EXPANDED COURSE DESCRIPTION
DANCE
School of the Arts, Media, Performance and Design
Department of Dance
FA / DANC 4368 3.0 SECTION A
COMMUNITY DANCE EDUCATION
FALL 2020 / WINTER 2021

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. Note: A placement is required for this course.

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. 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>
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<tbody>
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SPECIAL FEATURES
DANC 4368
F/W 2020/21
Jennifer Jimenez

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. Laban’s theories of analysis, plus the vocabulary drawn from a range of dance forms, will provide the context for developing teaching skills applicable to various community populations. Students will also engage in Experiential Education. Students will interview a community dance professional and organise panel discussions, relating the impact of the current climate on Community Dance practice.

Prerequisites: FA/DANC 3368 Pedagogy II or FA/DANC 3369 Pedagogy III or permission of the department.

Technical requirements for taking the course: Students will be participating in the course seminars through video conferencing on Zoom. They will also require access to internet to engage in through the Class Moodle sight. A computer or smart device with a microphone and webcam will be required. A stable, high-speed internet connection is recommended.
You can use the following website to test your internet connection. https://www.speedtest.net/
Please reference the following useful links for computing information, resources and help:
Computing for Students Website https://student.computing.yorku.ca/
Student Guide to eLearning at York University http://elearning-guide.apps01.yorku.ca/
Learning Skills Services https://lss.info.yorku.ca/online-learning/

Location: Please note that this is a course that depends on remote teaching and learning. There will be no in-class interactions or activities on campus.

Organization of the course: There will be a combination of Asynchronous and Synchronous sessions. Please refer to Moodle for schedule details.
Synchronous Sessions will happen on Zoom on Mondays 13:00-15:00. Links to the Zoom meeting will be found on the Moodle sight.

Topics and Concepts
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 and online discussion of course materials, in-class presentations, and the submission of written assignments.

Required Texts

Learning Outcomes with Examples

Course Learning Outcomes
By the end of this course, students will:

Identify, recall and discuss current debates, issues, and a range of pedagogical practices for leading dance with specific community populations through in-class discussions, forums, and assignments.

Acknowledge the physical, cognitive, environmental and social realities that guide the planning and implementation of a series of dance experiences for specific populations through in-class discussions, forums and assignments.

Interpret and evaluate pedagogical and community considerations in designing, and proposing 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.

Develop suitable evaluation tools for assessing the classes they have designed and the accomplishments of the participants.

Apply their theoretical and practical understanding of a specific community dance population to their teaching philosophy and research paper

Contribute to in-class and forum discussions that encourage critical thought and reflection about the course readings and their pedagogical philosophy and community practice;

Contribute to a positive and supportive learning space inside and outside the class sessions.

Assume responsibility to build professional contacts and relationships with a local community dance practitioner or organisation.
Assume responsibility for, and reflect on their learning and contribution, by evaluating their strengths and challenges, during the Experiential Education component.

**Graded Assessment**

**Graded Assessment (see Moodle site for details and due dates)**

Online forum discussions 25%
Preparation & Teaching of a Seated Warm-up 10%
Final Paper Proposal 10%
Teaching Philosophy 10%
Final Paper 20%
Lesson Plan and Unit Plan 10%
Experiential Education Component 15%
(Interview, Ethics Protocols, TCPS certificate, and Panel discussion)

**TOTAL 100%**

**Grading, Assignment Submission,**

**Lateness Penalties and Missed Tests**

**Grading:** The grading scheme for the course 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.)

(For a full description of York grading system see the York University Undergraduate Calendar - https://calendars.students.yorku.ca/2020-2021/grades-and-grading-schemes

**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. Assignments are to be handed in electronically via the course Moodle site.

**Lateness Penalty:** Assignments received later than the due date will be penalized by 2 marks out of 100, per day, up to a maximum of 5 days. After that, assignments will not be accepted unless there has been a conversation with the course director. Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., may be entertained by the Course Instructor but will require supporting documentation (e.g., a doctor’s letter).

**ALL course outlines will also include the following information:**
Last date to drop a fall term (F) course without receiving a grade: November 6, 2020
Last date to drop a winter term (W) course without receiving a grade: March 12, 2021
Last date to drop a full year (Y) course without receiving a grade: February 5, 2021

**Academic Policies / Information**

The Senate Academic Standards, Curriculum and Pedagogy Committee (ASCP) provides a Student Information Sheet that includes:

York’s Academic Honesty Policy and Procedures / Academic Integrity Web site
• Access/Disability
• Ethics Review Process for Research Involving Human Participants
• Religious Observance Accommodation
• Student Code of Conduct

Additional information:
• Academic Accommodation for Students with Disabilities
• Grading Scheme and Feedback Policy

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.

- Important University Sessional Dates (you will find classes and exams start/end dates, reading/co-curricular week, add/drop deadlines, holidays, University closings and more.
http://www.registrar.yorku.ca/enrol/dates/index.htm

- Manage my Academic record
http://myacademicrecord.students.yorku.ca/

- "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.

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

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

Moodle @ York University