

Request for Courses in the Core Curriculum

Originating Department or College: Fine and Performing arts Department

Person Making Request: Griselda Dozal

Telephone: (956)326-2625

E-mail: griselda.dozal@tamiu.edu

Course Number and Title: DANC 2303 Dance Appreciation

Please attach in separate documents:

Completed Catalog Add/Change Form

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. Gain a comprehensive mastery of terminology and knowledge of key elements of ballet, modern, jazz, social, tap, musical theater and non-western dance forms.
2. Analyze, identify, evaluate, and appropriately cite online primary sources and use these sources as evidence to support their understanding of historical events as well as cultural ideas, values, and beliefs through the different styles of dance.
3. Effectively communicate their understanding of the history of dance and choreography.
4. Demonstrate the ability to think, speak, and write clearly and critically about dance, using readings, lectures, discussion forums, video, live performances and research.
5. Synthesize the roles of ethnic, folk, concert, and social dance in relation to culture, history, religion, politics and society.
6. Understand the importance of appropriate academic etiquette as evidence by behavior in the online course.
7. Understand and effectively express the ways in which dance creates and communicates meaning.

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, 7)
Visual: (SLO # 1, 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, 6, 7)
4. **Social Responsibility:** includes intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities. (SLO's 2, 3, 5, 6, 7)

Component Area for which the course is being proposed (check one):

Communication

Mathematics

Language, Philosophy, & Culture

Creative Arts

Life & Physical Sciences

American History

Government/Political Science

Social & Behavioral Science

Component Area Option

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

- | | |
|---|---|
| <input checked="" type="checkbox"/> Critical Thinking | <input checked="" type="checkbox"/> Teamwork |
| <input checked="" type="checkbox"/> Communication Skills | <input type="checkbox"/> Personal Responsibility |
| <input checked="" type="checkbox"/> Written Communication | <input checked="" type="checkbox"/> Social Responsibility |
| <input type="checkbox"/> Oral Communication | |
| <input checked="" type="checkbox"/> Visual Communication | |
| <input type="checkbox"/> 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 cover a number of different dance genres and to introduce students to the history, cultural value and traditions that are specific to the dance form.

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 via online and/or face to face meetings to create the Power Point. Power Points will be posted on the course shell for the entire class to view and comment on.

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, Teamwork and Social Responsibility.

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.

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 for class review, comment and feedback. Assessment will utilize the University Core Assessment rubric for Communication/Visual.

Empirical & Quantitative Skills: N/A

Teamwork:

Students will work together via online and/or face to face meetings 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 for class review, comment 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.

Will the syllabus vary across multiple sections of the course? Yes No

If yes, list the assignments that will be constant across the sections:

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.