

**University of Texas at El Paso**  
**Spring 2024**

**Dance Pedagogy**  
(DANC 4394)

Location: Fox Fine Arts Center - Art A452

Meeting: T/TH - 9:00 am -10:20 am

Professor: Neri Torres

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Office hours: Tuesdays 1:00-2:00 or by appointment – A450 (Fox Fine Arts Building)

### **Course Description**






This course focuses on the exploration and understanding of principles and methods of dance teaching and learning applied across dance genres. Through lectures, reflections, class observations, discussions, interactive class application and readings, Students will create and present movement sequences to culminate in a clear progression of skills in a dance class. Increased attention is given to the process of developing a teaching philosophy, assessments, lesson plans, and their implementation in the classroom and a supervised practicum experience working with dance students in different environments (studio, K-12, etc.).

### **Objectives**

1. To facilitate the knowledge, confidence, and experience in the principles, methods, and applications of a student-centered dance pedagogy.
2. To guide students in developing a philosophy that encompasses effective, safe, and informed decisions that reflect their values and beliefs in the classroom.

### **Learning Outcomes**

At the end of this course students will be able to:

1. Identify and apply teaching and learning styles and methods.	 Problem Solving
2. Examine and critically reflect on teaching practices and dance pedagogical theories in education applied to a variety of styles and multicultural environments.	  Critical Thinking Skills. Social Responsibility
3. Create and evaluate lesson plans and assessments for student learning.	  Problem Solving and Teamwork Skills

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|---|---|
| 4. Develop a teaching philosophy that aligns with their values and beliefs. |  Communication, Confidence, Leadership, Social Responsibility |
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**Course Communication:** How we will stay in contact with each other

Here are the ways we can keep the communication channels open:

- Office Hours: I will have office hours for your questions and comments about the course. My office hours are in-person, however, you can request a virtual meeting and I will send you a Zoom link. Please see the days and times at the top of this syllabus.
- Email: UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24 hours of receipt. When e-mailing me, be sure to email from your UTEP student e-mail account and please put the course name/number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.
- Announcements: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

**Scholastic Integrity**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

**Guidance on Artificial Intelligence**

The use of generative AI tools such as Chat GPT is not permitted in this course for the following activities:

- Summary/reflection from required article  
Students must cite any borrowed content sources to comply with all applicable citation guidelines, copyright law, and avoid plagiarism. Instances that violate these guidelines will be referred to the Office of Student Conduct and Conflict Resolution.

**Copyright and Fair Use:** The University requires all members of its community to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for student violations of fair use laws. Violations of copyright

laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

### **Course Drop Policy**

According to UTEP Catalog, “At the discretion of the instructor, a student can be dropped from a course because of excessive absences or lack of effort. A grade of “W” will be assigned before the course drop deadline and a grade of “F” after the course drop deadline.” See the Attendance policy above. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

Because every student’s circumstance is unique, we encourage students to be as open and honest as possible when encountering unexpected challenges (job schedule change, family issues, etc, as well as to **communicate in advance** potential issues that could affect their commitment to class.

E-mail me as soon as an issue comes up, this is the only way you can get help and possible accommodations while minimizing the impact on your academic progress. While every situation will be assessed by the instructor, the more a student is responsible to communicate in a clear and effective way, the easier it will be to find a positive solution.

### **Incomplete Progress Work**

Assignment of the grade I is made only in exceptional circumstances and requires the instructor to submit a form online indicating work to be completed and relevant due dates (not to exceed one calendar year). A copy of this form will be sent to the instructor, the student, Records, and the advising lead. In no case may repetition of the course be assigned as work to be completed. If the work has not been completed by the end of the specified time, the grade **I** will be changed to an **F**. A student may not enroll in a course in which he or she has an unresolved grade of **I**. A student may not graduate with an incomplete on his or her record. If a student wishes to graduate and if the course is not needed for a degree requirement, the incomplete will convert to an F, regardless of whether a year has elapsed from the date the incomplete was assigned.

### **Absence Policy**

In a course that meets twice a week, a student is allowed a maximum of 4 absences in an entire semester, 2 of which require no justification and result in no penalty. A student can use these absences based on personal necessity. The 3<sup>rd</sup> and 4<sup>th</sup> absences will result in a drop of ½ a letter grade each in the student’s overall grade. At the 5<sup>th</sup> absence, regardless of the student’s current course standing or grade, the student will automatically fail the course.

#### *Exceptions:*

- In the event of international bridge closures, exceptions may be made and make-up work may be assigned.
- In case of an injury or extended illness, it is the student’s responsibility to meet with his or her instructor to discuss possible solutions for course continuation or to consider dropping the class.
- In the event of highly unusual or extenuating circumstances, a student may petition the course instructor and department chair for permission to continue in a course.
- In case of injury, a student who is able to be present in the studio may observe class and complete alternative and equivalent assignments to be negotiated with the instructor.

**Course Resources:** Where you can go for assistance

### **Technology Resources**

Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus. You can contact Help Desk via email, [helpdesk@utep.edu](mailto:helpdesk@utep.edu), by phone 747-5257.

**IMPORTANT:** If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

### **Academic Resources**

- UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

### **Individual Resources**

- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- UTEP Title IX (Anti-Sexual Harassment and Anti-Sexual Violence) Office: <https://www.utep.edu/titleix>
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- Need more dance in your life? Join the UTEP student organization DESERT DANCE. E-mail [desertdanceutep@gmail.com](mailto:desertdanceutep@gmail.com)

**ADA:** The Americans with Disabilities Act requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to [cass@utep.edu](mailto:cass@utep.edu), or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass).

### **Subject Matter**

The performing arts have a power to stir strong emotions, and dance specifically has the characteristic to break your personal/cultural space. Note that occasionally, there at times that you will have to physically interact with a classmate where body contact might be exchanged. If you have concerns about any movement, physical touch or any specific subject that might not feel comfortable, please see me as soon as possible to discuss possible accommodations. I expect mutual respect in all our discussions and verbal exchanges—including any that may occur outside of class—to be conducted in a respectful and professional matter.

### **Deadlines and late work**

Be aware of all assignment's deadlines. No late work will be accepted if the reason is not considered excusable.

- Late work will be deducted a full letter grade or more (depending of the time elapsed from submission) with the only exception of a proven and documented emergency,

### **Make-up Work**

Make-up work will be given only in the case of a documented emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

### **Assignments**

- Complete all assignments weekly by Sunday, 11:59 pm for each module.
- Submit assignments in Microsoft word in English using excellent grammar. Proof-read and line edit your work. You are a college student who is writing professional quality work.
- You are asked to write in narrative format throughout this course. Minimize the use of bullet points.
- Identify all written assignments with the following heading: your Name, Module Number and Assignment Title.
- Use 12 point Times New Roman font, and 1.5 for written work.
- Students should cite references and sources appropriately using MLA format. <https://libguides.utep.edu/mlastyle>

Statement of Teaching Philosophy: You will begin with your own learning experiences as dancers and, through discussion and reflective writing, identify your beliefs and values of teaching and learning in dance. This will be the foundation of writing a teaching philosophy. You will write a draft of your teaching philosophy, share and receive feedback from your peers and hand in a final version.

Observation Reports – (see observation sheet form in Blackboard. You will be responsible for completing three (3) observations of dance classes (two at UTEP and two in the community); you will write three Classroom Observation Reports throughout the semester. To develop your field of research: You will formulate 3 questions (besides the ones provided in the observation sheet), respond to your observations and discuss your findings.

Observations will include qualitative research of dance education with various contexts, populations, and movement genres. Population – diversity (i.e. toddler, adolescent, young adult, seniors) ability and/or cultural ethnicities. Different movement genres, styles and techniques -

creative movement, social dance, dance therapy, stage dance (i.e. ballet, modern, jazz, tap, musical theatre), community dance, movement for well-being (yoga, Pilates, Zumba, etc). You will propose an observation plan including four classes/locations/populations.

**NOTE:** Have the on-site supervising teacher sign the observation report form cover page at the end of each class observed to receive assignment credit. Guidelines for the Assignments and Observations will be discussed in class.

Due dates for each observation are posted in the course calendar.

Lesson Plan Development and Teaching –You will develop, document, and deliver two lesson plans – one to teach your peers. After teaching, you will revise or develop your lesson plan further based on that experience and feedback from your peers and instructor to turn in for a final assessment and evaluation. Each lesson plan is intended for a particular context, student population and movement form or genre. You will be assessed on the preparedness of your delivery, appropriateness of your material for your learners and for your revised lesson plan which will include a personal reflection following your peer teaching.

Reading/Summaries: You are responsible to read specified articles (7 in total, some from the required book and others will be available on Blackboard) before coming to class. Submit a summary of the main argument and relevant points (no less than one page or 3 paragraphs depending on the length of the reading, 1.5 spaces, Times New Roman) and make sure you formulate one question from the reading and respond to a classmate, always due on Sunday by midnight.

#### Portfolio:

Develop a list of items (present them in a folder or binder). Include:

- Statement of Teaching Philosophy
- Teaching Goals and Plans for the Future
- Lesson Plans
- Self-Reflection – on Activities Undertaken to Develop your Teaching (What worked, what did not, why, and how to change what needs changing to improve your effectiveness as a teacher. Explain your Teaching Methods and Strategies - those that align with your own style and you're more prone to embrace)
- Assessment Rubrics
- Journal

#### Presenting the portfolio

- Title page and table of contents.
- Headings and subheadings that clearly identify and separate the portfolio's components

**Note:** Ask yourself: Does your portfolio give the reader a sense of who you are as a teacher?

#### **Video technology and access**

- Some assignments require students to videotape themselves
- Use your smartphone and then upload the video to a YouTube account.
- If you have questions about uploading video clips to YouTube, the following link provides directions:  
<https://support.google.com/youtube/answer/57407?hl=en&co=GENIE.Platform%3DAndroid>
- Make sure you read all course material in advance, so you know your assignment deadlines. Be responsible for your learning.

### **Method of Delivery**

The course includes lecture/discussions, observation, movement exercises, in-class and outside-class teaching experiences, and the creation of a final teaching portfolio. You will also have online quizzes, readings and writing assignments (on Blackboard). Outside class –observations in the field, qualitative research documentation, analysis of field notes and writing observation reports, development and documentation of a lesson plan and reflective writing.

### **Grading**

#### **Course Work**

*Readings/Discussion Board (8)* 80 pts  
 Summaries should be no less than 3 paragraphs, elaborate a question and respond to a classmate.

*Class observation (3)* 60 pts  
 (You will observe and critique 3 dance classes in varying styles at various levels at differing locations and submit a critique, based on specific objectives, within one week of the observation -10 points each).

*Written Test (1)* 20 pts  
 (Could be given in class and/or to take home, mostly short-answer to evaluate the degree of comprehension and retention of the material)

Misc. assignments 20 pts.

Journal 10 pts  
 Four entries for the course, no less than 4 sentences (ideas for class, imagery, goals, methods you think you'll apply in your teaching, takeaways from the course)

**Dance concert critique** 10 pts.  
 (You will attend a dance concert and select a piece from the Personhood program to write a short critique 2-page, 1.5 Times New Roman **Due TBA**)

**Lesson Plans (2)** 60 pts.

For classmate feedback refer to the Teaching Lesson Plan Feedback form on Home Page

**Teaching** 30 pts.

**Portfolio** 50 pts.

**Possible Attendance Points** 100 pts.

### Grading Scale

Course Work – 190 pts  
Dance concert critique -10 pts.  
Lesson Plans (2) – 50 pts.  
Teaching – 30 pts.  
Portfolio – 50 pts.  
Possible Attendance Points – 100 pts.

**Total Possible Points:** 440 pts.

A = 396 +  
B = 397 – 352  
C = 351 – 308  
D = 307 – 286  
F = < 234

### Course Timeline

SUBJECT	CONTENT AND ASSINGMENTS
<b>Week 1 – 1/16</b> Introduction to Course	<b>T-</b> Understanding Pedagogy <b>TH-</b> Dance Lineage. Reflection on Values & Beliefs
<b>Week 2 – 1/23</b> Introduction to Dance Pedagogy	<b>T-</b> National & State Dance Standards <b>TH-</b> Teaching Using Elements of Dance <u>Movement exercise:</u> Create a dance sequence to teach in class based on one of the elements of dance -in partners. (record activity and upload to Blackboard for peers' feedback <b>Due Sunday Jan.28 by midnight )</b>
<b>Week 3 – 1/30</b> Fundamentals of Teaching Dance	<b>T-</b> Creating a Warm-up <u>Movement exercise:</u> Create a 10 minutes



Technique	warm-up sequence to teach the class (group task –record activity and upload to Blackboard for peers’ feedback. <b>Due Sunday Feb. 4 by midnight )</b> <b>TH-</b> Across the-Floor - Center & Floor Combinations
<b>Week 4 – 2/6</b> Alignment & Imagery for dancers and Dance Injuries	<b>T-</b> Teaching with Alignment <b>TH-</b> Teaching with Imagery <u>Movement exercise:</u> Create a movement sequence emphasizing Alignment & Imagery (Record activity and upload to class for peers’ feedback <b>due Sunday 2/11 by midnight)</b> - Observing 3 technique classes (instructor & student) <u>Refer to Observation Sheet</u> <b>Due 2/11</b> –first observation <u>Readings:</u> Kassing, Gayle, Ch.3, Observing and Analyzing the Teaching Situation. Pp 41 – 52. - Erkert, Jan, Ch. 10, Space Moving Images, pp 128 -139 <b>Summary due 2/11</b>
<b>Week 5 – 2/13</b> Observing and Analyzing in Teaching	<b>T-</b> Learning Styles <b>TH-</b> Teaching Styles <u>Reading:</u> Kassing, Gayle, Ch. 7 Analyzing the Learner and the Learner Environment pp 99 – 115 <b>Summary due 2/18</b>
<b>Week 6 – 2/20</b> Lesson Plans	<b>T-</b> Lesson plan for technique class <b>TH-</b> Lesson plan for specified dance genre (Work in partners -Midterm) <u>Readings:</u> Kassing, Gayle, Ch. 6, <i>Organizing and Managing the Dance Class</i> pp 79 – 97 & Ch 9, Developing the Lesson Plan, pp 143 – 158 <b>Summaries due 2/25</b> - Observing 3 technique classes (instructor & student) <u>Refer to Observation Sheet</u> <b>Due 2/25</b> – second observation
<b>Week 7 – 2/27</b> Teaching Philosophy	<b>T-</b> Teaching Philosophy <b>TH-</b> Teaching Goals and Plans for the Future <u>Reading:</u> Takiyah Nur Amin, <i>Forward to Dance Pedagogy for a Diverse World:</i>

	<p><i>Culturally Relevant Teaching in Theory, Research and Practice pp 1- 5</i>(read in Google Books online)</p> <p>- Mainwaring &amp; Krasnow, <i>Teaching the Dance Class Strategies to Enhance Skill Acquisition, Mastery and Positive Self-Image</i>, 2010. <b>Summaries due 3/2</b></p>
<p><b>Week 8 – 3/5</b> Midterm</p>	<p><b>T &amp; TH-</b> Peer feedback to proposed Lesson Plans and Teaching Philosophy (2 days)</p>
<p><b>Week 9 – 3/11 Spring Break</b></p>	
<p><b>Week 10- 3/19</b> The Role of Music in the Dance Class</p>	<p><b>T-</b> Working with recorded Music  <b>TH-</b> Working with and Accompanist  - Movement exercise (record activity and upload to Blackboard for peers' feedback)  <b>Due Sunday March 24 by midnight)</b>  <u>Reading:</u> Eckert, Jan, Ch. 11, Silence Soundings: Accompanists, pp 140 – 153  <b>Due Sunday March 24 by midnight)</b></p>
<p><b>Week 11 – 3/26</b> Assessing Dance</p>	<p><b>T-</b> Creating Assessments for Dancers  <b>TH-</b> Create a rubric for one of your lesson plans  <u>Reading:</u> Gayle, Kassing, Ch. 10, Selecting Appropriate Assessment Strategies for Dance, pp 159- 182 <b>Due Sunday March/31 by midnight</b>  - Observing 3 technique classes (instructor &amp; student)  Refer to Observation Sheet–third observation <b>Due Sunday March/31 by midnight</b></p>
<p><b>Week 12 – 4/2</b> Students Teaching (Final Practicum)</p>	<p>Supervised practicum experience teaching peers -partner (from created lesson plans with previous feedback applied)</p>
<p><b>Week 13 – 4/9</b> Students Teaching (Final Practicum)</p>	<p>Supervised practicum experience teaching peers -partner (from created lesson plans with previous feedback applied)</p>
<p><b>Week 14 – 4/16</b> Students Teaching (Final Practicum)</p>	<p>Supervised practicum experience teaching peers -partner (from created lesson plans with previous feedback applied)</p>
<p><b>Week 15 – 4/23</b> Teaching Lab</p>	<p><b>T-</b> Class Discussion: concerns, questions, and feedback  <b>TH-</b> Lesson Plan Revised (what worked or not)</p>

<p>Week 16 - 4/30</p> <p>Final Presentation</p>	<p><b>T &amp; TH</b>-Teaching and Learning Final Reflection and Self-Reflection (5 minutes Presentation – 2 days) Upload reflection to forum - Digital Teaching Portfolio and Self Evaluation <b>Due Thursday May 5</b></p>
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### **Important Dates**

Feb. 11 –Feb. 25 – March 31 – Class Observations  
 March 5 – Midterm  
 March 11 – Spring Break  
 April 4 to April 23 – Teaching F2F  
 April 30 / May 2 – Presentations (Final Reflection and Self-Reflection)  
 May 2 – Portfolio & Self-Evaluation

### **Readings**

#### **Required:**

- Erkert, Jan, *Harnessing the Wind The Art of Teaching Modern Dance*, Human Kinetics, 2003.

#### **Recommended**

- Gayle, Kassing, *Dance Teaching Methods and Curriculum Design*, 2007.
- Goodling, Elizabeth, *Teaching Dance: The Spectrum of Styles*, AuthorHouse, 2007
- Stinson, Susan W., *Embodied Curriculum Theory and Research in Arts Education. A Dance Scholar's Search for Meaning*, 2016.
- Mainwaring, Lynda, Krasnow, Donna H., *Teaching the Dance Class: Strategies to Enhance Skill Acquisition, Mastery and Positive Self-Image*. *Journal of Dance Education* Volume 10, Number 1, 2010.  
- Mosston Teaching Styles, article

#### **Additional Resources**

<https://spectrumofteachingstyles.org/>

<https://www.thepeproject.com/teaching-styles/>

<https://academics.hamilton.edu/government/dparis/govt375/spring98/teachers/styles/teaching.html>

<https://www.ndeo.org/Learn/Dance-Education-Standards/Studio-Dance-Standards/Philosophy#:~:text=Through%20dance%20education%2C%20students%20develop,relationships%2C%20forms%2C%20and%20structures.> Standards

<https://tea.texas.gov/academics/subject-areas/fine-arts> Fine Arts Standards - Texas

<https://www.columbiaspectator.com/arts-and-culture/2022/10/13/the-musician-in-the-corner-the-importance-of-accompanists-and-live-music-in-barnards-dance-classrooms/>

Sample Lesson

<https://us.humankinetics.com/blogs/excerpt/planning-creative-dance-lessons>

<http://www.tdea.org/history.html>

The arts in every classroom. [K-5, part 3], Teaching dance

[https://video-alexanderstreet-com.utep.idm.oclc.org/watch/teaching-dance?utm\\_campaign=Video&utm\\_medium=MARC&utm\\_source=asresolver](https://video-alexanderstreet-com.utep.idm.oclc.org/watch/teaching-dance?utm_campaign=Video&utm_medium=MARC&utm_source=asresolver)