

**COURSE SYLLABUS – Spring 06**

1. **Course Prefix and Number:** DCE 463
2. **Course Title:** Seminar in Dance Education
3. **Credits:** 3
4. **Course Prerequisites/Corequisites:** Pr. All licensure requirements except for Student Teaching.
5. **For Whom Planned:** Dance education students. Required for students in BS licensure program and BA (concentration in dance education for studio teachers).
6. **Instructor Information:**  
Instructor: Jill Green  
Office: 317HHP  
Phone: (O) 334-3266  
Office Hours: Tuesdays and Thursdays 2:00-3:15 p.m. and by appointment.  
Email address: [jillgreen@uncg.edu](mailto:jillgreen@uncg.edu)
7. **Course Purpose/Catalog Description:**  
Summary and evaluation of teaching experience, designed to serve as a guide in coordination of interpretations, philosophy, and understanding in dance education.
8. **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.*
9. **Course Goals and/or Objectives/Student Learning Outcomes:**  
  
By the end of the semester students will be able to:
  - a. Share student teaching experiences in a thoughtful and self-reflective manner.
  - b. Understand key issues related to teaching at specific sites such as schools, studios, community centers, etc.
  - c. Develop a philosophy regarding teaching and learning.
  - d. Be better prepared to deal with the challenges of teaching.
  - e. Understand the value and application of assessment and know how to assess student performance.
  - f. Identify and use instructional resources and technology.
  - g. Interact effectively with school/studio and civic communities, and serve as advocates for quality dance education.
  - h. Further develop competencies necessary for professional growth.
10. **Teaching Strategies:** Class discussion, group and individual projects, lecture and guest teachers.
11. **Evaluation Methods and Guidelines for Assignments:**

## REQUIREMENTS AND EVALUATION:

1. Resume for job applications (10% of final grade)  
Samples will be provided in class.

Criteria for evaluation:

Absence of mechanical errors in writing (grammar, spelling, punctuation, etc.)  
Clarity  
Consistency of form  
Attractiveness of final product

2. Online Discussion (15%)  
There will be times when students will be asked to take part in online discussions regarding particular topics and issues such as ethics, social problems, classroom managements, etc. Students will be expected to respond to entries and provide their own comments or questions regarding the topic. They will be expected to address how they are coping with these issues in their teaching experience.

Criteria for evaluation:

Correct number of entries and responses  
Depth of thought about the topic or issue  
Examples from teaching  
Reflectivity

3. Teaching/assessment project (25%)

Develop scoring rubrics to evaluate student competency in meeting two standards in the North Carolina Standard Course of Study in Dance.

Criteria for evaluation:

Rubric is assessing the competency chosen  
Rubric differentiates between levels of knowledge and skill  
Clarity of language

4. Advocacy and Power Point Presentation (25%)

Make a 5-8 minute presentation (MAXIMUM 8 minutes) to one of the following hypothetical audiences regarding why they should support a dance program at a particular school or particular system:

PTA  
School Board

- A. This speech should be designed to both inform your audience about what quality dance education looks like and persuade them that it is important.

1. At the beginning, get the audience's attention and let them know within the first few sentences what the point of the presentation is.
2. Describe the (hypothetical) program/project clearly and colorfully—paint an imaginary picture or tell a story to make it come alive. Let your audience know what they would see if they looked inside a studio/classroom for your project. Avoid or explain terms that your audience might not understand, such as "multiple intelligences," "national standards," and "technique."
3. Clearly state the reasons that the program/project should be continued/funded. Use Power Point slides to clarify/reinforce these reasons. Make sure that the reasons you give fit with the type of program you have

described. Make sure that you cite source material from this course. Although you are encouraged to use additional credible sources as well.

4. Relate the discipline of dance to other aspects of life.
5. Organize the parts of your presentation with as much care as you put into a dance, thinking about the transitions and the ending as well as the other parts.
6. Reveal your passion for your topic, but don't let your enthusiasm get in the way of clarity.

B. Some "technical matters":

1. Use your Power Point presentation to remind you of key points, but make sure that you have good eye contact with your audience.
2. Use vivid, clear language that your audience will understand. Do not use slang, but avoid technical jargon. Also avoid using "fillers" such as "y'know" or "like." Use correct grammar.
3. Enunciate clearly and speak slowly enough that your audience can understand. Use variety in your voice, avoiding a monotone. Pay attention to the rhythm and dynamics of your speech.
4. The Power Point presentation needs to be both visually attractive and informative, and should have no grammatical errors or misspelled words.

The speeches will be presented in class and videotaped during the final exam time, Saturday, May 6, 3:30-6:30pm. The Power Point slide must be turned in (printed) at this time.

C. Scoring rubric

A: The speech fulfills all of the requirements above, including "technical matters."

B: One or two of the requirements above may be missing. For example, you may use terms a lay audience would not understand and you may read your speech with minimal eye contact.

C: Three or four of the requirements above may be missing.

5. Production Budget Assignment (5%)

Demonstrate that you know how to organize, estimate, predict, and analyze expenses and resources needed to produce one of the following:

- a. High School dance concert (required for licensure). Assume there is no charge for use of the school auditorium.
- b. Studio concert for your students: Assume you have to rent a studio.

You may include a real budget based on a production you have worked with, or an imaginary one. Make sure that you included costs of costumes, printing, music, and personnel required. Estimate a realistic attendance and price of tickets. If the costs

exceed revenue, explain how you will reduce costs or increase revenue.

A: The budget is well organized and analyzed. Items fall within the amount set. All necessary items are covered.

B: The budget is generally well organized, although, there may be some things missing or the student has not thought through everything. Most items are covered but there may be a few mistakes or omissions.

C: The budget is not well organized. There are a number of necessary items missing, and the student has not thought through what is needed. There are a number of omissions and a number of mistakes.

7. Completion of Teaching/Technology Portfolio (20%)

The entire portfolio, including portions done originally in previous classes, must be turned in. Teachers Academy Rubrics and NETS rubrics will be used.

**ALL ASSIGNMENTS MUST BE POSTED ON TASKSTREAM**

**12. Required Text(s)/Readings/References:** None

**13. Topical Outline:** See attached

**14. Other Information:**

**Educational beliefs:** The dance education faculty supports the metaphor of teacher as artist, recognizing three aspects of artistic thought as described by Howard Gardner: production, perception, and reflection. It is the philosophy of the faculty that knowledge is created more than transmitted within the curriculum.

Expectations for faculty include modeling forms of good teaching, reflecting on and questioning teaching experiences and practices in an open forum, providing opportunities for learning about multicultural education, and presenting teaching as a process of becoming. Central to this role is respecting and supporting students personally and challenging them professionally and intellectually.

**14. Recommended Text(s) and/or Readings:** None

**15. Alignment with State and National Standards:** See attached matrix

### 13. Topical Outline

#### COURSE CALENDAR\*

January 10:	Introduction, assignments, TASKSTREAM
January 17:	Resumes and interviews
January 24:	Job searches in dance education and Issues of beginning teachers <b>COMPLETED RESUME DUE</b>
January 30:	<b>EDUCATION CAREER DAY—NO STUDENT TEACHING</b>
January 31:	Teaching and Technology Portfolio
February 7:	Teaching and Technology Portfolio
February 14:	Professional Organizations
February 21:	Instructional Technology (Software)
February 28:	<b>Jill will be at ECU – Work on Portfolio</b>
March 7:	<b>NO CLASS – SPRING BREAK</b>
March 14:	Instructional Technology
March 21:	Evaluation and assessment, Rubrics
March 28:	Critical Dance Pedagogy and Multicultural Issues <b>TEACHING AND TECHNOLOGY PORTFOLIO DUE</b>
April 4:	Production Budgets and Grants and Funding
April 11:	Teaching and Technology Portfolio <b>TEACHING ASSESSMENT PROJECT DUE</b>
April 18:	TBA (based on issues brought up in class)
April 20:	<b>HIGH SCHOOL DANCE DAY—NO STUDENT TEACHING</b>
April 25:	Course and program evaluation <b>PRODUCTION BUDGET ASSIGNMENT DUE</b>
April 28:	<b>HIGH SCHOOL DANCE DAY—NO STUDENT TEACHING</b>
Saturday, May 6, 3:30 p.m.	<b>REMAINING ASSIGNMENTS DUE</b> <b>(The Teaching and Technology Portfolio will be graded by three people. It will be handed back to you if it is not satisfactory. You will receive a grade for the course but cannot get licensed until the portfolio receives a satisfactory grade.)</b>

**\*Please note: At the start of each class we will share experiences in the schools and reserve time for questions, comments, and discussion about issues that arise in dance education. This schedule may be changed.**



Program Title: Dance  
Greensboro

Institution: University of North Carolina at

Standards and indicators for A licensure	How standard met
Standard 1: Dance teachers demonstrate a comprehensive understanding of the essential knowledge, concepts, skills and processes of dance included in the K-12 curriculum.	
Standard 2: Dance teachers must physically demonstrate the skills and processes of dance.	
Standard 3: Dance teachers know the value and application of assessment.	Assessment assignment
Standard 4: Dance teachers demonstrate an understanding of the cognitive, physical, and emotional development of students.	
Standard 5: Dance teachers guide students to create dance for personal and purposeful expression.	
Standard 6: Dance teachers create and manage an environment that is supportive, congenial and purposeful, contributing to the active engagement of students.	
Standard 7: Dance teachers effectively employ multiple strategies to engage students and encourage creativity.	
Standard 8: Dance Teachers identify, select, adapt, and use a wide variety of instructional resources and technology to enhance student learning.	Technology assignments
Standard 9: Dance teachers understand how to sequence and modify instruction to aid student understanding and mastery of dance.	
Standard 10: Dance teachers know how to assess what their students have learned.	Assessment assignment
Standard 11: Dance teachers celebrate diversity, practice equity and fairness, and use the multicultural content of dance to promote opportunities for learning tolerance and acceptance of others.	

<b>Standard 12: Dance teachers adapt instruction and design curriculum to meet the individual needs of their students.</b>	
<b>Standard 13: Dance teachers model attitudes and behaviors that reflect professional and ethical standards.</b>	
<b>Standard 14: Dance teachers model self-direction, self-discipline, and self-evaluation.</b>	
<b>Standard 15: Dance teachers interact effectively with school and civic communities, and serve as advocates for quality dance education.</b>	Community assignment