BA in DANCE
COMMUNICATION LITERACY PLAN

Major: DANCE
Program Head: Ali Duffy
Department/School: THEATRE AND DANCE
College: VISUAL AND PERFORMING ARTS

Narrative description of the Communication Literacy plan in DANCE:
Communication literacy in Dance is evidenced by competence in reading, writing, analyzing, and making dance. Our faculty members endorse a sequenced approach to the CL plan with each course building on communication skills acquired in the previous course. We recommend that students begin their CL sequence with practice-based courses (DAN 3208 and 3209), as physically experiencing the communication skills required in the discipline will better position them to be able to analyze and articulate their personal artistic perspectives, something that is a focus of the Aesthetics course. The CL sequence in Dance concludes with a course (DAN 3100) in which students produce a fully-realized concert of their original choreography, creating a corresponding program statement that positions their choreography in a contemporary and global context.

Courses in the Communication Literacy plan:
- DAN 3208: Principles of Choreography I
- DAN 3209: Principles of Choreography II
- DAN 3301: Dance Aesthetics
- DAN 3100: Dance Production Activities II

Learning outcomes for the Communication Literacy plan:
Students graduating with a BA in General Dance Studies will be able to:

1. **KINESTHETIC COMMUNICATION:** Demonstrate competence in the craft of dance-making, creative process, and editing as evidenced through effective use of dance technique, articulation of an identified movement ‘voice,’ and also through the ability to make and defend aesthetic choices to outside reviewers. (3208, 3209)

2. **CRITICAL ANALYSIS AND ARTICULATION:** Analyze philosophical and theoretical approaches to dance and articulate in writing, to peers and professors, personally crafted arguments in response to those approaches. (3301)

3. **DYNAMIC PRESENTATION:** Create and market dance as a defined product. (3100)

Projects that will evidence student competence in the learning outcomes:

1. **Choreography studies:** Studies are works in progress focused toward a single or small set of choreographic concepts. They allow the students to thoroughly explore a concept without the requirement of creating a finished product. All studies will be presented for critical feedback from peers. (3208, 3209)

2. **Analytical writings:** The position paper offers a comprehensive response to a provided prompt and should work to synthesize and articulate key concepts studied throughout the course. (3301)

3. **Fall Dance Festival:** This is a formal concert fully produced by students. (3100)

Assessment plan:

1. **Choreography studies:** Faculty assess student choreography using evaluation criteria specific to the choreographic assignment. (See Attachment A.) A goal for our CL plan is that 75% of students in 3208 and 3209 in a single academic year will achieve scores of 80 or higher across all choreographic assignments.

2. **Analytical writings:** Faculty assess student writing using evaluation criteria specific to the assignment. (See Attachment B, which is a standard version to which specifics can be added.) A goal for our CL plan is that 75% of students in 3301 in a single academic year will achieve scores of 70 or higher across all writing assignments in the course.

3. **Fall Dance Festival:** Faculty assess student competence in dynamic presentation by reviewing peer evaluations from performers in choreographers’ casts, faculty mentor evaluations of choreographers’ working processes, and quality of the choreographic product produced. A goal for our CL plan is that 100% of students in 3100 produce a work that is evaluated by the full dance faculty as good or high quality.
ATTACHMENT A: SAMPLE CHOREOGRAPHIC PROJECT EVALUATIVE CRITERIA: DAN 3208/3209

60% Fulfillment of the choreographic assignment (this includes music, title, and costume selection)
  • Use of development and variation of motifs
  • Attention to elements of construction
  • Varied use of space and time
  • Relevance of title and costume to dance
  • Supportive accompaniment

25% Performance of the dance
  • Performers’ knowledge of material
  • Cohesion and clarity of performance
  • Performers’ maintenance of focus choices

15% Submission of written analysis

ATTACHMENT B: SAMPLE WRITING ASSIGNMENT EVALUATIVE CRITERIA: DAN 3301

1. Students’ ability to formulate and support a thesis: 40%
   Students should demonstrate the ability to formulate a thesis that is original (not common place) and controversial (not purely informational) and to support it persuasively and clearly.
   • 90-100 points = excellent: your thesis is clearly articulated and without mechanical errors
   • 80-89 points = good: your thesis is evident but in need of clarification; some mechanical errors
   • 70 -79 points = satisfactory: your thesis is evident but is difficult to understand; some mechanical errors
   • 60-69 points = needs improvement: your thesis is hard to find, unclear, and written with major mechanical errors
   • 0-59 points = inadequate: your thesis is incoherent

2. Students’ ability to communicate ideas in an effectively organized manner: 40%
   Students should demonstrate the ability to present their original and possibly controversial ideas in effectively structured paragraphs that lead the reader along in a coherent, logical manner.
   • 90-100 points = excellent: your line of argumentation is clear, articulate and effective
   • 80-89 points = good: your line of argumentation is disorganized, though provides effective information
   • 70 -79 points = satisfactory: your line of argumentation is disorganized and provides information that is primarily ineffective
   • 60-69 points = needs improvement: your line of argumentation is disorganized and provides no relevant information
   • 0-59 points = inadequate: your line of argumentation is incoherent

3. Students’ ability to write trouble-free English and manage scholarly format: 20%
   Students should demonstrate the ability to write with a minimum of technical errors and to present papers in an accepted scholarly format.
   • 90-100 points = excellent: you have five or fewer mechanical errors
   • 80-89 points = good: you have ten or fewer mechanical errors
   • 70 -79 points = satisfactory: you have 20 or fewer mechanical errors
   • 60-69 points = needs improvement: you have 20 or more mechanical errors
   • 0-59 points = inadequate: you have no evidence of understanding of mechanics