

Dance H367.01
Assessment Plan

GOALS AND OBJECTIVES

GEC Category # 1: Writing and Related Skills, 2nd level.

Goals: Second level writing courses aim to develop skills in expository writing as well as in oral discussion and/or presentation through the study of major topics and writings pertaining to the United States. The principal thrust of such a course is analysis, discussion, and writing with the goal of extending the student's ability to read carefully and to express ideas effectively.

Learning Objectives: The following list of learning objectives is published in the course syllabus, and is derived from both the instructor's pedagogical aims as well as the prescribed GEC objectives for this course. Following the list, each of the objectives is addressed in turn.

On successful completion of the course the student will have gained:

- an understanding and appreciation for the nature and practice of dance criticism.
- an enhanced ability to actively and accurately observe, describe and interpret dance: its movement, its structural components, its meanings and its contextual associations.
- the ability to formulate connections between the observation of dance and one's lived experience.
- the informed ability to read, analyze and discuss published critical writings about dance.
- the ability to retrieve and analyze published texts of dance criticism from multiple sources.
- increased understanding of one's own position within a community of learners with a diversity of informed views.
- the ability to establish and articulate personal criteria for evaluating dance.
- increased understanding, through the practice of writing, of the art form of dance.
- the ability to explain how dances express and reflect social and cultural issues

Assessment of Student Outcomes:

Students will complete an entry questionnaire on the first day of class to determine their levels of competence in verbal expression, as well as their knowledge of dance history; and will complete an exit questionnaire at the conclusion of the course. These measurements, in addition to written and oral practices throughout the conduct of the course will combine to form a nexus for assessment of course learning objectives.

- **an understanding and appreciation for the nature and practice of dance criticism.**

Assessment will be made by student performance on written responses to dance viewings, by attention to the level of classroom discussion of both readings, writings and viewings, and by demonstrated understanding of the nature and practice of dance criticism on the midterm and final exams.

- **an enhanced ability to actively and accurately observe, describe and interpret dance: its movement, its structural components, its meanings and its contextual associations.**

Assessment will be made by accuracy in written exercises dealing with descriptive, interpretive and evaluative writing, as well as by the student's active participation in classroom discussions related to the observation of dance work.

- **the ability to formulate connections between the observation of dance and one's lived experience**

Assessment will be made by the quality of the student's writing and classroom discussion, and particularly by the student's performance in the first formal paper, an aesthetic autobiography, which relates student aesthetic preferences in dance to their life experiences.

- **the informed ability to read, analyze and discuss published critical writings about dance.**

Assessment will be made of the quality of the student's oral and written responses to the assigned readings of the course.

- **the ability to retrieve and analyze published texts of dance criticism from multiple sources.**

Students will be asked periodically to search for and bring to class examples of criticism, published in both print and online editions, in order to conduct certain analytical exercises in class (eg. During the early work on descriptive writing, students will be assigned to bring a copy of a published dance review, highlight the descriptive passages only, and then read those passages aloud for the purpose of analyzing the role of descriptive writing). Assessment will be made by attention to student fulfillment of these tasks.

- **increased understanding of one's own position within a community of learners with a diversity of informed views**

This learning objective relates to the reading aloud of student papers. As students develop their own responses to a specific dance performance, and then hear the responses of others, they are inevitably exposed to a significant range of possible responses. Assessment will be made based on respectful discussion of alternate views.

- **the ability to establish and articulate personal criteria for evaluating dance.**

Assessment for this objective is linked to student performance in evaluative writing exercises. Students must be sure to embed their criteria for judging works of art within their textual or oral evaluations.

- **increased understanding, through the practice of writing, of the art form of dance.**

Assessment for this objective will be made by attention to oral and written statements as the course progresses, and will be most effectively measured by comparing the entry and exit course questionnaires.

- the ability to explain how dances express and reflect social and cultural issues

Dance, like all art forms, is a product of its time. Assessment for this objective will be linked to students' abilities to accurately articulate the changing nature of dance as it is encountered in chronological sequences during the course, and will also be linked to students' demonstration of the ability to effectively contextualize the works they consider.

Grades for the course will be determined as follows:

15%	regular and prompt attendance; preparation and <i>active</i> class participation; on-time completion of class assignments
20%	Paper # 1: a short aesthetic autobiography: drafts 1 & 2
5%	Midterm exam
20%	Paper # 2: a descriptive paper: drafts 1 & 2
20%	Paper # 3: an interpretive paper: drafts 1 & 2
10%	All other written assignments
10%	Final exam

Prompt and regular attendance is crucial; more than two absences or late arrivals will lower the final grade by one half letter grade for each additional absence.

Assessment for the course will be closely linked to attendance and prompt completion of all course-related work. Because a premium is placed on such time-sensitive practices as outloud readings of student works, and peer exchange and evaluation of paper drafts, it is extremely important that attendance is regular and assignments are completed on time. Assessment will be directly connected to the fulfillment of these course expectations.