UVU UTAH VALLEY UNIVERSITY™

Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Spring
Course Prefix: DANC
Course Title: Dance Teaching Practicum

Year: 2025
Course and Section #: 4430_001
Credits: 3

Course Description

For secondary dance licensure majors or dance majors interested in dance pedagogy. Builds on the methodologies, strategies, ideologies, and philosophies of dance pedagogy studied in DANC 3450. Emphasizes lesson plan and unit development, instruction, and assessment based on the National and Utah State Dance Standards. Focuses on the integration of theory and practice during a practicum experience in the secondary public-school setting. Includes writing, reading, discussion, and participation.

Course Attributes

This course has the following attributes:
☐ General Education Requirements
☐ Global/Intercultural Graduation Requirements
☐ Writing Enriched Graduation Requirements
☒ Discipline Core Requirements in Program
☐ Elective Core Requirements in Program
☐ Open Elective
Other: *Click here to enter text.*

Instructor Information

Instructor Name: Amy Markgraf

Student Learning Outcomes

1. Motivate and inspire quality technical and creative skills in students using the best teaching strategies and practices.
2. Write clear and articulate dance lessons and sequential lesson units and design a secondary dance program based on the Utah Secondary Dance Core Curriculum.
3. Use various assessment strategies for self and student work which demonstrates an understanding of the interconnected nature of curriculum and assessment.
4. Integrate a personal dance philosophy based on the art form of dance into teaching practices.
5. Access dance resources and demonstrate the ability to use them to enhance teaching.

Course Materials and Texts

McCutchen, Brenda Pugh. *Teaching Dance as Art in Education*. Human Kinetics, 2006.

Course Requirements

Course Assignments, Assessments, and Grading Policy
Grading:

Teaching	35%
Unit Plan/Lesson Plans	15%
Class Reading/Assignments	30%
In -School Teaching Reflections/Journal	15%
Final Portfolio	5 %

Teaching
A significant portion of this course involves active engagement in observing, planning, and teaching both in the class and alongside a Practicum Teaching Mentor at an assigned school. These hands-on experiences are designed to prepare students for student teaching by developing and assessing their skills, knowledge, assets, and overall readiness. Participation in these activities is mandatory and critical for successfully meeting course objectives.

Students should be aware that the practicum experience in the schools may not align with the scheduled class meeting times. It is their responsibility to coordinate their schedules accordingly and prioritize their Practicum commitments. Throughout this experience, students are expected to maintain the highest standards of professionalism, adhering to both the norms of the teaching field and the expectations outlined by the Department of Dance.

Unit and Lesson Planning Expectations

Throughout this course, students will engage in unit and lesson planning activities to practice and refine their skills in instructional planning, assessment, and reflection. These activities are integral to developing effective teaching practices and are designed to align with the Utah Effective Teaching Standards (UTAH STER) and the Teacher Assessment Performance Standards (TAPs).

Readings and Assignments

Students will engage with assigned readings, activities, assignments, reflections, lessons, and teaching scenarios that explore best practices in dance pedagogy and the integration of theory and practice in dance education. Readings may include textbook chapters, journal articles, case studies, and online resources.

Students will be asked to draw connections between theoretical knowledge and practical application. Assignments, activities, and class discussions are designed to foster this integration, preparing students for success in student teaching and their future careers as dance educators.

Reflective Journal

Reflective journaling is a vital part of the teaching and learning process. It allows you to critically analyze your experiences during the practicum, fostering a deeper understanding of your teaching practices, student engagement, and classroom dynamics. Journaling helps bridge the gap between theory and practice, encouraging self-awareness and a commitment to continuous improvement. Through reflection, you will identify lessons learned, areas of strength, and opportunities for growth, all of which are essential for your future success as a dance educator.

Reflective journaling mirrors the teaching process by promoting a cycle of **planning, execution, reflection, and revision**. By writing about your teaching experiences and analyzing your effectiveness, you will develop the critical skills needed to adapt and improve your methods. This practice not only prepares you for student teaching but also lays the groundwork for lifelong reflective teaching.

Final Portfolio/Toolbox

Students will create a professional-grade resource that includes lesson plans, teaching strategies, assessment tools, an updated personal teaching philosophy, and other tools decided upon as a class. This assignment emphasizes the practical application of theoretical knowledge, creativity, and professionalism, preparing students for success as dance educators.

UVU Grading Scale
A = 93.6 % - 100% A- = 90% - 93.5% B+ = 86.6% - 89.9%
B = 83.6% - 86.5% B- = 80% - 83.5% C+ = 76.6% - 79.9%
C = 73.6% - 76.5% C- = 70% - 83.5% D+ = 66.6% - 69.9%
D = 63.6% - 66.5% D- = 60% - 63.5%

Required or Recommended Reading Assignments
Text:
McCutchen, Brenda Pugh. *Teaching Dance as Art in Education*. Human Kinetics, 2006.

General Description of the Subject Matter of Each Lecture or Discussion
Module 1 The Learning/Studio Environment
Module 2 Classroom Management
Module 3 The Teaching Triad
Module 4 Curriculum Strands
Module 5 Mini-Teaching #1
Module 6 Mini-Teaching #2
Module 7 Unit Planning
Module 8 Practicum in school experience (5 weeks)
Module 9 Housekeeping
Module 10 Genre specific methodologies
Module 11 Portfolio and Teaching Toolbox

Required Course Syllabus Statements

Generative AI

GENERATIVE AI STATEMENT

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;

- Fine tuning your research questions;

- Finding information on your topic;

- Drafting an outline to organize your thoughts; and

- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.

- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.

- Writing a draft of a writing assignment.

- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Using Remote Testing Software

☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the

student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities
Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU Accessibility Services at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity
At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: *Student Code of Conduct*.

Equity and Title IX
Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.