



UNIVERSITY OF CALGARY
FACULTY OF ARTS
SCHOOL OF CREATIVE AND PERFORMING ARTS - DANCE
Course Title: DNCE 449 Dance Pedagogy
Session: Fall 2014

Instructor	Professor Michèle Moss
Office	Craigie Hall D527
Email	moss@ucalgary.ca
Office Hours	By appointment
Location and Time of class	Tuesday and Thursday 10 am -11:50 am Dance Studio KNA163 and classroom lectures/seminars KNA160* (*This will be outlined in weekly semester schedule.) Meet September 16, 2014 Taylor Family Digital Library (TFDL) 340F with Cindy Murrell Visual and Performing Arts Librarian
Text(s)/Readings	Anne Green Gilbert, <i>Brain-Compatible Dance Education</i> (2006) (approx. \$50.00-available in the Campus Bookstore) and a text of your own choosing as guide for the semester. (To be presented in week three) Recommended: <i>BrainDance</i> (DVD <i>Brain Dance: Variations for Infants through Seniors</i>) also <i>BrainDance</i> (As accompaniment there is also a CD).
Prerequisites	Dance 307, Dance 363 and one of Dance 313 or 323, or consent of the Division Chair, Dance.
Supplementary Fees	N/A
Course Description	Introduction to theory, methodology and practice of dance instruction
Course Objectives	<ul style="list-style-type: none"> • To reflect on what has been your experience and what is important to you in your dance education and then to craft a personal teaching statement for future reference. This will be an expression of your experiences, your values and your pedagogical methods • To think critically and develop a general understanding of the history of dance education in Canada and current practices related to dance in the Calgary public schools and studio settings. • To become more competent in teaching progressive movement skills and analyzing student progression and performance. • To understand and be able to utilize the principles of <i>BrainDance</i>. • To practice critical thinking as applied to dance education and practice reflexivity as related to teaching and learning. • To present collective research projects as an opportunity to reveal new methods/content/evidence related to teaching and learning. • To identify, and follow-through with, personal research interests as they relate to broader issues connected to teaching and learning in dance education (i.e. musicality, anatomical principles, early childhood, lifelong learning, community studios and small business practices, curriculum development, somatic practices, dance therapy, teaching

	<p>through the arts, dance in the public schools, diversity etc.)</p> <ul style="list-style-type: none"> • To practice how to embody research findings-in ‘inquiry groups’ • To create a personal resource file/portfolio. • To consider the importance of culturally responsive dance pedagogy. <p>Objectives related to Inquiry Based Learning*: Connect, reflect/wonder, create, investigate and construct thought action.</p> <p><i>Curiosity is Closely Related to Creativity</i></p> <ul style="list-style-type: none"> • To develop the ability to ask good questions, identify issues, make predications and engage in critical thinking. • To recognize and develop a personal agenda and synthesize with general knowledge and previous learning. • To determine what needs to be learned in order to answer questions. • To identify appropriate resources for learning. • To use resources effectively and to report on what was learned. • To communicate effectively; orally and in writing. • To improve the ability to self-evaluate, be self-directed, self-disciplined and engage in self-corrective thinking. To think open-mindedly, assess assumptions, implications and practical consequences. <p>Inquiry Based Learning* is common to courses at the U of C. It is a process of learning that requires a collaborative effort and generation of good questions. Problem- solving, joint peer projects, co-operative and teamwork are pedagogical methodologies intrinsic in this type of learning. We will engage in this reflexive /exploration approach in our course activities so that it is well explored and may be cultivated as a pedagogical approach in the dance studio with all levels of students.</p> <p>Furthermore your input, enthusiasm and participation in the class are valuable and in fact, essential. Please contribute your perspectives and energy to our class work. This is a team effort and we can gain important knowledge when we work collectively and share information</p>
<p>Course Activities and Content</p>	<p>Dance pedagogy: theory, methodology and short practicum. This course will delve into theoretical concepts, and teaching and learning approaches specific to dance education. Regular reflective practice and journal entries Research projects and presentations Practical teaching assignments; embodied portion and written lesson plan</p> <p>Weekly: seminars, practical and experiential instruction, readings, discussions, Desire2Learn, field observations /study, peer group projects, lectures and practical assignments.</p> <p>These assignments will address; theories and methods of dance education, identification of various teaching and learning styles, current research, observation assignments and lesson planning. Practical experience/execution will be most significant in revealing, perceiving and developing your own research questions.</p> <p>Weekly semester schedule will be provided.</p> <p>No class Reading day Nov 11, 2014</p>

Assessment	<p>Reflection Journal 15% Research presentation/discussion-15% Observation assignment /discussion-15% Mid –term take-home exam-15% Peer teaching assignment-25% Attendance/Participation-15%</p> <p>Details of assignments will be discussed in class and distributed on <i>Desire2Learn</i>. <i>Desire2Learn</i> will be used to distribute information/assignments and facilitate interclass discussions.</p> <p>All assignments must be submitted on due date Please do not slide papers under office door.</p>												
Grading Scale	<table border="0"> <tr> <td>A+ 97.6-100</td> <td>A 92.6-97.5</td> <td>A- 90-92.5</td> </tr> <tr> <td>B+ 87.6-89.9</td> <td>B 82.6-87.5</td> <td>B- 80-82.5</td> </tr> <tr> <td>C+ 77.6- 79.9</td> <td>C 72.6-77.5</td> <td>C- 70-72.5</td> </tr> <tr> <td>D+ 67.6-69.9</td> <td>D 62.6-67.5</td> <td>D- 60-62.5</td> </tr> </table> <p>Pass - 60% and above Fail – 59.9% and below</p>	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	D- 60-62.5
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Attendance	<p>Due to the experiential nature of the course, classes are equivalent to assignments. Please be aware that your attendance is important as you will serve your peers, acting as students during practicum portion of class.</p>												
FACULTY OF ARTS PROGRAM ADVISING AND STUDENT INFORMATION RESOURCES	<ul style="list-style-type: none"> • Have a question, but not sure where to start? The Faculty of Arts Program Information Centre (PIC) is your information resource for everything in Arts! Visit us for answers about course registration, graduation checks, and the ‘big picture’ on programs and majors. Drop in at SS102, email us at artsads@ucalgary.ca or call us at 403-220-3580. You can also visit the Faculty of Arts website at http://arts.ucalgary.ca/undergraduate which has detailed information on common academic concerns. • For academic success support, such as writing support, peer support, success seminars, and learning support, visit the Student Success Centre on the third floor of the Taylor Family Digital Library (TFDL), email them at success@ucalgary.ca or visit their website at http://www.ucalgary.ca/ssc/ for more information or to book an appointment. • For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at 403-210-ROCK [7625], by email at futurestudents@ucalgary.ca or visit them at the MacKimmie Library Block 117. 												
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ACADEMIC ACCOMMODATION	http://www.ucalgary.ca/access
FOIP	http://www.ucalgary.ca/secretariat/privacy
ACADEMIC STANDING	http://www.ucalgary.ca/pubs/calendar/current/f.html
CAMPUS SECURITY	220-5333. Help phones: located throughout campus, parking lots, and elevators. They connect directly to Campus Security; in case of emergency, press the red button.
COURSE OUTLINES FOR TRANSFER CREDIT	It is possible that you will be asked for copies of this outline for credit transfers to other institutions or for proof of work done. It is the student's responsibility to keep these outlines and provide them to employers or other universities when requested. Please ensure that outlines of all the courses you take are kept in a safe place for your future reference. Departments/Programs do not guarantee that they will provide copies.
DEFERRALS OF EXAMS/TERM WORK	It is possible to request a deferral of term work or final examinations for reasons of illness, accident, family or domestic affliction, or religious obligations. Please check with your advisor if any of these issues make it impossible for you to sit an exam or finish term work by stated deadlines.
EMERGENCY EVACUATION	http://www.ucalgary.ca/emergencyplan/assemblypoints
LETTER OF PERMISSION	If you wish to study at another institution while registered at the U of C, you must have a letter of permission. You can submit your request through your Student Centre at MyUofC. Students must have the Letter of Permission before they take the course at another school. Failure to prepare may result in no credit awarded and could result in suspension from the faculty.
PLAGIARISM	Using any source whatsoever without clearly documenting it is a serious academic offense. For details see the University of Calgary Calendar. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources. Please consult your instructor or the Student Success Centre (TFDL 3 rd Floor) if you have any questions regarding how to document sources.
SAFEWALK	220-5333 anytime. http://www.ucalgary.ca/security/safewalk
STUDENT MISCONDUCT	http://www.ucalgary.ca/pubs/calendar/current/k.html
STUDENT UNION CONTACT STUDENT OMBUDSPERSON	Faculty of Arts reps: arts1@su.ucalgary.ca ; arts2@su.ucalgary.ca ; arts3@su.ucalgary.ca ; arts4@su.ucalgary.ca
UNDERGRADUATE ASSOCIATIONS	DUS: Drama Undergraduate Society, CH C 005 uofcdus@gmail.com MUS: Music Undergraduate Society, CH F 219 undmusic@ucalgary.ca PIVOT: Dance Undergraduate Society, CH E 211 pivotdancers@gmail.com