COURSE DESCRIPTION:
In this course, the student will research and explore the various modern philosophies of instruction and learn to apply those that are congruous with instructing dance as art in a variety of settings and to different age levels. Observation and instruction, combined with research satisfies the practical application portion of the course, while critiques from professionals in the field will serve as encouragement and confidence building for the future instructor in dance.

LEARNING OBJECTIVES:
- Students will explore and analyze the modern philosophies of education, including dance education.
- Students will examine the tools utilized in teaching dance in the classroom, studio and theatre setting.
- Students will investigate and demonstrate innovative options in teaching dance as art.
- Students will gain practical application in teaching the art of dance for educational purposes as well as appreciation.
- Students will analyze models of studio and public education curriculum, content, pedagogy and policy issues.
- Students will receive feedback in the learning and teaching process from various resources in the field of dance.

LIST OF SUPPLIES
- REQUIRED TEXT
  - *Dance Teaching Methods and Curriculum Design*
    - Author: Gayle Kassing/Danielle M. Jay
- DANCE CLASS ATTIRE for TEACHING DAYS:
  - Please wear hair secure and away from the face.
  - The instructor reserves the right to determine if any attire is inappropriate for class. NO BAGGY OUTFITS OR STREET SHOES PLEASE.

ECOMMUNICATION POLICY
- The best way to contact me is email at Sarah.Gonzalez@tamucc.edu or text 361.249.0579
- I will respond to email as quickly as possible. If an email is sent on a Friday, I will respond on the following Monday.
- BlackBoard 9 is the form of communication I will make regarding any announcements, grades, etc.
- I do not accept Facebook friend requests (until graduation). Please like the Facebook group page for TAMUCC Dance: [https://www.facebook.com/groups/601130456605376/](https://www.facebook.com/groups/601130456605376/)

CRITERIA
- Co-teach one class with partner or group
- Teach one age-appropriate movement class to children
- Teach one movement class to peers
- Observe teachers in preferred technique
- Observe and critique peers as they teach
- Research relevance of teaching methods as they pertain to dance
- Build curriculum and lesson plans in preferred technique
GRADE POLICIES

- 10 Discussion Board Assignments – 15 points each = 150 points
- 10 Writing Assignments – 15 points each = 150 points
- Observation of TAMUCC Technique Class = 10 points
- Group/Partner Teaching Project = 100 points
- Midterm = 100 points
- Teaching Project #1 (Primary Level) = 100 points
- Teaching Project #2 (College Level) = 100 points
- Observation of Peers – 25 points each = 100 points
- Student-Participation Observations – 10 points each = 90 points
- Final Course and Self Reflection Paper = 100 points

900-1000 pts. A
800-899 pts. B
700-799 pts. C
600-699 pts. D
Below 600 pts. F

ATTENDANCE:
Two absences are without penalty. Three absences will lower the final grade by a letter, the fourth absence another letter, and the fifth absence results in an automatic F. Exceptions under extreme circumstances may be made at the discretion of the instructor. You must consult with the instructor immediately to make such an exception viable. If you are unable to participate fully in the class, a written observation is acceptable. You may use this substitution for participating in the class ONLY once per semester.

LATE WORK AND MAKE-UP EXAMS:
Late work and make-up exams are not permitted for this course.

DISCUSSION POSTS AND PEER RESPONSES:
A 200-300 word discussion post is due by 11:59 p.m. on the Wednesday of each week covering the given prompt. By the Friday after (2 days), a 100-200 word response to a peer must be given. The number of words is a guideline, and further elaboration may take place when the topic deems fits, but please try to remain precise and straightforward in your explanations.

CHAPTER READINGS:
All readings must be done outside of class – it is highly recommended that each reading be completed by the Monday of the assigned chapter. Discussion questions and dialogue will pull from the text resource.

EXTRA CREDIT:
Occasionally extra credit is given and will be offered to the entire class when appropriate.

CELL PHONE/ELECTRONIC DEVICE USAGE:
Cell phones and other electronic device usage are not permitted during class and should be turned off.

SAFETY:
Any physical activity requires some risk. Please be aware of others while dancing. If a student has a pre-existing condition, let the instructor know at the beginning of the class. If an injury occurs during class, please let the instructor know IMMEDIATELY! Check the student handbook regarding safety policies and procedures of the department.

PROPER DANCE CLASSROOM ETIQUETTE:
1. Work hard to do your best.
2. Help maintain a friendly atmosphere of discipline.
3. Corrections are given verbally and physically to the group and individuals. Please listen to all corrections.
4. Any corrections given verbally or physically may involve physical contact with the student. If this makes you uncomfortable, please speak with the instructor.
5. Ask questions!
6. Be willing to think for yourself. Don’t necessarily follow in other students’ footsteps.
7. No gum in the class.
8. Please turn off all cell phones and pagers.

DEPARTMENT COURSE POLICIES:

Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Academic Advising
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 5th is the last day to drop a class with an automatic grade of “W” this term.

Grade Appeals
As stated in University Procedure 13.02.99.C2.03, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at:
http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.

Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high-quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

**Academic Honesty/Plagiarism**
Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarism is a violation of academic expectations, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply.

Plagiarism includes:
- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: http://owl.english.purdue.edu/, and from our local Writing Center at CASA.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**PERSONAL COUNSELING**
**Short-term Counseling Services**

University Counseling Center staff provide short-term individual counseling and psychiatric services to help students address personal problems that interfere with meeting the demands of college life and their academic success. Counselors can work with you to aide you in increasing self-awareness, improving self-confidence and acceptance, enhancing your ability to cope during changes and challenges, improving your decision making and communication abilities, and teaching you strategies to replace hurtful or self-defeating thoughts, feelings, and actions with healthy, adaptive, alternatives. Services are available to TAMUCC students who are currently enrolled and whose needs match our services. Walk-ins are welcome 8am to 5pm.

Driftwood Bldg. #107; 361-825-2703

**PROVISIONAL COURSE OUTLINE:**
**Dates and assignments subject to change**

Jan 14-18:  Chapter 1: Envisioning Dance Education
- Discuss Syllabus and Course Policies
- Read chapter 1/Follow online instructions for assignment
- Due: Discussion Board/Writing Assignment #1
Jan 21-25: Chapter 2: Teaching Dance and Cross-Disciplinary Knowledge
• Read chapter 2/Follow online instructions for assignment
• Discussion/Activity
• Due: Discussion Board/Writing Assignment #2

Jan. 28-31: Chapter 3: Observing and Analyzing the Teaching and Learning Situation
• Read chapter 3/Follow online instructions for assignment
• Discussion/Activity
• Observe a TAMUCC Technique Class
• Due: Discussion Board/Writing Assignment #3

Feb. 4-8 Chapter 4: Guiding Students in Learning Dance
Chapter 5: Understanding Dance Teaching Methods
• Read chapters 4 & 5/Follow online instructions for assignment
• Discussion/Activity
• Due: Discussion Board/Writing Assignment #4
• Assign Groups/Partners for project

Feb 11-15: Chapter 9: Developing the Lesson Plan
• Read chapter 9: Follow online instructions for assignment
• Discussion/Activity
• Due: Group/Partner Teaching Project
• Due: Discussion Board/Writing Assignment #5

Feb 18-22: Chapter 10: Selecting the Appropriate Assessment Tools for Dance
Chapter 11: Writing and Delivering the Lesson Plan
• Read chapters 10 & 11/Follow online instructions for assignment
• Discussion/Activity
• Discuss Mid-Term Assignment/Teaching Project #1
• Due: Discussion Board/Writing Assignment #6

Feb. 25-Mar. 1: Chapter 6: Organizing and Managing the Dance Class
• Read chapter 6/Follow online instructions for assignment
• Discussion/Activity
• Due: Mid-Term (Wednesday, Feb. 27)
• Due: Discussion Board/Writing Assignment #7

Mar 4-8: Chapter 7: Analyzing the Learner and the Learning Environment
• Read chapter 7/Follow online instructions for assignment
• Discussion/Activity
• Due: Teaching Project #1 Lesson Plan Revision (Wednesday, Mar. 6)
• Due: Discussion Board/Writing Assignment #8

Mar 11-15 Spring Break

Mar 18-22: Chapter 8: Categorizing Dance Forms and Their Artistic Demands
• Read chapter 8/Follow online instructions for assignment
• Discussion/Activity
• Discuss Teaching Project #2
• Due: Discussion Board/Writing Assignment #9

Week #1 – Student Teaching Project #1

Mar 25-29: Follow online instructions for assignment (No Required Readings Due)
• Discussion/Activity
• Assign Dates/Times for Teaching Project #2 & Observations
• Due: Discussion Board/Writing Assignment #10

Week #2 – Student Teaching Project #1

Apr. 1-May 1: Teaching Project #2/Peer Observations/Student-Participation Observations
Discuss Final Course and Self Reflection Paper

May 6: Due: Final Course and Self Reflection Paper