COURSE CALENDAR DESCRIPTION

Introduces students to a range of practical and theoretical approaches to dance education. Students will have the opportunity to observe classes as well as familiarize themselves with key themes, theories, and principles in dance education. The course will involve two hours of lecture/studies and one hour of observation per week.

INSTRUCTOR(S)

<table>
<thead>
<tr>
<th>Name</th>
<th>Section / Format / Term</th>
<th>Contact Email</th>
<th>Contact Phone</th>
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</thead>
<tbody>
<tr>
<td>Wootten, Claire Frances</td>
<td>Sec. M / STDO / F</td>
<td><a href="mailto:danc101@yorku.ca">danc101@yorku.ca</a></td>
<td>York Ext. 22128</td>
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SPECIAL FEATURES

**Course**: FA/DANC 2368 3.00 Introduction to Dance Education

**Term**: Fall Term 2017 (The term for this course is, therefore, defined as September 7, 2017 to December 4, 2017.)

**Course Instructor**: Claire Wootten
(416) 736-2100 Ex. 22128
ACE 321

**Course email**: danc101@yorku.ca. This email is monitored Mondays through Thursdays from 8:00 AM – 4:30 PM.

**Course consultation hours**: Mondays 12:15 PM – 1:00 PM. A sign-up sheet is located on my office door.

**Course Webpage**: https://moodle.yorku.ca/moodle/

**Time and Location**: Wednesdays 1:00 – 4:00 PM, ACE 203 Studio A

**N.B.** There will be no classes on the following days: Monday, October 9, 2017 – Thanksgiving Day, and October 26 – October 29, 2017 – Fall Reading Days

**Prerequisite / Co-requisite**: Enrollment in the BFA Dance program or, for non-majors, permission of the Department.

This course is the first of a series of Dance Education courses for BFA students in the Dance Education stream.

**Please note**: It is assumed that all enrolled students will have a well-established physical dance practice. It is not suitable for those new to dance practice.

**Format**: Three hours lecture/studio per week, one-hour of observation per week.
Philosophy of Dance Education in the Department of Dance: The Dance Education stream offers students
the opportunity to explore theoretical and practical aspects of teaching dance in a range of settings. Through
teaching and practice, students develop skills for leading dance classes with diverse populations that may
include children, adolescents, adults of all ages, as well as marginalized individuals and those with
disabilities.

Upon graduation, students in this stream will be prepared to pursue dance leader positions in recreational,
community, and private educational settings, as well as to pursue a consecutive degree in Education, graduate
level studies, and/or other certifications.

TOPICS AND CONCEPTS

This course presents an introduction to theories, models, tools, strategies, and applications of dance education
to diverse scenarios. We will examine critical pedagogies for the purposes of applying dance teaching and
learning to transformative outcomes. Students will reflect on issues of race, class, and gender scripts in dance
and begin to develop a personal teaching philosophy with conscious awareness.

The course will also cover class planning, professional ethics, working with musicians and recorded music.

Course Text /Readings/Viewings:

Readings and viewings will be assigned weekly throughout the term and discussed in class. Required
reading/viewing is integral to the course and is available either through Scott Library Reserves or online
through the Scott Library portal. Students are encouraged to recommend reading and viewing material for the
class.


Alterowitz, Gretchen. “Toward a Feminist Pedagogy: Teaching Strategies for Ballet Technique Classes in the


Hanley, Mary Stone, George W. Noblit, Gilda L. Sheppard & Tom Barone, editors. Culturally Relevant Arts

http://www.thedancecurrent.com/feature/exclusion-inclusion

Hinchey, Patricia H. Becoming a Critical Educator: Defining a Classroom Identity, Designing a Critical

Kassing, Gayle and Danielle M. Jay. Dance Teaching Methods and Curriculum Design: Comprehensive K –

Koff, Susan, R. “Toward a Definition of Dance Education.” Childhood Education, 77:1, Fall 2000, pp. 27 –
32.

pp.159 – 163.

Mabingo, Alfdaniels. “Decolonizing Dance Pedagogy: Application of Pedagogies of Ugandan Traditional


**Required Observation Placement:** You are responsible for arranging an observation placement of one-hour per week (for a total of 10 hours) in a studio teaching/learning environment of your choice. This is a required part of the course. Your host teacher will report on your Autonomy and Professional Capacity in their class. That assessment will constitute 5% of your final grade. This cannot be paid work or work that you are already doing.

**Please note:** There may be special presentations, events, performances, meetings and/or workshops during class time as part of your course schedule (TBA). For the purpose of taking full advantage of the expertise in our Department, you may have other guest faculty, graduate students and/or guest teachers in this course (TBA).

**LIST OF LEARNING OUTCOMES AND EXAMPLES OF**

The purpose of this course is to consider and engage with the theories, models, tools, strategies, and applications of dance education.
Breadth, depth and application of knowledge
- Students will be able to communicate performatively, orally and in written modes through practical demonstration, discussion and assignments;
- Be able to discuss a range of pedagogical practices across various populations;
- Apply critical knowledge and analytical skills to both the observation portion and the in-class teaching and learning experiences;
- Develop, notate and teach portions of dance classes;
- Demonstrate basic musical competence through collaboration with musicians and/or in the selection of pre-recorded music for dance class.

Knowledge of methodologies
- Students will be able to identify, select and assess a range of teaching and learning strategies for creative and critical engagement across various populations.

Communication skills
- Students will be able to exhibit awareness of and confidence in the integration and/or transferability of practical and theoretical knowledge;
- Clearly express thoughts and processes through polished writing and presentation skills.

Awareness of limitations of knowledge
- Students will be able to evaluate and appreciate the strengths and limitations of personal dance literacy in both embodied and theoretical learning.

Autonomy and professional capacity
- Students will be able to exercise initiative, responsibility and accountability in both personal and group contexts;
- Work effectively and collaboratively;
- Behave in a manner that is consistent with academic integrity, social responsibility and professionalism;
- Embody principles of healthy, sustainable and ethical dance practice.

GRADED ASSESSMENT

Midterm – 15%
- Based on all categories as listed below with their respective weightings
- Midpoint grades will be distributed in class prior to the withdrawal date of November 10, 2017.

Breadth, depth and application knowledge - 30%
- Illustrated by clear practical in-class demonstrations and thoughtful engagement in in-class discussion (indicative of knowledge production) /10
- Demonstrated by solid observation skill in practicum /5
- Indicated by the development and notation of portions of two dance classes. Includes illustration of musical competence /15

Knowledge of methodologies – 15%
- Demonstrated in in-class discussions and the submission of a polished personal teaching philosophy and rationale, which is adaptable to various populations /15

Communication skills – 15%
- Illustrated by articulate engagement in class discussions /5
- Demonstrated polished writing skills in the teaching assignments /10

Awareness of limitations of knowledge – 10%
o Indicated by solid reflexive skill in final reflection assignment /10

* Autonomy and professional capacity – 15%

o Demonstrated by full self-directed implication in the learning process which includes exercising initiative and accepting responsibility and accountability in both personal and group contexts /5

o Indicated by modeling a commitment to academic integrity, social responsibility and professionalism, in addition to principles of healthy, sustainable and ethical dance practice /5

o Demonstrated by full engagement in the observation portion as assessed by the host teacher /5

Please see the detailed Assignments page(s) and Weekly schedule on the course Moodle site. This information will be available the first week of classes.

Assignment Submission: Proper academic performance depends on students doing their work not only well, but on time. Accordingly, assignments for this course must be received on the due date specified for the assignment. Written assignments will only be accepted through Moodle and must be submitted by midnight on the due date. Email/hardcopy submissions will not be accepted.

Lateness Penalty: Late assignments will not be accepted. It is expected that you will build in a cushion for the inevitable vagaries of life and plan to submit your work on time. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be accepted but will require supporting documentation (e.g., a hard copy doctor’s letter).

Missed In-Class Discussions/Presentations: Students with a documented reason (e.g., doctor’s letter) for missing a class discussion/presentation, such as illness, compassionate grounds, etc., may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the School.

ADDITIONAL INFORMATION

Important University Sessional Dates (classes start/end dates, reading/co-curricular week, add/drop deadlines, holidays, etc.): https://registrar.yorku.ca/enrol/dates/fw17

York University Grading System:

Grading, Assignment Submission, Lateness Penalties, and Missed Tests:
The grading scheme for courses conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.) An average piece of work in university is about a C+ or B. Grades go up or down from there depending on the attention and effort applied as well as evidence of tangible change.

The Senate Grading Scheme and Feedback Policy stipulates that (a) the grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) be announced, and be available in writing, within the first two weeks of class, and that, (b) under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter, or Summer Term, and 30% for full year courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade.

Assignment Submission/Lateness Penalty:
Proper academic performance depends on students doing their work not only well, but on time. Assignments must be received on the due date specified and are to be handed in at the beginning of class. No electronic submissions will be accepted. Assignments received later than the specified due date will be penalized one-half letter grade per day. There are exceptions to this lateness penalty for valid reasons such as illness, compassionate grounds, etc. but require supporting documentation (e.g. a doctor’s letter).
N.B. Final course grades may be adjusted to conform to Program or School grades distribution profiles. Once final grades have been posted, the full breakdown will be available and can be discussed in an appointment with the Course Director or Chair of the department.

"20% Rule":
No examinations or tests collectively worth more than 20% of the final grade in a course will be given during the final 14 calendar days of classes in a term. The exceptions to the rule are classes which regularly meet Friday evenings or on Saturday and/or Sunday at any time, and courses offered in the compressed summer terms.

Last date to drop a full year (Y) course without receiving a grade: February 9, 2018
Last date to drop a Fall term (F) course without receiving a grade: November 10, 2017
Last date to drop a Winter term (W) course without receiving a grade: March 9, 2018

Course Withdrawal Period: (withdraw from a course and receive a grade of “W” on transcript)
Last date for full year (Y) course: February 10 to April 6, 2018
Last date for Fall term (F) course: November 11 to December 4, 2017
Last date for Winter term (W) course: March 10 to April 6, 2018

Please note that financial deadline dates differ from add/drop deadlines.

Department of Dance Studio Dress Requirements:
In order to give students the best possible guidance in Contemporary Ballet and Modern studio dance classes, teachers must be able to see the entire body. Postural alignment and joint and muscle use cannot be corrected in these classes if loose or bulky clothing hide the body. Other dance forms we teach may require specific footwear, props, and/or other clothing options. Please make sure to check your outlines for each of your studio dance classes for the specific dress requirements and the details each teacher will require.

The general requirements are:
- Form fitting clothing that covers torso and legs should be worn. Bring close-fitting warmer clothing and socks for cold days. (No loose-fitting or ragged clothing unless specified).
- Hair must be worn off the neck and face for Ballet, and back and off the face for Modern.
- Students can wear leotard and tights (any solid colour), and ballet slippers for Ballet and bare feet for Modern.
- Please be considerate of your fellow dancers; avoid long fingernails and jewellery (including piercings, watches, earrings, necklaces, bracelets, and large rings). Ensure hair-wear is secure.

Department of Dance Studio Use Regulations:
- There is absolutely no food or drink (other than water) permitted in the studios.
- Leave street shoes and boots in the cubbies outside the studio or preferably, in your locker. If you must bring street shoes and boots in to the studio, please place them inside a bag. Grit and dirt brought into the space pose a safety hazard for dancers (particularly for those working barefoot) in addition to damaging the floor surfaces. NO BARE FEET in the Dance Department hallways or bathrooms.
- Do not prop the studio doors open by using the deadbolt, the mirror curtain, or anything that blocks the studio entrance.
- Please return studio furniture to its rightful place according to the floor plan posted by the door in each space.
Department of Dance Video Guidelines:
The Department of Dance has developed these guidelines in order to raise awareness of expected behaviour regarding recording/videotaping curricular work, and to foster a culture of respect for intellectual and creative property, as well as for individual privacy.

While the Department recognizes the democratizing effect of the internet, the Department requests that students do not post curricular work publicly to the internet, unless by express permission of the Chair of the Department, and waivers signed by all concerned. Work is to be shared only via private file-sharing access. This applies to documentation made by the Department and/or by individual students for their own archives.

Department of Dance Guidelines For Scented Products:
York University endeavours to provide an indoor environment that supports the University community at work and study. Some people experience severe health problems from exposure to chemicals contained in scented products including aftershave lotions, hair spray, deodorants and fragrances. In consideration of those who are affected by such chemicals, use unscented products only.

Department of Dance Guidelines For Physical Demands of the Program:
Courses in the Department of Dance may include elements that are physically demanding. Prior injuries can be aggravated by strenuous exercise so check with your physician and inform the Course Director before beginning the course. Be sure to share with the Course Director any changes in your injury or health that may affect your participation.

Courses in the Department of Dance may also include the possibility/likelihood of human contact (i.e., correction of alignment or technical execution as well as the possibility of collision with colleagues). Students uncomfortable with the use of touch are requested to relay feelings to the Course Director as soon as possible.

Department of Dance Guidelines For Safety and Wellbeing:
Should an accident occur in studio, there is a very clear protocol for reporting. This information is posted in every studio. Faculty members and staff are well versed in the protocol. For the various minor issues that come up in your day-to-day life as a dancer, it is recommended that you carry a well-stocked personal first aid kit in your dance bag.

Department of Dance Attendance and Participation Policy:
Students are expected to participate in every dance class, both studio and lecture courses. Under exceptional circumstances they may miss, without penalty, half the number of classes per term as the class meets in the week. (i.e., If your class meets two times a week, you may miss ONE class over the entire course without penalty.)

For studio classes that meet one (1) time per week:
- Absences or early departures in excess of 1 per term can result in a grade deduction of 4% per occurrence.
- Partial class participation beyond 1 class per term results in a 2% grade penalty.
- Non-participation beyond 1 class per term results in a 4% grade penalty.

For studio classes that meet two (2) times per week:
- Absences or early departures in excess of 1 per term can result in a grade deduction of 2% per occurrence.
- Partial class participation beyond 1 class per term results in a 1% grade penalty.
- Non-participation beyond 1 class per term results in a 2% grade penalty.

For all classes:
• In the event of an absence or limited participation, all missed material is to be learned prior to returning to class.
• In the event of an injury or illness preventing full participation for more than 1 class in a term, it is the student’s immediate responsibility, in consultation with the Course Director, to devise a plan for make-up work. The sooner this is done, the less stress you will experience from the uncertainty of the situation. If you are injured or ill, obtain and submit a hard copy doctor’s note. The doctor’s note will allow you to arrange for appropriate make-up work. Grade penalties can still apply, but the documentation assists in gauging the amount of penalty and make-up work needed.
• As detailed in the Injury Guidelines in the Department of Dance, students must complete a minimum of 60% of the studio work to receive course credit.
• Finally, in consideration of all participants, if you are ill, stay home and/or see your healthcare provider. You will recover faster and, should your illness be contagious, you will have shown others consideration by limiting their exposure. Do NOT come to class if you are ill!

Department of Dance Technical Evaluation Policy:
It is the Department’s responsibility to ensure that every dance major experiences optimal training and educational conditions. This is especially important in physical practice where safety is a pedagogical imperative. To that end, all students enrolled in dance technique courses (i.e. Contemporary Modern and/or Contemporary Ballet) participate in technical level evaluation at the beginning of the Fall term. Dance faculty conduct evaluations in a traditional group class setting. Students who have successfully completed the pre-requisite courses, have maintained an appropriate level of fitness, and have continued with technical training over the spring and summer months normally proceed to the next level.

It must be noted that a satisfactory grade in the pre-requisite course does not guarantee placement in the next level of technique. Some students may be required to remain at the previous level to safely develop additional technical skill. Extended illness, injury, or insufficient technical skill are some of the factors that lead to such a decision.

The study of dance as a physical and artistic practice requires a commitment to year-round technical training, body conditioning, and cross training. Students are, therefore, expected to independently seek out and maintain an appropriate training regimen all 12 months of the year.

York University Academic Senate Policies and Information:
All students are expected to familiarize themselves with the Policies and Regulations information which can be found on the 2017/18 Academic Calendars page:
http://calendars.students.yorku.ca/2017-2018/dance

We recommend carefully reviewing all three sections; About, Degree Requirements, and Faculty Rules. Important information is explained here including the Policy on Academic Honesty, Academic Responsibility and Student Responsibility, and Academic Standing. Further details are available on the Secretariat Policies website, http://secretariat-policies.info.yorku.ca/, which covers the following topics:
Academic Accommodation for Students with Disabilities
Religious Accommodation
Code of Student Rights and Responsibilities
Academic Honesty

Many courses utilize Moodle, York University’s course website system. If your course is using Moodle, click here to access it.
Moodle @ York University