PED 245: DANCE
SPRING

PROFESSOR:
OFFICE HOURS:

Class meets MTWF 10-11:50, in the Dance Studio. One of these class meetings is a lab, in which you will be working with children.

GOALS:
To develop skill in a variety of kinds of dance and movement, including folk, and social dance, creative dance, and Danish rhythmic gymnastics, to develop teaching competencies in them, and to engage in thoughtful reflection and evaluation of one’s own work and that of peers and children. Prospective teachers will be prepared to meet National Standards for Dance Education and Kentucky Core Content Standards in Dance in Elementary and Secondary Education, and to teach in educational and other settings. The class involves learning dance and dance principles, teaching dance, and learning principles of teaching.

PED 245: Dance meets the Arts Perspective requirement and the Active Learning Experience. It is required for Dance Minors and for certain Physical Education Majors. The course does not meet the PED .25 credit requirement.

TEXTBOOKS AND SUPPLIES:
- Gilbert, Anne Greene. Creative Dance for All Ages.
- Harris, Jane A., et al Dance a While. 10th Edition
- You will want to collect music for dancing from the class, so be prepared to burn cds or to otherwise store music for future use.
- Three ring binder with lined paper, dividers and a pocket or a two-pocket divider.

Bring to all classes:
- Three ring binder with lined paper, dividers and a pocket or a two-pocket divider. This will become your permanent Dance Notebook, including lesson plans, resources, class notes, and written work, for use in the future. This material will be useful for Teacher Education portfolio, and throughout your career.

ATTENDANCE:
Students are required to attend all classes. Almost every class period, you will either be teaching with your team or preparing a lesson with your team. It is absolutely necessary that everyone be present for all of every class.

Each absence over 3, for any reason, will mean a 3 point deduction from your final point total (if you miss four classes, a B+ will become a B, for example). Absences are considered excused in case of serious illness with a Doctor’s excuse or a death in the family. If you must miss class, for any reason, please notify me in advance by phone or email. Athletes please give me a schedule of games at the 2nd class meeting and notify me before each absence. Departmental policy states that missing 25% of class meetings results in a failing grade. Tardiness of more than 10 minutes counts as 1/3 absence.
Students are responsible for all missed work due to absence. Contact others in the class for information and assignments.

CLASS POLICIES:
- A TB test is required, because you will be teaching children. This will take place in class.
- Wear loose comfortable clothing: sweats, shorts (No jeans). For safety’s sake, no hats, shoes, dangling jewelry, or gum.
- No food or drink in studio. Water bottles on the sidelines are encouraged.
- When teaching peers or children, professional attire is required: solid color t-shirt or polo shirt, solid color sweatpants or parachute pants in good repair.
- No cell phones or other electronic communication during class. Students observed using electronic communication during class will be counted absent for the day.

PARTICIPATION:
Full participation is required at all times. This means dancing with full energy, contributing to class discussions, doing your part in team teaching and group projects, and supporting your fellow students. The most important characteristic for success in this class is a willingness to try new things. Less than full participation will result in a lower final grade.

We are a community of inquiry: each of us is both a teacher and a learner. Everyone’s input is important.

REQUIREMENTS Note: All dates are approximate

Practical:
- Periodic tests in dance skills and physical demonstration of concepts
- Teaching in educational settings Throughout the semester
- Leading a Danish Gymnastic warm up Apr 6-16
- Mini-presentation on an important historical context or resource As assigned
- Participation in Service Learning Expo May 5, 4-6PM

Written: Assignments will be turned in at the beginning of the class period on which they are due. No late assignments will be accepted.
- Journal assignments such as movement observations, responses to class experiences, teaching, and reading, responses to performances and community dances, and reflection on your process. As assigned
- Reflections on and evaluation of your own teaching and that of others. As assigned
- Lesson plans and logs from teaching in educational settings After teaching
- Letter to your Legislator: why dance is important for all Due:
- Written tests, (other quizzes, possibly unannounced) As assigned

Required Events
- Country Dancers Convocation Performance Tues, Apr 6, 8PM
- Dancing Wheels Convocation Thurs, Apr 8, 8PM
- Kinetic Expressions Concert (Modern Dance Troupe) May 6-8, 8PM
COMPETENCIES:
NSDE = National Standards for Dance Education; KTS = Kentucky Teacher Standards; NASPE = Beginning Teacher Standards from National Association of Sport and Physical Education.

- Students will demonstrate the ability to use dance elements (space, time, force), basic dance fundamentals including locomotor and non-locomotor movements and basic dance steps in developing movement sequences and choreographic projects.
  NSDE 1, 2, 3; KTS 1; NASPE 2.1, 2.3

- Students will distinguish various rhythmic structures (2/4, 3/4, 4/4, 6/8) and their relationship to basic dance steps and movements, and create rhythmic sequences.
  NSDE 1; KTS 1; NASPE 2.1, 2.3

- Students will demonstrate an understanding of the place of dance within cultural and historical contexts.
  NSDE 5, 7; KTS 1; NASPE 1.4

- Students will develop dance vocabulary and use appropriate terminology for responding verbally and in writing to dance performance.
  NSDE 4; KTS 1; NASPE 1.5

- Students will prepare and teach developmentally appropriate lessons for different age groups.
  KTS 2,4; NASPE 1.3, 1.5, 3 (all).

- Students will practice strategies for teaching, managing instruction, and assessing learning in an educational setting.
  KTS 4,5; NASPE 3 (all), 4 (all), 6 (all), 1.5, 5.1,

- Students will develop a series of dance lessons which build sequentially
  KTS 2; NASPE 3.6

- Students will evaluate their own teaching and that of their peers.
  KTS 7,9; NASPE 5.3

- Students will explain the value of dance in education settings.
  KTS 10; NASPE 5.3

- Students will apply dance concepts to the teaching of other content.
  KTS 8; NASPE 10

- Students will identify and use additional resources in preparing lessons.

FIELD EXPERIENCE:
Teaching in Educational settings, including contribution to planning
ASSESSMENT:
Participation in movement, discussion, in-class choreography projects, 20%
and Service Learning Expo
Skills tests 10%
Letter to legislators and other writing assignments 10%
Teaching in Educational settings, including contribution to planning 20%
Gymnastics Peer Teaching 10%
Lesson Plans, Reflections, and other items related to teaching 10%
Self and peer evaluations 10%
Written tests and presentation 10%
TOTAL 100%

GRADING SCALE:
A = 93-100
A- = 90-92
B+ = 87-89
B = 83-86
B- = 80-82
C+ = 77-79
C = 73-76
C- = 70-72
D+ = 67-69
D = 63-66
D- = 60-62
F = 0 – 59

A: An “A” grade signifies outstanding achievement in all aspects of the course.
B: A “B” grade reflects work of good to very good quality. Work at this level often has outstanding characteristics, but is not as consistent throughout the semester or in all aspects of the course as required of “A” work.
C: A “C” denotes that the student has attained an acceptable level of competence. The student has demonstrated a basic understanding of the course material. Note that C- does not satisfy the requirement for the Physical Education major.
D: “D” work is minimally adequate. A “D” grade raises serious concern about the readiness of the student to apply concepts from this class.
F: “F” work is unsatisfactory.

Extra credit if you attend any of the following:
• Mountain Folk Festival (youth dance festival) Fri or Sat, March 19 or 20, 7PM
• Country Dancers Street Dance Mon, Apr 19
• Berea Middle Eastern Dance Group Performance Date TBA
• Berea College Danish Gymnastic Club Tuesdays 8-10 pm (Old Gym)
• Berea Folk Dancers, Dance Studio Every Friday 7:30-9 (free)
• Contra Dance, Acton Folk Center, Jackson St. Feb 25, 7:30-11 ($2 for you)
DISABILITY STATEMENT:
Any student who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact Cindy Reed, LCSW, Disability Services Coordinator at (859) 985-3212, or email at cynthia_reed@berea.edu, to discuss accommodations necessary to ensure full participation in this course. Upon request, this syllabus can be made available in alternative forms.

TEACHER EDUCATION CANDIDATES:

Kentucky Teacher Standards

Standard 1: The Teacher Demonstrates Applied Content Knowledge
- The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

Standard 2: The Teacher Designs and Plans Instruction
- The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard 3: The Teacher Creates and Maintains Learning Climate
- The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard 4: The Teacher Implements and Manages Instruction
- The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard 5: The Teacher Assesses and Communicates Learning Results
- The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standard 6: The Teacher Demonstrates the Implementation of Technology
- The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

Standard 7: Reflects On and Evaluates Teaching and Learning
- The teacher reflects on and evaluates specific teaching/learning situations and/or programs.
Standard 8: Collaborates With Colleagues/Parents/Others
- The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Standards 9: Evaluates Teaching & Implements Professional Development
- The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

Standard 10: Provides Leadership Within School/Community/Profession
- The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

Education Program Goals

1) As people who have found joy in life, learning, and teaching, and who trust in the power of human relationships to call forth inner strengths, teachers strive to relate to their students in ways that free both teacher and learner to engage in joyful, responsible and disciplined inquiry into the workings and possibilities of our world.

2) As people who value difference in human interactions, ideas and nature; who understand that identity is shaped by diversity, experiences, and environment; and who recognize that we must all work together to build a more just society, teachers create learning environments based on democratic principles which ensure that multiple perspectives are valued and considered, and which encourage students to speak from their own diverse experiences, to give value to those expressions, to explore their own diversity, and to bring those experiences to the broader community.

3) As people who appreciate the interconnectedness and interdependence of our world, teachers seek to add depth and breadth to their general knowledge as well as in-depth understandings of the content they teach. These teachers provide experiences that allow learners to recognize and value the interconnections that emerge as they explore their unfolding world.

4) As people who have experienced the power and beauty of creating their own knowledge and constructing their own understandings, and who are committed to enabling their students to share this experience, teachers create dynamic learning environments providing both direct and vicarious experiences oriented around student interest and characterized by active inquiry, liberal use of time, self-correction, and engagement with others.

5) As people who see the promise in every person and believe that individuals have the ability and duty to create a more just society, teachers attend to each and every student by planning, implementing, and assessing meaningful learning experiences and systematically engage in critical reflection and self correction.
6) As people who understand and appreciate the capacity of tools—informational, technological, physical and intellectual—to extend the reach and enhance the quality of work to be done, teachers incorporate appropriate tools into their own work-lives and integrate their use into the instructional environments they create with learners.

7) As people who are committed to thinking together with others in the search for truth, wisdom and beauty, teachers create learning communities grounded in inquiry where students come to understand the critical role of communication in inquiry and where they feel the confidence that grows with the development of their ability to participate in a community of inquiry.

Statement on Continuous Assessment
- Student progress is continuously assessed throughout the teacher preparation program. In addition to academic achievement, appropriate professional dispositions are assessed in each course and the formal assessment of dispositions is conducted in a conference meeting with the education advisor in the junior year (Key Assessment #3). Students are encouraged to contact their education advisor to develop an individual professional development plan. If concerns arise, education advisors will contact the student to design a professional development plan for the student to progress successfully towards program completion.

Advocacy Policy
- This policy is designed to support candidates in advocating for themselves should they feel that they have been treated unfairly in any way. This policy clearly outlines a lengthy process that begins informally and proceeds to include a binding decision made by a committee which includes the Assistant Vice President for Student Life, the president and vice president of the Student Advisory Council, the candidate, an advocate (generally the Education advisor), and the Teacher Education Programs Chair.