FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Gretchen McLaine  Phone: 953-5944  Email: mc laineg@cofc.edu
Department or Program: Theatre and Dance  School: School of the Arts
Subject Acronym and Course Number: DANC 150
Catalog Year in which changes will take effect: FALL 2014

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
  ☐ Course Number
  ☐ Course Name
  ☐ Course Description
  ☐ Credit/Contact Hours
  ☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This course supports the College of Charleston, School of the Arts, and Department of Theatre and Dance mission statements by offering theoretical courses that stimulate critical thinking and intellectual growth within a liberal arts setting. Through this course, students will be better able to understand the goals of a liberal arts education.

The Department of Theatre and Dance currently has a similar course in Theatre, titled Introduction to Theatre. Adding a Dance Appreciation course allows the department to more accurately reflect both disciplines through their general education offerings. Currently, students who are interested in receiving humanities credit through the theoretical investigation of dance are limited to taking DANC 331- History of Western Dance, which is only offered in the fall semesters. DANC 331 is a required course for dance majors, and is a 300-level class. Adding the Dance Appreciation course to our departmental offerings allows students to take a lower-level, introductory course in the dance discipline.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well as other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

Because this course is not required for any particular student or major, there is flexibility in how frequently and in which semesters the course is taught. The regular offering of this course will not adversely affect the dance major or the

This form was last updated on 06/03/13 and replaces all others.
department as a whole. The availability of resources, particularly of adjunct faculty, will determine the frequency of its offering.

E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: 
Subject Acronym: 
Course Number: 
Credit hours: __ lecture __ lab __ seminar __ independent study
Contact hours: __ lecture __ lab __ seminar __ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? [ ] yes [ ] no If yes, how many total credit hours may the student earn? _____

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: Theatre and Dance 
School: School of the Arts
Subject Acronym: DANC 
Course Number: 150
Credit hours: 3 lecture __ lab __ seminar __ independent study
Contact hours: __ lecture __ lab __ seminar __ independent study

Course title: Dance Appreciation

Course description (maximum 50 words, exactly as it appears in the catalog):
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 general education requirement.

Restrictions (pre-requisites, co-requisites, majors only, etc.): N/A

If this is a newly-created course, is it intended to be the equivalent of an existing course and replace it? [ ] yes [ ] no
If so, which course? __________________
Note: You must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): N/A
Note: Cross-listed courses are equivalent.

Is this course repeatable? [ ] yes [ ] no If yes, how many total credit hours may the student earn? _____

This form was last updated on 06/03/13 and replaces all others.
Is there an activity, lab, or other fee associated with this course? ☐ yes ☑ no What is the fee? $________

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

There are no costs specific to this course. Departmental library budget allocations will support additional resources for course materials.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<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. 80% of students should average a score a C- or higher on these measures.</td>
</tr>
<tr>
<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. 80% of students should average a score a C- or higher on these measures.</td>
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<tr>
<td>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.).</td>
<td>Students will view dances in various contexts on film 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. 80% of students should average a score a C- or higher on these measures.</td>
</tr>
<tr>
<td>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.</td>
<td>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. 80% of students should average a score a C- or higher on these measures.</td>
</tr>
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How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

As this is intended to be an introductory course, students will be introduced to course content specific to the dance discipline. However, students are expected to demonstrate an understanding of the course material. The basic concepts and ideas presented in this course will be reinforced throughout the semester, as students investigate multiple works, personal perspectives, and their intersection.
In relation to general education requirements, students will analyze how ideas are represented, interpreted, or valued in various expressions (movement) of human culture. They will also examine primary source materials, including but not limited to, scholarly texts, videos, live performances, notated dance scores (Labanotation). Their interpretation of these sources will be reflected in the completion of their written assignments.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? □ yes □ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

J. CHECKLIST.

□ I have completed all relevant parts of the form.

□ I have attached a cover letter that describes my request and lists all the documents I am submitting.

□ (For new courses only) I have attached a syllabus.

□ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

□ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

□ I have submitted one Signature Form that lists all of the different forms I am submitting.
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 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 ASSESSEMENT:

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Students will view dances in various contexts on film 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. 80% of students should average a score a C- or higher on these measures.

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. 80% of students should average a score a C- or higher on these measures.

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 dismissals 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. This concert critique should be three pages, but not exceed four (typed, double-spaced). All critiques should address the following and provide examples to support your analyses:

- Was there a unifying theme to the performance?
- Was the theme or message clear to understand? Why/Why not?
- Was there a clear resolution to the work, and what did it provide to the audience?
- How did the choreographer use the various elements of space, time, and energy?
- How did the choreographer use Laban Movement Analysis (LMA) to clarify movement and intent?
- Was there a characteristic movement profile developed or seen throughout the piece?
- How did the choreographer’s choices of sounds (or silences) affect the dance?
- Did the work challenge you to think in terms of new concepts or ideas in using basic compositional elements?
- How did technical, lighting, and costume support enhance or hinder the overall presentation?
- Was the dancers’ performance at the level which you were expecting? Why/Why not?
- What are your final impressions of the artist and his/her work? Would you pay to see this company again? Why/Why not?

**GRADING SCALE:**
93 - 100 A
90 - 92 A-
87 - 89 B+
83 - 86 B
80 - 82 B-
77 - 79 C+
73-76 C
70 - 72 C-
67 - 69 D+
60 - 66 D
Below 60- 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.
TOPICAL OUTLINE FOR DANC 150
Schedule is subject to minor changes and adjustments as we proceed through the semester.
Assignments are due on the day listed.

UNIT #1: DANCE AS RITUAL

Day 1
Course introductions and syllabus review

Day 2
What is dance, who is a dancer, how do gesture and body language communicate, how do we learn to appreciate dance?
Discuss readings on body language
Homework: Chapter 1 & 2

Day 3
What are the Elements of Dance and how do they help us interpret dance?
Handout: Rudolph Von Laban’s Elements of Dance

Day 4
Dance in ritual and the role of the body
Excerpts from Dancing: Lord of the Dance (Christianity, Yoruba, and Bharatnatyam)
Homework: article “Five Premises for a Culturally Sensitive Approach to Dance” and Movement Analysis

Day 5
Dance in ritual and the role of the body continued
Assignment: Elements of Dance Movement Analysis (Native American Grass Dance or Tibetan Ritual Deer Mask dance)

UNIT #2: SEX AND SOCIAL DANCE

Day 6
Sex and social dance
Excerpts from Dancing: Sex and Social Dance (traditional and contemporary Cook Islands and USA social dance)
Homework: Chapter 3

Day 7
African aesthetics in the New World
Excerpts from Dancing: New Worlds, New Forms (North American Dance including Ring Shout and Swing)
Due: Elements of Dance Movement Analysis

Day 8
Wrap-up and test review

Day 9
Test #1 on Unit 1: Dance as Ritual and Unit 2: Sex and Social Dance

UNIT #3: COURT DANCE AND WORLD TRADITIONS

Day 10
Court dance and world traditions
*Homework: Chapter 4 (pp. 37-42)*

**Day 11**
Court Dance: Bugaku and Early Ballet
Excerpts from *Dancing: Court Dance*
*Assignment: Group Presentations on a world dance form*

**Day 12**
Research for dance and plagiarism
*Homework: article “Beyond Description”*

**Day 13**
Court Dance: Kabuki
Excerpt from *Dancing: Court Dance*

**Day 14**
*Due: Group Presentations*

**Day 15**
*Due: Group Presentations*
Wrap-up and test review

**Day 16**
*Test 2 on Unit 3: Court Dance and World traditions*

**UNIT #4: CONCERT DANCE**

**Day 17**
Ballet (18th century and Romantic)
*Homework: Chapter 4 (pp. 42-52) and Chapter 8: (pp. 146-149)*

**Day 18**
Ballet (Classical and Early Modern)

**Day 19**
Ballet (Contemporary)

**Day 20**
Modern Dance (Abstraction and Modernism in art, early modern dance pioneers)
*Homework: Chapter 5 and Chapter 8 (pp. 137-145) and (pp. 150-152)*

**Day 21**
Modern Dance (Modernism and Post-Modern)

**Day 22**
Modern Dance (World Contemporary)
*Assignment: Concert Essay*

**Day 23**
Description, analysis, and evaluation in dance writing
Homework: Chapter 6

Day 24
Tap, Jazz, Musical Theater, and Dance on Film
*Due: Concert Essay*

Day 25
Tap, Jazz, Musical Theater, and Dance on Film
*Homework: article “Juba and American Minstrelsy”*

Day 26
Tap, Jazz, Musical Theater, and Dance on Film
*Assignment: Arts in the Community Research*

Day 27
Tap, Jazz, Musical Theater, and Dance on Film

Day 28
Tap, Jazz, Musical Theater, and Dance on Film

Day 29
Tap, Jazz, Musical Theater, and Dance on Film

Day 30
Wrap-up and test review

Final Exam
*Test #3 on Unit 4: Concert Dance
*Due: Arts in the Community Research*
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:
   
   Date: 9-3-13

2. Signature of Academic Dean:
   
   Date: 9/3/13

3. Signature of Provost:
   
   Date: 10/5/13

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: 10/22/13

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: ____________