EXPANDED COURSE DESCRIPTION
DANCE
School of the Arts, Media, Performance and Design
Dance Department
FA / DANC 4368 3.0 SECTION A
COMMUNITY DANCE EDUCATION
FALL 2018 / WINTER 2019

COURSE CALENDAR DESCRIPTION
Provides students with theories, tools, strategies, and applications for teaching dance to a range of community populations, which might include older adults and/or people with mobility or other personal or societal challenges. Students will learn to plan, teach, and assess movement experiences for various community populations using a range of dance forms. In addition to lectures/studio, there will be 1 hour practicum. Prerequisites: FA/DANC 3368 3.00 and FA/DANC 3369 3.00 or permission of the department. Provides students with theories, tools, strategies, and applications for teaching dance to a range of community populations, which might include older adults and/or people with mobility or other personal or societal challenges. Students will learn to plan, teach, and assess movement experiences for various community populations using a range of dance forms. Three hours lecture/studio, online participation, 1 hour practicum. Prerequisites: FA/DANC 3368 3.00 and FA/DANC 3369 3.00 or permission of the department.

INSTRUCTOR(S)

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<thead>
<tr>
<th>Name</th>
<th>Section / Format / Term</th>
<th>Contact Email</th>
<th>Contact Phone</th>
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<tbody>
<tr>
<td>Woehrel, Mary</td>
<td>Sec. A / STDO / F</td>
<td><a href="mailto:maryf@yorku.ca">maryf@yorku.ca</a></td>
<td>York Ext. 22129</td>
</tr>
</tbody>
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SPECIAL FEATURES

FA/DANC 4368 3.0 provides students with theories, tools, strategies, and applications for teaching dance to a range of community populations, which might include older adults and/or people with mobility or other personal or societal challenges. Students will learn to plan, teach, and assess movement experiences for various community populations using a range of dance forms. The theoretical component will be covered in lectures, discussion and assigned readings. The practical application will be fulfilled through the practicum placement.

Three hours lecture/studio/online, 1 hour practicum.
Prerequisites: FA/DANC 3368 Pedagogy II and FA/DANC 3369 Pedagogy III or permission of the department.

TOPICS AND CONCEPTS

CLASS SCHEDULE

September 10 Introduction

September 17 What is Community Dance?
Come prepared with two examples of community dance groups of interest to you and your reasons for selecting them (ie. do research online into various community dance groups including mission statements, services provided, qualifications, etc. and select organizations that provide good models).
September 24 Creating Community Programs

**Guest Speaker:** Judi Lopez of KeepRockinYou

Come prepared with your practicum placements selected.


October 1 Virtual Communities and Online Tutorial Cultures

Come prepared with three examples of online tutorials geared to teaching dance to specific populations that are exemplary of good practice.

October 8 No Class

October 15 In-class discussion about teaching to various populations. Reviewing scientific studies.

Come prepared: Find and compare two scientific studies that demonstrate the various results of teaching dance practice to a specific population. Submit 1-2 pages to communitydanceeducation@gmail.com before class with subject heading as your full name.

Video Tutorials due October 15th (max. 5 minutes)

Ethics with human participants

October 22 Come prepared: Provide two 1-2 page, single-spaced, typed reviews of journal articles you will use for your final paper to communitydanceeducation@gmail.com before class with subject heading as your full name.

**Final paper proposal due on October 22nd.**

October 29 Practicum Discussion

**Come prepared:** Provide two 1-2 page, single-spaced, typed reviews of journal articles you will use for your final paper to communitydanceeducation@gmail.com before class with subject heading as your full name.

November 5 Three lesson plans due November 5

**Come prepared:** Provide two 1-2 page, single-spaced, typed reviews of journal articles you will use for your final paper to communitydanceeducation@gmail.com before class with subject heading as your full name.

November 12

**Come prepared:** Provide two 1-2 page, single-spaced, typed reviews of journal articles you will use for your final paper to communitydanceeducation@gmail.com before class with subject heading as your full name.

November 19 No Class

Final Paper Due November 19 by 5pm to communitydanceeducation@gmail.com

November 26 No Class

December 3 Class Presentations about Placements

Observations and Reflections about Practicum due
LIST OF LEARNING OUTCOMES AND EXAMPLES OF

The purpose of this course is to have students explore the concept, function(s) and social aspects of community dance across a range of environments. Through the theoretical lenses of feminist theory, and critical pedagogy, students will develop their abilities to assess and critique the nature of the interactions between dance leaders, dance participants and dance forms. The concurrent goal of developing written and oral communication skills will be pursued through in-class discussion of course materials, in-class reports and presentations, and the submission of written assignments.

Course Learning Outcomes:

By the end of this course, students will:

• Understand and be deeply familiar with appropriate pedagogy for leading dance with a specific community population.
• Understand and have some familiarity with appropriate pedagogy for leading dance with other community populations.
• Acquire knowledge of physical, cognitive, environmental and social realities that guide the planning and implementation of a series of dance experiences for specific populations.
• Develop knowledge of how to design, develop, and lead a series of dance classes according to a unit plan for a selected population focusing on the 5 elements of dance: body, space, time, energy, and relationships.
• Apply their knowledge of dance unit and lesson planning by assisting and/or teaching a specific community group according to the unit design and lesson plans they’ve created.
• Develop suitable evaluation tools for assessing the classes they have designed and the accomplishments of the participants.
• Reflect on their own participation as an assistant and leader by evaluating their strengths and challenges in their practicum setting.
•Apply their theoretical and practical understanding of a specific community dance population to their teaching philosophy and research paper.

This course provides students with the theories, tools, strategies, and applications for teaching dance to a range of community populations such as older adults, children and adults with mobility challenges, and people of all ages facing other challenges, including those marginalized as a result of race, gender, class, or economic status. Modes of learning about dance pedagogy will include lecture, discussion, studio practice, self-evaluation, observation, and practicum experience. The theoretical component will be covered in lectures, discussion and assigned readings. The practical application will be introduced through studio sessions and fulfilled through the practicum placement.

GRADED ASSESSMENT

Evaluation (see Moodle site for details)

Create Video Tutorial Teaching for Specific/Identified Population (5 min.) Due Oct 15 25%
Participation 10%
Final Paper Proposal due Oct 22 10%
3 Session/Lesson Plans due November 5 15%
Final Paper due November 19 25%
Observations and Reflections on Practicum due Dec 3 15%
TOTAL 100%

Final course grades may be adjusted to conform to Program or Faculty grades distribution profiles.

Resources

• Amans, D. “At My Age: An Intergenerational Dance Project.” In The Community Performance Reader, 238-243.
• Berson, J. “Mass Movement: Laban’s Movement Choirs and Community Dance.” In The Community Performance Reader, 71-76.
• Kattenstroth et al. “Six months of dance intervention enhances postural, sensorimotor, and cognitive performance in elderly without affecting cardio-respiratory functions.” Frontiers in Aging Neuroscience 5 (Feb 2013), 1-16.
• Osness, Wayne, ed. Exercise and the Older Adult. American Association for Active Lifestyles and Fitness. 1998.
• Thomas, H. “Social Dance, Ageing and the City.” 2002 Society of Dance History Scholars Conference Proceedings, 140-14

ADDITIONAL INFORMATION

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

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":

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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 8, 2019  
**Last date to drop a Fall term (F) course without receiving a grade:** November 9, 2018  
**Last date to drop a Winter term (W) course without receiving a grade:** March 8, 2019  

**Course Withdrawal Period:** (withdraw from a course and receive a grade of “W” on transcript)  
**Last date for full year (Y) course:** February 9 to April 3, 2019  
**Last date for Fall term (F) course:** November 10 to December 4, 2018  
**Last date for Winter term (W) course:** March 9 to April 3, 2019  

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. World Dance and 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. Tight buns are not recommended for Contemporary/Modern as they may impede floorwork.
- 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, stairs, elevators, or bathrooms. Bring indoor flip-flops or slippers to go from studio to studio.  
- 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. Programs Assistant Flannery Muise and faculty member Claire Wootten are the department’s certified first-aid reps.

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) or more 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:

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:
  http://calendars.students.yorku.ca/2018-2019/policies-and-regulations/academic-policies-and-regulations/academic-accommodation
- 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