

**University of North Texas
Department of Theater and Dance**

Spring 2021

DANC 4070 – Dance Pedagogy

Monday/ Wednesday 2:00 – 3:20 PM

Dance and Theater Arts Building (DATH) 110 and 111

Instructor: Reyna Mondragon MFA

Pronouns: she/her/hers

Office Hours: by appointment

E-mail: Reyna.mondragon@unt.edu

You may email me at any time. I will respond within 48 hours (except over the weekends).

Course Prerequisites:

Course is open to Seniors within 2 Semester of graduating who are enrolled in the Dance BA or BFA degree plans.

Course Description:

Dance Pedagogy encompasses the study of philosophies of education as well as the content and methods for dance teaching that flow from education beliefs. Major 20th and 21st century educational thinkers will be examined with special attention to the application of their theories to the dance classroom. Using conceptual underpinnings to organize dance technique and creative movement courses for various age groups is also investigated. Social and cultural factors in the dance class are explored. Elements of curriculum building are presented. Modes of learning that are incorporated into this class include moving, reading, written responses, discussion, listening, visual observation, reflective teaching, and verbal response. This course encompasses both action and reflection.

Course Objectives:

- To gain an overview of 20th and 21st educational thought and its relevance to dance education
- To deconstruct what contributes to content, form, teaching, learning, and assessment in the dance classroom
- To examine and learn how to analyze models of pedagogical practice, school dance curricula, and policy issues.
- To examine and learn how to analyze models of pedagogical practice, dance studio content, and policy issues.
- To examine and learn how to analyze models of collegiate pedagogical practice, dance major curricula, and policy issues.

- To gain practical experience in teaching
- To receive constructive feedback as one experiments with various teaching approaches for various constituencies and subject matters.
- To come to an understanding of one's current education philosophy at this moment in time and the factors that cause our beliefs to be enriched or altered.

Teaching Methods:

Teaching and learning occur in this course through various modes and mediums. The class will read and respond in writing to texts, listen to and respond to lectures, view and respond to dance teaching both live and on video, participate in class discussions, write research papers, give oral reports, develop course material such as syllabus, lesson plans, and rubrics, and prepare physical studio work both in the role of teacher and of student. Students must be available to teach one dance class outside of the scheduled course time and to observe one class being taught by a peer outside of regular course time. In addition, students must be available to observe a professional dance educator teaching dance as part of the final exam paper. Keep in mind that part of your final will be to submit a binder with all of the notes taken in class and material developed in class.

Active and participatory learning is highly valued in this course. Students are asked to engage with the material on many levels. An emphasis is placed on group discussion and interaction (including watching each other teach) for the development of analytical and practical skills with which to understand dance education. The ability to interface with the subject matter in bodily, verbal, and written modes is highly valued in this course. In addition, the posing of questions - to the instructor, to each other, and to oneself - creates an environment in which new discoveries can unfold.

This course can also assist you in developing learning skills that are applicable and translatable to other subjects you will encounter in your academic careers and in life.

Course Outline:

Weeks 1-5 Pedagogical Philosophy, Psychology, and Objectives

Weeks 6-9 Content and Structure: Class Planning, Preparation, and Methods

Weeks 10-15 Practice Teaching, Observations, and Peer Assessments

Course Requirements:

1) Required Text:

- Dance Pedagogy for a Diverse World: Culturally relevant teaching in theory, research, and practice (2017)
- Additional readings will be provided through canvas.

2) For each reading assignment, you will write a short paragraph commenting on what you thought was interesting about the reading and a question that came up for you. Your interest and question will be utilized to enhance class discussion. The questions/comments must be submitted on our discussion board for that reading before class. Your completion of these questions/comments in written form and their depth of thought are tallied as part of your grade.

This is a class in which you must keep up with and respond to the reading in order to succeed. You are being asked to engage, interface, and interact with the texts so that you gain empowerment in the classroom and so that you have something to bring to the table. Being an active, not passive, learner is valued in this class.

The Reading Assignment Reaction Sheets are due weekly starting Wednesday, January 13, 2021 **(BEFORE CLASS)**. There are 13 total Reading Assignments with the following DUE DATES for responses to

Readings:

1. Wednesday., January 13 - "Contemporary Approaches to Dance Pedagogy _ the Challenges of the 21st Century" by: Anu Sööt, Ele Viskus.
2. Monday., January 20 - Preface and Ch.1 of Dance Pedagogy for a Diverse World: Culturally Relevant Teaching in Theory, Research and Practice and Ch. 1 of Knowing Dance by Marion Gough.
3. Monday., January 25 - Ch.2 of from Dance Pedagogy for a Diverse World: Culturally Relevant Teaching in Theory, Research and Practice.
4. Monday., February 1 - Ch. 3 of Dance Pedagogy for a Diverse World: Culturally Relevant Teaching in Theory, Research and Practice.
5. Monday., February 8 – Ch. 4 of Dance Pedagogy for a Diverse World: Culturally Relevant Teaching in Theory, Research and Practice and Ch. 2 "Planning a Dance Course" of Knowing Dance.
6. Monday., February 15 – Ch. 5 of Dance Pedagogy for a Diverse World: Culturally Relevant Teaching in Theory, Research and Practice.
7. Monday., February 22 – Ch. 6 of Dance Pedagogy for a Diverse World: Culturally Relevant Teaching in Theory, Research and Practice.
8. Monday., March 1 – Ch. 7 of Dance Pedagogy for a Diverse World: Culturally Relevant Teaching in Theory, Research and Practice.
9. Monday., March 8 – Ch. 8 of Dance Pedagogy for a Diverse World: Culturally Relevant Teaching in Theory, Research and Practice.
10. Monday., March 15 – Ch. 9 of Dance Pedagogy for a Diverse World: Culturally Relevant Teaching in Theory, Research and Practice.
11. Monday., March – 22 Ch. 10 of Dance Pedagogy for a Diverse World: Culturally Relevant Teaching in Theory, Research and Practice.
12. Monday., March – 29 TBD
13. Monday., April – 5 TBD

3) Write one 3-page double spaced, 12-point font, Times New Roman essay that explores the question. "What are we teaching when we are teaching dance?"

DUE DATE: Wednesday, January, 27 (submit through canvas)

Early papers are accepted. No late papers are accepted.

4) Write one 8 page double-spaced, 12-point font, Times New Roman Mid-Term research and reflection paper about the theories of a 20th or 21st Century educational reform thinker and apply those theories to the dance classroom. See Separate Handout on this assignment on "Educational Theory and Its Application to the Dance Classroom".

The above research and reflection paper will be turned in and also shared with the class via an 8minute oral report so please prepare both an oral report on this research and the written report. You will not have time to deliver your whole paper so you must make choices in shaping and rehearsing the oral report.

DUE DATE: (PAPER) Wednesday, March 4, 2015. Submit via Canvas. No late papers are accepted.

Oral reports on this research will be presented that day, March 4 and will continue on Monday March 9. Time slots will be assigned.

5A)

- Prepare two different classes in which you will function as the teacher.
- Once class is a **dance technique** class for college students for 35 minutes
- The other class is a 15-minute **creative dance** class for children. (This will be done in class)
- Handouts on each assignment will be provided.

These Teaching Projects will begin from the week of March 8th onward and continue through the end of the Semester.

5B) In addition to teaching, for both the Technique class and the Creative Movement class, you will write a self-teaching analysis (2 page, souble spaced, 12-point font, Times New Roman) answering the following questions. (paper format no bullet or numbers)

- a) why did you teach the content that you taught?
 - b) why did you choose the methods of teaching that you did?
 - c) any issues or problems you encountered in planning your teaching?
 - d) what would you focus on (pursue educationally) with this same class if you could teach them again right away (say, within the next 4 days)?
- These Self Teaching Analysis should be written right after you have completed each teaching session and are DUE at the next class session.
 - You will then deliver your experience verbally to the class, refer back to your analysis during your deliver.

6) Each class member must observe one peer teaching a technique class to college students and then write up and turn in an Observation Paper on the practice teaching class you observed. Your observations help establish/prove your understanding of the course subject matter. This assignment will be shared equitably among the Dance Pedagogy course students so that everyone has several students observing them teach. You will be signed up ahead of time for your observation slot.

DUE DATES:

Written Peer Observations are DUE within three days of doing the Observation. Please label the paper clearly and submit it through canvas. (Length 2-2 1/2 pages, double spaced, 12-point font, Times New Roman).

A few questions to think about when writing the Peer Observation paper. (please think of others that may apply)

- Who are they and what portion of the class are they teaching?
- How are they applying musicality?
- What is their communication like with the accompanist?
- Are they asking students to demonstrate movements? If so how are they approaching that and what is the students reaction like?
- How are they cultivating a sense of community?
- How are they delivering feedback?
- Are they giving the students time for a quick personal practice of the movement?
- How are they challenging the students?
- ETC.....

7) Final Project and Final Paper: (See Separate Handout)

Topic: "Studying and Analyzing a Professional Dance Educator"

Write one 8 - 10-page paper (double-spaced, 12-point font, Times New Roman, with 1-inch margins) in which you apply all that you have learned in this class to your observation of one professional dance teacher and his/her class. Utilizing all you have gleaned from the course readings, materials, activities, and notes, your paper will assess the teacher; assess the learners; and react/respond to the teaching philosophy and methodologies evident in the class.

You must check ahead of time (prior to 72 hours ahead) with Professor Mondragon about who you want to observe, where, what class, etc. (Due to COVID your observation may be done through Zoom). Please provide the credentials (detailed biography or resumé of the teacher you are hoping to observe). She will give you permission or not. No more than one student can observe a particular class.

The class being taught can be any type of dance technique, creative movement or improvisation. The class you observe can be held in a dance studio, university dance department, grade school, community arts center, after-school program, or high school; however, the teacher must have professional credentials.

Please make your arrangements early to locate where you want to go and to get permission to view the class from the institution or teacher there. Think about the whole Metroplex as the region from which to choose a site/teacher.

DUE DATE: The Final Paper and your Binder will be due on the last day of class before finals week Wednesday, April 26, 2021. On our final Exam Day (Monday 26, 2021) be prepared to share some of your findings from the paper orally with the class during the last session.

- Early papers are accepted. No late papers are accepted.
- Attendance at the Final Exam Session is required even if your paper is completed early since we will be sharing the contents with each other.

Course Evaluation

The grading system for this course is as follows:

Essay on "What Are We Teaching When We Are Teaching Dance?"
5% of Grade

Participation in and Contribution to Class (including written prepared comments/questions that are turned in) 10 %of Grade

Written Peer Observation Paper prepared and presented after observing a peer teaching
10% of Grade

Midterm Paper: Educational Theory and Its Application to the Dance Classroom Research
Paper and Oral Report 20% of Grade

Planning and Carrying Out Teaching A Dance Technique and Creative Movement Class and
Prepared Oral/Written Self
Analysis Report
30% of Grade

Final Project and Paper: Studying and Analyzing a Professional Dance Educator
25% of Grade

A. Awarding of this grade reflects achievement of the highest order, not just meeting but also significantly exceeding the course requirement. Writing is well realized, full and complete in its answers, and also shows an element of the unusual; ambitious, exciting, and original ideas are fully developed and rendered with excellent expression, argumentation, and compositional skills. Assigned reading is brought to bear in discussion, active and sensitive participation in class is evident, and intellectual leadership may emerge. Consistent excellence and intellectual flexibility are demonstrated.

B. Students may excel in some areas but not in others. This grade reflects the ability to integrate and manipulate material to the extent that understanding and even some insight are demonstrated. Writing can have excellent ideas developed beyond the mechanical or rudimentary level but not fully worked through; alternately, a safe and limited idea might be worked through with excellent composition and argumentation but without intellectual risk-taking or much originality. Exam questions are answered cogently. Participation in class is constructive and consistently reflects thorough preparation.

C. At this level, students meet all requirements, writing acceptable papers and producing exams that demonstrate understanding of all material. Papers carry an argument with a certain amount of exemplification and mastery but may seem formulaic or pedestrian; the choice of topics may be unambitious and unimaginative, and ideas are original but not fully developed. An earnest effort that does not show distinction.

D. This grade reflects work, but poor work; students may be unable to integrate material and make associative jumps, yet they do make an effort. Rudimentary performance is achieved on exams

and papers. Papers cannot hold an argument, are inchoate, or have significant compositional flaws of some kind. Students are regularly unprepared for class discussion.

F. This reflects irregular attendance, a failure to do all the assigned work, disorganized and frequently pointless writing, and unpreparedness for class.

Final Grades:

A = 90%+

B = 89% - 80%

C = 79% - 70%

D = 69% - 60%

F = less than 60%

Attendance/Participation Grading Policy for Department of Dance studio classes:

Since performance in studio classes in particular relies almost entirely on work accomplished during each class any absence from class will impact the grade.

- Students are allowed two (2) absences. There are no excused absences except for personal or family emergencies or a UNT official activity, which the professor needs to approve. On the third absence your overall grade will be lowered by 5%; for example, a 90% becomes an 85%. On the fourth absence, you will earn a failing grade for the course. (UNT allows the instructor to ask the registrar to drop a student with a “WF” upon accumulation of the stated number of absences.)
- Students who do not attend the first day of class may be dropped in order to accommodate those who are on the wait list.

VISIBILITY on ZOOM –

- In the Partial & Fully Remote formats, it is important to keep visual engagement for both student and instructor to enable assessment and accessibility throughout each zoom class meeting. This requires full body visibility within the camera frame with top or front light support (not in silhouette). Each time the student is not visible (camera turned off) it will count as an absence. To find information on technical assistance please read below. Please review Materials for Remote Learning Instruction below for further requirements.
- **Lateness and Early Departures:** Remote and Face to Face students should not arrive late to class or ask to leave early. Typically, **(2) tardies and/or early departures will equal one absence. If the student comes in 5 minutes late to class, they are choosing to get 5 points taken off from their daily grade and students arriving more than 10 minutes late for class will not be allowed to take class.**
- **Observations/Sitting Out:** Remote and Face to Face students should request to observe a class only in exceptional cases -- the expectation is that all students will participate even though the level of activity and kind of activity may be adjusted to accommodate specific health issues. If an observation is approved by the teacher, the student will take

notes following specific directions given by the teacher. These notes will be turned in at the conclusion of class. The quality of these notes will determine the student's grade for that particular day. Under no circumstances should students' study for other courses during an observation. (Remote students must keep their camera on at all times)

- Typically, observations are considered one-half absences, as the student is not fully engaged in the activity or the class.
- Should a Remote or Face to Face student need to sit down during class, they are expected to remain attentive and engaged with the class. Sitting at the front of the studio, watching and learning through attentive observation, or taking written notes is appropriate. Lying on the floor, sleeping, talking or texting on a cell phone, or engaging in conversation with other students during class is not considered appropriate. No student should be consistently sitting out as it warrants a low-class participation grade. **Typically, 'sitting out' two times equals one absence.**

LATE WORK:

Late work is not permitted in this class. Exceptions to this policy will only be considered for extreme extenuating circumstances. Students must speak or email the instructor immediately if they foresee a problem in submitting their work on time.

All required assignments in this course may be checked for plagiarism using Turnitin.com

MAKEUP WORK:

Only in specific circumstances may the student be allowed to make up an absence. For this consideration communicate with the faculty member at an appropriate time. Do not wait till the last minute.

Additional Information:

Students must have access to UNT's Canvas platform and UNT outlook (email).

Very Important: Lack of access to a computer or technical problems with a computer is not an acceptable excuse for missing assignments or meeting deadlines.

Plan ahead and develop a backup plan.

- Students must also save a copy of the important course documents and course assignments on their computers or memory stick in the event that Canvas or the UNT web site becomes unavailable.

-Students should use only their UNT e-mail account when communicating with the instructor, classmates, and completing online coursework.

-Students must make a consistent practice of sending a carbon copy to themselves of any email they send out in order to document their work and to keep these in a designated electronic computer folder on their own computer or external drive.

Classroom Policies:

It is expected that you will be respectful, supportive, and tolerant of each of your colleagues in this class. A multitude of topics and images will be presented in class that may cause discomfort and may reflect one's life, familial, or cultural experiences. When engaging in critical

discussions, it is important to be mindful of how our words and body language can impact others. This is also a general life skill that will serve you outside of the academic setting.

No food or drinks in the classroom, besides water in a closed container. Please dress in comfortable, but not baggy clothing. Socks are permitted for warm-up only, but not suggested. Turn cell phone sound OFF when entering the classroom. Phones may be utilized for documenting choreographic experiments and studies.

Materials for Remote Learning Instruction

The UNT spring schedule requires this course to have partially remote instruction . Additional remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a [**webcam, microphone, or device such as phone, tablet or computer, with reliable internet connection**] to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: [7x7 foot space to move, if possible)]. [Learn more about how to be successful in a remote learning environment](#)

Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: [UIT Student Help Desk site \(http://www.unt.edu/helpdesk/index.htm\)](http://www.unt.edu/helpdesk/index.htm)

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328)
(<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

Class Recordings & Student Likenesses

Synchronous sessions in this course may be recorded upon students request. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Course Communication:

General Guidelines

- Remember that college communication is still professional communication. Use correct spelling and grammar and always double-check your response before hitting send or reply. Do not use slang and limit the use of emoticons.
- Use standard, readable fonts, sizes, and colors and avoid writing in all caps.
- Use your instructor's title of "Dr." or "Professor," or if you don't know use "Mr." or "Ms." Do not use "Mrs." to address female instructors unless told otherwise by said instructor.
- Be mindful of tone in online communication as it lacks the nonverbal cues of face-to-face communication that provide clarity and context to conversations.
- Respect the personal identities of others based on gender, sexuality, race, ethnicity, class, and/or culture.
- Respect the privacy of yourself, your instructor, and your peers. Keep in mind what you reveal and do not reveal, particularly if this information involves personal health and/or classroom performance, such as grades.
- Give people the benefit of the doubt. Though there may be a computer between you, there are people on the other side of the screen.
- Do not make assumptions about others' technological skills. Technological skills vary across a variety of factors, including experience, age, culture, etc.

Communicating via Email

- Check the syllabus before asking a question about the course and let the instructor know you checked the syllabus before asking. Instructors put a lot of time into making syllabi as comprehensive as possible for students.
- Use a descriptive subject line to get the instructor's attention. Instructors receive a lot of emails and a descriptive subject line helps them identify student inquiries more efficiently.
- Be concise and to the point.

University Policies:

Prohibition of Discrimination, Harassment, and Retaliation:

[https://policy.unt.edu/sites/default/files/16.004_Nondiscrimination.Pub .pdf](https://policy.unt.edu/sites/default/files/16.004_Nondiscrimination.Pub.pdf) The University of North Texas (University) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

An individual who believes that they have been subjected to discrimination, harassment, or retaliation should immediately report the incident to the Office of Equal Opportunity. Students may also report such conduct to the Office of the Dean of Students.

Academic Dishonesty: (<http://www.vpaa.unt.edu/academic-integrity.html>): The University takes plagiarism and cheating very seriously. Plagiarized work will earn a zero for the assignment. Students will face action according to University guidelines for academic dishonesty. I reserve the right to submit any paper I suspect of plagiarism to Turnitin.com.

Academic Ethics: (<http://www.unt.edu/csrr0>): Acts of academic dishonesty are subject to discipline at UNT. Cheating plagiarism and furnishing false or misleading information are acts of academic dishonesty. The definitions of these terms are clearly described in the Undergraduate Catalog (www.unt.edu/catalog) and by the Center for Students Rights and Responsibilities.

Authorized Class Absence: (http://www.unt.edu/vpaa_fy0708_fhb/III-a.html): All travel by students off campus for the purpose of participation in UNT sponsored activities must be authorized by the dean of the school or college of the sponsoring department. Within three days after the absence, students must obtain authorized absence cards from the dean of students for instructors.

Absence for Religious Holidays: (http://www.unt.edu/vpaa_fy0708_fhb/III-a.html): A student absent due to the observance of a religious holiday may take examinations/ complete assignments scheduled for the day(s) missed within a reasonable time after the absence. Class participants should notify the instructor via email of planned absences for religious holidays.

Disability Support Services: (<http://www.unt.edu/oda>): ODA Office in Sage Hall, Suite 167.

Office of Disability Accommodation Statement: (ODA)- The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time, however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940-565-4323

To graduate, students majoring in dance are required to have a minimum grade of “B” in dance technique courses that comprise their major.

COVID RESOURCES :

While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

If you are experiencing any symptoms of COVID-19 (<https://www.cdc.gov/coronavirus/2019ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

STEPS:

- Notify instructors in advance of the absence or inability to participate, if possible.
- Call UNT's Student Health Services **(940)-565-2333**. Proof of evaluation will be provided to the student.
- Keep up with coursework, as much as possible.
- Participate in class activities remotely (if able) and submit assignments electronically, to the extent possible and as directed by the instructor.
- Reach out to the instructor if illness will require late submission or other modifications to deadlines or work requirements.
- Work with the instructors to reschedule exams, labs and other critical academic activities, when it is necessary.

FOR ANY ADITONAL RESOURCES PLEASE GO TO THE STUDENT DANCE CALL BOARD AND CLICK ON STUDENT RESOURCES

*To graduate, students majoring in dance and theatre must maintain a minimum cumulative GPA of 2.5 in dance courses, make a B in dance technique courses and at least a C in all other dance courses comprising his/her major.

*Students who miss the first day of class without consent of the instructor are subject to be administratively dropped from the course so that other students may be added. Students who must miss the first day of class because of illness or some other acceptable excuse must notify the instructor on record the day of the absence.

***The instructor reserves the right to amend this syllabus as necessary.

