UNIVERSITY OF CALGARY
FACULTY OF ARTS
SCHOOL OF CREATIVE AND PERFORMING ARTS
DNCE 447 Dance Pedagogy: Community Populations
Fall 2021

Instructor Email Office Hours	Andrea Downie andrea.downie@ucalgary.ca Online and by appointment
Day(s), time(s) and location of Class	Learning will occur in two ways: 1. Synchronous — in real-time on zoom Tuesdays & Thursday from 2-3:50 PM, see schedule on D2L 2. Asynchronous — on own time during the week
Learning resources: required readings, textbooks and materials	Available for purchase at/through Campus Bookstore • **Required:** Brain-Compatible Dance Education, 2nd ed. (Gilbert, 2019) • **Recommended:** Safe Dance Practice (Quin, Rafferty & Tomlinson, 2015) Additional required readings provided on D2L
Learning Technologies and Requirements	There is a D2L site for this course which contains required readings, viewings and other relevant class resources and materials (see d2L.ucalgary.ca). In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology: • A computer with a supported operating system, as well as the latest security, and malware updates; • A current and updated web browser; • Webcam (built-in or external); • Microphone and speaker (built-in or external) or headset with microphone; • Current antivirus and/or firewall software enabled; • Broadband internet connection. Most current laptops will have a built-in webcam, speaker and microphone. This course includes online synchronous seminar and practical/movement components. Please ensure that you have an appropriate and safe space from which to participate during practical components.
Prerequisites	DNCE 235, DNCE 307, and DNCE 333
Course description	This course provides an overview of the approaches to dance pedagogy for teaching varied community populations, including adults, seniors, mixed-ability and pre-school children etc. Students will engage in reflection, discussion, and a variety of practical and written activities as we explore the method and practice of teaching dance as an art and educational medium. Students will gain knowledge and experience of the teaching and learning process as we examine the dance context, the needs of a variety of learners, age-appropriate and genre-specific dance content, and instructional methods. Students will be required to observe two dance classes (either in person or online) outside of the scheduled class time and also make time to meet with a small group of classmates to plan their peer teaching practicum. *This course may not be repeated for credit.*

Course learning outcomes	By the completion of this course, successful students will be able to: 1. reflect upon their experiences in dance and articulate through discussion their beliefs and values as dance educators. 2. prepare, manage, and monitor dancers and dance facilities to ensure physical health and safety in the dance environment. 3. create and maintain supportive and morally safe learning environments; display commitment to psychosocial wellbeing, inclusivity, and diversity in the dance environment. 4. distinguish and select suitable dance content when planning lessons for dancers of different ages and with different abilities/disabilities. 5. integrate understanding of lifelong motor development and how dance skills are learned when planning and delivering dance classes. 6. apply general anatomical and biomechanical principles of alignment when teaching dance to specific populations. 7. adapt material and use a range of instructional methods to address individual and group-specific needs. 8. analyze, evaluate, report upon, and provide constructive feedback on the appropriateness of content and methods used in one's own and other's dance classes, using dance education language. 9. structure and deliver effective and appropriate dance material and activities to enhance dance learning and practice.
Course schedule	See schedule on DSL. Note that our weekly outline may be subject to change.
Assessment components	Assignment 1: Participation Students will be provided with regular opportunities partake in discussions, participate in movement and practice-teaching activities, provide feedback to peers, and demonstrate their active engagement with course content through short physical, oral, and written presentations. See expectations in next section for more information. • 20% – **ongoing assessment** Assignment 2: Policy Statements Students will write two 500-word policy statements. • 5% Equal Opportunity Policy Statement – due **by October 1** • 5% Safeguarding Policy Statement – due **by October 1** Assignment 3: Reading Summary, Discussion & Movement Activity Students will present a summary of one of the assigned readings, develop a discussion topic, and lead the discussion and a related movement activity. • 20% – **date TBD** (see schedule on D2L) Assignment 4: Dance Class Observation Reports Students will observe two dance classes for different populations and submit a 750-1000-word written or video-taped oral report for each class. • 10% Report 1 – due **by November 4** • 10% Report 2 – due **by November 4** Assignment 5: Peer Teaching Practicum Working in small groups, students will choose a dance form and population, develop a detailed lesson plan, and deliver the lesson to their peers. • 20% Practicum Presentation – *date TBD* • 10% Lesson Plan – due **by December 9**

Assessment expectations	Guidelines for Submitting Assignments: • A portion of your grade is based on participation. Participation means not only showing up for class, but also attending to the discussion and movement material at hand with effort and engagement. • Written and/or video-taped oral assignments must be uploaded to the designated drop box on D2L for assessment. Missed or Late Assignments: Assignments must be uploaded by 11:59 PM on the due date. Late assignments will have 10% deducted from the grade per day. Late submissions beyond five days will not be accepted. Expectations for Writing: Writing skills are important to academic study across all disciplines. Consequently, instructors may use their assessment of writing quality as a factor in the evaluation of student work. Please refer to the Undergraduate Calendar E.2 Writing Across the Curriculum policy for details.
Grading scale	For the course as a whole, letter grades should be understood as follows, as outlined in the section F.1. Grading System and Transcripts of the Calendar: https://www.ucalgary.ca/pubs/calendar/current/f-1.html. FOR DANCE COURSES: The following numerical rubric will be applied: A+ 97.6-100 A 92.6-97.5 A- 90-92.5 B+ 87.6-89.9 B 82.6-87.5 B- 80-82.5 C+ 77.6- 79.9 C 72.6-77.5 C- 70-72.5 D+ 67.6-69.9 D 62.6-67.5 F 0-62.5 • A grade of "C-" or below may not be sufficient for promotion or graduation, see specific faculty regulations. • The number of "D" and "D+" grades acceptable for credit is subject to specific undergraduate faculty promotional policy.
Guidelines for Zoom Sessions	Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community. To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission. The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more

	information on how to get the most out of your zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/ .
	If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).
	The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.
Academic Accommodation	It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations.
	Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf).
	Students who require an accommodation in relation to their coursework or to fulfill requirements for a graduate degree, based on a Protected Ground other than Disability should communicate this need in writing to their Instructor.
	SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ .
Academic integrity, plagiarism	Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.
	For information on the Student Academic Misconduct Policy and Procedure please visit: https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf and https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Procedure.pdf. Additional information is available on the Academic Integrity Website at https://ucalgary.ca/student-services/student-success/learning/academic-integrity.
Internet and electronic communication device	The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's Internet and email use policy, which can be found at https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Electronic-Resources-and-Information-Policy.pdf.
Intellectual Property	Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright	All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy https://www.ucalgary.ca/pubs/calendar/current/k.html.
Freedom of Information and Protection of Privacy	Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.
Student Support	Please visit this link for important information on UCalgary's student wellness and safety resources: https://www.ucalgary.ca/registrar/registration/course-outlines