

COURSE NUMBER: DCE 611-01 **Spring 2006**

COURSE TITLE: Dance: The Phenomenon II

Credits: 3/3 (3 semester hours/ 3 credits)

Prerequisite: Grade of B or better in DCE 610 or approval of Department Head

For Whom Planned: Graduate students in Dance (required for all)

INSTRUCTOR INFORMATION:

Ann Dils

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CATALOG DESCRIPTION: In-depth personal inquiry into the nature and making of meaning for a selected area of concern in dance. Includes significant individual project.

STUDENT LEARNING OUTCOMES

This semester in DCE 611, you will complete the research project begun through your teaching of *Moon Water*, *Still Here*, or *Outside In* during Fall 2005. Over the course of this semester, and working with the data collected in the Fall (the videotapes and student writings), you will:

- transcribe, analyze, and interpret data drawn from your students' learning experiences concerning the dance you taught.
- learn more about the nature of action research through reading and instructor-guided practice.
- prepare a written analysis of the academic writing of established scholars in order to learn more about standard approaches of scholarship.
- support your peers in their analysis and interpretation of their data.
- find, assess, and report the contents of existing literature that will deepen your interpretation of your data, and situate your work within a field or fields of knowledge.
- complete a portfolio of writings that are standard to action research. These include a written analysis and interpretation of your data with an introduction (including some of your procedures) and a concluding statement.

At the conclusion of this semester, you will not have a completed paper, but a collection of writings that might combine to make a finished academic paper. If your work this semester is successful, you might want to consider completing your paper through an independent study. We

are always happy to talk to you about conference presentations and academic publications, the perfect showcase and proving ground for your completed paper!

TEACHING STRATEGIES: readings, discussion with peers and faculty, mentoring through feedback on writing

EVALUATION METHODS AND GUIDELINES FOR ASSIGNMENTS: See Assignments on Blackboard.

REQUIRED TEXTS/READINGS/REFERENCES: See calendar. Readings required for all students are either available online or hard copies will be available for students to make their own copies.

CALENDAR: See below.

ACADEMIC HONOR CODE: ACADEMIC HONOR CODE: The Academic Honor Policy, administered by the Vice Chancellor for Student Affairs, is described in detail in the Policies for Students handbook. Students are responsible for becoming familiar with the Honor Policy in all its aspects and for indicating their knowledge and acceptance of the Honor Policy by signing the honor pledge for all major work submitted. Students should recognize their responsibility to uphold the Honor Policy and to report apparent violations to the appropriate persons (Graduate Student Bulletin, http://www.uncg.edu/grs/bulletin/Academic_Honor_Policy.html).

ATTENDANCE POLICY: The course is taught online, so there are no classes to attend. It is critical, however, that students keep current with course assignments. If you run into a problem, please communicate with us!

CALENDAR

Week 1: Monday, January 9- Sunday, January 15

Begin typing transcripts of two class sessions and copy all other class documents.
Begin reading for Assignment 1.

*January 13, Friday: Last day to change courses or course sections without special permission,
Last day to drop course for tuition and fees refund*

Monday, January 16 (Martin Luther King Holiday)-

Weeks 2-3 Tuesday, January 17- Sunday, January 29

Complete typing transcripts.

Complete Assignment 1 (Excavating academic writing) and post in BB Discussion Board by 9am on FRIDAY January 20. [Feedback and grade will be posted by Jan 30 at 9am](#)

Complete Assignment 2, (Data analysis, using three assigned readings as preparation) and post in BB Discussion Board by 9am January 30. [Feedback will be posted by Feb. 6 at 9am.](#)

Weeks 4-6 (Monday, January 30- Sunday, February 19)

Recommended: Meet with small group after reading Assignment 2 by group members.

Complete Assignment 3 (Going deeper in reflection) and [post in BB Discussion Board by 9am Monday, February 20. Feedback will be posted by March 6 at 9am.](#)

Week 7 (Monday, February 20- Sunday, February 26)

Complete Assignment 4 (Peer response) and [post in BB Discussion Board by Monday, February 27 at 9am.](#) (Small group meeting required to complete this assignment.)
[Feedback and grade will be posted by Monday, March 13 at 9am.](#)

End of this week or very beginning of next week: Meet with Ann or Sue as directed to confirm readings for assignment 5..

Weeks 8-9 (Monday, February 27- Sunday, March 12 March 6-10: Spring Break

Complete Assignment 5 (Literature) and [post in BB Discussion Board by Monday, March 13 at 9am. Feedback and grade will be posted by March 27 at 9am.](#)

Weeks 10-11 (Monday, March 13-Sunday, April 2)

Complete Assignment 6 first round (Extended reflection) and [post in BB Discussion Board by Monday, April 3 at 9am. Feedback will be posted by Monday, April 10 at 9am.](#)

Weeks 12-14 (Monday, April 3- Sunday, April 23)

Complete Assignment 6 second round and [post in BB Discussion Board by Monday, April 24 at 9am. Feedback and grade will be posted by Monday, May 1 at 9am.](#)

Weeks 15-16 (Monday, April 24- Sunday, May 7)

Complete Assignment 6 third round (optional) and [post in BB Discussion Board by Monday, May 8 at 9am. Final grades will be posted by 9am on May 15.](#)

Tuesday, May 2: Last day of classes

Wednesday, May 3: Reading Day

ASSIGNMENT CALENDAR

All assignments due Monday 9am except for Assignment 1, which is due Friday at 9am!!
It is anticipated that each assignment will require 9-12 hours per week for the number of weeks indicated. Do not wait until a few days before an assignment is due to start it.

January 20, Assignment 1 (Excavating) due. 15% of grade. Feedback and grade on 1/30.

January 30, Assignment 2 (Data analysis) due. Feedback on 2/6.

February 20 Assignment 3 (Deeper reflection) due. Feedback on 3/6.

February 27 Assignment 4 Peer response due. 10% of grade. Feedback and grade on 3/13.

March 13 Assignment 5 (Reading summaries) due. 15% of grade. Feedback and grade on 3/27.

April 3 First round Assignment 6 (Extended reflection) due. Feedback on 4/10.

**April 24 Second round Assignment 6 due. (Assg. 6 is worth 60% of your final grade.)
Feedback and grade on 5/1.**

May 8 Third round Assignment 6 due (if desired). Grade on 5/15

ASSIGNMENTS

Assignment 1:

READ: Green, J. & Stinson, S.W. (1999). Postpositivist research in dance. In S. Fraleigh & P. Hanstein (Eds.), *Researching dance: Evolving modes of inquiry* (pp. 91-123). Pittsburgh: University of Pittsburgh Press. (Blackboard ereserves)

EXCAVATING ACADEMIC WRITING 15% of grade. Due Friday, Jan. 20 on Discussion Board.

When good writers read, they do so for the reasons all of us read—for pleasure, information, and to push our thinking. They also (like choreographers watching others' dances) read to improve their research and writing. They read to see how the author obtained and used primary sources, to see what the author used as theoretical and discipline-based sources, and to know how others “perform” their research for an audience of readers.

Your assignment is to undertake an excavation of two of the articles we will share with you on January 8.

For items 1-7: Make an outline that maps and explains or gives examples for each of these items, OR make photocopies of the texts and add your notations.

For items 8 and 9: Write in paragraph form. You will need to quote and use page numbers.

If you choose to do this assignment with the book, don't feel compelled to map everything, but the introduction, conclusion, and one chapter.

ITEMS TO OUTLINE OR MAP FOR THIS ASSIGNMENT:

1. Statement of purpose (the research question)
2. Personal statement in which the author explains her interest in the question at hand and personal and professional information that situates her within the research.
3. Methodology and procedures: What academic area(s) inform this author's work? What tradition of thought or theoretical framework justifies how she went about her work? What did she do? Who did she talk to, what did she observe?
4. Existing literature as used to position the author within a field and body of discourse and as used to theorize and push the author's analysis of data.
5. Data: What primary sources is the author working with? This might include, for example, her descriptions of what happened at a particular event, words by the people she studies, facts picked up from documents or that situate events in time and place.
6. Analysis of data: What has the author determined is important about this data? How did the author pull meaning from the data and organize it?
7. Interpretations and theorizing: Do you see the author as largely reporting data? Or does she use the data to make some larger point about practices in her field or about how we see, think, or teach? What larger principles or ideas (about society, culture, personality, education) shape, explain, or connect to this data?
8. Knowing that the boundaries between the categories in the Green and Stinson (1999) reading are not rigid, how do you see this work in relation to those categories? Where does it fit best and why do you think so?
9. Discuss this writing as a performance of data: What about it kept your interest? How did the writer facilitate your reading as a pleasurable activity? What strategies did the writer use to enhance your understanding? What aspects of the writing gave you the most struggle?

To earn a "C" for this "Excavating" assignment:

1. Attend to all of the points of the assignment as described.
2. Write in a way that is clearly ordered and obeys the rules of grammar and punctuation.
3. Properly cite selections from the readings using either APA or Chicago style.
4. Pursue the topic as a superficial summary, especially in your handling of #8 and 9. A "C" paper would not demonstrate understanding of the kinds of post-positivist research and would not include *significant* insights about the writing.

To earn a "B" for this "Excavating" assignment:

In addition to standards 1-3 required for a C paper,

1. In point #8 for the assignment, demonstrate *some* understanding of the kinds of post-positivist research.

2. In point #9 for the assignment, include *significant* insights about the writing.

To earn an “A” for this “Excavating” assignment:

In addition to standards 1-3 required for a C paper,

1. In point #8 for the assignment, demonstrate *significant* understanding of the kinds of post-positivist research.

2. In point #9 for the assignment, include *significant* insights about the writing as it impacts the reader *and* in relationship to your own work.

Assignment 2: Data analysis. Relates to items 5 and 6 in “Excavating” assignment. You should be working on this as you are typing your transcripts.

Due Monday, January 30 on Discussion Board. Will not be graded, but must be turned in before doing the next assignment.

1. READ:

a. Stinson and Dils, About Action Research (Blackboard, Course Documents)

b. Newman, J.M. (2000, January). Action research: A brief overview. Retrieved January 31, 2005 from, <http://qualitative-research.net/fqs-texte/1-00/1-00newman-e.htm>

c. Stinson, S.W. (2004). Teaching ethical thinking to prospective dance educators. In L. Rouhiainen, E. Anttila, S. Hamalainen, & T. Loytonen (Eds.), *The same difference? Ethical and political perspectives on dance* (pp. 235-279). Helsinki, Finland: Theatre Academy. (Blackboard, e-reserves)

2. WRITE (length will be dependent upon how much data you have): [Make sure that you do not use any real names of students. Remember what you promised them about not revealing their identities!]

(In each case, cite the evidence from the data. If you have a lot of student data, this will take a while. Look in broad categories; see example from the 05 class posted under Course Documents.)

a. What did my students learn about *Still/Here*, *Moonwater*, or *Outside In*? How do I know they learned this?

--Is this what I intended that they learn about this work?

--What did I do to facilitate this intention? In looking back, what might I have done differently to facilitate my intention?

b. What else did my students learn in these classes, other than learning about the work? (Again, cite evidence from the data.) Did they learn things about themselves, their peers, me as teacher? Did they learn anything about dance in general? Remember that students may learn things other than what teachers are explicitly teaching.

--Is this what I intended that they learn during our time together?

--What did I do to facilitate this intention? In looking back, what might I have done differently to facilitate my intention?

c. What other questions arise for me in reading this data? (Note: This question was not included last year, so is not found in the example. We are including it this year as an option, in case you find issues in your data that are more interesting than the ones above.)

Before completing assignments 3 and 4, you should meet together with your small group at least once. (Required for assignment 4—read that assignment before meeting!) The meeting is to help and support each other in being able to go deeper in reflection. We encourage you to meet both after reading each other’s Assignment 2 and again after reading Assignment 3, and to meet regularly as a support group for each other during the rest of the semester.

Assignment 3: Going deeper in reflection. Relates to #7 in “Excavating” assignment.

Due Monday, Feb 20 on Discussion Board. Will not be graded, but must be turned in before doing the next assignment.

1. READ: Assignment 2 by other members of your small group.

2. THINK ABOUT: The point of action research is not to congratulate ourselves about what good teachers we are. There is no point to doing research unless you are really seeking to learn something. What you learn depends on the kinds of questions that you ask yourself.

3. WRITE (6-8 pages):

a. Looking at both what **is** in your data and what **is not** in your data, what questions arise for you about your teaching that get to deeper levels of reflection? Here are some examples:

Where is meaning located when we ask students to make meaning of a work? Do we teach students that meaning is found mainly in themselves, or mainly in the work, or a combination? How do we teach (what do/can we do as teachers) to help facilitate deeper student meaning making?

In looking back, does it seem like what they learned (and/or what I intended them to learn) is important? Why/why not? Is there something that now seems more important?

What does this tell me about my own values—related to dance, to teaching/learning, to something else?

What do my answers to all of these questions tell me that I mean by *learning*? What is potentially problematic or limiting about this way of thinking?

Start trying to respond to some of your questions, as well as posing them. But do remember: The point of all this is not to prove that you are right or already know how to teach.

b. Identify 1-3 topics about which you think you need to do further reading to enhance your reflection, including possible readings if you know of them. These will probably be diverse, exploring teaching practice (readings on fostering critical thinking, for example) and philosophy (readings on the feminist classroom, for example). Once we see what your topics are, we will tell you whether to meet with Ann or Sue to finalize the readings. We need to approve the readings before you start assignment 5. (This means that we need to have a copy of each one. This may require two appointments—one to propose possibilities and one to finalize them.)

Assignment 4: Peer response: 10% of grade

You must have met at least once with your small group in order to complete this assignment.

Due: Feb 27 in Discussion Board

1. READ assignments 2 and 3 from your small group members.
2. DISCUSS these assignments with your small group as indicated above.
3. WRITE (5-8 pages): a letter to your group, discussing how reading your peers' work and discussing it with them enhanced *your* ability to analyze your own work and see the issues embedded in it, to get to higher levels of thinking (see Bloom's Taxonomy), and to be more self reflexive (thinking about your own thinking).

Make sure that you:

- a. Address each member of your group, to identify how what they said and/or wrote assisted/challenged your own thinking.
- b. Write to your peers as a colleague, not as a teacher or critic.

Rubric for evaluating peer responses:

To earn a C:

- *The response fulfills the assignment as stated.
- *The writing is generally clear, but may have portions that are not readily understood.
- *Comments reveal gratitude to and respect for each of your peers, but are relatively generic. They give specific examples of what your peers wrote/said, but do not reveal any significant insights from the reading or discussion.

To earn a B:

- *The response fulfills the assignment as stated.
- *The writing is clear, readily understood.
- *Comments reveal gratitude to and respect for each of your peers. They give specific examples of what your peers wrote/said, with a few insights applied to your own work.

To earn an A:

- *The response fulfills the assignment as stated.
- *The writing is clear, easily understood
- *Comments reveal gratitude to and respect for each of your peers. They give specific examples of what your peers wrote/said, with substantial insights applied to your own work.

Assignment 5: Summary of readings: 15% of grade. Relates to #4 in “Excavating” assignment.

Due: Monday, March 13 in Discussion Board

Following the required meeting with Sue or Ann to select/approve your readings, write a summary of each, along with reflections of how each reading has illuminated your understanding of the issues you raised regarding your teaching and/or the work you taught. The response to each reading will normally be 2-3 pages.

- a. At the top of the first page, include full bibliographic information using either APA or Chicago style. If you refer to any other readings in the paper, include a list of references.
- b. In your own words, summarize important information about the writing:
 - * the central purpose of the research and writing.
 - *the methods and procedures (including the discipline in which this research is situated) followed in this research. (Here, we use the word “research” to include research studies and the research of existing literature that must be done to discuss theory or position a discussion historically or within a field of study. Methods and procedures may not be explicit.)
 - *An overview of the contents, and, if possible, the author’s conclusions.

To do this, pay careful attention to the introduction, conclusion, and chapter or subheadings of the book or article. Present each of these items as a heading (no complete sentences, presented in list form) or in an introductory paragraph.

- c. In two or three paragraphs, discuss the information or ideas that are especially relevant to your work. What specifically will you use in your paper? Describe how this information or these ideas inform your thinking.

To earn a “C” for the readings summaries:

1. Summarize at least three substantial articles or the equivalent, as approved by Ann or Sue.
2. Include all items listed in the assignment.
3. Write in a way that is clearly ordered and obeys the rules of grammar and punctuation; there may be brief sections that are not well-edited or are unclear.
4. Pursue the topic as a superficial summary without making significant connections to your own work.

To earn a “B” for the readings summaries:

1. Summarize at least three substantial articles or the equivalent, as approved by Ann or Sue.
2. Include all items listed in the assignment.
3. Write in a way that is clearly ordered, obeys the rules of grammar and punctuation, and is a pleasure to read.
4. Pursue the topic past a superficial level, going beyond the obvious and clearly reflecting DCE 611 coursework.

To earn an “A” for the readings summaries:

In addition to standards required for a B, develop deep and significant connections between your work and established literature and use this process to think in new ways.

Assignment 6: Extended reflection. Final draft 60% of final grade

First round due: Monday April 3.

Second round due: Monday April 24

Third round (if desired) due May 8

Post in Discussion Board; there will be a separate DB for each draft.

Grading: The instructors will provide feedback on the first round indicating how you may improve. The second round of your work will be graded. The third round is an optional opportunity to improve your grade, if desired.

We recommend that each round consist of a minimum of 5 drafts, to give you plenty of time for editing!!!

1. READ: On Writing a Research Report (On Blackboard under Course documents.)
2. WRITE:
 - a. A two page introduction to your paper, in which you explain your interest in the question at hand and personal and professional information that situates you within the research. This should include summarizing how you prepared for this teaching last semester through your study of a choreographic work. Give a brief summary of what you taught, and refer the reader to the full lesson plans in an Appendix. Describe how you went about your analysis and reflection, including how you used your literature. This is pure reporting of the procedural details of your work.
 - b. (This is the extended reflection part, where you really start putting things together.) Combine/revise assignments 2, 3, and 5, using your readings to extend your reflection. This will be about 15-18 pages, although it could be longer if you have a lot of data from your students to include. You will also need to be figuring out the right form to organize your data summaries, reflective writing, and literature, as indicated in the reading. You have seen several examples of other research, but will have to find the right way for your own work.

To help you be more successful with this assignment:

First think back to what you learned in doing the “Excavating Academic Writing” assignment earlier, and review “About Action Research, as well as the new reading noted above. We also have examples or student work from last year (in Sue’s office).

You will note that we have not included grading criteria. We will provide these criteria with feedback to your first draft, to be sure that we are specific enough to help each of you do as well as possible.