



UNIVERSITY OF CALGARY
FACULTY OF ARTS
SCHOOL OF CREATIVE AND PERFORMING ARTS
DNCE 447: Dance Pedagogy: Community Populations
2019 Fall Session

Instructor Office Email Office Hours Phone	Kyrsten Blair Craigie Hall, D525 kyrsten.blair@ucalgary.ca By Appointment 403-244-3001
Day(s),time(s) and location of Class	Tuesday & Thursday Sept 05-Dec 06, 2019 2:00pm-3:50pm CHE 011
Out of class activities	Observing one community dance class. List of classes available to attend will be posted on D2L, and must be pre-approved by the instructor.
Learning resources: required readings, textbooks and materials	Required readings to be posted on D2L.
Prerequisites	Dance 235, 307 and 333.
Supplementary fees	N/A
Course description	An overview of the approaches to dance pedagogy for teaching varied community populations, including adults, seniors, mixed ability and pre-school children.

<p>Course learning outcomes</p>	<p>By the completion of this course, successful students will be able to:</p> <ul style="list-style-type: none"> • Articulate a personal teaching philosophy as an expression of their individual experiences, values and pedagogical methods • Understand health and safety issues in the dance environment • Identify strategies for injury prevention and management • Apply anatomical and biomechanical principles of alignment where appropriate for age and ability • Recognize group specific needs, risk factors, and individual anomalies (age, ability/disability etc.) • Adapt their teaching methods according to age, ability, environment, and learning style • Understand the safe progression, sequencing, structure of dance activities • Understand and integrate the psychological aspects of dance practice • Identify and apply best practices of teaching dance to varied community populations, including adults, seniors, special populations, mixed ability and pre-school children • Identify resources and tools for learning, class planning, and positive student engagement • Understand and apply the principles of BrainDance • Self-evaluate, self-direct, identify issues, anticipate complications, and articulate information effectively with openness and curiosity
<p>Course schedule</p>	<p>This course will delve into theoretical concepts of teaching and learning, and pedagogical approaches to teaching dance to adults, seniors, special populations, mixed ability and pre-school children. The course will include:</p> <ul style="list-style-type: none"> • Regular, reflective practice; journal entries; discussions • Regular, practical and experiential instruction; readings; one field observation/study; peer group projects; lectures and practical assignments.

Assessment components

Participation 25%

Attend and fully participate in every class. Be prepared - you must arrive on time, dressed to dance, having reviewed previous class material. Reflexivity & Outcomes - This will take the form of a personal learning journal related to pedagogy. This should include weekly notes, observations, inspirations, quotes, and most especially reflections and potential outcomes. Express your personality, preferences, questions, experience, and reference the research. (Minimum 20 dated entries).

Oral presentation & Discussion 10%

Select one dance journal article investigating aspects of movement education for adults, seniors, special populations, mixed ability or pre-school children. Write a synopsis of the content of the article (150-200 words). Prepare an oral presentation on the article and discuss the findings with our class.

Readings & Discussion 10%

Each reading assignment requires a written response in your Personal Learning Journal of no less than 150 words, and active participation during our in-class discussion. Your responses should reflect on the relationship between the reading and classwork.

Field Study 20%

Description: Research, observe, reflect, and write about your experience as an outside eye/participant (350-500 words for the observation). List of classes available to attend will be posted on D2L.

Teaching Toolbox 5%

Description: Tools are concrete, take-action techniques for engaging students beyond their typical syllabus/dance training. They aim to provide opportunities for exploration, creation, play, problem solving, discussion, individuality, collaboration, and unification. Submit a list **10** tools.

Teaching assignments 30%

Description: Teaching assignments designed for adults, seniors, mixed ability and pre-school children, and practiced through demonstration and delivery with peer participation.

Details of teaching assignments will be discussed in class, and distributed on D2L.

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<p>Assessment expectations</p>	<p><u>Presence, Engagement and Participation</u></p> <p>Description: It is expected that students attend ALL classes. As the course content is cumulative, more than one missed class will affect your final grade, and may potentially fail the course.</p> <p>FULL participation is required during the entire class. You are expected to be present, keen and curious. Explore all material deeply and intelligently, and join discussions expressing your understanding of the ideas and concepts presented in class. Please arrive on time, dressed to dance, having reviewed previous class material. Non-participation through any part of class be assessed as ½ an absence (this includes late arrivals or early departures); i.e. 2 such classes are equivalent to a full absence.</p> <p><u>Expectations for Writing:</u></p> <p>Writing skills are important to academic study across all disciplines. Consequently, instructors may use their assessment of writing quality as a factor in the evaluation of student work. Please refer to the Undergraduate Calendar E.2 Writing Across the Curriculum policy for details.</p> <p><u>Guidelines for Submitting Assignments</u></p> <p>Submit assignments on time, in class or online (depending on the material), directly to the instructor.</p> <p>FOR GRADED DANCE STUDIO COURSES</p> <ul style="list-style-type: none"> • A significant part of your grade is based on participation. Participation means not only showing up for class, but also attending to the material at hand with effort and engagement. • With regard to participation, classes are considered equivalent to assignments. Thus, more than 1 absences per term will have an adverse effect on your final grade. • If you show up late for or leave early from class, this will be counted as half an absence. • If for some reason you are feeling unwell during class time, a substitute form of participation may be arranged; however, you may not obtain this privilege more than once and you will receive half an absence. • For studio courses, if you opt out of full participation and choose to sit for a portion of the class, this will be counted as non-participation and will be marked as half an absence. • Students are responsible for any and all material missed during an absence. • If you sustain a significant injury during the term that will impact your participation for longer than a week's worth of classes and if this injury is verified by a medical practitioner's note, your case will be submitted to the Dance Division Committee to address your situation.
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Grading scale	<p>For the course as a whole, letter grades should be understood as follows, as outlined in the section F.1.1 Undergraduate Grading System of the Undergraduate Calendar for 2019-2020:</p> <p>A+ 4.00 Outstanding performance A 4.00 Excellent performance A- 3.70 Approaching excellent performance B+ 3.30 Exceeding good performance B 3.00 Good performance B- 2.70 Approaching good performance C+ 2.30 Exceeding satisfactory performance C 2.00 Satisfactory performance C- 1.70 Approaching satisfactory performance. *D+ 1.30 Marginal pass. Insufficient preparation for subsequent courses in the same subject *D 1.00 Minimal Pass. Insufficient preparation for subsequent courses in the same subject. F 0.00 Failure. Did not meet course requirements. Several Faculties utilize an F grade that does not carry weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.</p> <p>**I 0.00 Incomplete. Sufficient work has not been submitted for evaluation, unable to adequately assess. May also be used when a final exam is not submitted.</p> <p>The following numerical equivalencies will apply:</p> <table data-bbox="440 1066 1104 1203"> <tr> <td>A+ 97.6-100</td> <td>A 92.6-97.5</td> <td>A- 90-92.5</td> </tr> <tr> <td>B+ 87.6-89.9</td> <td>B 82.6-87.5</td> <td>B- 80-82.5</td> </tr> <tr> <td>C+ 77.6- 79.9</td> <td>C 72.6-77.5</td> <td>C- 70-72.5</td> </tr> <tr> <td>D+ 67.6-69.9</td> <td>D 62.6-67.5</td> <td>F 0-62.5</td> </tr> </table>	A+ 97.6-100	A 92.6-97.5	A- 90-92.5	B+ 87.6-89.9	B 82.6-87.5	B- 80-82.5	C+ 77.6- 79.9	C 72.6-77.5	C- 70-72.5	D+ 67.6-69.9	D 62.6-67.5	F 0-62.5
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Academic accommodation	<p>Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit ucalgary.ca/access/accommodations/policy. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.</p> <p>The full policy on Student Accommodations is available at ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf</p>												

Academic integrity, plagiarism	The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are referred to the section on plagiarism in the University Calendar (ucalgary.ca/pubs/calendar/current/k-5.html) and are reminded that plagiarism—using any source whatsoever without clearly documenting it—is an extremely serious academic offence. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. Readers must be able to tell exactly where your words and ideas end and other people’s words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such sources. Please consult your instructor or the Student Success Centre (TFDL 3rd Floor) if you have any questions regarding how to document sources.
SCPA Librarian	Marc Stoeckle, MLIS, BA Learning & Services Librarian for School of Creative & Performing Arts and School of Languages, Linguistics, Literatures & Cultures Libraries & Cultural Resources, University of Calgary Ph: 403.220.6777, Email: mstoeckle@ucalgary.ca , Office: TFDL 160D
Student misconduct	ucalgary.ca/pubs/calendar/current/k-3.html
FOIP	ucalgary.ca/legalservices/foip
Emergency evacuation	Assembly points for emergencies have been identified across campus. THE PRIMARY ASSEMBLY POINT FOR CRAIGIE HALL IS THE PROFESSIONAL FACULTIES FOOD COURT. For classes in the Kinesiology buildings, the primary assembly point is in the MacEwan Student Centre – North Courtyard. The alternate assembly point is in the lobby of the University Theatres. For more information, see the University of Calgary’s Emergency Management website: ucalgary.ca/emergencyplan/assemblypoints
Internet and electronic communication device	elearn.ucalgary.ca/category/d2l/ ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app The in-class use of computers may be approved by your Instructor. Cell phones and other electronic communication devices should be silenced or turned off upon entering the classroom. If you violate the Instructor’s policy regarding the use of electronic communication devices in the classroom, you may be asked to leave the classroom; repeated abuse may result in a charge of misconduct. No audio or video recording of any kind is allowed in class without explicit permission of the Instructor.
Safewalk	220-5333 anytime. ucalgary.ca/security/safewalk
Students’ union and ombudsperson contacts	Student Union: su.ucalgary.ca/about/who-we-are/elected-officials/ Faculty of Arts reps: arts1@su.ucalgary.ca ; arts2@su.ucalgary.ca ; arts3@su.ucalgary.ca ; arts4@su.ucalgary.ca Graduate Student’s Association: ucalgary.ca/pubs/calendar/grad/current/graduate-students-association-gsa-grad.html Student Ombudsman: ucalgary.ca/ombuds/contact

Midterm and final examination scheduling	Final examinations may be scheduled at any time during the examination period (June 28-30 for Spring 2018 term; Aug. 17-20 for Summer 2018 term); students should therefore avoid making prior travel, employment, or other commitments for this period. If a student is unable to write an exam through no fault of his or her own for medical or other valid reasons, documentation must be provided and an opportunity to write the missed exam may be given. Students are encouraged to review all examination policies and procedures: ucalgary.ca/registrar/exams/deferred_final
Deferrals of exams/term work	It is possible to request a deferral of term work or final examinations for reasons of illness, accident, family or domestic affliction, or religious obligations. Please check with your advisor if any of these issues make it impossible for you to sit an exam or finish term work by stated deadlines. ucalgary.ca/registrar/exams/deferred_final ucalgary.ca/pubs/calendar/current/g-6.html ucalgary.ca/pubs/calendar/current/g-7.html
SCPA Claim Your Seat Program: Student Guidelines	<ol style="list-style-type: none"> 1. The Claim Your Seat (CYS) program allows all University of Calgary students to attend on-campus School of Creative and Performing Arts (Dance, Drama and Music) events free of charge. 2. Depending on the performance, there is a limited number of seats available for CYS. There is not a guarantee that tickets will be available for all CYS patrons for every performance, based on audience size, demand, etc. 3. CYS tickets are a privilege. If a student receives a ticket to attend a performance, it is expected that they will respect the value of the admission and attend the performance. 4. Process for students: On the date of the performance, from the time the Box Office opens until 15 minutes prior to the performance start time, they arrive to the CYS table next to the Box Office and show their Unicond. If students arrive after 15 minutes prior to the performance start time, they can go to the Box Office and purchase a ticket at the student rate. Students should not go to the Box Office unless they are purchasing a ticket. 5. If students have a course requirement to attend a performance for a specific date, access to the tickets will be communicated by the instructor to University Theatre Services prior to the event. The best guarantee for a free ticket is to arrive early, up to 45 minutes prior to the performance start time. 6. Respect for the Front of House and theatre staff, performers and fellow patrons is an absolute requirement. Failure to comply with this will lead to being asked to leave the venue and could result in the revoking of CYS privileges.
Academic standing	ucalgary.ca/pubs/calendar/current/f.html
Campus security	220-5333. Help phones: located throughout campus, parking lots, and elevators. They connect directly to Campus Security; in case of emergency, press the red button.
Copyright	It is the responsibility of students and professors to ensure that materials they post or distribute to others comply with the Copyright Act and the University's Fair Dealing Guidance for Students. Further copyright information for students is available on the Copyright Office web page (library.ucalgary.ca/copyright).

<p>Faculty of Arts program advising and student information resources</p>	<p>For academic advising, visit the Arts Students' Centre (ASC) for answers about course registration, graduation checks, and the 'big picture' on programs and majors. Drop in at SS102, email at ascarts@ucalgary.ca or call at 403-220-3580. You can also visit the Faculty of Arts website at arts.ucalgary.ca/undergraduate which has detailed information on common academic concerns.</p> <p>For academic success support, such as writing support, peer support, success seminars, and learning support, visit the Student Success Centre on the third floor of the Taylor Family Digital Library (TFDL), email them at success@ucalgary.ca or visit their website at ucalgary.ca/ssc/ for more information or to book an appointment.</p> <p>For enrolment assistance, including registration (add/drop/swap) changes, paying fees, and navigating your Student Centre, contact Enrolment Services at 403-210-ROCK [7625], by email at futurestudents@ucalgary.ca or visit them at the MacKimmie Block 117.</p>
<p>Course outlines for transfer credit</p>	<p>It is possible that you will be asked for copies of this outline for credit transfers to other institutions or for proof of work done. It is the student's responsibility to keep these outlines and provide them to employers or other universities when requested. Please ensure that outlines of all the courses you take are kept in a safe place for your future reference. Departments/Programs do not guarantee that they will provide copies.</p>
<p>Letter of permission</p>	<p>If you wish to study at another institution while registered at the U of C, you must have a letter of permission. You can submit your request through your Student Centre at MyUofC. Students must have the Letter of Permission before they take the course at another school. Failure to prepare may result in no credit awarded and could result in suspension from the faculty.</p>
<p>Undergraduate associations</p>	<p>DUS: Drama Undergraduate Society, CHC 005 uofcdus@gmail.com MUS: Music Undergraduate Society, CHF 219 undmusic@ucalgary.ca</p>