Request Form for General Education Certification:

*Humanities Requirement: (Except FYSM, please include a syllabus)*

Faculty Member(s): Gretchen McLaine
Course Number: DAN 150
Course Name: Dance Appreciation
Department of faculty member(s): Theatre and Dance

Course Description:
Introductory course, designed for non-majors, which investigates dance as a culturally significant art form. Includes an examination of dance's evolution through historical and aesthetic perspectives; basic elements of the discipline; and the relationship between dance and other art forms/disciplines. Attendance at relevant performances/events is required. Satisfies the general education requirement.

I. Explain how the proposed course satisfies the following Approval Criteria for Humanities:

1. The primary purpose of the course is the examination of particular expressions of human culture in their social, historical, intellectual, aesthetic, or ethical dimensions.

   *This course provides an introduction to the roles dance has played in various cultures throughout history, which leads to a greater understanding of its function in today's society. Students will be introduced to concepts and techniques relevant to the discipline of dance, and should develop an increased appreciation of the aesthetics, cultural, and social significance of dance.*

2. The course must analyze how ideas are represented, interpreted, or valued in these cultural expressions.

   *Dance has played an integral part in ritual, religion, and the expression of social roles; it has also been a source of recreation, art, entertainment, and education. Dance expresses life in society: how and what people feel and believe, and how they live is seen through dance. This course emphasizes the concept that creative expression has always been an essential component of people’s lives and reflects the values of a society.*

3. The course must examine relevant primary source materials as understood by the appropriate discipline(s).
The material in this course will be explored through discussions, reading of primary source material, class projects, video/film (primary sources), live performances, experiential learning, and internet technology.

4. The course must require students to interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis). Students will be expected to analyze a variety of primary sources, and synthesize their findings in a written research assignment.

II. Please provide an example of a signature assignment that the proposed course would use to enable assessment of the humanities learning outcome, using the evidence and grading rubric for the respective outcome

**Concert Dance Reaction Paper (SIGNATURE ASSIGNMENT): 20%**
The student will either attend a live concert or watch a video on an evening length work and write an essay synthesizing class concepts. The student will use the Elements of Dance to interpret the meaning of the work/s, contextualization of the stylistic and aesthetic choices, identify how the elements are choreographed to communicate, and evaluate the effectiveness of the work/s. This essay serves as the signature assignment for the class, as so it is expected that the students will analyze the work in a way that is personally, socially, and culturally meaningful. Further guidelines for this assignment will be handed out and discussed in class.

**Outcome 1:** Students analyze how ideas are represented, interpreted or valued in various expressions of human culture. (List Outcome 1 on Syllabus)

**Evidence:** Paper or equivalent assignment in which students analyze an idea or ideas related to the course content employing the concepts, methods or practices appropriate to the discipline.

**Standard** At least 80% of students score 3 or 4 on rubric.

**Rubric for SLO 1**

<table>
<thead>
<tr>
<th>Does not meet expectations</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds Expectations 4</th>
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</thead>
<tbody>
<tr>
<td>Paper (or equivalent) disregards or fails to coherently engage the idea or ideas. It may lack any appropriate pattern of structure or development. Paper (or equivalent) fails to employ concepts, methods or practices</td>
<td>Paper (or equivalent) is unsatisfactory in multiple ways. It displays serious weaknesses in composition and analysis of the idea or ideas, and does not adequately employ</td>
<td>Paper (or equivalent) is competent, though sometimes marginally so. Displays adequate analysis of the idea or ideas and satisfactory employment of concepts, methods or practices appropriate to the</td>
<td>Paper (or equivalent) displays cogent analysis of the idea or ideas and informed employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates excellent composition</td>
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<tr>
<td>Dimension</td>
<td>Does not meet expectations 1</td>
<td>Approaches Expectations 2</td>
<td>Meets expectations 3</td>
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appropriate to the discipline. Paper (or equivalent) shows severe deficiencies in reading and writing college-level English or the Target Language of the course. concepts, methods and practices appropriate to the discipline. discipline. Paper (or equivalent) demonstrates proficiency in the conventions of written English or the Target Language of the course. skills in English or the Target Language of the course.
<table>
<thead>
<tr>
<th><strong>Description:</strong> identify and/or describe the primary source</th>
<th>Incorrect identification, description is inaccurate, inappropriate</th>
<th>Identification/ description is insufficient, ambiguous, lacks detail</th>
<th>Identification/ description is accurate, adequately detailed despite omissions</th>
<th>Identification/ description is stated clearly and comprehensively and includes relevant information</th>
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<tbody>
<tr>
<td><strong>Context:</strong> situate the primary source in terms of time, place, genre, and/or discipline</td>
<td>Little or no description of context, or irrelevant contextualization</td>
<td>Some description of context, but not adequate</td>
<td>Primary source is reasonably contextualized; contextualization is in terms of more than one context</td>
<td>More nuance and sophistication in terms of situating the primary source; student contextualizes primary source in terms of multiple contexts</td>
</tr>
<tr>
<td><strong>Interpretation:</strong></td>
<td>Paper does not move beyond description, or offers inaccurate or irrelevant interpretation not connected to description</td>
<td>Paper marginally moves beyond description; student offers inadequate or irrelevant evaluation; not reasonable connection to description and context</td>
<td>Interpretation is reasonably connected to the description and contextualization; student offers evaluation that is less than comprehensive.</td>
<td>Interpretation arises from description and contextualization; student offers evaluation supported by the contextualization and description; student’s insight takes into account the complexities of the primary source.</td>
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**Outcome 2:** Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

**Evidence:** Paper or equivalent assignment involving description, contextualization and interpretation of primary source.

**Standard:** 80% of students receive a score of 3 or 4 on each dimension.

**Rubric for SLO 2**
FACULTY CURRICULUM COMMITTEE
SIGNATURE PAGE

- In section A, list ALL of the forms covered by this signature page. If you submit a form that is not listed in A, your proposal will be held back until we receive a new, updated signature page.
- You must obtain the signature of your department chair and dean before submitting your proposal.

A. FORMS COVERED BY THIS SIGNATURE PAGE. List each form you are submitting—for instance, PSYC 383, Course Form; PSYC, Change of Major Form; PSYC, Change of Minor Form.

DANC 150 New Course Form
DANC 150 Gen Ed Form
DANC 150 Syllabus

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   [Signature]

   Date: 9-3-13

2. Signature of Academic Dean:

   [Signature]

   Date: 9/3/13

3. Signature of Provost:

   [Signature]

   Date: 

4. Signature of Business Affairs (only for course fees):

   [Signature]

   Date: 

   ☐ fee approved on _________
   ☐ BOT approval pending

5. Signature of Curriculum Committee Chair:

   [Signature]

   Date: 

6. Signature of Budget Committee Chair (only for new programs):

   [Signature]

   Date: 

7. Signature of Academic Planning Committee Chair (only for new programs):

   [Signature]

   Date: 

8. Signature of Faculty Senate Secretary:

   [Signature]

   Date: 

Date Approved by Faculty Senate: 

COLLEGE OF CHARLESTON
DEPARTMENT OF THEATER AND DANCE
FALL 2014

DANC 150: DANCE APPRECIATION (3 credits)

Instructor: Erin Leigh
Phone: TBA
Email: TBA
Office hours: TBA
Office location: TBA

COURSE DESCRIPTION:
Introductory course, designed for non-majors, which investigates dance as a culturally significant art form. Includes an examination of dance’s evolution through historical and aesthetic perspectives; basic elements of the discipline; and the relationship between dance and other art forms/disciplines. Attendance at relevant performances/events is required. Satisfies the general education requirement.

COURSE OBJECTIVES:
1. The student will demonstrate an understanding of the aesthetic and cultural differences of dance forms and practices in differing regions of the world and identify the social, historical, and cultural issues surrounding specific dance forms.
2. The student will demonstrate skill in interpreting dance movement, in writing and in discussion, in a way that is personally, socially, and culturally meaningful.
3. The student will develop an appreciation for, and understanding of the value of dance as an academic discipline, by viewing and/or interacting with primary sources (i.e. documentaries, dance on film, written texts, etc.).
4. The students will demonstrate an understanding of dance as an art form and as a medium of personal and expressive communication, and identify differences in aesthetic styles and choices.

METHOD:
The material in this course will be explored through discussions, reading of primary source material, class projects, video/film (primary sources), live performances, experiential learning, and internet technology.

STUDENT LEARNING OUTCOMES AND METHODS OF ASSESSMENT:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<tbody>
<tr>
<td>1. The student will demonstrate an understanding of the aesthetic and cultural differences of dance forms and practices in differing regions of the world and identify the social, historical, and cultural issues surrounding specific dance forms.</td>
<td>Through written assignments, quizzes, and exams scheduled regularly throughout the semester, students will identify significant cultural influences on a range of dance forms and styles.</td>
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<td>2. The student will demonstrate skill in interpreting dance movement, in writing and in discussion, in a way that is personally, socially, and culturally meaningful.</td>
<td>Through discussion and writing assignments, students will identify the essential elements of a dance, draw conclusions about the meaning of the work, and contextualize their interpretations.</td>
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<td>3. The student will develop an appreciation for, and</td>
<td>Students will view dances in various contexts on film</td>
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understanding of the value of dance as an academic discipline, by viewing and/or interacting with primary sources (i.e. documentaries, dance on film, written texts, etc.). and through the reading of primary sources. Whenever possible, students will attend live dance performances and reflect on their experiences through a written or creative response.

4. The students will demonstrate an understanding of dance as an art form and as a medium of personal and expressive communication, and identify differences in aesthetic styles and choices.

Students will actively participate in group discussion prompted by primary sources, and articulate their understanding and appreciation of dance through written assignments of various lengths that may include independent and/or group research.

**GENERAL EDUCATION OUTCOMES:**

In addition to the student learning outcomes listed above, students may earn general education credit through the following specific outcomes:

**Outcome 1:** Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

**Outcome 2:** Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis). Both of these outcomes will be assessed through the concert dance reaction paper.


**COURSE REQUIREMENTS:**

1. **Attendance policy (assessed on-going)**
   Learning in this class depends on your active, engaged participation. My absence policy reflects this need. Three absences are allowed, which include both excused and unexcused absences. After which your grade will be lowered by ½ a letter grade per absence (for instance an A- becomes a B, etc.) Each additional absence will lower your grade by another ½ letter grade. Students are expected to be on time and to stay for the duration of the class. Three late arrivals and/or early dismissions will count as one absence. You are responsible for telling the instructor after class to change your attendance from absent to tardy.

2. **Participation: 10% (assessed on-going)**
   Be prepared to fully and actively participate in all aspects of this course, including discussions, projects, presentations, in-class writing, and movement experiences. Occasionally writing assignments will be collected. Classes will be comprised of concepts or activities in which you may be challenged to try things you’ve never done before. I am grading on engagement, the overall quality of responses, and facility in application of class concepts during class activities, discussions, and projects.

3. **Tests: 30% (see dates below)**
   Tests may include matching, multiple choice, fill in the blank, short answer, and essays questions and cover any previously assigned material and in-class activities.
   - Test #1 Origin and Definitions of Dance and Dance in Religion (10%)
   - Test #2 Social and Court Dance (10%)
   - Test #3 Concert Dance (10%)

4. **Elements of Dance Movement Analysis: 10%**
This assignment will provide an opportunity to practice applying Laban’s Elements of Dance and to receive feedback on your movement description/analysis and writing style. These skills are essential for successful completion of the class assignments and an understanding of class concepts. Students can choose from either the Native American Grass Dance or the Tibetan Ritual Deer Mask Dance. Guidelines for this assignment will be handed out and discussed in class.

5. Group Presentations: 15%
In a group of 4 or 5 students, assimilate class material into a group presentation on a social or court dance. Presentations may take on many forms. The goal is to demonstrate your ability to synthesis and relate class information in different contexts, and to collaborate with your classmates. Guidelines for this assignment will be handed out and discussed in class.

6. Arts in the Community Research: 15%
This assignment is intended to investigate ways in which the arts are used in the community, such as in educational and therapeutic settings, and is intended to give the student a broader understanding of the value of the arts. The students will research a particular topic, articulate their finding in a well written essay, and informally share their knowledge with the class. Guidelines for this assignment will be handed out and discussed in class.

7. Concert Dance Reaction Paper: 20%
The student will either attend a live concert of an evening length work and write an essay synthesizing class concepts. The student will use the Elements of Dance to interpret the meaning of the work/s, contextualization of the stylistic and aesthetic choices, identify how the elements are choreographed to communicate, and evaluate the effectiveness of the work/s. This essay serves as the signature assignment for the class, as so it is expected that the students will analyze the work in a way that is personally, socially, and culturally meaningful. Guidelines for this assignment will be handed out and discussed in class.

**GRADING SCALE:**
- 90-100 A
- 80-89 B
- 70-79 C
- 60-69 D
- 0-59 F

**CLASS PROTOCOLS:**
1. Please bring the textbook, any accompanying reading material, and a notebook and writing utensil to every class.
2. Assignments are expected on the due dates. For each day an assignment is late your grade will drop by one letter grade. Group projects and final choreographic projects cannot be made up. If you do not show up the day these projects are due, your group will perform without you and you will earn a 0. Tests may only be made up for extreme and documented reasons. I must be contacted by email prior to the test and arrangements must be made to take the test immediately.
3. Please, no food or drink in the classroom or studio. Water bottles are permitted.
4. Turn off all cell phones and pagers.
5. If the class participated in studio classes, you are required be completely dressed out by the time class begins. Wear comfortable clothing that permits a wide range of movement such as tank tops, t-shirts, sweat pants, yoga pants, dance wear, etc. but avoid overly baggy or extra-long pants. No jeans or skirts. No shoes, we will be barefoot.
6. Quizzes may be given, may be unannounced, and cannot be made up.
7. Dance appreciation examines dance from a cultural and personal point of view. Please be respectful and appreciative of the diverse perspectives and ideas we will be sharing. Honor each individual’s right to learn, explore, take risks, invent, and question. Be open and provide space for the new and unexpected.

8. ADA Statement: Students with a documented disability who wish to request course accommodations should contact the SNAP Services office located in the Lightsey Center, room 104. Students that require such accommodation in this class should also inform the instructor at the beginning of the semester.