Course Description: Curriculum writing, lesson planning, class structure, assessment/grading, and practice in dance pedagogy. Includes preparation of syllabi and studio teaching practice.

Content of the Course: readings as assigned, in-class discussions, lessons planned, observation and teaching summaries, self-reflective critical journal entries, and portfolio-building.

Readings:


Dowd, Irene. *Taking Root to Fly* (self-published by author)


Please get a six-month (at least) subscription to the Chronicle of Higher Education (http://chronicle.com)

Grading:

Readings and Discussions in class: 40%
Portfolio/journal entries: 35%
Teaching Observations: 25%

This is a graduate-level seminar in which the grading process will reflect the questions, values, and issues around grading in the field of dance pedagogy. Thoughtfulness, timeliness, and demonstrations of engagement with the class material will affect the grade positively. Be bold and do well.

Schedule:

August 29 (brief meeting): Overview, Discussion of student outcomes, printing or sending out for copying, planning ahead. Waitlists and enrollment, copyright issues and course reserves, absence from teaching and coverage of class (responsible for paying any
substitute fee), undergrads cannot cover, etc. ELMS (Miss Hill?)


September 10: Standards, evaluation/assessment of learning in dance technique. Also choose an article from the Chronicle of Higher Education to discuss in class.

ASSIGNMENT for September 17: Read chapters I will post re. dance in higher ed.

September 17: Overview of dance in higher education, history and current issues.

ASSIGNMENT: For September 24: Read Lavender

September 24: Syllabi, grading policies, evaluation/assessment of learning in dance improvisation and choreography

ASSIGNMENT for October 1: Choose an article from the Chronicle about arts and performance in higher ed

October 1: Outcomes, evaluation/assessment of learning in dance performance.

ASSIGNMENT for October 8: Review Opportunities to Learn in Dance, (I will post) choose an article from the Chronicle on health and safety issues in higher ed.

October 8: Health and safety issues, opportunities to learn.

ASSIGNMENT for October 15: Read Christensen and find an article from the Chronicle on evaluating interactive media work of faculty and students

October 15: Technology and New Media: new approaches to teaching including online, use of social networking tools, and how such work is evaluated.

ASSIGNMENT for October 22: Read http://www.teachingartists.com/whatisaTA.htm. Develop a written description of how you see yourself as a teaching artist.

October 22: (I am out of town for NDEO Conference). Meet and discuss your personal definitions of The Teaching Artist. Exchange writings, critique each other’s thinking, question each other.

Assignment for October 29: read Irene Dowd

October 29: Somatics practices for dance pedagogy
Assignment for November 5: Choose an article from the Chronicle on grading issues and/or assessment

November 5: Dealing with grading issues and evaluation/feedback concerns.

Assignment for November 12: Read Freire

November 12: The scholarship of teaching and learning in dance, teaching creative, empowered, and embodied thinking. Discussion of liberation education.

November 19: Designing dance programs for different campuses and campus cultures

November 26: Teaching portfolio design and content

December 3 and 10: Present portfolios

Honor Code:

The university has developed an Honor Code, administered by a Student Honor Council. This Council proposed, and the University Senate approved, a pledge to be signed by all students.

The council would like you to write the following statement on every test and paper you turn in:

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

Compliance with the inclusion of the pledge is up to you, but I support the thorough self-reflection on actions taken in the course of research and writing and ask you to consider the nature of truly original work. If you write the pledge and sign it, I will appreciate the acknowledgement of time spent at least considering the issues. I will also appreciate good, honest, original and reflective writing, whether you sign the pledge or not.

I also believe in CO-learning, wherein you study with and teach each other, and suggest that this approach to learning the material is NOT “unauthorized assistance”. However, your writing should be your own.

The Official Part:

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
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/

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

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 Legal Office (301-405-4945). To read the entire Policy see Appendix B in the Undergraduate Catalog. 
http://www.president.umd.edu/legal/policies/sh.html and 

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.

This syllabus is subject to change. Students will be notified in advance of important changes that could affect grading, assignments, etc.