

DANCE TEACHING METHODS

Fall 2024 | TR | 3-4:55pm | Studio G10



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→ course overview

**This course and syllabus borrow from and are inspired by my teachers and colleagues: Chris Aiken, Rodger Blum, Dr. Joan Frosch, Angie Hauser, Elizabeth Johnson, Dr. Rachel Carrico, and many others.*

This course will look broadly at Dance pedagogy as an educational and artistic practice and will focus primarily on movement practice classes (i.e. contemporary, West African, ballet, etc.). Emphases include what the instructor considers to be some of the fundamental skills of the dance pedagogy:

- ◇ Be aware of how personal history and habits shape one's teaching values and choices
- ◇ Notice how the teacher's choreographic and creative research is applicable in their teaching
- ◇ Beginning to understand some of the building blocks of a movement-based class
- ◇ 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
- ◇ Attention to anatomical knowledge and language and expanded awareness of applied somatic practices

Class format will include:

- Beginning of class ritual (borrowed from Dr. Joan)
- Movement-based exercises
- Small and whole group discussion on assigned readings, viewings, and other content
- Workshopping (group teaching and feedback process)
- Class planning and revising
- Lectures and guest speakers
- Reflective writing, speaking, and articulating
- Building a Teaching Philosophy
- Midterm and Final teaching projects
- Journaling

Simple, clear objective – quoting Elizabeth Johnson quoting Ric Rose:

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

To achieve the above, I believe practical application is tremendously beneficial. So, in this class you will:

- Teach A LOT
- Take A LOT of class (you already do this, so I'll ask that you pay close attention and observe your teachers)
- Share your teaching ideas with your peers and get feedback

Please silence all devices and leave wearable devices in your bags. Come into the space to stretch and warm-up before class. Please wear comfortable clothing to dance in. Wear long pants and bring layers. PLEASE SEE [STUDIO CULTURE SECTION](#) FOR MORE INFORMATION!!!

COMMUNICATION

We will use Canvas (<http://elearning.ufl.edu>) as our home-base for communicating, compiling assignments, and collaborating. In addition, please only use your [UFL.EDU](mailto:ufl.edu) for any email correspondence. Please be sure to **communicate** with me as the semester progresses. **Knowing how you're doing in this class helps me support you!!!**

Also, in an effort to protect my time with my family, know that **I will not respond to emails after 4pm during the week or on the weekend**. You can expect a response from me within 48 hours otherwise. If something is urgent, I will attend to it as quickly as possible.

MEETINGS + OFFICE HOURS – I will schedule one individual meeting mid-semester with each of you to discuss your progress in class. In addition, my office hours are **TO BE ANNOUNCED and by appointment**. Please take advantage of those times!

→ course objectives

By the end of the semester, I hope that you will be able to...

- ⇒ Develop and Lead/Teach/Facilitate a movement-based class. Components:
 - Develop and implement class plans with clear desired outcomes and strategies for meeting those desires.
 - Emphasize movement-based classes in various forms inclusive of diverse populations and learning styles.
 - Develop and share content with peers to receive feedback.
 - Co-teach with peers.
 - Begin to develop skills pertinent to teaching dance in various contexts, including musical accompaniment, anatomical and kinesiological knowledge and language, and somatics.
 - **Practice Teaching!!!**
- ⇒ Develop and revise a thorough understanding of your Teaching Philosophy. Components:
 - Read and watch content providing historical, cultural, and contextual scaffolding to support your evolving pedagogical values.
 - Observe and analyze others' teaching styles, from your peers to your professors.
 - 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.
 - Articulate your philosophy through speaking, writing, moving, and teaching.
 - Notice ways that personal history and habits shape one's teaching philosophy.
 - **Reflect on Teaching!!!**

TEXTS THAT WILL BE REFERENCED IN THIS CLASS:

Pedagogy of the Oppressed by Paulo Freire. Penguin Books, 1970.

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

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.

The Body Eclectic: Evolving Practices in Dance Training by Melanie Bales, Rebecca Nettle-Fiol. University of Illinois Press, 2008.

These and other texts will be made available on Canvas.

→ course expectations

PRACTICAL APPLICATION (20 pts)

It's my belief that the best way to learn how to teach is to teach... A LOT. To that end, you will *practice* teaching A LOT in this class. You will be graded based on the effort put forward in the following required components:

- ⇒ Leading the beginning of class ritual 2 times
- ⇒ Frequent small group workshopping in class
- ⇒ Assisting with the Young Dancers Workshop
- ⇒ Possible creative movement teaching at two local elementary schools, TBD

ACTIVE ENGAGEMENT IN CLASS (20 pts)

I expect that you will come to this class ready to engage actively. This means showing up on time and not leaving early; remaining present with the material throughout class; being curious and attentive; practicing active listening; and collaborating respectfully. I also expect that you will have completed **all assigned reading and viewing materials before the class in which they are to be discussed**. Come to class prepared to raise questions, share responses, and engage in a thoughtful, considerate class discussion. There are many ways to participate, including asking questions, answering questions, 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.**

TEACHING PHILOSOPHY (25 pts)

You will articulate a teaching philosophy through a number of assignments, written, voice recorded, and/or video recorded.

Components:

- ⇒ "My training story thus far..." with particular attention on teachers who have been role models. (5 pts)
 - *From this statement, you will begin two lists: a Values list and a Strategies list*
- ⇒ "My learning philosophy..." (5 pts)
 - *From this statement, you will add to your Values and Strategies lists*
- ⇒ Rough draft of your Teaching Philosophy, using your Values and Strategies lists to guide you (5 pts)
 - Peer review + revision
- ⇒ Final Teaching Philosophy (an active and living document/statement) (10 pts)

JOURNAL / WORKBOOK (ungraded)

You will keep a journal—a hard copy notebook or digital space of some kind—to collect notes, feedback, lists, observations, class plans, etc. I will not give a grade on this. It is for you to keep a record of your work in this class. I may, however, ask that you turn in notes on feedback you've received, observations and notes from a reading or viewing, and/or notes from a small group discussion.

MIDTERM (15 pts):

You will devise and lead an 8-10 minute exercise(s) for a movement-based class in any form. Prior to leading, you will turn in a class plan identifying key goals of the exercise, why this exercise is important to the class you are teaching, and a clear outline of the steps of the exercise. We will video record you leading the exercise and your peers will give feedback. In addition, you will assess yourself teaching by looking at the video. You will turn in a self-assessment and feedback report (written, voice memo, or video) identifying areas of growth you hope to revise in future teaching.

- ⇒ Class plan due **Thursday, Sep 26 by 11:59pm** (5 pts)
- ⇒ Midterms shared in class on (5 pts):
 - **Tuesday, Oct 1** (4)
 - **Thursday, Oct 3** (4)
 - **Tuesday, Oct 8** (5)
- ⇒ Self-assessment due two weeks after your midterm by 11:59pm (5 pts):
 - **Tuesday, Oct 15**
 - **Thursday, Oct 17**
 - **Tuesday, Oct 22**

FINAL (20 pts):

You will co-teach a class with 2-3 peers. Each person is responsible for **25 minutes** of class material. For groups of 3, class will be 1 hour and 15 minutes in length. For groups of 4, class will be 1 hour and 45 minutes in length. Your 25 minutes can include any number of exercises (I recommend 2-3). With your group, you will collaborate to identify the dance form(s) emphasized in the class, as well as an intentional and thoughtful flow to the class. You will turn in a class plan as a group before teaching your class and an analysis after the fact.

- ⇒ Class plan due **Thursday, Nov 7 by 11:59pm** (5 pts)
- ⇒ Finals shared in class on (10 pts):
 - **[Tuesday, Nov 12]**
 - **Thursday, Nov 14**
 - **Tuesday, Nov 19**
 - **Thursday, Nov 21**
 - **[Tuesday, Dec 3]**
- ⇒ Teaching assessment / analysis due one week after you teach (5 pts):
 - **[Tuesday, Nov 19]**
 - **Thursday, Nov 21**
 - **Tuesday, Nov 26**
 - **Friday, Nov 29**
 - **[Tuesday, Dec 10]**

ATTENDANCE

It is imperative that you attend every class meeting for this course. Being present and supportive of your peers, and being engaged in our work together regularly is integral. For classes that meet three times a week, **two (2) unexcused / undocumented absences are allowed**. Beyond those absences, documentation is required to be considered excused. Each unexcused absence lowers your grade 5%. For example, if your overall grade is an A- (90-92%), you would potentially drop to a B+ or B.

Upon your 3rd unexcused absence, I will schedule a meeting with you to discuss your needs. At that point, we will determine how to best support your ability to attend class and maintain a rigorous course of study. Once we have connected and made a plan, I will expect you to stay on course and communicate with me when you are not able to. In other words, I will not follow up if you continue to have unexcused absences and they will lower your grade as outlined above.

What all that said, I recognize and respect that each person navigates self-care differently. If you feel sick at all, overwhelmed, or simply need to rest, you should stay home and take an absence. **Being absent is not wrong**. Excused absences are there to support your overall well-being. **When you listen to and respect your body's needs, you are acting with maturity and intelligence. COMMUNICATION IS KEY!!!**

ABSENCE MAKE-UP WORK

Make-up work for unexcused absences beyond two will be determined on a case-by-case basis.

REQUIRED EVENTS*

As a dance major enrolled in this course, you are required to attend all of the events listed below. I will take attendance at the Welcome Meeting and UnShowings. For the required concerts, please submit a picture of your ticket through Canvas to receive credit. **Failure to attend a required event will result in a 2% decrease in your grade.**

- Dance Area Welcome Meeting: Thursday, Aug 22 @ 6:30pm in G6
- Circa's *Humans 2.0*; Oct 13 @ 7:30pm at the Phillips Center
- UnShowing #1: Monday, Oct 21 @ 6:30pm in G6
- Doug Varone and Dancers: Friday, Nov 1 @ 7:30pm at Santa Fe College Fine Arts Hall
- *Agbedidi* Concert: Nov 21-24 in the Black Box at SoTD
- Final UnShowing: Wednesday, Dec 4 @ 6:30pm in G6

→ respectful learning environment + community guidelines

In order for everyone in the class to learn, we must collectively create a sense of belonging for each other. I ask that you bring a **radical empathy** and hospitality to class—listening, supporting, and being compassionate is essential. Please *always* come to me with any questions, concerns, or needs that arise for you. So that we all can have a transformative, energetic, and generous experience, we will collectively participate in creating a respectful environment. A respectful learning environment is sustained by making **community guidelines**, which we will do in the first week of class.

→ studio culture guidelines

So that you are practicing the full scope of what it means to be a teaching artist, I expect you to do the following:

- Come into the studio, set your things down on the side, and come into the space. DO NOT congregate on the side of the studio.
 - *Silence all devices and remove any wearable technology.**
- Stretch, warm-up, and chat quietly with a friend if you feel ready for that.
- Be in our circle no later than **3:00pm**. 3:01pm is TARDY.
 - *We will often check-in here, which is an important part of our time.*
- During breaks for water and the bathroom, do not go to your bag and check your device unless you are using it for journaling or note-taking. This is disruptive to your practice. Instead, stretch or rest.
 - *If you need to check your device for a personal reason during class, please just let me know.*
- SPEAK UP! When I ask questions or for your feedback, please use your voice to communicate with me and the class. **Step up/step back!**
 - *DO NOT carry on side conversations that may be distracting to me or others.*
- Bring a ready and positive attitude to class.
- Be kind to yourself and your peers. Always.
- Do not leave class early unless approved by Xan before the start of class time.

***NOTE ABOUT WEARABLE TECHNOLOGY:** Wearable technology, like fit-bits and apple watches, create unnecessary distraction and draw from the focused and intentional work I expect in this class. Please leave these items in your bag. Should you need to be reached during our class time for any reason, you may wear these items on a case-by-case basis and should clear it with me first. If you are using these items for a health-related reason and need to keep it on, I ask that you clear it with me first. Also, turn off notifications and refrain from looking at it during class.

ABSENCES (quick guide): You are allowed 2 unexcused absences at no penalty. Your 3rd and any others after lower your grade by 5% with each absence. Make up work is possible for up to 2 unexcused absences.

TARDIES: You are allowed 1 tardy at no penalty. After that, 3 tardies will equal 1 unexcused absence.

→ grading procedures

PERCENTAGES

Practical Application	20 points
Active Engagement in Class	20 points
Teaching Philosophy	25 points
Midterm Teaching	15 points
Final	20 points
TOTAL	100 points

LETTER GRADES

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

[Link to the university grades and grading policies](#)

A note about deadlines: let's face it, deadlines are both a burden and a necessity. The best learning you can do is ongoing, it's a process that has no outcome or due date. That said, I assign deadlines so that I have enough time to provide feedback on each assignment. I space out deadlines so that you can spend time putting meaningful thought into the assignments. But...LIFE HAPPENS and you may be delayed in completing work. If you email me before a deadline to communicate an assignment's lateness, you will be granted an automatic **48-hour extension**. Further extensions will be decided on a case-by-case basis.

→ statements

ACCESSIBILITY STATEMENT

This statement is not my own, but is verbatim from a sample syllabus from a professor at Smith College, with relevant adaptations made for my class. The author is unknown, but their words spoke directly to my beliefs.

My take on accessibility starts with a simple statement. I trust you. You are a University of Florida student who has worked hard to be here. You are in this particular classroom because you have an interest in postmodern/contemporary dance, repertory, improvisation, and movement exploration. My goal is to create a classroom environment that communicates my trust and that allows each of us, myself included, to learn as much as possible and produce the best work we can by semester's end. To that end, I want to make my classroom, my office visits, our email exchanges and your experience of this course as accessible as possible. As I see it, communication between you and me is the key to achieving that goal. I also realize that my insight into what accessibility means is limited and therefore any statement I make will likely remain a work-in-progress for the duration of the semester.

CONTENT WARNING

In this course, we may cover content and materials that some might find difficult. It is important that in an artistic discipline course we do not shy away from engaging with materials that may be controversial or challenging. I encourage you to reach out to me if you are struggling with the course materials. In class, if you need to step away for a period of time as we are covering particular content, you may do so without penalty, but I ask that you remember that you are responsible for any information covered in your absence.

→ student 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 [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: [Visit the Counseling and Wellness Center website](#) 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 the Student Health Care Center website](#).
- *University Police Department*: [Visit UF Police Department website](#) 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; [Visit the UF Health Emergency Room and Trauma Center website](#).
- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

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 (Offers Crisis Counseling as well as a Mobile Response Unit that attends to severe mental health crises): <https://alachuacounty.us/depts/css/crisiscenter/pages/services.aspx>

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.
- *Library Support*: 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.
- *Writing Studio*: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus*: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).
- *On-Line Students Complaints*: [View the Distance Learning Student Complaint Process](#).

→ uf policies

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. [Click here for guidance on how to give feedback in a professional and respectful manner](#). 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 here](#).

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, 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 honesty and integrity by abiding by the Student 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 specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Honor Code](#). Among them is: (f) **Submission of Academic Work Purchased or Obtained from an Outside Source. A Student must not submit as their own work any academic work in any form that the Student purchased or otherwise obtained from an outside source, including but not limited to: academic work in any form generated by an Entity; academic materials in any form prepared by a commercial or individual vendor of academic materials; a collection of research papers, tests, or academic materials maintained by a Student Organization or other entity or person, or any other sources of academic work.**

IN-CLASS RECORDING:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.



THIS SYLLABUS AND COURSE CONTENT IS SUBJECT TO CHANGE

You will be notified in advance of important changes that could affect grading, assignments, etc.

Syllabi are posted here: <http://arts.ufl.edu/syllabi/>