

BRIGHAM YOUNG UNIVERSITY
COLLEGE OF HEALTH AND HUMAN PERFORMANCE
Department of Dance

Student Syllabus for Dance 366
Methods of Teaching Modern Dance

Instructor: _____ Office: _____ Office Hours: _____
BYU Phone: _____
E-mail: _____ and by appointment

1. Catalog Course Description:

In this course we will define and analyze basic elements, vocabulary and concepts of Modern Dance as they are used in technique classes and creative processes. This information will then be used to experience, examine and teach Modern Dance. Emphasis will be on creating, planning, teaching and evaluating Modern Dance classes with specific attention to the assessment of student learning. The advancement of a philosophical belief system for teaching within the creative process will be a key focus of the class. Content will be focused on teaching strategies for grades 8 through introductory university classes.

2. Prerequisite(s):

Dance 243R, 244R, and 261

3. Course Alignment with University and Program Mission and Aims:

In this course students are intellectually enlarged as they develop a teaching and learning philosophy, and then move that philosophy into visible practice. They learn integrity and character as they prepare their teaching assignments and then teach from a place of compassion. They understand that education is about sharing and service. They are spiritually strengthened as they begin to understand that teaching is a sacred calling where they have the opportunity through wisdom own self knowledge assist others to realize their own divine potential.

4. Required Course Materials:

- Appropriate BYU dance attire
- Bookstore packet
- Notebook
- Drum beaters
- Personal CD/music choices to be used in practical teaching assignments

5. Course Intended Learning Outcomes:

The student will:

- develop and actualize a clear philosophy of teaching and learning as it relates to the discipline of dance.
- demonstrate an understanding of major concepts and processes that facilitate knowing in

the field of Modern Dance.

- provide evidence of meaningful and engaging instruction in the elements and theories of Modern Dance. This means that a knowledge of the principles of dance will be apparent during the teaching process and that teaching strategies will be appropriate and effective.
- demonstrate an ability to integrate the principles of teaching dance into the objectives of education (public secondary education and college/university settings). Essential in these arenas are the development of critical thinking, problem solving, literacy within and beyond the discipline and an ability to relate their knowledge of dance through the use of interdisciplinary learning experiences. (See John Goodlad's *Moral Dimensions of Teaching*.)
- make apparent their understanding of the three components of dance as an art form within the context of education – art, craft and science.
- demonstrate teaching competency through experiences in planning, teaching and evaluating lessons.
- effectively link key concepts to students' prior understanding.
- purposely use multiple "ways of knowing" and methods of inquiry to support investigation and exploration of dance.
- foster a classroom atmosphere that appreciates multiple perspectives and conveys to learners that knowledge is developed from the vantage point of the knower.
- make visible their enthusiasm for the discipline and be able to connect the specifics of the discipline to life situations.
- reflect verbally and in writing on the learning/teaching process as it relates to the class.
- demonstrate competency by successfully engaging in multiple teaching situations.
- provide evidence, through a journal/notebook and/or resource file, that they have acquired multiple and rich resources for teaching.

6. Learning Activities/Course Requirement:

Regular teaching assignments – graded and non-graded.

- Written lesson plans – module, daily and unit.
- Research assignment on an educational, aesthetic and/or artistic aspect of the discipline.
- Research paper on technique – 4 to 6 pages.
- Maintain a notebook/journal/resource file.
- Attend class and be a full, active, "present" contributor. Participation, physical and mental, is essential. Characteristics of those who excel in this course:
- Demonstrate consistent evidence of advanced preparation for each day by having read the material and by having prepared any assignments. Advanced preparation positions you to actively participate in class activities and discussions.
- Have thoughtful and probing exchanges about the teaching/learning process both inside and out of class.
- Develop and demonstrate an engaging teaching manner where it is clear that theory and practice intersect.
- Write and think in ways that are organized and articulate.
- Take personal responsibility for their own learning and manifest creative solutions as they fulfill class assignments.

Examinations

Written: Reading quizzes, Mid-term and Final
Practical: Various teaching assignments

7. Assessment Procedures:

Grading Formula

Written Work

- Written exams including quizzes and mid-term. 20%
- Personal philosophy/research paper about essential elements of teaching technique - to be supported by references. 10%
- Resource file or major research paper. 10%
- Readings. 5%

Practical assignments

- Graded teaching assignments that will be in the form of several short in-class teaching assignments that prepare you for an “in school” teaching requirement. You will also have a culminating in-class teaching opportunity with accompanying lesson plan, format to be outlined throughout the semester. 50%
- Participation and prep for non-graded assignments. 5%

Letter grades will be assigned based on the following grade breakdown.

A = 93.6 % - 100%	A- = 90% - 93.5%	B+ = 86.6% - 89.9%
B = 83.6% - 86.5%	B- = 80% - 83.5%	C+ = 76.6% - 79.9%
C = 73.6% - 76.5%	C- = 70% - 83.5%	D+ = 66.6% - 69.9%
D = 63.6% - 66.5%	D- = 60% - 63.5%	

8. Course Policies

Attendance:

I expect that you will be in class, on time. I will be taking role. If you have an extenuating circumstance that prevents you from being to class on time, such as a class in Tim Buck Tu, please make sure that I am aware of it. If you are late it is your responsible to inform me, after class, that you were in present, otherwise it will be recorded as an absence. Though I do not have a policy regarding a specific number of absences be forewarned that they do have the potential of affecting you grade negatively.

If you anticipate university excused absences please make prior, that means a few weeks in advance, arrangements with me about what your responsibilities and obligations will be regarding make-up work.

Obviously there are substantial illnesses or emergencies that may affect your attendance. Should they arise contact me ASAP and keep me informed.

Class Attire:

Always, unless otherwise instructed, come ready to move. This is an activity class and a theory class. Please dress in department/BYU appropriate dance clothes. You will probably want layers. They will help you keep warm when we enter into discussions. When you

teach please wear professional attire that will allow the class to see what is essential to your demonstrations.

9. University Policies

Preventing Sexual Harassment:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, contact the Equal Employment Office at 422-5895 or visit the website at <http://www.byu.edu/hr/eo/info.html>.

Students with Disabilities:

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the Equal Employment Office at 422-5895 or visit the website at <http://www.byu.edu/hr/eo/info.html>.

Church Educational System Honor Code:

Brigham Young University exists to provide an education in an atmosphere consistent with the ideals and principles of The Church of Jesus Christ of Latter-day Saints. That atmosphere is created and preserved through commitment to conduct that reflects those ideals and principles. Observance of such standards is a condition of employment and admission. Those individuals who are not members of The Church of Jesus Christ of Latter-day Saints are also expected to maintain the same standards of conduct, except church attendance. If you have any concerns, please contact the Honor Code Office at 422-2848. For more information on the following related topics, visit the Honor Code office website at http://www.byu.edu/honorcode/honor_code.htm

- Be honest
- Live a chaste and virtuous life
- Obey the law and all campus policies
- Use clean language
- Respect others
- Abstain from alcoholic beverages, tobacco, tea, coffee, and substance abuse
- Observe Dress and Grooming Standards
- Participate regularly in church services
- Encourage others in their commitment to comply with the BYU Honor Code
- Academic Honesty
- Dress and Grooming Standards