Course Description:
What is “good” teaching? What is “real” dance? What is “higher” education? These and other inquiries will guide our journey in the Methods & Materials in Teaching Dance course. During this course, learners will engage in interpreting teaching and learning practices (hermeneutics) by looking through different filters of analysis. Each filter represents theories or principles that underpin educative practices and generate inquiry into what is real, what is good and what constitutes knowledge. Rather than perpetuating a right or wrong way of teaching, this course instead aims to reveal that what we perceive and conceive is related to the perspective we take. Hence, this course prepares the students to interact critically as they progress through the Program and future courses via the development of concepts and skills for understanding teaching and learning.

This course will introduce a narrow set of filters mainly derived from educational theory. The purpose of such is to concurrently introduce learners to pertinent systems of belief that could be expected to be encountered in education-centered learning cultures (K-12 systems, post-secondary education, etc.) Hence, this course investigates teaching and learning in, through and about dance particularly within educational contexts.

Class sessions are seminar based and will include a mixture of active interaction, group discussion, whole class discussion and lecture. The homework assignments parallel class content in several ways:

A) Reflection: Viewing and thinking about one’s own teaching in light of theory.
B) Analysis: Applying theory to observed teaching.
C) Vision: Projecting what you want in teaching and learning dance for the future.

Course Goal:
At the culmination of the course students will be able to critically reflect on the nature of teaching and learning as they engage within the field of dance and education. They will understand that conceptions of what constitutes knowledge, reality and value are dependent upon the limits from which teaching and learning are perceived. They will be able to apply critical reflection and scholarly support to develop a personal ideology that demonstrates how they envision approaching their own teaching and learning practices.
Assessment:
Teaching Analysis (20%)
Homework Assignments (10%)
Reflective paper (10%)
Collaborative Mini-Session (30%)
Final Vision Statement (30%)

Assignments

• Teaching Analysis:
  1. Choose a teaching site and schedule one observation (PreK-12 Cert students will observe 10 hours, but write about only ONE of the classes observed). This should not be a class in which you are participating.
  2. Write what you observe (not what you think is going on). This should be an objective (not interpretive), detailed description of the teaching environment and style.
  3. Analyze the teaching in terms of Mosston. Explain which teaching styles you observed and provide evidence for your conclusions. You may comment on whether you believe these contributed to a successful class and/or which additional styles might have been of benefit.
  4. This paper should be approximately 3-6 pages.

• Homework:
  Respond to all class discussions via NYU Classes discussion boards that have been opened.
  Article Analysis: One -two page article analysis from assigned article in Journal of Dance Education, volume 14, number 1
  1. APA citation of the article
  2. Discussion of how theory impacted, inspired and/or supported the research.
  3. Discussion of how knowledge gleaned from this research can impact your teaching career.

• Reflective Paper:
  Using Reflective Teaching as a guide, write a short reflection on a teaching event this semester, or something from your past. Use theory. Limit 3 pages.

• Collaborative Mini-Session:
  Assignment will be detailed in a separate handout.

• Final Vision Statement:
  Assignment was detailed in a summer handout. The final paper has these requirements:
  Limit 5-8 pages
  Limit personal reflection within the paper. It must be “big picture” vision
  The final must demonstrate familiarity and use of theorists from the semester

Course Protocol:

• Assignment Formats: All assignments must be typewritten with at least a normal 12 pt font and double-spaced lines. Use a header and page numbers. Please hand in hard copies of assignments without folders. Do not email them.

• Attendance: You are expected to attend every session of the course. Only one absence is permitted that will not affect the grade. Any additional absences will decrease the cumulative grade by one letter grade increment. Please make arrangements with a peer to collect course materials for you and contact the peer after the session for updates on the missed session.

• Late arrivals/Early departures: Being on time and staying throughout the duration of the course is to be expected. Three late arrivals, three early departures, or any three combinations of late arrivals and/or early departures to/from class will equate to an absence. A late arrival or early departure of more than 15 minutes will be counted as an absence.
- **Late Assignments**: Late assignments will be reduced in letter grade increments. Assignments may be handed in up to one week late. Any assignment that is not complete within this time (one week late) will not receive a grade and will negatively affect your cumulative course grade. Late assignments may not receive significant feedback.

- **Grading**:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Number Grade</th>
<th>Legend</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
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<tr>
<td>A-</td>
<td>90-93</td>
<td>Excellent</td>
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<tr>
<td>B+</td>
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<td>C-</td>
<td>70-73</td>
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<td>D+</td>
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<tr>
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<td>65-66</td>
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<td>F</td>
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- **Incomplete Grading (and extensions)**: Under exceptional circumstances, such as a serious illness or other emergency, and at the discretion of the course instructor, an incomplete grade may be granted, based on the student's performance throughout the course of the semester.

- **E-mail Communication with Instructor(s)**: Please keep your e-mails as succinct as possible. If you predict you will need to write more than one paragraph, it is an indication that you probably need to schedule a meeting rather than writing an e-mail.

- **Special Accommodations**: Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities located at 726 Broadway, phone: 212.998.4980, or website address: [www.nyu.edu/csd](http://www.nyu.edu/csd).

**Course Readings:**

**Suggested Reference:**

**Required Texts:**
NYU Bookstore


(H’Doubler is no longer available in the Bookstore. You can access it digitally through the NYU Library as GETIT, on-line access. In addition, one copy is on reserves for this course.)


**Course Library Reserve**
The following hard-copy texts are on 2 hour loan in Bobst Library


**Digital CoursePack**
A NYU Bookstore digital CoursePack has been requested. There will be a fee for the digital CoursePack. In addition, these texts are in the course library reserve. Please note which pages or chapters will be utilized.


**Electronic Access (also posted on M&M NYU Classes)**


[https://getit.library.nyu.edu/go/8709228](https://getit.library.nyu.edu/go/8709228)
[https://getit.library.nyu.edu/go/8710094](https://getit.library.nyu.edu/go/8710094)


[http://www.ed.sc.edu/museum/exhibitions.html](http://www.ed.sc.edu/museum/exhibitions.html)


**Assessment:**

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<thead>
<tr>
<th>AREA</th>
<th>EXCELLENT</th>
<th>VERY GOOD</th>
<th>GOOD</th>
<th>NEEDS WORK</th>
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<tbody>
<tr>
<td>Mechanics</td>
<td>Flawless spelling, grammar and APA usage. All sections included.</td>
<td>One or two spelling, grammar or APA mistakes. All sections included.</td>
<td>Minor spelling, grammar or APA mistakes. All sections included but one not completely realized.</td>
<td>Significant spelling, grammar or APA mistakes. One section missing.</td>
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<td>Writing</td>
<td>Eloquent, clear throughout, exhibiting higher order thinking.</td>
<td>Clear, non-obscure and not jargon filled.</td>
<td>Clear writing mostly, but some moments lacking clarity. Some jargon.</td>
<td>Unclear writing style. Jargon used rather than definition of ideas.</td>
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<td>Assignment Particulars</td>
<td>All essential items are included thoroughly.</td>
<td>All essential items are included, and for the most part are presented thoroughly and clearly.</td>
<td>All essential items are included.</td>
<td>Essential items are missing.</td>
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<td>Week</td>
<td>Date</td>
<td>Assignments</td>
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| 1    | Sept. 2 | • Welcome/Introduction  
       |                     | • Syllabus overview  
       |                     | • Introduce Teaching Analysis; analysis-vision-reflection  
       |                     | • Students meet  
       |                     | • Group introduction presentation  
|      |         | **HOMEWORK for next week**  
       |                     | • Read Brookfield: Developing a personal vision of teaching  
       |                     | • Read Reflective Teaching  
       |                     | • Read Koff  
       |                     | • Find observation site for Teaching Analysis  
       |                     | • Finish Vision Statement Draft 1  
| 2    | Sept. 9 | • Newsprint dialogue on professions  
       |                     | • Discuss Reflective Teaching, Vision of Teaching (Brookfield)  
       |                     | • What are teaching and learning?  
       |                     | • **Vision Statement (Draft 1) Due**  
|      |         | **HOMEWORK for next week**  
       |                     | • Finish reading Dewey & Greene  
       |                     | • Begin reading hooks & Freire  
       |                     | • Begin teacher observation  
       |                     | • Reflect on readings and make any adjustments to your Vision Statement you want (don’t hand in)  
| 3    | Sept. 16| • What is Dance Education?  
       |                     | • Discuss Koff, discuss Dewey & Greene  
|      |         | **HOMEWORK for next week**  
       |                     | • Finish reading hooks, Freire & Shor  
| 4    | Sept. 23| • Discuss hooks, Freire & Shor in light of last week’s reading  
|      |         | **HOMEWORK for next week**  
       |                     | • Read Mosston, Ch. 2, 3, 4, 5  
       |                     | • Read Anderson/Krathwohl, et al.  
       |                     | • Write Reflective Paper  
| 5    | Sept. 30| • Mosston & Bloom deconstruction  
       |                     | • Mosston teaching styles presentations  
       |                     | • **Hand in Reflective Paper**  
|      |         | **HOMEWORK for next week**  
       |                     | • Write Teaching Analysis  
       |                     | • Surf Educational Theorist Web-links (on NYU Classes)  
| 6    | Oct. 7  | • Discuss ed. theorists – Vygotsky, Gardner, Bruner  
|      |         | **HOMEWORK for next week**  
       |                     | • Finish reading H´Doubler  
       |                     | • Read Smith-Autard, Chapter 1  
       |                     | • Use Mosston and Anderson/Krathwohl to reflect on your Vision Statement and Teaching Analysis.  
       |                     | • Finish Teaching Analysis.  

**Suggested Schedule, 2014**
<table>
<thead>
<tr>
<th>No.</th>
<th>Date</th>
<th>HOMEWORK for next week</th>
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<tbody>
<tr>
<td>7</td>
<td>Oct. 14</td>
<td>- Discuss H’Doubler &amp; Smith-Autard&lt;br&gt;- Hand in Teaching Analysis</td>
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<td>HOMEWORK for next week</td>
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<td>- Reflect on H’Doubler &amp; Smith-Autard and make any adjustments to your Vision Statement (don’t hand in.)&lt;br&gt;- Read Lakes&lt;br&gt;- Read Warburton&lt;br&gt;- Read Andrzejewski&lt;br&gt;- Read Kealiinohomoku</td>
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<td>8</td>
<td>Oct. 21</td>
<td>- Discuss Lakes, Warburton, Andrzejewski, Kealiinohomoku&lt;br&gt;- Fill out Ed. Theorist Choice Page</td>
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<td>HOMEWORK for next week</td>
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<td>- Read Bransford&lt;br&gt;- Read Dobbs&lt;br&gt;- Browse Standards (on NYU Classes)&lt;br&gt;- Review all previous reading</td>
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<td>9</td>
<td>Oct. 28</td>
<td>- Discuss Dobbs/Standards&lt;br&gt;- Overview of all previous reading</td>
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<td>HOMEWORK for next week</td>
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<td>- Investigate theorist for your group</td>
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<td>10</td>
<td>Nov. 4</td>
<td>- Mini-session group meetings</td>
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<td>HOMEWORK for next week</td>
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<td>- Finish Vision Statement (Draft 2)&lt;br&gt;- Print &amp; bring 3 copies to class</td>
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<td>11</td>
<td>Nov. 11</td>
<td>- Finish Dobbs/Standards discussion&lt;br&gt;- Vision Statement reading groups</td>
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<td>- Finish Vision Statement&lt;br&gt;- Continue Mini-Session work</td>
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<td>12</td>
<td>Nov. 18</td>
<td>- Presentation Groups, reading groups</td>
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<td>13</td>
<td>Nov. 25</td>
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<tr>
<td>14</td>
<td>Dec. 2</td>
<td>- Presentations</td>
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<tr>
<td>15</td>
<td>Dec. 9</td>
<td>- Presentations</td>
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