

SAMPLE CORE CURRICULUM SYLLABUS

DAN 2313 Dance History Course Outline (3 Credits)

This course satisfies three hours of the Creative Arts requirement in the Core Curriculum.

INSTRUCTOR INFORMATION:

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CMS 107
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TEXT: Gayle Kassing. *History of Dance An Interactive Arts Approach*. Human Kinetics, 2007

CATALOG COURSE DESCRIPTION: An overview of dance history with an emphasis on Western forms, American concert dance, and understanding dance as an art form.

COURSE PURPOSE: This course is designed to provide students with a general overview of dance history, beginning with European Renaissance ballet and progressing through the late 20th century. This course will expand the student's knowledge of the human condition and human cultures as expressed and evidenced through the art form of concert dance. Students will develop the abilities to make and defend aesthetic judgments of viewed dance, identify distinct eras and trends in dance, and articulate a critical understanding of dance as an art form. This course will include exposure to and exploration of: critical thinking skills, communication skills, teamwork, and social responsibility. This course satisfies three hours of the Creative Arts requirement in the Core Curriculum.

THECB CORE FOUNDATIONAL COMPONENT AREA CRITERIA DESCRIPTION:

Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.

Assessments used: 1

THECB CORE CURRICULUM OBJECTIVES DESCRIPTION:

- Critical Thinking Skills (CT): to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information;
Assessments used: 1, 2, 4
- Communication Skills (CS): to include effective development, interpretation and expression of ideas through written, oral and visual communication;
Assessments used: 1, 2, 3, 4
- Teamwork (T): to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal;
Assessments used: 2, 4
- Social Responsibility (SR): to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.

Assessments used: 1, 3, 4

TTU COLLEGE-LEVEL CORE COMPETENCY STATEMENT:

Students graduating from Texas Tech University should be able to construct, present, and defend critical and aesthetic judgments of works in the creative arts.

Assessments used: 1, 2, 3, 4

TTU CORE CURRICULUM STUDENT LEARNING OUTCOMES:

Upon completion of this course, students should be able to:

1. Identify and describe a body of works (individually and collectively) in the creative arts.

Assessments used: 1, 2, 3

2. Explain and differentiate creative works as expressions of values within cultural and historical contexts.

Assessments used: 1, 3, 4

3. Analyze and summarize aesthetic principles that structure creative works.

Assessments used: 1, 2, 3, 4

COURSE SPECIFIC EXPECTED LEARNING OUTCOMES:

Upon completion of this course, students should be able to:

1. Identify, through watching live and recorded dance, different styles of dance and the historical/cultural contexts in which they emerged

Assessments used: 1, 2

2. Demonstrate a knowledge of dance works from a variety of time periods and cultures

Assessments used: 1, 2

3. Complete individual research projects analyzing a specific choreographer's body of dance works

Assessments used: 3

4. Assess the cultural significance of different dance forms and discuss the ways in which cultural traditions are illustrated and preserved through dance

Assessments used: 1, 2, 4

5. Articulate ways in which dance works present cultural values, norms, and challenges

Assessments used: 1, 3, 4

6. Critically discuss dance as an art form, using established methods of dance criticism

Assessments used: 1, 3, 4

7. Critically write about dance as an art form, using analytical observation and criticism

Assessments used: 1, 2

ASSESSMENT OF EXPECTED LEARNING OUTCOMES:

1. **Written Examinations:** Students' knowledge of learning outcomes will be assessed through periodic and scheduled written examinations. These examinations will utilize multiple choice, short response, and critical essay formats. Content will include questions specific to

chronology, distinguishing features associated with identified periods in dance history and with styles of dance, selected performers and choreographers, and structural elements of dance.

2. **Reading Quizzes and Homework Questions:** Students will be assessed on their completion and retention of assigned readings. Quizzes and homework questions will assist in preparing students for upcoming examinations and will provide students with opportunities to answer, in essay form, questions pertaining to aesthetic judgment, critical evaluation, and an understanding of relationships between dance and culture.
3. **Research Presentation:** Students will research an individual or company significant to dance history and will present that research to the class in the form of a 10-minute presentation.
4. **Discussion and Group Dialogues:** Discussion of readings will follow selected reading assignments. Participation in discussions is essential to success in this course. Group dialogues are alternative modes of discussion in which specific reading points are investigated in small groups with groups subsequently presenting their arguments or observations to their peers.

GRADING:

1. Written Exams: 40%
2. Quizzes/Questions: 20%
3. Research Presentation: 20%
4. Discussion and Dialogues: 20%

Final Grades are determined according to the scale detailed above. Total points valuing 90-100 will equal an A, 80-89 will equal a B, 70-79 will equal a C, 60-69 will equal a D, and 0-59 will equal an F.

ADA STATEMENT (OP 34.22):

<http://www.depts.ttu.edu/opmanual/OP34.22.pdf>

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in 335 West Hall or call 806.742.2405.

RELIGIOUS HOLY DAYS (OP 34.19):

<https://www.depts.ttu.edu/opmanual/OP34.19.pdf>

Texas law requires institutions of higher education to excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day. The student shall also be excused for time necessary to travel.

An institution may not penalize the student for the absence and allows for the student to take an exam or complete an assignment from which the student is excused.

While no prior notification of the instructor is required, OP 34.19 indicates that a student who intends to observe a religious holy day should make that intention known to the instructor prior to the absence. The student should make up any missed work.

SCHEDULE/OUTLINE:

(no sample inserted; use a format of your choice)