

The Ohio State University  
College of the Arts  
Department of Dance  
Spring 2009  
TR 8:45-10:15

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## **DANCE 801.61 - GRADUATE TEACHING SEMINAR G 3**

### **I. Description**

Graduate Teaching Seminar, a required course for all first year graduate students, introduces students to various theoretical and methodological approaches to dance pedagogy, as well as a range of topics about teaching in higher education. This course prepares students to teach dance in the university setting, as well as the professional field.

Exposure to a diversity of challenges in dance education encourages students to seek subsequent experiences in: Directed Teaching; TA Workshops; teaching in the Elective Program; additional courses in Art Education; Independent Study; and MFA theses and projects which include pedagogical inquiry.

### **II. Learning Goals:**

At the successful completion of the course students will:

- understand a variety of issues about teaching in higher education
- develop a personal teaching philosophy, identity, and methodology
- investigate curriculum at the course, content area, and departmental levels
- identify a range of approaches to dance training
- prepare and teach a dance class

### **III. Methods and Assignments for Achieving Course Goals:**

This course integrates theory and practice: theory specifically informs pedagogical practice. Classes include: readings, discussions, teaching observations, teaching experiences, lesson and syllabus preparation, and presentations by faculty and guests.

### **IV. Required Texts: (Available for purchase at SBX.)**

Bales, Melanie and Rebecca Nettle-Fiol, eds. *The Body Eclectic: Emerging Practices in Dance Training*. Urbana: University of Illinois Press, 2008.

Erkert, Jan. *Harnessing the Wind: The Art of Teaching Modern Dance*. Champaign: Human Kinetics, 2003.

### **V. Requirements/Grading**

1. Readings
2. Active participation in class discussions 15%
3. Dance class observations 15%
4. Peer observation 5%
5. Studio Class Teaching 15%
6. Seminar Teaching 20%
7. Teaching Philosophy Statement 15%
8. Syllabus 15%

Absence from more than 10% of classes will affect the final grade by lowering it a half a grade for each additional absence.

## **VI. Assignments**

### **DANCE CLASS OBSERVATIONS**

Student observes three dance classes of his or her choice within the OSU program or the professional field. Student designs and utilizes 1-2 page observation rubric for description and analysis of each class. (Due: Rubric: April 7, Observations: May 4)

### **PEER OBSERVATION**

Student observes one dance class taught by a class member. Student discusses the class with classmate and completes observation rubric.  
(Due: one week after observation)

### **STUDIO CLASS TEACHING**

Each student prepares and teaches a studio dance class in the OSU Elective Program, and discusses the class with peer observer and instructor.

LESSON PLAN (Due: day of class)

SELF-EVALUATION (2 PAGES) (Due: two weeks after studio class teaching)

### **SEMINAR TEACHING**

Teams of 2-3 students plan and conduct a one-hour seminar for classmates, followed by a half-hour discussion of methodological strategies.

PLANNING MEETING WITH HADLEY (Due: one week prior to class)

LESSON PLAN (Due: day of class)

SELF-EVALUATION (2 PAGES) (Due: two weeks after class)

### **TEACHING PHILOSOPHY STATEMENT**

Student writes a one-page, single-spaced statement of teaching philosophy to be read and critiqued by classmates during class session. (Due: June 2)

### **SYLLABUS**

Student designs a syllabus for a quarter-long dance course. (Due: June 8)

**Academic Misconduct** It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

**Disability Services** Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

The escort service is available for students enrolled in evening courses. The phone number is 292-3322

## TOPICAL OUTLINE/ASSIGNMENTS

### WEEK 1

March 31 Introduction, Observation Tools, Planning  
April 2 FORSYTHE SYMPOSIUM

### WEEK 2

April 7 CONTEMPORARY DANCE TRAINING  
(Bales: "Preface", "Introduction", 1: "A Dancing Dialectic"  
4: "Training as the Medium through Which")  
(Erkert 1: "Technique", Appendix E)  
April 9 FTAD ORIENTATION: Student Profile, Discussions  
Stephanie Rohdieck, GTA Programs Instructional Consultant  
Youngkin Success Center, 1640 Neil Avenue

### WEEK 3

April 14 CLASS CONTENT: Principles, Skills, Knowledge  
(Erkert 3: "Goals")  
April 16 CLASS DESIGN: Structure, Sequence, Pacing  
(Erkert 4: (pgs 39-44), 7/8 "Sequence" "Pacing")

### WEEK 4

April 21 CLASS COMMUNICATION: Interaction, Critique  
(Erkert 9/10 "Corrections" "Images")  
April 23 SOMATICS AND CONDITIONING  
(Bales 7: "Somatics"  
(Erkert 4: (pgs 44-46), 5: "Conditioning")  
(Moore: "Body Metaphors")

### WEEK 5

April 28 BALLET  
(Bales: "Ballet for the Post-Judson Dancer")  
SOUND/MUSIC  
(Erkert 11: "Accompaniment", 6: (pgs. 77-81)  
April 30 GROUP 1: Subject-Centered Education  
Instructional Method: Debate

**WEEK 6**

May 5 (JC)

DANCE FORMS OF THE AFRICAN DIASPORA  
(Dixon Gottschild: "First Premises of an  
Africanist Aesthetic")

May 7

GROUP 2: Race, Inclusion, and Pedagogy  
Instructional Method: Interview

**WEEK 7**

May 12

COMPOSITION/IMPROVISATION

May 14

GROUP 3: Multiple Intelligence Theory  
Instructional Method: Lecture

**WEEK 8**

May 19

TEACHING PHILOSOPHY STATEMENT/SYLLABI  
(Erkert: Appendix A)  
(Montell: "How to Write a Statement of Teaching  
Philosophy")

May 21

GROUP 4: Women's Ways of Knowing  
Instructional Method: Autobiography

**WEEK 9**

May 26 (CF)

DANCE WRITING/DANCE SURVEY COURSES

May 28

GROUP 5: Pedagogy of the Oppressed  
Instructional Method: Case Study

**WEEK 10**

June 2

Teaching Philosophies

June 4

Curriculum Development

## BIBLIOGRAPHY

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