

Eastern Illinois University
Department of Kinesiology & Sports Studies
KSS 2220-001 – Fall 2016
Technique and Theory of Dance

Instructor: Scott Ronspies, Ph.D.

Office: Lantz 2504

Office Hours: MW: 10:00am-11:00am; TR 1:00pm-2:00pm/By Appointment

Email: sronspies@eiu.edu

Credits: 2

Required Materials

*Cone, T., & Cone, S. (2012). Teaching children dance (3rd ed.). Champaign, IL: Human Kinetics.

*Gilbert, A. (2015). Creative dance for all ages (2nd ed.). Champaign, IL: Human Kinetics.

*D2L Materials

Catalog Course Description/Objective

(0-4-2). The development of basic skills and techniques of dance. In addition, students will be introduced to the fundamentals of various dances through instruction, practice, and application experiences. Furthermore, students will be introduced to various methods of teaching dances that apply to teaching in K-12 physical education and activity settings.

Student Learning Objectives

1. Describe skill technique and identify recommendations for improvement.
2. Recognize and demonstrate appropriate practice guidelines for teaching dance in physical education.
3. Define and demonstrate a vocabulary of dance terms.
4. Identify and employ the proper execution of fundamental skills necessary to perform various dances.
5. Identify and demonstrate effective teaching techniques for a variety of dances.
6. Demonstrate effective communication skills in ways that are sensitive to all teachers/students.

CEPS Theme

The Unit Theme is: Educator as Creator of Effective Educational Environments through knowledge of:

- Diverse Students
- Diverse Societies/Communities
- Diverse Subjects Areas and Levels
- Diverse Strategies
- Diverse Technologies

Support of Conceptual Framework

Teacher candidates are expected to demonstrate knowledge, skills, and dispositions associated with the unit theme. Educators who create effective educational environments demonstrate expertise in knowledge and practice. They are reflective practitioners who respect diversity and demonstrate a commitment to professionalism. They are educators who are committed to teaching for learning in positive and effective learning environments with sound knowledge of diverse students, societies, subjects and levels, strategies, and technologies.

Course Activities/Structure

Through a cooperative learning structure students will have a variety of opportunities to examine dance content appropriate for K-12 students. Activities will include discussions, readings, assessment strategies in the three domains, projects, teachings, collection of materials, etc. The class environment will be one that fosters a safe, positive learning atmosphere where all students' views and ideas are accepted.

Student Expectations

This course is designed to focus on teaching dance content in a K-12 setting and the various concepts related. The knowledge gained from this course is only trivia if it cannot be used to understand the current world of physical education. If you are not able to use the content to help you shape the future, then little has been gained throughout the semester. The class is also based on a cooperative learning model in which you will be a contributing member of a team for the entire semester. Although we do our utmost to provide you with valuable knowledge and experiences, little can be gained unless you are making a concerted and noticeable effort to be a self-motivated, responsible, and active learner. In an effort to guide the goal of responsibility, motivation and participation, the instructor offers the following as class operating guidelines:

Be here. The class is largely interactive and participatory. These types of experiences cannot be made up. You should plan to attend every class and to be on time. Under no circumstances can in-class work be made up, since it is largely related to your ongoing field experiences.

Participate with effort. This asks that you are prepared and put forth a solid and consistent effort in class. This includes giving input and feedback during lectures, discussions, and group work as well as producing college level work. Do what you have to do to be ready. Bring to class each day your books, materials, etc. You are responsible for the material as it develops throughout the semester.

Take initiative for yourself. Most of your learning will be the result of your own initiative, not the prodding of instructors or rewards (or threats) of grades. You alone must be responsible for creating value for yourself in this course. How well you do will in a large part will be the result of how well you are able to carry on without direct supervision. Taking initiative means asking questions when material, concepts, or expectations are not clear. (It is OK not to know, but it is not OK to continue not knowing.) It also means doing reading and work outside of class. For this class, reading beyond the assignment is necessary to achieve markedly superior work.

Help others. The ultimate success and reward for each of you depends on your ability to help and support your classmates in their learning and in their attempts to be responsible for their own learning. This also includes creating a safe learning environment; that is, one in which the confidentiality of one another's sharing is respected, where complaints are directed only to someone (and received only by someone) who can do something about the situation, and where differences of opinion and healthy debate are prized. After all, our ability to help others is the only thing that really counts in the long run.

Communication for the Course

The instructor will be communicating with you by email frequently throughout the semester. Check your EIU Panthermail on a regular basis for reminders, announcements, assignment postings, etc. **PLEASE DIRECT ALL YOUR EMAILS TO sronspies@eiu.edu.**

Attendance/Tardiness Policy

To prepare students for a career in teaching, students are required to attend all scheduled classes/teachings. This expectation aligns with the EIU teacher education dispositions. If an absence/tardiness does occur, the student is responsible for the material covered during the absence/tardiness. The student should notify the instructor in advance of an anticipated absence/tardiness. For each absence or each tardy after 1 in this course, a letter grade deduction will occur. Extenuating circumstances will be assessed on an individual basis. **THINK LIKE A TEACHER!!!!**

Electronic Devices

Please extend courtesy to your instructor and fellow students by turning your cell phones to silent/vibrate and turning off other electronic devices. Usage of electronic devices during class/teachings without prior notification will result in a letter grade deduction for each instance. Thank you for your cooperation!!

Policy for Assignments

Assignments turned in after the due date for this course will not be accepted and receive no credit. In addition, extra credit will not be provided in the course.

Academic Integrity

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards.

Students with Disabilities

If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

The Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Course Evaluation

Written Assignments	25%
Teacher Observations & Skill Analysis	10%
Oral Presentations/Teaching Episodes	25%
Exams/Quizzes	40%

Grading Scale

<u>Percentage</u>	<u>Letter Grade</u>
90-100	A
80- 89	B
70- 79	C
60- 69	D
< - 60	F

Notes for a Successful Course Experience

1. **DO** dress for movement each day
2. **DO** eat before class; water is acceptable in class
3. **DO** come with positive energy each day
4. **DO** believe that just one dance experience with kids could change their lives

WELCOME TO KSS 2220 & PHYSICAL EDUCATION!!! ☺