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. In addition to lecture/studies, there will be one hour of observation per week. Note: A Placement is required for this course.

INSTRUCTOR(S)

<table>
<thead>
<tr>
<th>Name</th>
<th>Section / Format / Term</th>
<th>Contact Email</th>
<th>Contact Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wootten, Claire Frances</td>
<td>Sec. M / STDO / W</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: Winter Term 2020, The term for this course is, therefore, defined as January 6, 2020 to April 5, 2020.

Course Instructor: Claire Wootten, (416) 736-2100 Ex. 22275, ACE 330

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

Course consultation hours: Wednesdays 11:45 PM – 12:45 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 249 Studio E (TBC)

N.B. There will be no classes on the following days: February 15 – February 21, 2020 – Winter Reading Week

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 of lecture/studio per week, 10 hours of class observation over the term.

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 theory 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.

In general, each class meeting will be divided into three sections: Movement, Discussion, Practice.

Course Text /Readings/Viewings:

Readings and viewings will be assigned weekly throughout the term (approximately 25 pages per week) and discussed in class. Required reading/viewing is integral to the course and it is, therefore, imperative that you make time each week to complete and consider the readings. All readings are available through the Moodle website, or online through the Scott Library portal. Students are encouraged to recommend reading and viewing material for the class.


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


**Main text available online through York Libraries.**  
*Book is available through Scott Reserves.*

**LIST OF LEARNING OUTCOMES AND EXAMPLES OF**

**Required Observation Placement:** You are responsible for arranging an observation placement of 10 hours over the term (averaging 1 hour per week) 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).
The purpose of this course is to consider and engage with the theories, models, tools, strategies, and applications of dance education. By the end of this course, students will be able to demonstrate competency in the following Learning Outcomes:

- Breadth, depth of knowledge – 15%
- Identify, explain and discuss a range of pedagogical practices in diverse dance education contexts (cognitive – knowledge, comprehension, application)
- Duplicate and demonstrate specific pedagogical practices (psychomotor – guided response)
- Adopt and communicate an inclusive teaching philosophy by using appropriate resources (affective – valuing)

- Knowledge of methodologies – 20%
- Identify a range of approaches to dance education (cognitive - knowledge)
- Discuss and describe those approaches to teaching and learning strategies (cognitive – comprehension)
- Duplicate and demonstrate an embodied methodology in teaching practice (psychomotor – guided response, mechanism)
- Express and behave according to an identified set of personal values (affective – valuing)

- Application of knowledge – 25%
- Illustrate and differentiate performatively, orally and in written modes in developing, notating and teaching portions of dance classes (cognitive – application)
- Apply critical knowledge and analytical skill to both the observation portion and the in-class teaching and learning experiences (cognitive – analysis)
- Produce and practice new ways of approaching and responding in a dance education context (psychomotor – mechanism)
- Demonstrate basic musical competence through collaboration with musicians and/or in the selection of pre-recorded music for dance class. (psychomotor – mechanism)
- Seek and use resources to finesse a teaching philosophy (affective – valuing)

- Communication skills – 15%
- Prepare, illustrate and differentiate effective communication skills in a dance education context (cognitive – application, analysis)
- Practice effective engagement in class discussions (psychomotor – guided response)
- Complete with confidence clear communication in teaching assignments (psychomotor – mechanism)
- Commit to personal core values and organize methods of communication relative to those core values

- Awareness of limitations of knowledge – 10%
- Locate and paraphrase any gaps and/or limitations in personal dance literacy in both embodied and theoretical learning (cognitive – comprehension)
- Produce a plan for addressing those gaps/shortcomings (psychomotor – mechanism)
- Assume on-going responsibility for professional development (affective – valuing)

- Autonomy and professional capacity – 15%
- Demonstrate initiative, responsibility and accountability in both personal and group contexts (cognitive – application)
- Conduct behaviour in a manner that is consistent with academic integrity, social responsibility and professionalism; (psychomotor – mechanism)
- Commit to principles of healthy, sustainable and ethical dance practice. (affective – valuing)

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

N.B. Final course grades may be adjusted to conform to Program or School grades distribution profiles. Once your final grades have been posted on the web, the full breakdown will be available from the Program Assistant in the Dance Office or can be discussed in an appointment with the Course Director.

**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.

**Specific Course Ground Rules and Expectations:** We are all aware that professional behaviour maintains the integrity of the teaching/learning environment and fosters a sense of community. This includes appropriate dress, work habits and punctuality. Professional behaviour is respectful of the dance studio, the art form, and classmates and is, therefore, expected of all participants.

Your personal work habits impact on the atmosphere and progress of the entire class. Come to studio prepared physically, mentally and spiritually. As your schedule and available studio space allow, commit to a 15-minute silent warm-up. This will support a positive group work ethic by encouraging preparedness and ensuring punctuality.

Upon entering the studio, be respectful of your classmates’ and the musicians’ warm-up time. If you need to talk, do it outside the studio.

All cell phones and personal electronic devices are to be turned off before entering the studio and stored in a safe place for the duration of the class.

Should you need to enter the studio after the class has started, enter unobtrusively and join the class. (It will be assumed that you have already warmed up.) More than one incidence of lateness in the term will result in a 4% penalty to your Autonomy & Professional Capacity grade for each subsequent occurrence.

From the second half of the term onward, students are responsible for signing the attendance sheet and maintaining participation notes on that sheet each day the class meets. Keep a personal record of your attendance and participation for verification at the end of the course.

**Studio Dress Requirements:** We will be role-playing in this course so it’s important that you dress accordingly. Whether your role is as a dance student or dance teacher, the entire body must be visible. As a teacher, it is important to model professionalism with dance-genre appropriate clothing and footwear. Therefore, please observe the following:

- No loose-fitting clothing – no sweat pants (including nylon or plastic), sweatshirts, sweaters or ragged leg warmers. Warmer clothing for cold days must be close-fitting.
- Hair must be worn off the neck and face to facilitate correct turning technique. This means that long hair/bangs must be secured to the head. Ponytails and loose braids are dangerous to you and your classmates/students and, as such, are unacceptable for class. Scarves and barrettes are useful for shorter hair. Please ensure that your hair, and the instruments used to secure it, stay put for the duration of class.
- Please be considerate of your fellow dancers; avoid long fingernails and bulky jewellery (including watches, earrings, necklaces, bracelets, and large rings).

**On-going weekly review for classroom preparedness:**
At the university level, students are expected to review course material between classes. As a result, many courses at the university suggest that for every hour of practice, students should engage in 2-3 hours of study. Course material is to be reviewed on a regular basis before the next class.

Absence from class is not an excuse for being unfamiliar with the material. If you are away from class, work with your partner(s) to catch up on missed material before you return to class.

It is the student’s responsibility to continue training in their principal dance form and maintain a conditioning program outside of class time to maintain general core support, muscle tone and optimal health free from injury and avoid unnecessary strain.

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).

Missed Tests: Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (e.g., doctor’s letter) may request accommodation from the Course Instructor. For exams, time and date of a make-up test will be arranged with the instructor. Further extensions or accommodation will require students to submit a formal petition.

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 3, 2020
Last date to drop a Fall term (F) course without receiving a grade: November 8, 2019
Last date to drop a Winter term (W) course without receiving a grade: March 13, 2020
Course Withdrawal Period: (withdraw from a course and receive a grade of “W” on transcript)
Last date for full year (Y) course: February 4 to April 5, 2020
Last date for Fall term (F) course: November 9 to December 3, 2019
Last date for Winter term (W) course: March 14 to April 5, 2020

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 2019/20 Academic Calendars page:

http://calendars.students.yorku.ca/2019-2020/programs/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/](http://secretariat-policies.info.yorku.ca/), which covers the following topics:

- Academic Accommodation for Students with Disabilities:

York provides services for students with disabilities (including learning, mental health, physical, sensory, and medical disabilities) needing accommodation related to teaching and evaluation methods/materials. These services are made available to students in all Faculties and programs at York University. Students in need of these services are asked to register with Counseling & Disability Services as early as possible to ensure sufficient advance notice so that appropriate academic accommodation(s) can be provided. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Please note that registering with disabilities services and discussing your needs with your professors is necessary to avoid any impediment to receiving the necessary academic accommodations to meet your needs. ([https://counselling.students.yorku.ca/](https://counselling.students.yorku.ca/))


York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for an in-class test or examination pose such a conflict for you, contact the Course Director within the first three weeks of class. Similarly, should an assignment to be completed in a lab, practicum placement, workshop, etc., scheduled later in the term pose such a conflict, contact the Course Director immediately. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete an Examination Accommodation Form, which can be obtained from Student Client Services, Student Services Centre or online at [https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs](https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs)

- Code of Student Rights and Responsibilities:


- Academic Integrity Site: [http://www.yorku.ca/academicintegrity](http://www.yorku.ca/academicintegrity)
STUDIO COURSES ONLY:

Professionalism and Classroom Etiquette:
Professionalism is an attitude—much more than the act of receiving money for your work. It is about having confidence and pride in your work with a willingness to contribute to the group. These guidelines will also help you attain autonomy and professional capacity.

- Address all your personal care issues before class begins. This includes doing a bathroom run, filling your water bottle and having a supply of tissues. You should not need to leave the studio during class unless you are experiencing a personal emergency.
- Please participate in helping to prepare the studio space for dancing in advance of the class start time to ensure a timely beginning.
- Please stand and cease all preparatory/warm-up activities when the Course Director or special guest indicates the start of class.
- Whether a correction is given to an individual or the entire class, all students are expected to apply the correction to their own work.
- When working in pairs or small groups, aim to stay focused on the given task and be prepared to direct your attention back to the group quickly in order maintain the classroom pace. Respect and support your peers by staying focused. This means that there are times when one must put aside personal feelings to maintain an optimal work environment.
- Refrain from talking between classroom activities and/or while classmates are presenting, as this can cause distraction for students, musicians and the Course Director.

Musicians and Music:
Dancing involves two artistic practices—music and movement. Our Departmental musicians are an invaluable part of our York dance community. When we are fortunate to have a visiting musician, please demonstrate your respect by acknowledging their presence, gratitude through positive feedback, silence when they play and applause at the end of class. Please be sure not to block the musician’s view when waiting at the side. The musician must be able to see the dancers moving in the space at all times.

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

Moodle @ York University