

COURSE SYLLABUS - (SEM/YR: Fall 09)

1. **Course Prefix and Number:** DCE 345
2. **Course Title:** Dance in Elementary Schools
3. **Credits:** DCE 345 (2 credits)
4. **Course Prerequisites/Corequisites:** None
5. **For Whom Planned:** Elementary Education majors and Option II (lateral entry education majors).
6. **Instructor Information:**
Instructor: Melinda Waegerle
Office: 220E HHP
Phone: (O) 334-9853, (H) 545-1877, (before 9pm)
Office Hours:, **please see me for an appointment** or sign in on office door
Email address: mhwaeger@uncg.edu

Course Purpose/Catalog Description:

DCE 345: Observation/participation of dance education with elementary schools, as well as some special populations of varying ages, with reflection on the nature of dance and its educational significance.

7. **Teachers Academy Conceptual Framework Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*
8. **Course Goals and/or Objectives/Student Learning Outcomes:** Instructor's statement of learning outcomes OR goals/objectives from state or national professional standards (please identify the organization, e.g. DPI, CEC, etc.)
 - A. To explore the nature of dance as creative , aesthetic experience and learning experience.
 - B. To explore the basic elements of dance; to discover their relationship to other areas of learning.
 - C. To recognize the capacity and right of every person to dance.
 - D. To become aware of the diversity of response to dance.
 - E. To recognize dance as a basic human expression.
 - F. To experience the basic processes involved in teaching and learning dance and become aware of their significance in the development of individuals.
 - G. To observe dance taught in an integrated curriculum format and its impact on teaching and learning.
 - H. To develop strategies to include movement and dance as teaching methodologies in elementary classrooms.
9. **Teaching Strategies:** lecture, class discussion, group work, conferences, student presentations, field observations of dance classes in public school settings and blackboard tools.
In class: minimal lecture, group discussion, small group discussion and projects, group work, observation dance classes live and on videotapes of teaching, and a focus on movement exploration

Outside class: observation and participation in demonstration dance classes in the schools, taking notes and writing reflective papers, writing lesson plan, writing two reflective journals (one from class and one based on observations from the field). Watch for announcements on blackboard.

10. Evaluation Methods and Guidelines for Assignments: Statement of how students will be evaluated in the course and/or list of course requirements

See attached for specific assignments and criteria for evaluation

Please refer to the University policy on grades in the student handbook. Please note that a grade of C is designated as the appropriate grade for "the quantity and quality of work as may be fairly expected of a student of normal ability who gives to the course a reasonable amount of time, effort, and attention."

DCE 345 grades will be based upon -

1. Class participation **40%**
Attendance is mandatory. Each class counts for points. Missing a class will reduce the number of points you have. For example 1 absence 93, 2 absences 89, three absences will trigger a suggested withdraw from the course.
2. Reflective journals - (Dates on schedule) **20%**
If you miss a class you are responsible for the material missed and you will have another topic to reflect on. Contact me for your topic. 15 % UNCG classes (5) and 15 % field observations(5)
3. Collaborative teaching project **30%**
Must be turned in for review prior to publishing on blackboard..This is your final exam.
4. Book Response— **10%**
Suggested book list on blackboard. Other texts should be approved..

11. Required Text(s)/Readings/References: Use full citations. There are no required readings in this class since the dance classes themselves are considered the required readings. However, there is a list book list on blackboard to help students with their observations and lesson plans.

12. Topical Outline: This might also be your calendar. The course outline should contain sufficient detail to permit assessment of agreement between actual content and stated objectives and catalog description. See attachment 1.

13. Other Information: Any other items you normally include on your course syllabus such as Academic Honor Code, Attendance Policy, Additional Requirements, etc. See attachment 2.

Attachment 1. Topical Outline

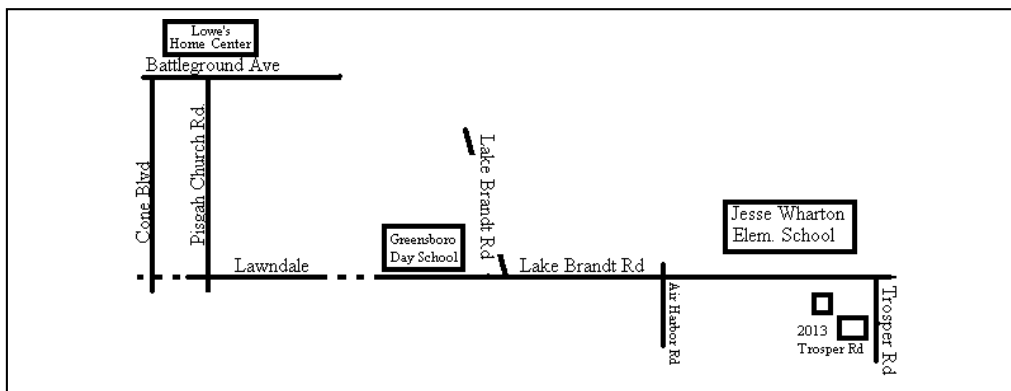
DCE 345
Spring 2008
SCHEDULE

8/25 & 8/27	1, 2	Introduction, discuss objectives, schedule, introduce class structure
9/8		Observation Jesse Wharton *
9/10	3	Dance vs. movement, managing movement in your class
9/15		Observation Jesse Wharton Elementary * pending scheduling by teachers
9/17	4	Integration of movement and dance, Elements of Dance, kindergarten emphasis
9/22		Observation Jesse Wharton Elementary*
9/24	5	Brain research and kinesthetic learning, 1 st grade emphasis
9/29		Observation Jesse Wharton Elementary*
10/1	6	Diverse populations and dance, 2 nd grade curriculum emphasis
10/6		Observation Jesse Wharton Elementary*
10/8	7	Assessment for learning, using movement to assess other content areas
10/13		FALL BREAK
10/15	8	3 rd grade curriculum emphasis, dance and literature /
10/20		Observation Jesse Wharton Elementary*
10/22	9	Multicultural approaches with dance Book Review Due
10/27		Observation Jesse Wharton Elementary*
10/29	10	Integration across the "Arts", 4 th grade curriculum emphasis
11/3		Observation Jesse Wharton*
11/5	11	Planning dance classes, lesson plan formats, collaborative planning, emphasis on 5 th grade
11/10		Observation Jesse Wharton Elementary*
11/12	12	Collaborative lesson planning / groups will plan
11/17		Jesse Wharton observation*
11/19	13	Collaborative lesson planning across the curriculum including dance, groups will plan
11/23		TBA
11/26		Thanksgiving Break
12/1		Final Jesse Wharton Observation Opportunity*
12/3	14	Collaborative Plan presentation from BB last date to turn in Reflective journals due (4 UNCG/5 Jesse) post on bb on digital drop
		Final Exam day... TBA

IF YOU ARE ABSENT Contact me for an alternative journal assignment. Please see attendance policy.

Directions to Jesse Wharton Elementary

Travel North on Lawndale. Lawndale becomes Lake Brandt Road. You can turn left or go straight and be on Lake Brandt! **GO STRAIGHT!!!!!!** Jesse Wharton Elementary School is located @ ½ mile up on the left. You may park in the uppermost lot. The lot is the first entrance into the school property. You also may park at my house. I live directly across the street from the school at 2013 Trosper. I live on the first house on the right. There is a large barn on the property. Please feel free to park in the gravel driveway or on the parking pad by the pine tree. estimated time from UNCG 20 minutes



Attachment 2. Other Information

Educational beliefs

- A. That every student will learn in this course, but every student will not learn the same things or in the same way.
- B. Teaching/learning is a cooperative endeavor, with responsibilities for both teacher and learner. That it is the students' responsibility to learn, to reflect on the learning process, and to reveal that learning and reflection to the instructor. That it is the instructor's responsibility to offer both challenge and support.
- C. That learning is messy, no teaching is perfect, and there is no such thing as a perfect class. The teacher's goal is not to be perfect, but to think critically about the theory and practice of teaching.

Components of the Course and Assignments

Components of the course

- A. Laboratory/Field Observations TBA according to Jesse Wharton Elementary and UNC-G students needs. Observation times will be scheduled on **Tuesdays only**. You will need to observe 5 classes and then write an in depth reflection of your observations. Focus on learning across the curriculum not classroom management!
- B. Discussion/Workshop, Thursdays 9:30 am and 11:00 am on campus.
- C. Outside assignments

DCE 345: 2 reflective journals (one is class based and the other is from on site observations), 1 book review and 1 collaborative lesson plan project (final project for the course.)

Assignments

I. **First Reflective Journal Assignment Collaborative Posting on Blackboard under discussion board. Post by third class meeting. We will use this in class.**

- 1. What is Dance? (Your groups' definition, not one from a book).
- 2. What experiences have you had with dance in the past? (club, studio, public school etc) & how did they make you feel? Describe
- 3. What concerns do you have with dance in a public school classroom setting?

II. **Reflective journals:** Instructions for *later* journal entries

- A. **Frequency:** One for each discussion / workshop and one for each field observation. Length: Equivalent of one full typed page (double-spaced) per lab class (minimum).
- B. **Content:**
 - 1. Introduction: State the movement content of each class (brief list of concepts, not a play-by- play description). **This should take up only a few lines of the paper.**
 - 2. **Major body of paper:** Reflect upon what you learned/what insights you gained/what questions were raised for you about **several** of the of the following:
 - a. Yourself
 - b. Dance

- c. Teaching & learning
- d. Students (as diverse learners, within/across age groups and ability levels)
- e. Schools and schooling
- f. Or a question posed by the teacher or yourself and your reflective answer at this point.

C. Grading

To get an A on this assignment:

Write about several of the items above and or develop a question that intrigues you and your thoughtful answer at this point in time. Ground your insights in specific incidents (tell what happened in the class to generate that insight), but **go beyond description to reflection. Describe/discuss what you learned, thought about, realized, confirmed, etc., not just what you, the students, or the instructor did.** These insights should be ones that you can "take with you" into other teaching/learning situations. Go beyond the obvious; raise significant issues.* Significant problems in grammar, sentence structure, spelling, and organization may lower your grade. Score for complete journal entries for UNCG 0-10 (10 total journal entries for UNCG class experience) . Score for complete Jesse Wharton Journal 0-10 (each entry 0-2 points each).

***All reflective journals should be typed (no exceptions), bound in a folder, clearly dated, and a divider between UNCG and Jesse Wharton observations. You may submit by email one or two entries or so for review before due date for brief feedback.**

III. Collaborative Teaching project (for DCE 345):

1. Select an objective from the Standard Course of Study K-5 and develop a lesson plan that integrates movement in a deep and natural way to teach the objective(s). Be prepared to present this lesson to the class on the last day of class.
2. Turn in lesson plan and present lesson to class as the teacher. All lessons will be posted on blackboard for the class to access. You **must have your plan checked by me and must post with all group members names at the top in order to get credit for your work.**
3. Grading

An A level project will have clearly written lesson plan, following the form given in class (objectives for students and teacher, a focus or theme, a list of equipment, and each activity, purpose, directions, and important cues that get to qualities and/or the how of the movement). The activities selected should be appropriate to the age group and NCSOS. Lesson should have opportunities for student decision making, assessment and attention to diverse learners. The evaluation will not only describe clearly what happened and objectives met, but will follow the standards for an A level reflective project (above).

93-100=A	79-82=B-	66-68=D+
89-92=A-	76-78=C+	63-65=D
86-88=B+	73-75=C	59-62=D-
83-85=B	69-72=C-	0-58=F

- I. Academic Integrity: Please go to academicintegrity.uncg.edu to view complete policy. This course will adhere to this policy. Cheating, plagiarism., misuse of academic resources, falsification and facilitating academic dishonesty are the types of violations outlined as well as a process for dealing with them. If you have questions please see me or direct questions to Dr. Shaw.