

**Dance 4851**  
**Secondary Teaching Methods**  
**Spring Semester 2016**

MWF 8:00-9:25AM, 4 Credits

Instructors: Pamela Geber Handman ([p.geber@utah.edu](mailto:p.geber@utah.edu)) 587-9806, Rm. 207 MCD  
Brent Schneider ([brent.schneider@utah.edu](mailto:brent.schneider@utah.edu)) 587-9808, Rm. 116 MCD

**Course Philosophy:**

" No packet of instructions, no matter how professionally produced, can insure a satisfying experience for the student. The careful timing of various elements of the activity, the supportive energy that encourages, the quick recognition of a breakthrough, comes only from a sensitive, feeling, human being who approaches life creatively; a teacher who teaches the students rather than the subject."      Dee Winterton

"If we are to achieve a culture rich in contrasting values, we must recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each diverse human gift will find a fitting place."      Margaret Mead

**Course Description:**

Through discussions, readings, observations, verbal and written reflections as well as practice, this course is designed to give you knowledge and experience teaching dance in the secondary school setting. You will analyze teaching philosophy, methods, central principles and put pedagogy into practice.

**Course Objectives:**

Upon successful completion of this course, students will have:

- Observed and discussed unique approaches to teaching dance in secondary education.
- Studied various learning modalities and integrated them within one's dance teaching methods.
- Developed movement lesson plans appropriate to secondary school students.
- Acquired additional musical resources for teaching dance.
- Visited secondary school dance classes in the local community for reflection and discussion.
- Practiced teaching dance to peers in preparation for off-campus dance classes.
- Completed a dance teaching practicum off-campus at secondary schools.
- Developed teaching strategies and a personal teaching philosophy for co-leading dance classes at secondary schools.

| <b>Graded Assignments</b>  | <b>Percentage of Grade</b> | <b>Due Date</b>  |
|--|----------------------------|--|
| Letter as a high school student  | 5%                         | Jan 13   |
| Mentor Paper   | 10%                        | Jan 20   |
| In-house practice teaching<br>(including all teaching of peers,<br>lesson plan for the week of Feb 8<br>& self reflection paper) | 15%                        | Peer teaching between Jan 27-Feb 12<br>Lesson plans due Feb 8, 10, 12<br>Self Reflection Paper due Feb 19                              |
| HS Visit Reflection Paper  | 10%                        | Feb 3  |
| Student Led Discussion   | 5%                         | Feb 17 & 19  |
| High School Teaching   | 30%                        | Between Feb 22-April 22.   |
| High School Lesson Plans   | 10%                        | Must be written prior to each class<br>taught in the high schools. All are due<br>to the instructors on April 25 with<br>dates taught. |
| Teaching Philosophy Paper<br>(includes reflection on recent<br>high school teaching experience)                                  | 15%                        | April 25   |
| <hr style="width: 20%; margin: auto;"/>  |                            |  |
| 100%   |                            |  |

\*For all written assignments, please turn in a hard copy on the due date. Please do not email your assignments digitally. No late papers will be accepted unless there are extenuating circumstances and communication with the instructors.

### **Description of Graded Assignments:**

#### **Letter as a high school student** (2 pages in length, double spaced)

Begin with “Dear Pam & Brent...” and describe who you were as a high school student. Paint a picture in words about your high school experience. What type of high school did you attend (public, private, smaller, larger, performing arts, diverse)? Was dance a part of your high school experience or not? Describe your personality and interests. What were your passions? What were your challenges?

#### **Mentor Paper** (3-4 pages in length, double spaced)

Think about one, very influential teacher in your life. This could be someone with whom you worked recently or from awhile ago. This can be a dance teacher or a mentor in another subject area. Follow your instincts in choosing a particularly impactful mentor. Describe this teacher and the ways in which she/he impacted you. What teaching strategies did this person employ? What qualities did this person possess? What was it about this person and about the timing in your life that made a difference? How has this person affected you longer term?

### **Self Reflection Paper on your in-house/peer teaching** (2-3 pages in length, double spaced)

Reflecting upon your in-house/peer teaching and watching the video of you + partner teach during the week of Feb 8), what do you notice? As a teacher, what worked? Didn't work? How was your pacing? Your transitions? Your development of material? Your cue-ing? Your lead-in's ("5678.." or "ready and go..." other...)? Your musical support? Did you feel prepared? Did you adjust your lesson plan in the teaching-moment and if so, why did you make this decision and how did it play out? What homework might you need to do prior to your next teaching? Did any of the feedback you received from peers or instructors surprise you? Discuss. What do you know now that you didn't know before?

\*Reminder: For your in-house/peer teaching during the week of Feb 8, write one Lesson Plan. See Lesson Plan format below.

### **HS Visit Reflection Paper** (3-4 pages in length, double spaced)

Reflecting upon the two off-campus visits to the schools, discuss your biggest take-away messages as a teacher yourself. What were some of the best practices in each setting? If there were any challenges in the settings, what strategies did the dance teachers utilize? As you are preparing to head off campus for your own teaching practicum, what did you learn from these observations?

### **Student Led Discussions**

These will take place 2/17 and 2/19 and springboard from supplementary material available on Canvas. Specific guidelines to come.

### **High School Teaching**

You will be co-teaching off campus at a local secondary school sometime between Feb 22-Apr 22. Your classes will take place at a time that doesn't conflict with any other dance department or general education courses, most likely early in the morning prior to your 9:40AM technique class. Your exact schedule and school assignment is to come. You are expected to collaborate with your co-teacher on all lesson plan development and work together to lead well-conceived dance classes at your assigned school. You must be timely and professional. You are not permitted to miss any teaching day at your assigned school.

### **Lesson Plans**

For your in-house/peer teaching during the week of Feb 8, write one Lesson Plan.

For your off-campus teaching practicum, write one Lesson Plan for each class you teach (and date each one).

On each Lesson Plan:

1. State any larger goals and objectives for the class. Consider the specific population of students: their needs, their backgrounds, their interests.
2. Outline a progression for each class (intro/warmup, development, conclusion/cool down). In order to do this, write down the words, phrases, images, skills, etc...that will best cue you. This may be concrete, imagistic, musical, thematic, a drawing...
3. Describe any homework that you need to do to help make the lesson plan come to life or more clearly be taught? What reminders do you need to give yourself before teaching this class?

### **Teaching Philosophy Paper** (4-5 pages in length, double spaced)

This is a final reflection paper that articulates your own, personal teaching philosophy at this moment in time for teaching dance in secondary schools. In your paper, discuss the following:

- Summarize your secondary school teaching experience from this semester.
  - Describe your students and how they engaged in your classes.
  - What worked and what didn't work?
  - What might you develop or do differently with more time in this high school?
  - What do you know now that you didn't know before?
  - Based on your teaching experiences to date, discuss your underlying or guiding principles for teaching as you know it now. Speak about why you made specific teaching choices.
  - Finally, project yourself into the future in terms of teaching.
- 

**Attendance Policy:** You are allowed 2 absences during the 1<sup>st</sup> block of the semester (up through Feb 27). Subsequent absences will result in a lowering of the grade in increments (for example: upon three absences, an A grade becomes an A-). Recurrent tardies will also jeopardize your grade. If you arrive later than 8:15AM, no credit will be given for attendance that day. During the 2<sup>nd</sup> block of the semester when you are teaching in the high schools, you are expected to be at every scheduled class. You are expected to be there for every teaching day in the schools, even if you aren't the lead teacher. In the high schools, you are a part of a teaching team.

Please note that showing up for class is more than simply being in the room. Students are asked to be fully present each class demonstrated by a dedication, readiness, involvement and investment in class material. Students are asked to take responsibility for all assignments, invest in class discussions and fulfill all teaching opportunities.

When in class, please turn off all cell phones and beepers. No texting, doing social media, surfing the internet, or doing work for any other class. If you choose to engage in any of these activities, you will receive an absence for that day.

---

### **Student Code of Conduct**

"All students are expected to maintain professional behavior in the classroom setting, according to the University of Utah's Student Code of Conduct (<http://regulations.utah.edu/academics/6-400.php>). 'Academic misconduct' includes but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct."

### **Policy of Student Plagiarism**

Misrepresenting someone else's work as your own is a violation of University policy. As per the University of Utah Student Code, plagiarism means "the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression." Sanctions for student plagiarism are at the discretion of the course instructor, but may result in a failing grade for the course. The instructor is required to report in writing any act of plagiarism to the Department Chair with a copy of the student's file.

### Americans with Disabilities Act (ADA) Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services. ([www.hr.utah.edu/oeo/ada/guide/faculty/](http://www.hr.utah.edu/oeo/ada/guide/faculty/))

The Department of Modern Dance is committed to policies of equal opportunity and affirmative action and prohibits discrimination on the basis of race, color, national origin, religion, sex, sexual orientation, age or status as a Vietnam veteran, disabled veteran or person with a disability. The department seeks to provide equal access to its programs, services and activities for people with disabilities. Reasonable prior notice is needed to arrange accommodations. Evidence of practice not consistent with these policies should be reported to the Office of Equal Opportunity and Affirmative Action, 581-8365

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

### Wellness Statement

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - [www.wellness.utah.edu](http://www.wellness.utah.edu); 801-581-7776.