

DANCE APPRECIATION
DCE 200-08
Fall 2009

3/3 (3 semester hours/ 3 credits)

PREREQUISITES: none

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

INSTRUCTOR INFORMATION

Caitlin Spencer, acsponce@uncg.edu

Office: HHP 220 G

Office hours: by appointment, we can also schedule a telephone conference!

Instructor assistant: Kelly Ozust, kfozust@uncg.edu

COURSE OBJECTIVES

Upon successful completion of the course students will be able to:

- Develop a greater understanding of dance.
- Identify influential choreographers, composers, dancers, and dance companies.
- Classify major dance performances by era, culture, characteristics, and choreographer.
- Define and describe the elements of major dance genres.
- Understand the historical evolution of elements of dance.
- Identify dance genres by the elements used.
- Understand dance as a means of cultural and personal expression.
- Compare and contrast dance performances of various genres.
- Describe specific dance performances in terms of the culture, time, and place.

REQUIRED TEXT

- Lihs, Harriet R. Appreciating Dance : A Guide to the World's Liveliest Art. Beaumont: Harriet R. Lihs, Third Edition.
- Additional readings will be provided by instructor from: Dils, Ann, Robin Gee, and Matthew Brookoff. Intersections : Dance, Place, and Identity. Boston: Kendall/Hunt Company, 2006. These readings can be found under "Readings" on Blackboard. All readings on e-Reserves are optional.

TO BE SUCCESSFUL IN THIS COURSE:

- **Complete ALL** readings, blogs (including chore-o-tools), summary assignments and tests **on time** (see these specifications on your course calendar). Of course you can finish the work early, but late work will not be graded.
- **Follow your course calendar.** The calendar is your guide to staying on track and evenly paced with your fellow students.
- Your writing must **reflect the course materials and answer the required questions.** NOTHING replaces doing the reading, doing the video observations, thinking through the questions at hand, and writing a thoughtful response. This is the challenge of the online format. If you do additional research, you must cite your sources! If your writing is a quick rewriting of established sources (for example, from online encyclopedias or Wikipedia) as opposed to a thoughtful consideration of the course content, you will receive minimal credit for the assignment. Your grade will reflect the completion and the quality of the assignments you turn in.
- **Let me know if you have questions or need additional information.** I will answer your questions as quickly as possible. The best way to reach me is through my uncg email address noted above. There is also a discussion forum called “Q’s for the Professor” where you can post questions for me and read responses to your fellow students’ questions, which may be the same as your own.
- You will be spending a great deal of time articulating and sharing your perspective and ideas through written responses to questions posed in your BLOG groups. **Everyone has a valid point of view.** You are expected to respect your peers and instructors by communicating often and in appropriate language. That said, these forums are intended to be places where you can address challenging topics together, pose thought-provoking questions and think critically about the course material.
- **Try to apply the feedback** that Kelly and I give you as often and as thoroughly as possible as you progress through the course. Our aim is to provide feedback that can serve to enhance your learning and experience in the course. And again, please ask questions if there is something that is unclear.

TEACHING STRATEGIES

To enable student achievement of the learning goals, I will

1. Observe your daily work and (a) assess your achievement and (b) make recommendations for improvement in achieving.
2. Respond to your e-mails or phone calls in a timely manner.
3. Provide learning opportunities including: lectures, audio and video media, feedback on writing, peer review, assigned readings, and challenging assessments.

GENERAL DESCRIPTION OF COURSE ACTIVITIES AND GRADING

Please pay attention to due dates by following your **COURSE CALENDAR**. Most work is due by **Friday at 5pm**. However you have until **midnight by Sunday** for Tests, peer responses within your BLOG groups and summary assignments.

Activities for the course total 1000 points and consist of the following:

Readings: In order to complete the assessment components of the course, you need to complete the assigned readings from your textbook, *Appreciating Dance: A Guide to the World's Liveliest Art*, as well as ALL the reading material located in "Readings" on Blackboard and within ONLINE COURSE CONTENT, found in the "learning area".

Prelude introduction: You are required to write your first blog post in response to the introductory timeline. Your blog is due **Friday, August 28, 2009 by 5pm**. This blog is worth 10 points and accounts for 1% of your final grade.

Blogs: There are five blog posts (not including the Prelude) in the course, and each one is substantial. Topics are assigned and outlined in the learning area. You will arrive at them after covering the relevant course content. In your specific blog groups, you must post your initial response to the prompt by **Friday by 5pm**. Responses to your peers must be completed **Sunday by midnight**. Each one of these blog posts is worth 40 points and combined accounts for 20% of your grade.

Chore-O-Tools: Each unit has one Blog:Chore-O-Tool assignment. These projects are designed to allow students to creatively respond to and engage with the course material. Each Chore-O-Tool assignment contains a written component as well, in which you explain your work and your thinking behind it. Both the link to your Chore-O-Tool and your written component are to be posted in your blog group. These are due by **Friday by 5pm**. The Chore-O-Tools are worth 40 points each and combined accounts for 12% of your final grade.

Tests: There are ten short multiple-choice tests in the course. These will be made available on Friday and must be completed **before midnight on Sunday** of the appropriate week. Remember that once your test is open, you will only have one hour to access it, regardless of when you start. You cannot go back to a test after that one hour has passed. Each test is worth 40 points and combined accounts for 40% of your final grade.

Summary: At the end of each of the three major units, you will be assigned a Summary Review written assignment. These longer writings are uploaded via Blackboard, not posted to your blog group. These assignments are due **midnight by Sunday for the week in which they are assigned**. Each summary is worth 40 points and combined accounts for 12% of your final grade.

Final: The final is a 3 - 5 page essay. Throughout the course, you may want to prepare for this essay by keeping notes about connections you are making between units as well as distinct features and functions of dance in certain places at certain times. The essay is worth 150 points and accounts for 15% of your final grade. **Final essay is due Friday, December 11th 5pm.**

Grading Scale

Grades	Points
A+	970 - 1000
A	930 - 969
A-	900 - 929
B+	870 - 899
B	830 - 869
B-	800 - 829
C+	770 - 799
C	730 - 769
C-	700 - 729
D+	670 - 699
D	630 - 669
D-	600 - 629
F	599 and below

Academic Honor Code: Each student is required to sign the Academic Integrity Policy on all major work submitted for the course. Refer to the UNCG Undergraduate and Graduate Bulletin. <http://studentconduct.uncg.edu/policy/academicintegrity>.

Technical Help: For these problems, you will need to contact: 6-tech@uncg.edu Phone: 6-TECH (or) 336/256-8324. There is also a forum under discussion board called "Technical Support" where you can post questions to the tech people and they will reply.