DANC 304 – Teaching Dance – FALL 2012

Professor: Karen Bradley
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Class Meetings: T TH 9:30-10:45, Studio I

Course Description: Organization and content of the studio dance class. Structuring developmentally appropriate dance experiences for students ages 3-18

Course Goals:

Students will be able to develop a sequential, developmentally appropriate dance class for students ages 3-18, evaluate postural and stylistic predilections for particular dance forms in students, design creative experiences in movement leading to improvisation and choreography experiences for students ages 3-18, give appropriate correction and feedback to students.

Grading:

25% participation in class readings and discussions
25% quality of written work, including syllabi, lesson plans, and reflective self-evaluative essays
25% quality of practice teaching
25% quality of portfolio presentation and final project at end of course

Grading Scale:

A+, A, A- denotes excellent mastery of the subject and outstanding scholarship.
B+, B, B- denotes good mastery of the subject and good scholarship.
C+, C, C- denotes acceptable mastery of the subject and the usual achievement expected.
D+, D, D- denotes borderline understanding of the subject. These grades denote marginal performance, and they do not represent satisfactory progress toward a degree.
F denotes failure to understand the subject and unsatisfactory performance.
XF-denotes failure due to academic dishonesty
Course materials:

Textbooks required:


Schedule:

August 30: Overview and discussion of the course

READING: Suzi Tortora, assigned sections (TBA)

Sept. 4 and 6: Explorations of early developmental patterns: push, pull, yield, sensory/motor sequences into dance sequences

READ: Tortora: assigned sections (TBA)

Sept. 11 and 13: Developmental patterns into standing and locomotion into dance sequences (Need guest for Thursday class)

READ: Tortora: assigned sections (TBA)

Sept. 18 and 20: Social and relationship development and the effect on developmental patterns and later dance style and technique predilections

READ: Bales, Part II, Deconstruction

Sept. 25 and 27: Cognitive development, creative thinking and the effect from/on developmental patterns and later dance predilections

READ: Bales, Part III, Training Stories

Oct. 2 and 4: Integration of developmental patterns, personality, social skills, and cognitive/creative learning styles

READ: READ McGreevy-Nichols and Scheff and BRING the book to class for Oct. 9-18

Oct. 9 and 11: Structuring dance classes for early learners, ages 3-6/Creative movement
Oct. 16 and 18: Structuring dance classes for ages 6-10, early adolescents 10-13

READ: Erkert, TBA

Oct. 23 and 25: Structuring dance classes for teens, ages 13-18 (Nicole teaches)

(Students will rotate as observers, then assistants in a variety of early childhood and dance studio classes from Oct. 23 until Week 11, and will gather materials from each experience for the final portfolio)

Oct. 30 and Nov. 1: Teacher qualities: what makes a great teacher?

Nov. 6 and 8: Managing the studio class

Nov. 13 and 15: Advocacy and ethics

Nov. 20: Practice teaching

Nov. 22: THANKSGIVING

Nov. 27 and 29: Practice teaching

Dec 4 and 6.: Present teaching portfolios

Dec. 11: In-class summative assessment

**Final Project:** Students will propose a sequential developmentally-appropriate dance technique program for a dance studio, public or private elementary or secondary school. This piece will be a part of the portfolio.

**PLUS MINUS GRADES:** The implementation of plus minus grade factoring will begin in fall 2012. Under the new policy, quality points for each letter grade from A through D will reflect plus and minus components of the grade, as shown below. The plus/minus system will apply to both undergraduate and graduate courses. A+ = 4.0, A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D= 1.0, D- = 0.7, F = 0. The University’s present marking system defining the standards for letter grades is retained under the new plus/minus policy. The present marking system is as follows:

- A+, A, A- denotes excellent mastery of the subject and outstanding scholarship
- B+, B, B- denotes good mastery of the subject and good scholarship
- C+, C, C- denotes acceptable mastery of the subject
- D+, D, D- denotes borderline understanding of the subject, marginal performance, and unsatisfactory progress toward a degree
- F denotes failure to understand the subject and unsatisfactory performance

Students are required to earn a grade of at least C-in their major and have a minimum 2.0 Cumulative GPA in their major in order to graduate.

[http://www.testudo.umd.edu/plusminusimplementation.html](http://www.testudo.umd.edu/plusminusimplementation.html)
**RELIGIOUS OBSERVANCE POLICY:** University of Maryland Policies and Procedures Concerning Academic Assignments on Dates of Religious Observances provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed because of individual participation in religious observances. Students are responsible for obtaining material missed during their absences. Furthermore, students have the responsibility to inform the instructor of any intended absences for religious observances in advance. The student should provide written notification to the professor, by hand (not through email or mailbox delivery) within the first two weeks of the semester. The notification must identify holiday(s) and date(s). [http://www.president.umd.edu/policies/iii510a.html](http://www.president.umd.edu/policies/iii510a.html)

**ACCOMMODATING INDIVIDUALS WHO HAVE DISABILITIES:** The University is committed to making reasonable accommodations for individuals with disabilities that have been documented by Disability Support Services (0106 Shoemaker Building, 301-314-7682). A disability should be verified and discussed with Disability Support Services and the student should provide an “Accommodation Letter” to the professor or TA. If you wish to discuss academic accommodations for this class, please contact the professor or TA no later than the end of the schedule adjustment period. For more information: [http://www.counseling.umd.edu/DSS/](http://www.counseling.umd.edu/DSS/)

**HONOR CODE:** The University has a nationally recognized Honor Code, proposed and administered by the Student Honor Council and approved by the University Senate. The University of Maryland Honor Pledge reads:

"*I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.*"

Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all exams, papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor. Please recognize that all students are subject to the requirements of the University's *Code of Academic Integrity* whether or not they write and sign the Honor Pledge.

For more information: [http://www.orientation.umd.edu/VirtualFolder/academicintegrity.pdf](http://www.orientation.umd.edu/VirtualFolder/academicintegrity.pdf)

**SEXUAL HARASSMENT POLICY:** University of Maryland is committed to maintaining a working and learning environment in which students, faculty, and staff can develop intellectually, professionally, personally, and socially, free of intimidation, fear, coercion, and reprisal. The Campus prohibits sexual harassment which is a violation of law and University policy. Individuals who engage in sexual harassment will be subject to disciplinary action. The University has procedures in place to report sexual harassment and correct it when it occurs. Students who have questions may call the Campus Compliance Officer (301-405-2839), or the
ATTENDANCE POLICY of the School of Theatre, Dance, and Performance Studies:
Regular attendance and in-class participation are integral components of all dance and theatre classes and seminars. Although instructors are responsible for informing each class of the nature of in-class participation and the effect of absences on the evaluation of a student’s work, the School’s general attendance policy on excused absences is consistent with the University’s policy, which allows students to be excused for the following causes:
1. Illness of the student* or illness of a dependent as defined by the Board of Regents policy on family medical leave
2. Religious observance
3. Participation in University activities at the request of University authorities
4. Compelling circumstances beyond the student’s control
*In May 2011, the University Senate and President passed a new policy for granting excused absences, which can be found at http://www.president.umd.edu/policies/v100g.html. A student may provide a self-signed note when missing a single lecture, recitation, or laboratory, with the understanding that providing false information is prohibited under Code of Student Conduct. Self-signed notes are not accepted during “Major Scheduled Grading Events.” Specific questions concerning the TDPS policy on non-consecutive medical absences should be addressed with the Head of the Cluster.

Students claiming an excused absence must apply in writing and furnish documentary evidence for their assertion that the absence resulted from one of these causes. (Undergraduate Catalog, pages 36 & 37 or go to: http://www.testudo.umd.edu/soc/atedasse.html) Whenever possible, instructors will make a reasonable effort to re-schedule in-class presentations for students with an authorized excused absence. Students should check the specific requirements of their courses carefully, however, as such re-scheduling is not always possible.