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.

STUDENT LEARNING OUTCOMES:
- 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.
- 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.

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 various techniques
- Observe and critique peers as they teach
- Research teaching methods as they pertain to dance
- Build curriculum and lesson plans in various techniques
GRADE POLICIES

POINT BREAKDOWN (To be modified at the discretion of the instructor):

• 5 Out-of-Class Assignments – 15 points each = 75 points
• 5 In-Class Quizzes – 10 points each = 50 points
• Observation of TAMUCC Technique Classes – 20 points each = 80 points
• 5 Co-Teaching Installments – 20 points each = 100 points
• Midterm Lesson Plan = 75 points
• Teaching Project #1 (Elementary Level) = 100 points
• Teaching Project #2 (College Level) = 100 points
• 2 Observations of Peer Teaching – 20 points each = 40 points
• Final Self Reflection Paper/Teaching Philosophy = 80 points
• Attendance and Participation = 300 points

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<th>Points Range</th>
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<td>900-1000 pts.</td>
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<td>700-799 pts.</td>
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<td>600-699 pts.</td>
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<td>Below 600 pts.</td>
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ATTENDANCE

Attendance in this course is critical to your success. For purposes of grading, no distinction will be made between excused and unexcused absences (excluding absences for recognized religious holidays, death in your family, doctor’s excuse with documentation, and approved university functions.) Your absence affects the progress of the entire class. Each absence in excess of two will lower your average a full letter grade. More than four absences will result in a failing grade for the course. 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 BEFORE your absence.

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 two times per semester.

CHAPTER READINGS:
All readings must be done outside of class – each weekly reading should be completed by the Monday of the assigned chapter(s). Discussion questions and class exercises will pull from the text resource.

QUIZZES:
Quizzes will be issued at the discretion of the instructor. The quiz content will pull directly from the text resource in relation to assigned readings.

OBSERVATIONS:
FOUR (4) Observations of TAMUCC technique courses are required to be completed outside of the normal meeting days/times. Please refer to the TAMUCC dance course schedule. These observation requirements will be discussed at the beginning of the semester. Additionally, FOUR (4) peer observations will be required. These will take place in class towards the end of the semester.

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

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.

ACADEMIC INTEGRITY/PLAGIARISM:
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. Plagiarism is the presentation of the work of another as one’s own work. In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in withdrawal from the course.

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 me before you decide to drop to be sure it is the best thing to do. 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 10th is the last day to drop a class with an automatic grade of “W” this term.

CLASSROOM/PROFESSIONAL BEHAVIOR:
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

PROPER DANCE CLASSROOM ETIQUETTE:

i. Work hard to do your best.
ii. Help maintain a friendly atmosphere of discipline.
iii. Corrections are given verbally and physically to the group and individuals. Please listen to all corrections.
iv. Any corrections given verbally or physically may involve physical contact with the student. If this makes you uncomfortable, please speak with the instructor.
v. Ask questions!
vi. Be willing to think for yourself. Don’t follow in other students’ footsteps.
vii. No gum in the class.
viii. Please turn off all cell phones and pagers.

GRADE APPEALS PROCESS
As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, 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.C0.03, Student Grade Appeal Procedures. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost. These documents are accessible through the University Rules Web site at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf

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.

DISABILITY SERVICES
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, Room #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.

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 are subject to change at the discretion of the instructor

Jan. 22, 24: Chapter 1: Envisioning Dance Education
Chapter 2: Teaching Dance and Cross-Disciplinary Knowledge
- Read chapters 1 & 2
- Discuss Syllabus and Course Policies
- Schedule Observations/Teaching Dates
- Follow online instructions for Assignment #1

Feb. 3-7: Chapter 3: Observing and Analyzing the Teaching and Learning Situation
Chapter 4: Guiding Students in Learning Dance
Chapter 5: Understanding Dance Teaching Methods
- Read chapters 3-5
- Follow online instructions for Assignment #2
- TAMUCC Class Observation #1 (Student choice)

Feb. 10-14: Chapter 6: Organizing and Managing the Dance Class
Chapter 7: Analyzing the Learner and the Learning Environment
- Read chapters 6 & 7
- Follow online instructions for Assignment #3

Feb. 17-21: Chapter 9: Developing the Lesson Plan
Chapter 10: Selecting the Appropriate Assessment Tools for Dance
Chapter 11: Writing and Delivering the Lesson Plan
- Read chapters 9-11
- Follow online instructions for Assignment #4

Feb. 24-28: Teaching Creative Movement
- Discussion/Composition/Practical Application
- Due: Co-Teaching Installment #1
- Discuss Mid-Term Assignment/Teaching Project #1

Mar. 2-6: Teaching Folk and Social
- Discussion/Composition/Practical Application
- Due: Co-Teaching Installment #2
- Watch Documentary: PS Dance!
- Due: Mid-Term Assignment (Friday, 3/6)

Mar. 9-13: Spring Break – NO CLASS

Mar. 16-20: Chapter 8: Categorizing Dance Forms and Their Artistic Demands
History of Dance Overview
- Read chapter 8
Mar. 23-27: Teaching Ballet
- Follow online instructions for Assignment #5
- Discussion/Composition/Practical Application
- TAMUCC Class Observation #2 (Ballet class – Tues, 3/22)
- Due: Co-Teaching Installment #3
- Due: Teaching Project #1 Lesson Plan Revision (Friday, Mar. 27)

Mar. 30-Apr. 3: Teaching Jazz/Hip-Hop
- Discussion/Composition/Practical Application
- TAMUCC Class Observation #3 (Jazz class – Mon, 3/30)
- Due: Co-Teaching Installment #4
- Discuss Teaching Project #2

Apr. 6-10: Teaching Project #1 Presentations – Off campus

Apr. 13-17: Teaching Modern
- Discussion/Composition/Practical Application
- TAMUCC Class Observation #3 (Modern class – Mon, 4/13)
- Due: Co-Teaching Installment #5
- Discuss Final Self Reflection Paper
- Due: Teaching Project #2 Lesson Plan (Friday, Apr. 17)

Apr. 20-24: TP #2 Work week
- Individual meetings with Instructor (Lesson Plan feedback)
- No class on Fri, 4/24

Apr. 27-May 6: Teaching Project #2 Presentations/Peer Observations

May 7: Due: Final Self Reflection Paper/Teaching Philosophy