

1-2014

DANC 446.01: Teaching Projects: Flagship Dance Project

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DANC 446-01
Teaching Projects: Flagship Dance Project
1 credit
Syllabus – Spring 2014

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Course Description:

This Service Learning Course is open to dance students who wish to pursue a teaching project in dance. The Flagship Dance/Theatre Project involves *independent work in the schools*. Students are responsible for coordinating the teaching schedule directly with the school coordinator and maintaining on-going interactions with them. There is one, 5-week Flagship session in the schools: February 18-March 25, 2014. Karen Kaufmann will serve as your faculty advisor throughout the semester. Please contact Karen if you have any problems or concerns.

UM Service Learning Definition: *Service Learning is a method of teaching and learning in which students, faculty and community partners work together to enhance student learning by applying academic knowledge in a community-based setting. Student work addresses the needs of the community, as identified through collaboration with community or tribal partners, while meeting instructional objectives through faculty-structured service work and critical reflection meant to prepare students to be civically responsible members of the community. At its best, service learning enhances and deepens students' understanding of an academic discipline by facilitating the integration of theory and practice, while providing them with experience that develops life skills and engages them in critical reflection about individual, institutional, and social ethics.*

Requirements:

- 1) Contact the Flagship Coordinator, Nicole Mitchell, [nmitchell@wmmhc.org]
- 2) Meet with your Flagship School Coordinator to learn about Flagship and to schedule your spring teaching schedule. You are committing to this schedule throughout the Flagship session. Inform Karen Kaufmann of your teaching dates and times.
- 3) Attend Flagship Trainings: as scheduled by MCPS's Flagship Program
- 4) Visit your Flagship school and teach!! Arrive early! Be prepared! Throughout the sessions it is suggested you begin with a warm up and then teach a dance combination to students, suitable to their grade level. Plan your warm-up in advance and consider how you're going to teach the dance. How will you explain it? How will you demonstrate it? Be very clear about your objectives and your class sequence. Each session can also include a review of the previous class. All classes should be taught at a beginning level! Assume that this is the student's very first exposure to dance. Make the experience fun and exciting for them. Describe the importance of them attending every class, so they can learn the dance.
- 5) Keep a journal throughout the semester. This may be electronic or hand written. Record your in-depth impressions of how each class went, what worked and what didn't. Use some

rigor in the journal. What do you notice about the students? What are your challenges? What are your successes? Where do you hope to bring the students? What will you do differently next class?

5) Participate in classroom discussions on Moodle, answering target questions about your experience.

6) Videotape 1 or 2 classes (beginning, middle and end) and review the tape, reflecting on what you notice about your teaching, student responses and how you want to develop your teaching.

7) After Flagship ends, or by the end of the semester (May) you will type a short essay that serves as an Overview of your Semester Teaching Flagship:

Describe your past experience teaching children. Where were you when you started? What were your students like? What kind of things did you learn? What did you struggle with? What was the most rewarding thing about this experience? Where are you now? What would you do differently if you were to begin this project again?

Grading

Your grade for this independent project is based on:

- Your personal commitment to the School Flagship Program (punctuality, regular attendance, maintaining communication with your faculty advisor & school YDC, attendance at your Flagship training, etc). (33.3%)
- Teaching (the planning & execution of each class, followed by an in-depth (daily) Reflection reflected in your Journal, moodle posts, and selections of a Video. (33.3%)
- Your Final Essay, Journal entries & video excerpts.

Academic Misconduct and the Student Conduct Code

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://life.umt.edu/vpsa/student_conduct.php.

All Theatre & Dance students must have an in-depth knowledge of the practices and procedures outlined in the School of Theatre & Dance *Student Handbook*. The *Handbook* is available online at <http://www.umt.edu/theatredance/about/handbook>.

There is inherent risk involved in many Theatre & Dance classes as they are very physical in nature. Please proceed through class, shop time, or rehearsal with caution. Always be mindful of your personal safety and the safety of others. Students participating in class/shop/rehearsal/performance do so at their own risk.

Due to safety considerations, at **no** point during a student's time spent in class or serving on a production (in any capacity) should non-enrolled persons be guests of that student **without my consent**. Presence of such unauthorized persons in a class, shop, or any backstage/off-stage area will negatively affect a student's grade.

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students (DSS). "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. For more information, please consult <http://life.umt.edu/dss/>.