

FALL 2009

COURSE NUMBER: DCE 661

COURSE TITLE: Dance Pedagogy in Higher Education

Monday and Wednesday, 2:00-3:15 pm

HHP 319

CREDITS: 2 credits

PREREQUISITES/ COREQUISITES: graduate standing in dance or permission of instructor(s).

FOR WHOM PLANNED: graduate students; first year graduate teaching assistants

INSTRUCTOR INFORMATION:

Jill Green

HHP 317

(office) 336-334-3266 (office), (home) 342-1874 (before 8:00)

jillgreen@uncg.edu

CATALOG DESCRIPTION: Consideration of pedagogical issues and strategies in teaching dance studio and theory courses at the undergraduate college/university level.

STUDENT LEARNING OUTCOMES:

On completion of this course, the student will be able to:

1. engage in serious reflection about teaching in general and one's own teaching in particular.
2. construct a philosophy of teaching statement, syllabi, and demonstration class that reflect increased understanding of the processes involved with and skills needed to teach undergraduate college/ university courses.

EDUCATIONAL BELIEFS THAT RELATE TO THIS COURSE:

1. There is no single correct answer to the question of how one ought to teach dance.
2. Becoming a good teacher is an ongoing, career-long process.
3. An important part of teaching is modeling.
4. Teaching and learning are complementary activities, with responsibilities for both teacher and learner.
5. Knowledge is constructed by students, not just handed down by teachers.

TEACHING STRATEGIES: observation and analysis assignments, writing assignments, readings and discussion.

REQUIRED TEXT/ READINGS:

McKeachie, Wilbert J. (2006) 12th edition, Teaching Tips: Strategies, Research, and Theory for College and University Teachers. New York: Houghton Mifflin Company.

Dance department syllabi: <http://www.uncg.edu/dce/syllabi.html>

Applying the Seven Principles for Good Practice in Undergraduate Education:

<http://www.msu.edu/user/coddejos/seven .htm>

A book that informs your teaching of dance technique

Information posted on class Blackboard site
Other handouts
E-Reserve Readings

EVALUATION METHODS AND GUIDELINES FOR ASSIGNMENTS

Class participation, discussion of readings: 10%

Book discussion: group graded: 10%

Philosophy of Teaching Statement (1,000 words) and syllabus (at least 2 pages) and Presentation:

Quality of your documents: Jill grades: 25%

Quality of your presentation: group grades: 10%

Microteaching Demonstration: 30% (20 minutes per student)

Teaching journal (by the end of the semester):

- at least five substantial entries and/or whole classes on dance technique,
- two on dance composition or improvisation courses,
- two on academic/theory courses, and
- one on an outside event and its impact on your ideas about teaching. (I will share press releases and schedules for outside events throughout the semester.)

Required number of entries, completeness and depth of thought: Jill grades at midterm and final: 15 %

Your entries should detail your observations of a class and raise and explore pertinent questions in some depth. Good entries are often multiple pages long and involve much critical and reflective thinking. For example, you might look carefully at the student learning outcomes and other information on the syllabus and its relationship to course content and to your experience of the course, the development of the course, the teacher's ways of relaying information, interacting with students, and assigning grades. You might want to see where you are in relationship to your observations and fully discuss the issues you are struggling with. Your journals do not have to be finished writing (but make sure they are clear and legible).

Attendance: This course does not always meet. It's important that you attend on scheduled dates. Please let me know if you can't attend and I will give you a make-up assignment.

FACULTY AFFIRMATION OF WRITING FOR GRADUATE STUDENTS:

Communication in writing is important for all graduate students, including those in studio concentrations, and is valued by all UNCG dance faculty. Good writing requires your best effort and, like artistic work, requires editing/revising to achieve clarity.

TOPICAL OUTLINE:

Monday, August 24. Class discussion guidelines; What you want to get from the class; Introduction: What makes a good teacher? Start good teacher lists.

Wednesday, August 26: work day, no class meeting

Monday, August 31:

Discuss readings and good teacher lists as they inform these categories of the Statement of Teaching Philosophy:

- Conceptualization of learning
- Conceptualization of teaching
- Goals for students (content, process, lifelong learning)

Read:

Chism, Nancy Van Note (1997-98), "Developing a Philosophy of Teaching Statement," Essays on Teaching Excellence, v. 9 n. 3.

Green, Jill (2004) "Philosophy of Teaching Statement" (unpublished).

hooks, bell (1994) Teaching to Transgress, New York: Routledge. (excerpts)

McKeachie: Part I: Getting Started 1-28; Part 6: Teaching for Higher Level Goals 300-341.

Wednesday, September 2:

Discuss readings and good teacher lists as they inform these categories of the Statement of Teaching Philosophy:

- Conceptualization of learning
- Conceptualization of teaching
- Goals for students (content, process, lifelong learning)
- Implementation of the Philosophy
- Personal growth plan

How to develop a teaching philosophy

Read:

McKeachie: Part 3: Understanding Students 140-190;

Part 7: Lifelong Learning for the Teacher 344-359

"Seven Principles for Good Practice in Undergraduate Education" by Arthur W.

Chickering and Zelda F. Gamson. (online)

Monday, September 7:

NO CLASS – Labor Day

Wednesday, September 9 through Monday, September 21:

Guest speakers or observations

(Be sure to ask before you attend). When observing classes make sure you read the syllabus before class. Observation notes should capture what you are learning, critical thinking, the sense of class from beginning to end, and thinking back and forth between the syllabus and class.)

Your entries should detail your observations of a class and raise and explore pertinent questions in some depth. Good entries are often multiple pages long and involve much critical and reflective thinking. For example, you might look carefully at the student learning outcomes and other information on the syllabus and its relationship to course content and to your experience of the course, the development of the course, the teacher's ways of relaying information, interacting with students, and assigning grades. You might want to see where you are in relationship to your observations and fully discuss the issues you are struggling with. Your journals do not have to be finished writing (but make sure they are clear and legible).

Wednesday, September 23:

Teaching Philosophy DUE And Presentations

Present: Teaching philosophy for dance technique and a carefully related syllabus (before handing in documents) – 15 minute presentation

Monday, September 28:

Grading technique

Chapter 7: Assessing, Testing, and Evaluating: Grading is Not the Most Important Function, 74-86;

Chapter 10: What to Do about Cheating; 113-122;

Chapter 11: The ABCs of Assigning Grades; 123-138.

Departmental grading rubric.

Wednesday, September 30:

Teaching Choreography (guest)

Read (e-reserves through library):

Van Dyke, J. (2005). Teaching choreography: Starting with craft. Journal of Dance Education, 5(4).

Williams, C. J. (2002). Beyond criticism: Lerman's "Critical Response Process" in the dance composition classroom. Journal of Dance Education, 2(3).

Wednesday, September 30 through Wednesday, October 7: Teaching choreography

Observe choreography and improvisation classes. Be sure to ask before you attend. Collect observation notes in your teaching journal/ portfolio. (When observing classes make sure you read the syllabus before class. Observation notes should capture the sense of class from beginning to end and thinking back and forth between the syllabus and class.)

Your entries should detail your observations of a class and raise and explore pertinent questions in some depth. Good entries are often multiple pages long and involve much critical and reflective thinking. For example, you might look carefully at the student learning outcomes and other information on the syllabus and its relationship to course content and to your experience of the course, the development of the course, the teacher's ways of relaying information, interacting with students, and assigning grades. You might want to see where you are in relationship to your observations and fully discuss the issues you are struggling with. Your journals do not have to be finished writing (but make sure they are clear and legible).

Monday, October 12:

NO CLASS – FALL BREAK

Wednesday, October 14: Evaluation in the choreography class

MIDTERM JOURNALS DUE

Monday, October 19: Teaching Theory Classes

Read:

Part Two: Basic Skills for Facilitating Student Learning, 30-73; 87-104:

Part Four: Adding to your Repertoire of Skills and Strategies, 192-252

Wednesday, October 21 through March 28 through Monday, November 2 April: guest speakers or observations

Wednesday, November 4, through Wednesday, November 11:

Present and discuss the book you have been reading and its impact on your teaching (20 minutes).

Monday, November 16 through Monday, November 23:

Living and surviving higher education

Wednesday, November 25:

NO CLASS – Thanksgiving Break

Monday, November 30 and Wednesday, December 2:

Microteaching demonstrations (20 minutes per student)

FINAL: Monday, December 14, 12:00 Noon – 3:00 pm:

Microteaching demonstrations (continued) 20 minutes per student

Final discussion and Evaluations

Teaching Journal (final) DUE

ADDITIONAL REQUIREMENTS:

-- no cell phone or beepers

-- please let me know if illness, an injury, a learning style, or family emergency impacts your performance in this course

ACADEMIC HONOR CODE:

All students are expected to know and abide by the UNCG Academic Honor Code. On all course work and examinations, each student shall add the following statement:

"I have abided by the UNCG Academic Honor Policy on this assignment or examination."

_____ Signature _____ Date

See <http://saf.dept.uncg.edu/studiscp/Honor.html> for a statement of UNCG's Academic Honor Code.