

DCE 200-02

DANCE APPRECIATION

3/3 (3 semester hours/ 3 credits)

PREREQUISITES: none

FOR WHOM PLANNED: undergraduate students desiring General Education Core Fine Arts credit course and Global Marker credit.

Spring 2009

Tuesday 7:00-9:45 pm

HHP 236

Final Exam Tuesday, May 12, 7:00pm

INSTRUCTOR INFORMATION:

Amanda Diorio, ardiorio@uncg.edu

Office: HHP 220 G

Office Hours: by appointment

STUDENT LEARNING OUTCOMES:

At the conclusion of this course, students should:

Demonstrate an understanding of dance as a means of creating, recreating, and expressing place. Among the places we will study this semester are sacred, social, and aesthetic spaces and social/political spaces such as cities, communities, and nations.

Demonstrate an understanding of dance as a means of global exchange. Among the exchanges we will study this semester are transferences of artistic practices and preferences, social preferences about bodies and movement, and identities.

Demonstrate familiarity with selected information about dance as practiced globally.

Demonstrate an ability to interpret and evaluate information and writing about dance in and from diverse global cultures.

Write and speak clearly and coherently about distinct global dance forms and cultures and their interconnections.

Demonstrate an increased ability to move and to use movement as an expressive medium

TEACHING STRATEGIES: lectures, films, demonstrations, readings, and practical dance experience.

ATTENDANCE:

The Dance Department REQUIRES an 80% participation rate to get credit for the course. Because this class meets once a week, you will be permitted TWO ABSENCES ONLY without penalty. 1/3 of a letter grade will be deducted for each absence incurred over the maximum absences allowed for this class. Sitting and watching a class does not count as participation in the studio portion of class. THREE TARDIES equals ONE ABSENCE. A tardy constitutes being more than ten minutes late to class OR leaving early. Non-participants will be asked to take written observations of the class. Upon the FOURTH ABSENCE, students will be DROPPED from the course at the discretion of the instructor.

Make Up Classes/ Good Student Credit

If you are absent three times you may use good student credit to make up for the extra absence to avoid a drop in your final grade. You must provide some evidence of your attendance at **two** on-campus events (i.e. notes from the Writing Center, materials from library tours, ticket stub, etc.) along with a **brief written outline** of what you learned.

These credits are earned by:

- Attending library orientations or tours (these are only given at the beginning of the semester and must be scheduled in advance. See an instructor to set up a tour!!)
- Attending study skills sessions
- Going to the Writing Center for consultation on Dance Appreciation essays. To find out about the Writing Center: <http://www.uncg.edu/eng/writingcenter/>

- Attending extra dance concerts (program and ticket must be provided)
- Attending an on campus dance rehearsal (be sure to get permission in advance from faculty or student that is leading rehearsal, and a note stating your presence)

NO OTHER EXTRA CREDIT IS OFFERED FOR THIS COURSE.

ASSIGNMENTS:

All written assignments must be typed in 12 point font, stapled and double spaced with no adjustments of the original margins.

Points will be taken off for late assignments and will not be accepted more than a week after they are due.

Assignments will not be accepted via email unless previously approved by the instructor.

Mid-term test 15%

Final Test 15%

Readings Outlines 20%

Participation grade 10%

Journals-10%

Choreography Project-20%

Concert Description - 10 %

EVALUATION METHODS:

Mid-term test-15%

Final Test-15%

Tests are made from a variety of questions including matching, fill in the blank, multiple choice and essay. Questions will be taken directly out of your notes, readings and lectures. The final is not cumulative.

Readings outlines and reflections-20%

Throughout the semester you will be assigned four articles to outline (5% each). I will be giving you these articles online so you do not have to buy a book for this class. You will be expected to hand in an outline of the article and a 2-3 paragraph response to a question regarding that specific article.

Participation grade-10%

Your participation in class will be observed. Proper participation includes having a positive attitude towards activities and assignments, being an active part of lecture discussions and bringing energy to the dance classes. Negative attitudes, poor attendance and not being prepared for class will result in a lower participation grade. The following will contribute to a lower participation grade:

- Talking out of order in class.
- Texting or online chatting in class.
- Inappropriate attire.
- Not communicating with the instructor about absences or lateness.
- Not participating in class discussions.
- Sleeping in class.

Journals-10%

Throughout the semester you will be assigned 10 Journal entries to be done on Blackboard under the Discussion Board. Questions will be posted on the Discussion Board regarding the previous classes. You will have to write a 1-3 paragraph entry responding to the posted questions. Your answers will consist of your opinions, feeling and personal experience. All journals are due by the first Friday after the class it was assigned.

Choreography Project-20%

Students will be assigned to a group to work on a choreography project. Working together, your group must choose a piece of music and come up with a minimum of two minutes of practiced movement that creates an entire routine. It must be clean and appropriate for the assignment. There is a great deal of freedom for this project; please be respectful in choosing movements, music, text, props, costume, etc. **Your group will need to schedule outside rehearsals.** A detailed assignment description and rubric will be given before you begin the project. You will not be graded on your technique, but on execution of the assignment, clarity, collaboration, and writing. You will also be required to write a 1-2 page reflection about your creative process and give an evaluation of your group members.

Concert Description - 10 %

You will attend one Dance Concert held by the UNCG Department of Dance. Write a 2-3 page description of the performance. Describe what you saw the performers do and what type of dance it would qualify as and why. You may express your opinions and talk about the music, the overall atmosphere of the performance and the theatre. You will be required to hand in your ticket stub with your paper. Try and get your tickets in advance at the University Box office in the EUC. The concert being sold out is not an excuse.

GRADING SCALE:

97-100 =A+

93-96 = A

90-92 = A-

87-89 = B+

83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
67-69 = D+
63-66 = D
60-62 = D-
59 = F

ADDITIONAL REQUIREMENTS:

Please turn off your cell phone or beeper when you enter class.

Please come to class in attire appropriate for physical activity. No jeans or skirts.

You are not allowed to wear street shoes on the studio's dance floor.

ACADEMIC HONOR CODE:

To read the UNCG Academic Integrity Policy:

<http://academicintegrity.uncg.edu/complete/>

SEVEN PRINCIPLES FOR GOOD PRACTICE IN UNDERGRADUATE EDUCATION

by Arthur W. Chickering and Zelda F. Gamson

From the Wingspread Journal-- special edition

SUMMARY Following is a brief summary of the Seven Principles for Good Practice in Undergraduate Education as compiled in a study supported by the American Association of Higher Education, the Education Commission of States, and The Johnson Foundation.

1. GOOD PRACTICE ENCOURAGES STUDENT FACULTY CONTACT

requent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

2. GOOD PRACTICE ENCOURAGES COOPERATION AMONG STUDENTS

earning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to other's reactions improves thinking and deepens understanding.

3. GOOD PRACTICE ENCOURAGES ACTIVE LEARNING

earning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it

to their daily lives. They must make what they learn part of themselves.

4. GOOD PRACTICE GIVES PROMPT FEEDBACK

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

5. GOOD PRACTICE EMPHASIZES TIME ON TASK

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for student and professional alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty and administrators, and other professional staff can establish the basis for high performance for all.

6. GOOD PRACTICE COMMUNICATES HIGH EXPECTATIONS

Expect more and you will get it. High expectations are important for everyone -- for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations of themselves and make extra efforts.

7. GOOD PRACTICE RESPECTS DIVERSE TALENTS AND WAYS OF LEARNING

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well in theory. Students need to have opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily.