

Dance Teaching Methods

DAE 4300/2430 (3 credits)

27162

University of Florida School of Theatre + Dance

Spring 2026
T/Th Periods 8 & 9
3:00-4:55 PM
McGuire G11

Nea Onnim No Sua A Ohu
“Who does not know, can know.” This Akan Adinkra symbol
represents knowledge, life-long education, and the
continued quest for knowledge.



COURSE INFORMATION

Professor Joan Frosch, PhD
(Dr. Joan, preferred) she/her
Email: jfrosch@arts.ufl.edu
Office: Nadine McGuire Theatre & Dance Pavilion 2nd floor, room 213
Office Hours: Mon/Wed 1:30-2:30; or by appointment; all office hours held on Zoom (see link on Canvas).
Phone : 1-352-514-1100
Netiquette : <https://www.youtube.com/watch?v=M6Sh6Hdsf0I>

DANCE TEACHING METHODS CATALOG DESCRIPTION

METHODS AND SKILLS FOR TEACHING IN BALLET, MODERN AND JAZZ, INCLUDING THEORY AND PRACTICE.

CREDITS: 3; PREREQUISITES: JUNIOR OR SENIOR LEVEL DANCE MAJOR/MINOR AND INSTRUCTOR PERMISSION.

REQUIRED READING

Access to required readings are provided for you through our course shell on CANVAS

RECOMMENDED TEXTS

- Anne Green Gilbert, *Creative Dance for All Ages* (Human Kinetics, 2015)
- Elizabeth Gibbons, *Teaching Dance: The Spectrum of Styles* (Authorhouse, 2007)
- Eric Franklin, *Dance Imagery for Technique and Performance*, Second Edition (Human Kinetics, 2014)

Books on reserve:
[Architecture and Fine Arts Library](#) (201 Fine Arts Bldg. A).

REQUIRED PERFORMANCES & EVENTS

In addition to regular class sessions, you are expected to attend the appropriate SoTD events and masterclasses listed on the Spring 2026 Dance Calendar, which you will find on the last pages of this syllabus—these events will often serve as reference points for class activities and discussion.

CANVAS

This course is live accompanied by a course shell on Canvas (e-learning). Ensure your notifications for Canvas Announcements are turned on to “NOTIFY IMMEDIATELY” for this course. In Canvas, navigate to [Account > Notifications > Announcement > Notify Immediately](#). Note your assignment due dates with care. Thank you for your careful attention.

Your schedule of assignments and timeline for the course live on the Canvas calendar. To reiterate, students are required to turn on immediate notifications in Canvas as all out-of-class communication takes place in Canvas, including day-to-day messages, assignment submissions, etc. It is your responsibility to resolve any problematic aspect of Canvas or Zoom by contacting the [UF Computing Help Desk](#) at 1-352-392-4357 or via e-mail at helpdesk@ufl.edu. In the case of a late submission due to a problem with Canvas, you are required to submit your “Helpdesk Ticket Number” showing your Canvas service request together with your assignment.

STATEMENT ON SYLLABI, MATERIALS AND SUPPLIES FEES

Syllabi are posted at CFA website under: Student & Parents: <http://arts.ufl.edu/syllabi/>. Information on applicable lab fees can be located at: <https://catalog.ufl.edu/UGRD/academic-regulations/fees-fiscal-information/>.

COURSE DESCRIPTION

THIS COURSE INTRODUCES YOU — DANCER, ARTIST, HUMAN — TO DANCE PEDAGOGY IN THE CONTEXT OF MULTIPLE DIMENSIONS AND COMMUNITIES. WE MEET THE PRACTICE OF DANCE TEACHING AS AN ENLIVENING EDUCATIONAL, ARTISTIC, AND CULTURALLY RELEVANT PRACTICE WHICH CENTERS PERSONHOOD, BOTH YOURS AND THAT OF YOUR STUDENTS. WE EMPHASIZE PEOPLE TEACHING PEOPLE. THIS HUMANISTIC APPROACH WILL FUEL OUR THEORETICAL AND PRACTICAL CONVERSATIONS ABOUT INSTRUCTION AND LEARNING IN DANCE AND THE ACTIVE OBSERVATION AND PRACTICAL APPLICATION OF YOUR GROWING SKILLS AND DEEPENING THOUGHT. YOU CAN DEVELOP THE SKILLS TO INSPIRE PEOPLE TO GROW AND MOVE JOYOUSLY OVER THE COURSE OF A LIFETIME — ACROSS ABILITIES, CULTURAL CONSTRUCTS, AND TIME. FIRST, WE RESPECT THE LEARNING/TEACHING PROCESS. MORE THAN MOST ANYONE, TEACHERS LOVE LEARNING: THEY TIRELESSLY EXPERIMENT WITH, CHALLENGE, AND QUESTION THE PARAMETERS OF THEIR CRAFT. MANY EDUCATORS SEEK TO DEFINE THE RELATIONSHIP OF THEIR CRAFT TO HISTORY AND TO THE SOCIETAL MOMENT IN WHICH THEY TEACH AND LEARN — THUS, TRAUMA-INFORMED PRACTICES IN

THE PEDAGOGY OF THE BODY/MIND ALONG WITH IDENTIFYING, EXAMINING, AND EMBODIING OUR VALUES HELP TO GUIDE OUR APPROACH.

FOR THOSE OF YOU WHO HAVE TAUGHT DANCE (OR/ARE CURRENTLY TEACHING), THIS COURSE PROVIDES YOU A CHANCE TO SHARE YOUR KNOWLEDGE AND EXPERIENCE—AND TO CRITICALLY EVALUATE, CHALLENGE, AND EXPAND YOUR KNOWLEDGE AND VIEWPOINTS, AND SELF-ASSESS IN THE REFLECTION OF YOUR VALUES. YOU ARE WELCOMED TO MAKE MISTAKES IN THE LEARNING PROCESS—IN FACT, THAT'S HOW YOU'LL KNOW YOU ARE TAKING YOURSELF BEYOND WHAT YOU'VE ALREADY MASTERED. FOR THOSE OF YOU WHO HAVE NOT PREVIOUSLY TAUGHT, THIS COURSE PROVIDES YOU A CHANCE TO INVESTIGATE WHAT IT MEANS TO SHARE AND EXPAND KNOWLEDGE IN A SUPPORTIVE ENVIRONMENT, AND TO EXPERIMENT, REFLECT, AND LEARN (INCLUDING MAKING MISTAKES!), ALONGSIDE YOUR PEERS. IN ALL CASES, STUDENTS WILL SEEK TO BUILD THE FOUNDATIONS FOR DEVELOPING A MEANING-CENTERED, VALUES-DRIVEN DANCE PEDAGOGY; NOURISHING THEIR OWN HUMANITY, INTEGRITY, AND AUTHENTICITY—AND THAT OF OTHERS—TO SUPPORT THEIR CONTINUING DEVELOPMENT INTO THE FUTURE. OUR WORLD NEEDS YOU TO SHARE YOU THROUGH YOUR ART.

Class format includes:

- Active exploration of class rituals and progressive teaching practice.
- Personal Values Self-Analysis to support teaching, learning, and decision-making.
- Assignments and related tasks to deepen understanding of required readings, assigned handouts, videos, and websites.
- Observation, exchange, reflection, and dialogue
- Guest lectures/student presentations
- Lesson plan preparation; applied teaching; receiving and offering feedback; and self-assessment in your Midterm-to-Final Project
- Wildcard Creation!

STUDENT LEARNING OBJECTIVES

During this course, students will learn to...

1. Design dance class segments / lessons inclusive of a variety of populations and learning styles; reflecting upon the vulnerability of the body and mindful of trauma-informed considerations
<https://dance-teacher.com/heres-how-you-can-help-a-dancer-whos-dealing-with-trauma/>
<https://www.nctsn.org/what-is-child-trauma/about-child-trauma>
2. Identify key components of teaching and learning in varied dance styles and settings.
3. Develop tools to implement values-oriented teaching and learning outcomes.
4. Recognize the importance of deepening competence and communication skills to better serve EVERYBODY in dance.
5. Demonstrate awareness of specific skills pertinent to teaching dance in various contexts (and the virtual, as needed!); including planning, structure, management, and assessment at the individual student and class level; the effective practice of rhythmic, verbal, and musical accompaniment; the development of

meaningful movement imagery; the application of movement analysis concepts to developing class material and to enhancing and evaluating student performance; and effective application of anatomical and kinesiological knowledge in dance teaching.

6. Culminate YOUR semester learning! Formulate a “This I believe” statement accompanied by a lesson plan, practice class, and assessment that reflects each TM student’s developing skills and values-based practice. Visuals of your teaching during the semester—photo and video—are highly recommended to enhance the power of your teaching presence and your end-of-semester “This I Believe” statement. Your teaching philosophy and visuals will enhance your website, and you may also wish to begin building an Instagram presence—like many professional dance teachers—during the semester.

ATTENDANCE POLICY

Attendance is mandatory. Plan to be in class on time and ready for class *opening ritual* which begins promptly at 3:00 pm. Unless, of course, you are ill or you can document your absence as per:

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

Opportunities to make up missed material for unexcused absences is at the professor’s discretion.

In the case a religious observation of faith conflicts with your attendance, simply alert me of the religious observance dates within the first two weeks of class so I may arrange a timely accommodation for you: you are fully excused. Thank you.

Grading Scale

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

93–100 A

90–92 A-

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

To learn more about grades and grade points, visit:

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

RESOURCES

CAMPUS RESOURCES

ACADEMIC POLICIES & RESOURCES

ACADEMIC POLICIES:

- REQUIREMENTS FOR CLASS ATTENDANCE AND MAKE-UP EXAMS, ASSIGNMENTS, AND OTHER WORK IN THE COURSE ARE CONSISTENT WITH UNIVERSITY POLICIES. [SEE UF ACADEMIC REGULATIONS AND POLICIES FOR MORE INFORMATION REGARDING THE UNIVERSITY ATTENDANCE POLICIES.](#)
- STUDENTS WITH DISABILITIES WHO EXPERIENCE LEARNING BARRIERS AND WOULD LIKE TO REQUEST ACADEMIC ACCOMMODATIONS SHOULD CONNECT WITH THE DISABILITY RESOURCE CENTER. [SEE THE “GET STARTED WITH THE DRC” WEBPAGE ON THE DISABILITY RESOURCE CENTER SITE.](#) 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.
- INFORMATION ON CURRENT UF GRADING POLICIES FOR ASSIGNING GRADE POINTS [HTTPS://CATALOG.UFL.EDU/UGRD/ACADEMIC-REGULATIONS/GRADES-GRADING-POLICIES](https://catalog.ufl.edu/ugrd/academic-regulations/grades-grading-policies)
- STUDENTS ARE EXPECTED TO PROVIDE PROFESSIONAL AND RESPECTFUL FEEDBACK ON THE QUALITY OF INSTRUCTION IN THIS COURSE BY COMPLETING COURSE EVALUATIONS ONLINE. STUDENTS CAN COMPLETE EVALUATIONS IN THREE WAYS:

1. THE EMAIL RECEIVED FROM GATOREVALS
2. CANVAS COURSE MENU UNDER GATOREVALS
3. THE CENTRAL PORTAL AT [HTTPS://MY-UFL.BLUERA.COM](https://my-ufl.bluera.com)

GUIDANCE ON HOW TO PROVIDE CONSTRUCTIVE FEEDBACK IS AVAILABLE AT [HTTPS://GATOREVALS.AA.UFL.EDU/STUDENTS/](https://gatorevals.aa.ufl.edu/students/). STUDENTS WILL BE NOTIFIED WHEN THE EVALUATION PERIOD OPENS. SUMMARIES OF COURSE EVALUATION RESULTS ARE AVAILABLE TO STUDENTS AT [HTTPS://GATOREVALS.AA.UFL.EDU/PUBLIC-RESULTS/](https://gatorevals.aa.ufl.edu/public-results/).

- IT IS THE STUDENT'S RESPONSIBILITY TO KNOW AND ABIDE BY THE UNIVERSITY'S HONESTY POLICY REGARDING CHEATING, PLAGIARISM, INCLUDING AI, ETC.:

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 CONDUCT CODE SPECIFIES A NUMBER OF BEHAVIORS THAT ARE IN VIOLATION OF THIS CODE AND THE POSSIBLE SANCTIONS. [HTTPS://POLICY.UFL.EDU/REGULATION/4-040/](https://policy.ufl.edu/regulation/4-040/)

. IF YOU HAVE ANY QUESTIONS OR CONCERNs, PLEASE CONSULT WITH THE INSTRUCTOR IN THIS CLASS.

- 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 EDUCATION 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 DELIVER BY AN 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 PRESENTATION 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 GUEST 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.

ACADEMIC RESOURCES:

- E-LEARNING TECHNICAL SUPPORT: CONTACT THE [UF COMPUTING HELP DESK](#) AT [352-392-4357](tel:352-4357) OR VIA E-MAIL AT HELPDESK@UFL.EDU.
- [CAREER CONNECTIONS CENTER](#): REITZ UNION SUITE 1300, [352-392-1601](tel:352-392-1601). CAREER ASSISTANCE AND COUNSELING SERVICES.
- [LIBRARY SUPPORT](#): VARIOUS WAYS TO RECEIVE ASSISTANCE WITH RESPECT TO USING THE LIBRARIES OR FINDING RESOURCES. CALL [866-281-6309](tel:866-281-6309) OR EMAIL ASK@UFLLIBANSWERS.COM FOR MORE INFORMATION.
- [ACADEMIC RESOURCES](#): 1317 TURLINGTON HALL, CALL [352-392-2010](tel:352-392-2010), OR TO MAKE A PRIVATE APPOINTMENT: [352-392-6420](tel:352-392-6420). EMAIL CONTACT: TEACHING-CENTER@UFL.EDU. GENERAL STUDY SKILLS AND TUTORING.
- [WRITING STUDIO](#): DAYTIME (9:30AM-3:30PM): 2215 TURLINGTON HALL, [352-846-1138](tel:352-846-1138) | EVENING (5:00PM-7:00PM): 1545 W UNIVERSITY AVENUE (LIBRARY WEST, RM. 339). HELP BRAINSTORMING, FORMATTING, AND WRITING PAPERS.

- ACADEMIC COMPLAINTS: OFFICE OF THE OMBUDS; [VISIT THE COMPLAINT PORTAL WEBPAGE FOR MORE INFORMATION.](#)
- ENROLLMENT MANAGEMENT COMPLAINTS (REGISTRAR, FINANCIAL AID, ADMISSIONS): [VIEW THE STUDENT COMPLAINT PROCEDURE WEBPAGE FOR MORE INFORMATION.](#)
- UF STUDENT SUCCESS INITIATIVE: VISIT [HTTPS://STUDENTSUCCESS.UFL.EDU/](https://studentsuccess.ufl.edu/) FOR RESOURCES THAT SUPPORT YOUR SUCCESS AS A UF STUDENT.
- PUBLIC SPEAKING LAB: (DIAL CENTER, 501 ROLFS HALL). OFFERING ONLINE AND IN-PERSON HELP DEVELOPING, ORGANIZING, AND PRACTICING ORAL PRESENTATIONS. CONTACT EMAIL: [PUBLICSPEAKINGLAB@CLAS.UFL.EDU](mailto:publicspeakinglab@clas.ufl.edu).

CAMPUS HEALTH AND WELLNESS RESOURCES:

- UF WHOLE GATOR RESOURCES: VISIT [HTTPS://ONE.UFL.EDU/WHOLE-GATOR/DISCOVER](https://one.ufl.edu/whole-gator/discover) FOR RESOURCES THAT ARE DESIGNED TO HELP YOU THRIVE PHYSICALLY, MENTALLY, AND EMOTIONALLY AT UF.

Health & Wellness

HITCHCOCK FIELD & FORK FOOD PANTRY

“THE ALAN AND CATHY HITCHCOCK FIELD AND FORK PANTRY IS A RESOURCE ON THE UNIVERSITY OF FLORIDA CAMPUS COMMITTED TO ERADICATING FOOD INSECURITY... IF YOU OR ANYONE YOU KNOW IS EXPERIENCING FOOD INSECURITY, THE PANTRY IS A RESOURCE TO VISIT. THEY OFFER NON-PERISHABLE FOOD, TOILETRIES AND FRESH VEGETABLES GROWN AT THE FIELD AND FORK GARDENS TO PROVIDE A WELL-BALANCED DIET...GUESTS DO NOT NEED ANY PROOF OF NEED TO USE THIS RESOURCE, ALL THAT IS NEEDED IS A GATOR 1 ID TO PROVE YOU ARE A CURRENT STUDENT, FACULTY OR STAFF AT THE UNIVERSITY OF FLORIDA.”

LOCATION 564 NEWELL DRIVE (OFF OF NORTH LAWN) **CONTACT** 352-294-3601
WEBSITE [HTTPS://PANTRY.FIELDANDFORK.UFL.EDU](https://pantry.fieldandfork.ufl.edu) **INSTAGRAM** @FIELDANDFORKUF

- The well-being and continuity of the class community is respected; if feeling ill, please refer to the absence illness policy <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#illnesspolicytext>.
- U Matter, We Care: If you or a friend is in distress, please fill out a referral form on U Matter, We Care's website <https://umatter.ufl.edu/> or call 352-294-2273 so that a team member can reach out to the student.
- Counseling and Wellness Center: Check out <https://counseling.ufl.edu/> for resources or call 352-392-1575 for a brief consultation; and the University Police Department: 352-392-1111 or 9-1-1 for emergencies.
- Sexual Assault Recovery Services (SARS) <https://umatter.ufl.edu/helping-students/sexual-violence-response/>
- Student Health Care Center, <https://shcc.ufl.edu/> 352-392-1161.
- University Police Department: 352-392-1111 (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 TWO FREE THERAPY NIGHT (FTN) SESSIONS EVERY MONDAY AT 5:30 AND 6:30 PM. VISIT [HTTPS://EQUALACCESS.MED.UFL.EDU/FOR-VOLUNTEERS/PROFESSIONAL-STUDENTS/EACN-OFFICER-MANUAL/FREE-THERAPY-NIGHT/](https://EQUALACCESS.MED.UFL.EDU/FOR-VOLUNTEERS/PROFESSIONAL-STUDENTS/EACN-OFFICER-MANUAL/FREE-THERAPY-NIGHT/) OR YOU MAY CALL THE FTN HOTLINE AT (352) 325-1775.

- 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/crisiscenter.aspx>
Offers a 24/7 Crisis Line: contact 352-254-6789.

Helpful Academic Resources

E-LEARNING TECHNICAL SUPPORT, 352-392-4357 (SELECT OPTION 2) OR E-MAIL HELPDESK@UFL.EDU. [HTTPS://IT.UFL.EDU/HELPDESK/](https://IT.UFL.EDU/HELPDESK/)

- Library Support, <http://cms.uflib.ufl.edu/ask>. "Ask-a-Librarian" service.
- [Writing Studio](#), located at 2215 Turlington Hall (drop-in hours: 2-4 PM on weekdays). You can contact the office phone at 352-846-1138. Become a more effective writer!
- Student Complaints On-Campus: Report a conduct or academic incident at <https://sccr.dso.ufl.edu/contact/report-an-incident/>
- On-Line Students Complaints: <http://distance.ufl.edu/student-complaint-process/>

Policies

ATTENDANCE POLICY

See policy delineated above: note that requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with UF policies at:

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

STUDENTS REQUIRING ACCOMMODATION

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. 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.

LIST OF GRADED WORK AND POINTS

(ASSIGNMENT DUE DATES AND INSTRUCTIONS POSTED ON CANVAS COURSE SHELL)

NOTE: BE SURE TO COMPLETE ASSIGNED MATERIALS BEFORE THE CLASS IN WHICH THEY ARE TO BE DISCUSSED AND BE PREPARED TO VERBALLY AND/OR PHYSICALLY SUMMARIZE MATERIALS WHEN ASKED. YOUR TIMELINESS AND COMMAND OF ASSIGNED WORK AND YOUR VERBAL/PHYSICAL RESPONSIVENESS TO THE WORK OF YOUR PEERS IS ESSENTIAL. I AM ALWAYS READY TO HELP—IN FACT, YOUR QUESTIONS IN CLASS, VISITS TO MY OFFICE HOURS, CANVAS MESSAGES, OR CALLS TO DISCUSS OR CLARIFY YOUR UNDERSTANDING OF COURSE MATERIALS NOT ONLY ADVANCE YOUR LEARNING BUT HELP ME TO TEACH YOU BETTER! FINALLY, USE EACH ASSIGNMENT TO ITS FULL CREATIVE POTENTIAL: IT IS MY INTENTION THAT EACH OF THE CLASS ASSIGNMENTS CAN CONTRIBUTE TO CONSTRUCTING AN IMPRESSIVE PROFESSIONAL TEACHING PORTFOLIO FOR YOU!

—Values-based Reflection (10) — developed weeks one and two, applied week three and onward.

—Teaching Observations/Reflections (10) — developed weeks two through six

—Progressive Practice-Teaching (total of 50)

Over the course of the semester, you will engage in progressive teaching exercises in our in-class lab. If the assigned student is absent or late, the next assigned student will teach—so always be prepared and don't be late! Each of these elements contributes to your ability to excel in your four-point final project. Your progressive practice-teaching will include assignments from the following, shaped by your unique interests and goals:

- Class Rituals

Every class meeting begins with an approximate 10-minute “opening ritual” intended to bring students into presence: spaces of body and breath to prepare the class community to move and learn as one team. The intention of the opening ritual is **transformation**: helping individual energies to coalesce into a unified, focused class ready to engage. Moreover, planning and leading the opening ritual will give each student opportunities to develop their teaching and skills in classroom management.

On some occasions, according to student interest, we may engage in leading a “closing ritual,” intended to give the students a sense of completion of their class experience for the day. As relevant, we will also touch upon 5-minute “closing rituals” for our full 40-minute practice class.

- Developing Lesson Plans and Assessment Rubrics to meet the needs of distinct settings. (10) —weeks three and four.
- Applying Concepts/Skills — practice planning and teaching 10-12-minute-long exercises to apply a specific concept or skill; design and teach a sequential, approximately 15-minute Warm Up (ballet barre, contemporary dance, jazz, West African, Afro-fusion, etc.). (10) — weeks five through seven.

- Developing YOUR Voice: Using the skills of movement analysis, you will unpack a selected phrase of your choreography to identify the stylistic elements and skills the performer needs to perform it to your standard. You will examine HOW you can get the dancer there by developing a class that meets the specific needs of your phrase work. Using your choreographic work as a key, you'll strive to unlock "your signature technique," creating and teaching focused class segments in preparation for your full 40-minute practice class. (10) — weeks eight through twelve
- Unconfirmed (perhaps a possibility should you, as a class, wish to pursue), half-hour warm-ups for the BFA Senior Concert may be led by members of this class and assessed by their peers. See it as an important exercise to help you consider the differences between leading a warm-up for performance and teaching a class.

—*INDIVIDUAL WILDCARD EXPERIENCE (out-of-class and created by YOU) Practice Teaching/Observation Opportunity and (Video) Report (30 minutes in length, minimum); PROPOSE your own WILDCARD! (10) — open date according to opportunity, must be proposed by March 1 and completed no later than April 22. Previous WILDCARDS have included studio teaching, DIAS or Floridance teaching, Improv session, Harn experience, etc. For those of you free during my Dance Improvisation class, are welcome to take that opportunity.*

—FOUR-POINT FINAL PROJECT (30)

- (1) Your Final Project Lesson Plan; (2) will be validated and demonstrated by your joyous and grounded teaching of a 40-minute live class; (3) The class will be assessed by your student dancers, including your class peers; then self-assessed by YOU! (4) and summarized in a "This I believe" teaching statement which presents YOUR Teaching Philosophy based upon your real experience and aspirations (weeks 13-16) ready for posting with visuals.

SPRING 2026 DANCE CALENDAR (SUBJECT TO CHANGE—INCORPORATE ALL DANCE AREA UPDATES)

—DANCE MAJORS ATTEND THE MONDAY, JAN 12 DANCE AREA WELCOME BACK MEETING – 6:30PM
—BFA DANCE MAJORS ATTEND—AND ALL MAJORS ARE INVITED—AUDITIONS FOR *SPRING INTO DANCE* IN STUDIO G-6 AT 6:30 PM ON JAN 13; BFA DANCE AUDITIONS ON FEB 6; AND ALL *UNSHOWINGS*.
—ATTEND ONE SOTD *SPRING INTO DANCE* 2026 AND ONE BFA SHOWCASE
—ATTEND TWO UFPA SHOWS OF YOUR CHOICE

SPRING 2026 DANCE CALENDAR (SUBJECT TO CHANGE —INCORPORATE ALL DANCE AREA UPDATES)

JAN 12 – 1ST DAY OF CLASSES, WELCOME BACK MEETING @ 6:30PM, G6
JAN 13 – 1ST DAY OF DANCE TEACHING METHODS
JAN 13 – *SPRING INTO DANCE* AUDITIONS FROM 6:30 PM, G6
JAN 13-19 – SHAKIA BARRON RESIDENCY (TBC)
JAN 16 — DROP/ADD DEADLINE
JAN 19 — MARTIN LUTHER KING DAY OBSERVED (NO UF CLASSES)
JAN 21 – DANCE ALIVE'S *SWAN LAKE* AT UFPA
JAN 26 – SPRING SENIOR UNSHOWING (TBC)

JAN 29 – ANDREA WARD (RIC ROSE ALUMNI AWARD) 8:45 AM LECTURE BALLET COMBINED & 10:40 AM CAADDP 3

JAN 30 – ANDREA WARD MASTER CLASS 10:40 AM BAS & BFAs (ALL STUDENTS ATTEND); 6 PM RIC ROSE ALUMNI AWARD PRESENTATION (FACULTY, STAFF, AND DSC ATTEND)

FEB 2 – SPRING SENIOR UNSHOWING (TBC)

FEB 6 – BFA DANCE AUDITIONS

FEB 6-15 – F-PUNK JUNKIES AT SOTD

FEB 7 – HARN MUSEUM *SoundMoves*

FEB 12 – HARN MUSEUM AFRICAN NIGHT

FEB 17 – CIRQUE FLIP FABRIQUE – *BLIZZARD*, 7:30 PM AT UFPA

FEB 18-22 – *BFA SENIOR CONCERT*

FEB 21 – DANCE ALIVE'S *ROMEO AND JULIET*, 7:30 PM AT UFPA

FEB 23 – DARK MONDAY (NO DANCE MAJOR CLASSES)

FEB 23 – *TINA: THE TINA TURNER MUSICAL*, 7:30 PM AT UFPA

FEB 25 – MARCH 1 – ACDA REGIONAL CONFERENCE AT BRENAU UNIVERSITY

MARCH 3-6 – RACHEL TAVERNIER DUNHAM TECHNIQUE RESIDENCY

MARCH 10-11 – BANG BANG IN THE SQUITERI STUDIO THEATER (UFPA), 7:30 PM

MARCH 15-22 – SPRING BREAK, NO CLASSES

MARCH 24 – SA DANCE COMPANY – *RISE*, 7:30 PM AT UFPA MARCH 27, 10:40-12:35 PM DANCE AREA MIDPOINT PRESENTATIONS IN G-6 (DANCE MAJORS ONLY).

APRIL 9 – HARN MUSEUM NIGHT CHOREOGRAPHER-IN-RESIDENCE PROJECT

APRIL 10 9:30-4:30 CRITICAL RESPONSE APPTS. (FIRST-YEAR DANCE MAJORS, FIRST-YEAR TRANSFER DANCE MAJORS, AND SOPHOMORE MAJORS)

APRIL 16-19 – *SPRING INTO DANCE* (TBC)

APRIL 17 – DANCE TEACHING METHODS TEACHES FMP!

APRIL 20 – DARK MONDAY (NO DANCE MAJOR CLASSES)

APRIL 20 – *THE MUSIC MAN*, 7:30 PM AT UFPA

APRIL 21 – CBP + CAADDP CLASS CULTURE SHARINGS (DURING CLASS PERIODS)

APRIL 22 – LAST DAY OF CLASSES

- CDP CLASS CULTURE SHARING (DURING CLASS PERIOD)
- FINAL UNSHOWING (CREATIVE CLASSES; BA SYMPOSIUM, RESEARCH PRESENTATIONS; WIPs; CELEBRATIONS), 6:30 PM IN G6

APRIL 23-24 – READING DAYS

APRIL 28-29 – DANCE AREA FACULTY SPRING RETREAT (STUDENTS ARE WELCOMED TO RECOMMEND TOPICS TO DR. JOAN)

*SEE PRIMARY PRODUCTION CALENDAR FOR FULL PRODUCTION SCHEDULES

***NOTE:** THIS SYLLABUS REPRESENTS PLANS AND OBJECTIVES FOR TEACHING METHODS IN SPRING 2026. IT IS OUR STARTING GROUND. I INVITE YOU TO TAKE A PROACTIVE ROLE AND TO BE IN ACTIVE COMMUNICATION WITH ME THROUGHOUT THE SEMESTER—YOUR CREATIVE IDEAS, QUESTIONS, AND SUGGESTIONS FOR LEARNING, MOVING, AND GROWING ARE WARMLY WELCOMED, **ALWAYS**: I WANT TO KNOW HOW BEST TO HELP YOU TO MEET YOUR GOALS! AS WE GO THROUGH THE SEMESTER, CHANGES AND ACCOMMODATIONS WILL ENHANCE YOUR LEARNING OPPORTUNITY. CHANGES WILL BE COMMUNICATED CLEARLY, ARE NOT UNUSUAL, AND SHOULD BE FULLY EXPECTED. THANK YOU! ☺