumptions. As a learning community, I ask that we collectively invest in an environment in which all class members feel empowered to take risks, ask questions, experiment, and grow. Dance pedagogy frequently intersects with the difficult and at times violent pasts and presents of inequalities related to race, gender, sexuality, class, ability, and more. Some topics, surely, will be more personal than others. Feelings of discomfort often accompany complex issues, and that is OK - oftentimes individual discomfort is a necessary part of our collective learning. I will do my best to offer content warnings in anticipation of material that may be particularly sensitive. I ask that, as part of your rigorous intellectual and physical engagement, you meet the course material as best you can. Respect, openness, and the capacity to listen and respond sensitively and intelligently are of utmost importance in the classroom. Please consult with me should any questions or concerns around course content or classroom climate arise.

- Online Learning Community: Our learning community includes the parts of our lives that play out online. Your commitment to creating a positive learning community includes not only how you interact in class but also how you interact with and/or represent other members of our class online via email, threaded discussions on Canvas, social media, and other platforms. I ask that we be honorable and attentive to how we talk to and about each other both on and offline.
- Email: Please use formal language when corresponding with me and with each other regarding class business. An email is not a text message nor a DM. Please only use your UFL.EDU email account or the email tool within Canvas for e-mail correspondence related to class, begin emails with a formal greeting, and avoid everyday colloquialisms. For UF guidelines on “netiquette”: <http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf>

## Community Agreements

- We remember that none of us knows everything, but together we know a lot.
- We embrace and support multiple ways of “knowing” which include lived experience, bodily knowledge, emotional intelligence, and many others. Intellectualizing and “thinking” is only one way of knowing, a way that has been privileged in academic culture and can keep other voices out.
- We allow ourselves and each other to communicate as best we can, knowing that we don’t always have the words in the moment. We encourage ourselves and each other to “fail forward” or “speak in draft,” that is, make mistakes on the path of growing.
- We agree to stay “in the room” if and when things get uncomfortable. We do not invent a reason to leave the room or the screen when things get uncomfortable. We do our best to keep our minds and hearts “in the room” too. We will not disengage or “opt-out” due to fear or discomfort. We acknowledge that discomfort is often a necessary part of growing.
- We understand that discomfort is not the same as harm and give ourselves and each other permission to take care of ourselves to protect ourselves from harm whenever and however we see fit.
- We share the air by stepping up and stepping back.



- We all take responsibility for the quality of our experiences together. It is not the sole responsibility of any one person, including the instructor, to ensure that we adhere to our agreements. That is a shared responsibility.
- These agreements can be revised at any time by anyone.

## COVID-19 Precautions

UF has increased in-person class offerings for the Fall 2021 semester and The School of Theatre + Dance (SoTD) welcomes more students back to campus. At the same time, COVID-19 cases are surging because of the new delta variant and the large numbers of people who are unvaccinated, setting new local and state records for hospitalizations. As a result, our methods for realizing classroom activities and productions will continue to look different. Below is a list of practices that the school is implementing to safely connect. The practices align with UF's Fall 2021 plan (<https://coronavirus.ufl.edu/>) and they will evolve as our community needs shift in response to the virus.

- **All people inside of UF facilities are expected to wear masks** in community spaces in buildings, including common areas in our office suites, when we are not in our individual offices or workspaces, **even if you are vaccinated.**
- **Your ONE.UF account must show a "Cleared for Campus" status** in order to attend in-person. I will check my roster before each class meeting.
- **Until Sept 10, this course will be offered in a synchronous hybrid modality (simultaneously on Zoom and in person).** You may attend via Zoom as much or as little as you want/need to until that date. After September 10th, we will reassess the need for this.

Students, Faculty, and Staff are trusted to foster healthy SoTD class and creative environments through adherence to the following guidelines:

- If you are not vaccinated, get vaccinated. If possible, **students should aim to be fully vaccinated but if unable, should strive to have at least one shot of the Pfizer or Moderna vaccine no later than August 22.** Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine wherever they are currently can still receive their second dose on campus.
- Students are welcome to use hand sanitizer or wash hands at the top of each class, rehearsal or production activity in shared spaces.
- Stay home and seek medical help for COVID-19 symptoms or exposure (persistent cough, fever 100.4+, new loss of taste or smell, muscle pain/headaches, shortness of breath, sore throat, chills, diarrhea, or feeling generally ill). The culture of hiding illness or the "show must go on" mentality must be avoided.
- Participate in UF Health's Screen, Test, and Protect initiative by completing health screening questionnaires and by scheduling testing when prompted through One.UF.edu. Additional testing information is available at: <https://coronavirus.ufhealth.org/screen-test-protect-2/screen-test-protect-plans-spring-2021/>.
- Wipes and sanitation supplies will be available to sanitize individual props, costumes, chairs, ballet barres, music stands, tables, individual projects etc.
- Dispose of personal trash in appropriate bags/containers.

**Recording Class Sessions:** Any virtual 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.

**Late Work Policy:** Extensions will be granted only in extenuating circumstances and at the discretion of the professor. Deadlines in other classes and extracurricular obligations do not constitute extenuating circumstances. Late assignments will be accepted with a deduction of one grade point for each day late (e.g. if a B+ assignment is handed in one day late, it will receive a B as the final grade). Assignments handed in more than seven days late will receive no credit.

**Course Evaluations:** 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 <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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

**Honor Code:** 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 (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-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.

A note on writing and plagiarism: Plagiarism can be a fuzzy area. It can be difficult to know if you are plagiarizing when you are learning things from what you're reading and seeing, and then applying what you are learning to your own writing. If you have any doubts about your work and how you are using someone else's material, please ask me. It is better to ask than to inadvertently plagiarize.<sup>1</sup>

A note on choreography and plagiarism: Any time you use information from a source, you must cite it. This applies not only to writing, but also to choreography, including choreographed teaching exercises. As we are working with aspects of movement composition that may often make reference to other works of dance, no unaccredited lifting, copying, or sampling of dance

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<sup>1</sup> Thank you to Reed College Theatre Professor Kate Bredeson for sharing her note on plagiarism for inclusion on my syllabus. See what I did there? I gave credit to the author of the note on plagiarism! It's that simple!

material from YouTube or other sources will be permissible. These kinds of actions/uses are subject to penalties for plagiarism.

**Accommodations:** Appropriate accommodations will always be granted to students with documented disabilities. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation as soon as possible, and we can work to find a solution. Note that students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) 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.

## Campus Resources

### Health & Wellness

- *UF Health Screen, Test & Protect:* 352-273-9790 (8 a.m. – 5:30 p.m.). For information on COVID-19 exposure and symptoms, see “Who Do I Call If...?” on the [UF Health Screen, Test & Protect website](#).
- *U Matter, We Care:* If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.
- *Counseling and Wellness Center:* <https://counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- *Sexual Assault Recovery Services (SARS):* Student Health Care Center, 392-1161.
- *University Police Department:* 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

### Additional Mental Health Resources

- *UF has an Equal Access Mental Health Clinic* that has a Free Therapy Night every Monday night that UF is considered open. Here is the FB page through which one can book appointments as well: <https://www.facebook.com/equalaccessclinic/>
- *The UF School of Medicine Equal Access Clinic* website is here and has the above mental health services as well as specialized Women’s and LGBT medicine: <https://equalaccess.med.ufl.edu/specialty-clinics-classes/>
- *Alachua County Crisis Center web site:* <https://alachuacounty.us/depts/css/crisiscenter/pages/services.aspx>  
Offers Crisis Counseling as well as a Mobile Response Unit that attends to severe mental health crises.

### Academic Resources

- *E-learning technical support,* 352-392-4357 (select option 2) or e-mail to [Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu). <https://lss.at.ufl.edu/help.shtml>.
- *Library Support,* <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- *Writing Studio,* 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>
- *Student Complaints On-Campus:* <https://sccr.dso.ufl.edu/policies/student-honorcode-student-conduct-code/>
- *On-Line Students Complaints:* <http://distance.ufl.edu/student-complaint-process/>

# Weekly Course Schedule

**Changes to the syllabus:** While this document provides guidelines for the class, I do reserve the right to change the syllabus at any time during the semester if the need arises. Each class is different, and sometimes it takes some tweaking to respond to the needs of the group. Being flexible with the syllabus allows us to get it right. Thanks in advance for your understanding.

Weeks	Topic	Readings	Guests	Assignments
<b>Weeks 1-2</b> Aug 23, 25 Aug 31, Sep 2	Getting Started: Teaching & Learning	hooks, "Introduction," McCarthy-Brown, "Forward" & "Prefaces"; TBD	N/A	My Role Model Teacher post + solo
<b>Weeks 3-4</b> Sep 7, 9 Sep 14, 16	Foundational Concepts	hooks, Ch. 1; Freire Ch. 2 [PDF] + hooks Ch. 4; Mc- Carthy Brown Part I; Lerman [PDF]	N/A	discussion board posts & replies
<b>Week 5</b> Sep 21, 23	Skills & Approaches: Musical Accompaniment	McCarthy-Brown Ch. 5	Kenneth Metzker, Adjunct Lecturer, SoTD	Team teaching concepts; discussion board posts & replies
<b>Week 6</b> Sep 28, 30	Skills & Approaches: Injury Prevention	TBD	Kirsten J. Cunha, LAT, ATC - <a href="#">Athletic Training Resident</a>	Team teaching concepts; discussion board posts & replies
<b>Week 7</b> Oct 5, 7	Culturally Relevant Teaching: African Dance & Ballet	Monroe [PDF]; McCarthy-Brown Ch. 4	N/A	discussion board posts & replies  Team teaching lab
<b>Week 8</b> Oct 12, 14	Culturally Relevant Teaching: African Dance & Ballet	N/A	N/A	Team teaching concepts
<b>Week 9</b> Oct 19, 21	Skills and Approaches: community settings	McCarthy-Brown Ch. 10	Alana Jackson, Lecturer, Center for Arts in Medicine	discussion board posts & replies
<b>Week 10</b> Oct 26, 28	Culturally Relevant Teaching: Somatics, Repertory	Burnidge [PDF] + hooks Ch. 8; McCarthy-Brown Ch. 6	N/A	Team teaching concepts; discussion board posts & replies
<b>Week 11</b> Nov 2, 4  BFA Showcase Nov. 3-7	Skills & Approaches: Multiple Intelligences & Abilities	<a href="#">Marenus [link]</a> ; TBD	Jana Meszaros, <a href="#">DanceAbility</a> (virtual guest)	
<b>Week 12</b>	Catch up / TBD			

Nov 9, 11				
<b>Week 13</b> Nov 16, 18	Skills and Approaches: feedback/critique	Ghoulsh Micro-Lecture #2 [PDF]; More TBD	Meghan Moe Beitiks, Interdisciplinary Studio Art Lecturer, <a href="#">School of Art + Art History</a>	discussion board posts & replies
<b>Weeks 14-16</b> Nov 23 Thanksgiving/ Indigenous Peoples' Day  Nov 30, Dec 2 Agbedidi Dec 3-5  Dec 7	Work on final projects: curriculum, teaching philosophy, assessment  Surveying teacher training/certification programs	Green Gilbert Ch 2; sample teaching statements; Spectrum of Styles Ch 4; Jorge Lucero talk [PDF]; TBD	N/A	Half hour warm ups  Presentations on teacher training/certification programs
Finals week				Final projects due