Request for Courses in the Core Curriculum

Originating Department or College: Fine & Performing Arts / College of Arts & Sciences_____

Person Making Request: Bede Leyendecker_____

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Course Number and Title: DANC 1351 Dance Performance Course Common CORE submission - Dance Performance, Flamenco and Modern

Please attach in separate documents:
    ___ Completed Catalog Add/Change Form
  _x__ Syllabus

List the student learning outcomes for the course (Statements of what students will know and/or be able to do as a result of taking this course. See appended hints for constructing these statements.)

Student Learning Outcomes (SLO's):
Students will:
1. Demonstrate comprehensive mastery of terminology, technique and performance skills associated with the dance form.
2. Explore ways in which basic improvisation skills and techniques are used in generating movement for choreography and creating original dances.
3. Analyze primary sources and use these sources as evidence to support their understanding of historical events as well as cultural ideas, values and beliefs in a specific dance form.
4. Understand and effectively express the ways in which dance creates and communicates meaning.
5. Demonstrate knowledge of choreographic principles, processes and structure to create coherent, aesthetically unified culminating performance.

Core –Curriculum Learning Outcomes (CCLO's):
        1. **Critical Thinking Skills:** includes creative thinking, innovation, inquiry and analysis, evaluation, and synthesis of information. (SLO # 1, 2, 3, 4, 5)
        2. **Communication Skills:** includes effective written, oral and visual communication.
              Written: (SLO # 1, 3, 4)
              Oral: (SLO #1,2,3,4,5)
              Visual: (SLO # 1,2, 4, 5)
        3. **Teamwork:** includes the ability to consider different points of view and to work effectively with others to support a share purpose or goal. (SLO# 2, 3, 4, 5,)
        4. **Social Responsibility:** includes intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities. (SLO's 3,4,5)

Component Area for which the course is being proposed (check one):
        ___ Communication   ___ American History
        ___ Mathematics   ___ Government/Political Science
        ___ Language, Philosophy, & Culture ___ Social & Behavioral Science
        X__ Creative Arts   ___ Component Area Option
        ___ Life & Physical Sciences

Competency areas addressed by the course (refer to the appended chart for competencies that are required and optional in each component area):

  _X_ Critical Thinking   _X_ Teamwork
  _X_ Communication Skills   ___ Personal Responsibility
      _X_Written Communication   _X_ Social Responsibility
      _X_ Oral Communication
      _X_ Visual Communication
  ___ Empirical & Quantitative Skills

Because we will be assessing student learning outcomes across multiple core courses, assessment assigned in your course must include assessment of the core competencies. For each competency checked above, indicate the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:
The course is designed to introduce students to the history, cultural value and traditions that are specific to the dance form studied. Students will use critical thinking skills to prepare and write their written research paper on a specific genre of dance. Students will utilize critical, creative thinking to express their findings on the history, costuming, technique and values of their topic. Written research will be submitted via Turn It In on ANGEL for faculty review and revision. Students will be grouped by sub-topics (4-5 students per group) to create a Power Point presentation that will combine the sub-topics into a complete representation of the genre. Students will work together to create the Power Point. Power Points will be uploaded to the course shell on ANGEL and then presented to the entire class for discussion and feedback.

Both the written research projects and group Power Point presentations will be available via ANGEL for the University CORE assessment team to view and assess utilizing the rubrics for Critical Thinking.

Communication Skills:
Written: Students will synthesize the information researched about a genre of dance (history, costuming, technique, values) in a 3-5 page research paper. Students will construct a grammatically correct, clear and concise paper which demonstrates their ability to communicate through the written word effectively. Assessment will utilize the University CORE Assessment rubric for Communication/Written.

Oral: Student groups will meet to formulate a comprehensive Power Point presentation that combines their individual research into a visual presentation of the dance genre. Oral presentations will be made to the entire class along with the Power Point presentation based on the written research that each student has completed. Oral presentations will recorded and uploaded to ANGEL for archival and assessment purposes. Assessment will utilize the University CORE Assessment rubric for Communication/Oral.

Visual:
Student groups will meet to formulate a comprehensive Power Point presentation that combines their individual research into a visual presentation of the dance genre. PowerPoint presentations will be uploaded to the course shell on ANGEL and then presented to the entire class for discussion and feedback. Assessment will utilize the University CORE Assessment rubric for Communication/Visual.

Empirical & Quantitative Skills: N/A

Teamwork:
Students will work together to create a comprehensive PowerPoint presentation on the dance form that they have researched. Students will work together to create dynamic presentation that will be uploaded to the course shell on ANGEL and presented to the entire class for discussion and feedback. Assessment will utilize the University CORE

Assessment rubric for Teamwork. The rubric will allow for individual student's contributions to be assessed and for team members to assess each other's contributions toward the completion and delivery of the PowerPoint presentation.

Personal Responsibility: N/A

Social Responsibility:
In their research and group presentations, students will demonstrate their preparedness to discuss dance in a global community. Student research will embark on a journey to explore not only the artistic world of dance, but also the intercultural understanding of the history, costuming, technique and values of the genre. Students will demonstrate understanding and empathy for the diversity of dance in a regional, national and/or global context. Assessment will utilize the University CORE Assessment rubric for Social Responsibility.

Critical Thinking, Communication Skills (written, oral and visual), Teamwork and Social Responsibility- will be addressed using the written research assignment coupled with the group presentation project. Each team member will address an aspect of the genre and thus contribute to the completion and presentation of the research project.

*Each student will complete a written research paper over a sub-topic that will be assigned by the faculty member. (Critical Thinking Skills, Written Communication, Social Responsibility)
*Once the paper is viewed by the faculty member and the needed revisions are made to the paper, all group members (the 4-5 individuals that make up the research team for this broader topic) will meet to prepare a 10 minute presentation that will be shared with the entire class. (Critical thinking, Oral/Visual Communication, Teamwork, Social Responsibility)

*Students will verbalize their own individual research and the group will combine the information to present an in-depth, chronological and logical presentation. (Critical thinking, Oral Communication, Teamwork, Social Responsibility).

(From the syllabus)
The written research topic will be assigned by the faculty member and divided into 4 or 5 sub-topics under a broader title specific to the genre. Individual research papers that are 3-5 pages in length will be submitted on Angel for faculty review and revisions. The group will then meet to share their research and formulate a 10 minute presentation that will be presented to the entire class. All research projects should be 3-5 pages in length; they must be typed in 12 point, Times New Roman font and submitted in APA style; (http://owl.english.purdue.edu/owl/resource/560/01/)

Assessment: All written research will be submitted via Turnitin.com through Angel and will be scored with a modified writing rubric (i.e. QEP rubric). Group presentations will be submitted via Angel (Power Point or similar) and/or video-taped in class and uploaded to Angel. Presentation will also be scored with an appropriate rubric and students will complete a self assessment on their participation in the project and they will evaluate each additional member of the group. A rubric will be used to assess students' social responsibility as it relates to the topic being researched.

Will the syllabus vary across multiple sections of the course?   __x_ Yes   ___ No
If *yes*, list the assignments that will be constant across the sections:

The current framework will all stay the same and the only changes will the topics researched, which are based on the genre.

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every five (5) years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics,

and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their courses.

Reviewed and approved by the Core Curriculum Committee on March 1, 2013.