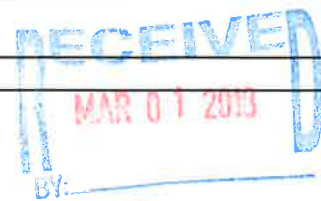


ORIGINATOR'S SECTION:														
1. College: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2018 or Spring 2019													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
4. Course abbreviation and Number:* <u>DNCE 350</u>														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Learning Through the Moving Arts														
6. Abbreviated Title for PeopleSoft: <i>(no more than 25 characters, including spaces)</i> Learn Moving Arts														
7. Number of Units: 3														
8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.) Develops artistic awareness by learning about Dance and Media Art through practice and theory. Investigates the impact of these art forms as applications for arts integration and creative instruction for K-8 students through perceptual practices, choreographic studies, curricular development, and written responses.														
9. Why is this course being proposed? This course was requested by LBST as an UDJGE to support the core requirements required by the State.														
10. Mode of Instruction* <i>For definitions of the Course Classification Numbers:</i> http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf														
<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:33%;">Type of Instruction</th> <th style="width:33%;">Number of Credit Units</th> <th style="width:33%;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td style="text-align: center;">3</td> <td style="text-align: center;">C-3</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>			Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	3	C-3	Activity			Lab		
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Lecture	3	C-3												
Activity														
Lab														
11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														
13. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? (including first offering)														
15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course and check "yes" in item #22 below.														
16. Prerequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
17. Corequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

PS _____
 RP _____
 Tracker _____



Angela Baggett

From: Kimberley Knowles-Yanez
Sent: Thursday, March 01, 2018 1:08 PM
To: Carrick Williams; Karen Schaffman
Cc: Angela Baggett
Subject: RE: CAPC Review DNCE 350

Hi Carrick-

I will let Karen sign off on the specific syllabus and activity code changes, which look good to me.

As per below, please consider this email to be support for the class. Thank you all very much, Kim

From: Carrick Williams

DNCE 350 (UDGE)
Learning Through the Moving Arts: Dance and Media Art
Dr. Karen Schaffman

NOTE: Curriculum developed in collaboration with Dr. Merryl Goldberg, with advice from Dr. Kimberly Yanez-Knowles

Submitted: September 28, 2017

Course Description

Develops artistic awareness by learning about Dance and Media Art through practice and theory. Investigates the impact of these art forms as applications for arts integration and creative instruction for K-8 students through perceptual practices, choreographic studies, curricular development, and written responses.

Course Goals

The course goals focus on offering students a broad-based understanding of the elements of contemporary dance practice.

Student Learning Objectives

- Acquire an introduction to a variety of dance genres ☐
- Become active viewers with tools for critical analysis ☐
- Learn to recognize aesthetic qualities by experiencing diverse and creative artistic works ☐
- Learn basic language to appreciate and discuss choreography and film techniques ☐
- Address issues of identity by becoming aware of representations of race ☐ethnicity, class, physical ability, sexuality and gender as expressions of diverse ☐historical, cultural and geographical contexts ☐
- Learn ways that corporeal discipline constructs political and social identity ☐
- Develop the ability to differentiate and integrate ways of seeing, feeling, and contextualizing
- Increase self-awareness ☐

The course draw from the California Department of Education Standards for Arts in the Classroom. These mandated standards provide the following Student Learning Outcomes:

A. Students will be able to implement the following five standards for Visual and Performing Arts according to the California State Framework:

1. *Artistic perception/Creating*
2. *Creative Expression*
3. *Historical and Cultural Context*
4. *Aesthetic Valuing*
5. *Connections, Relations, Applications Across Disciplines*

And the National Core Arts Standards: (more process based)

1. Creating (Explore, Plan, Revise)
2. Performing (Express, Embody, Present)
3. Responding (Analyze, Interpret, Critique)
4. Connecting (Synthesizing, Relate)

B. Students will be able to integrate each of the following arts disciplines into the general curriculum:

1. *Dance*
2. *Media arts*

C. Students will be able to apply the State Standards for the Domain in Dance which require:

1. Identify the components and strands of dance education found in the *Visual and Performing Arts Framework and Student Academic Standards*.
2. Demonstrate a basic fluency with the element of dance such as space, time, levels, and force/energy.
3. Use basic techniques to create dance/movement with children
4. While grounded in the elements of dance, able to identify and explain style of dance from a variety of times, places, and cultures.
5. Able to make judgments about dance works based on the elements of dance.

D. Students will create artistic works and learn to discuss them aesthetically:

1. *Creative Dance: Improvised Choreography*
2. *Set Choreography*
3. *Photography and/or Video*

E. Students will evaluate and assess students' works in and through the arts.

F. Students will critique dance and media arts events through attendance and written response to events throughout the semester.

Required Reading (book available in bookstore):

- Goldberg, Merryl (2017). *Arts Integration: Teaching subject matter through the arts in multicultural settings* 5th Edition, NY: Routledge.

- Standards: Visual and Performing Arts Sacramento: California Department of Education. **available on-line:** <http://www.cde.ca.gov/be/st/ss/documents/vpastandards.pdf>
- Current events: two articles during semester of your choosing regarding dance and film, i.e. *Union Tribune San Diego, La Prensa, New York Times, Los Angeles Times*, and various on-line critical art websites (to be determined).

Class Schedule: *please note that the schedule is tentative and subject to change*

Week 1: Introduction to one another

Review Standard Standards 101:

- Artistic perception
- Creative Expression
- Historical and Cultural Context
- Aesthetic Valuing
- Connections, Relations, Applications Across Disciplines
- Learning with, through, and about the arts

Week 2: Space

Overview of perceptual practices in space.

Proprioception

Week 3: Time

Time-based improvised choreographic studies.

Week 4: Gravity (“force”) and Energy

How is “quality” defined?

We will create and collaborate on set choreographic phrases.

Week 5: Viewing Dance

A selection of videos from contemporary choreographers across cultures.

Contextualizing the social, political, and historical relevance of dance.

Week 6: Viewing Dance Continued

A selection of videos from contemporary choreographers across cultures.

Critiquing various dances and related them to the social, political, and historical relevance of dance.

Week 7: Media Arts - Dance and Video Workshop

We will make dance-for-the-camera short videos.

Week 8: Screen collaborative video projects

Peer evaluation.

Weeks 9

Integrating Dance and Media Arts into Language Arts

Reading:

- Arts Integration: Chapter 5

Week 10

Integrating Dance and Media Arts into Social Studies

Reading:

- Arts Integration: Chapter 6

Week 11

Integrating Dance and Media Arts and Science

Reading:

- Arts Integration: Chapter 7

Week 12

Integrating Dance and Media Arts Math

Reading:

- Arts Integration: Chapter 8

Week 13

Final Projects Proposed and finalized

Week 14

- Workshop Final Projects in Class

Week 15

- Final Projects with guest children attending from our community

Grading

➤ AutoBodyGraphy	5 points
➤ 4 written responses to readings (5/points)	20 points
➤ Current Event Reports (5 points/each)	10 points
➤ 1 live dance event and response	5 points
➤ 1 film/video event and response	5 points
➤ 1 collaborative dance-for-the-camera video	5 points
➤ Curriculum Project/Presentation	20 points
➤ Attendance	15 points
➤ Collaboration & Participation	15 point

Event Response Papers (1 Dance, 1 Film/Video/New Media)

LEARNING ABOUT THE ARTS IS IMMERSION IN THE ARTS. Dance and Media events may be performances, media installations, or film screening. The instructor will post events and happening. Each paper should include information describing the event and your response to the experience. Your response papers must include the following elements that we are discussing and using language of the class. These are the directly from the **State VAPA Standards**:

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information through the Language and Skills Unique to the Arts.

Students perceive and respond to works of art, events, and the environment. They also use the vocabulary of the arts to express their observations.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of the Arts
Students analyze the role and development of the arts in past and present cultures throughout the world, noting human diversity as it relates to the arts and artists.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works in the Arts

ALL CSUSM ARTS AND LECTURES EVENTS ARE ENCOURAGED:. **Important Information from the University:** Arts & Lectures would like to remind you that all events are ticketed. CSUSM student tickets will continue to be FREE, paid with Instructionally Related Activities (IRA) funds. This ensures that students can attend all events for no additional costs. CSUSM faculty and staff can purchase tickets at a discounted price. CSUSM students will have the first opportunity to acquire tickets: the website (www.csusm.edu/al). There are many film series events on our campus, including MediaMakers. To be announced.

Current Events Reports:

Each week, 3 students will present a 5-minute report based upon a current event article in the news or social media. A sign-up sheet will be circulated WK 1 for this activity.

Curriculum Project

Students will work in groups to develop a curriculum project that includes arts integrated lesson plans using dance and/or media art.

Preparation and Participation

Your active involvement in the class goals, discussions, assignments, and other activities will create a productive and enjoyable experience for you and your colleagues. This includes coming to class prepared and on time and with a commitment to work responsibly and respectfully with others. This course is participatory.

Your participation grade is reflected by your energy and commitment to the course. This means coming prepared to class, being open to the material, and working respectfully with others. This class is collaborative and collectively driven. Your participation and attention is vital. It is up to you to stay afloat with the course expectations and daily assignments as they arise. If you are not participating fully, you will lose a point for the class. Bringing images to class is your participation grade as well.

If you are not participating due to injury, please let me know. In order to receive credit, stay and observe. Then you are required to turn-in a copy of organized typed paper of your notes-observations at the following class. Consider ways you are observing: How can you be supportive of the environment? What do you learn from observing? Pay attention to your own body as you observe your peers. What are you noticing?.

Civility

You don't have to agree with everyone, including me, or the authors of the written texts. However, the work of the class is to be open to *learning* about new perspectives concerning the body and new ways to define dancing. Respect and kindness is of the utmost importance in this and all my classes.

Our campus follows a "Civility Campaign," which was formulated on your behalf from the Dean of Students Office. I am committed to hosting a classroom atmosphere that fosters the mission and defines civility as follows: "**Conducting oneself with care, respect, and empathy while acknowledging the culture and humanity of others.**" For further information on student conduct please see, <http://www.csusm.edu/dos/>.

S.O.A.R. and the **Cougar Care Network**: "Student Outreach And Referral (SOAR) and the Cougar Care Network (CCN) are CSUSM's early support programs to improve student success, retention, and persistence by providing information, resources, and support needed to ensure your personal and academic success." These programs are designed for any student who may be experiencing challenges inside or outside of the classroom. <http://www.csusm.edu/soar/>

Classroom Etiquette

All mobile phones must be turned off and stowed away during class. If you have a personal need/urgent matter and need to have your phone on to receive calls or text messages during class time, be sure to notify me *before* class begins. If you are using any electronic devices for reasons unrelated to the course material, you will be asked to leave and 1 point will be deducted from your participation grade. If you have any questions regarding usage, please let me know.

There is no eating in the studio. All beverages must be in sealed containers and placed on the table by the doorway. No chewing gum.

Attire

Street shoes are not permitted in the dance studio. Movement will be experienced with bare feet, or socks if health reasons require. Plan to wear clothing suitable for movement and take into account keeping your body warm. Loose pants and t-shirts are most appropriate. If you are wearing a skirt, please wear shorts, leggings, or loose pants underneath. Bring extra clothing to regulate your temperature needs. Consider your personal hygiene as we are working in close proximity to one another and sharing space.

Wellness

It is highly recommended to bring water and eat before class. Please notify the Professor of any health concerns that may affect your full participation in class. If you are ill and contagious, please take care of yourself and do not come to class. A doctor's note will be sufficient if you have 2 or more consecutive absences. If you have an injury or don't feel well enough to participate, than you can observe as noted above.

Writing Requirement

This course meets the All-University Writing Requirement. If you need assistance with writing or want to improve your skills, visit the CSUSM Writing Center. The Writing Center offers appointment-based consultations and workshops to assist students with individual writing projects, while also developing long-term writing skills. Location: Kellogg 1103, <http://www.csusm.edu/writingcenter/>

Credit Hour

This is a 3-unit course and requires that you work 9 hours/week. Three hours will be in the classroom and the remainder is your responsibility to satisfy the course requirements.

Plagiarism

Plagiarism will not be tolerated and will be strictly enforced. See the Student Handbook for University policies. Make an appointment with a University Librarian should you be unclear on policies for proper citations.

Student Mixed Abilities

This course welcomes all abilities. Should you require special needs for taking this course, it is your responsibility to access services available on campus. For information visit Disability Support Services. Hours: 8-5, Monday-Friday. Location: Craven 4300. http://www.csusm.edu/dss/applyingfordss/support_services.html

Class, workshop and assignment expectations:

Below are some of the criteria that I will be looking for in regards to your work. These assessment strategies relate directly to your final grade so be certain you review them regularly.

- Did you maintain attendance and participation expectations?
- Did you turn in assignments on time?
- Did you see and critique a live performance?

- Did you integrate the readings and course work into the assignments?
- Did you demonstrate an understanding of the historical and cultural context of the work?
- Did you synthesize the course material into your final project?
- Did you seek help regarding confusing points or difficult assignments?
- Did you support other students in a positive way?

* At any point, if you have questions or concerns about the course material, please talk to me during office hours, or make an appointment via email through CC.

Assessment:

“A” means excellent!: the assignment was completed with clarity, thoroughness, and thoughtfulness. Your handling of the assignment demonstrated a sophisticated understanding of the complexity of the issues and concepts. **There were no spelling or grammatical errors.** For 5 pt assignments, the equivalent of 5 points. For 10 points, the equivalent of 9-10 points.

“B” means good: that the work has been completed in an organized manner. Overall, you needed to go deeper into your argument, give more details, or there were some misunderstandings of the material. Your writing may have needed attention to correct grammar (i.e. spelling errors, sentence structure, etc.). For 5 pt assignments, the equivalent of 4 points. For 10 points, the equivalent of 8 points.

“C” indicates that your essay was completed, though did not fulfill all of the assignment’s requirements. There may be gaps in your argument, inattention to detail, or lack of examples. Your writing may have contained too many grammatical errors. For 5 pt assignments, the equivalent 3 points. For 10 points, the equivalent of 7 points.

“D” means that the work is incomplete or poorly delivered. For 5 pt assignments, the equivalent of 1-2 points. For 10 points, the equivalent of 6 points.

Final Grades

A	93-100	A-	90-92		
B+	88-89	B	83-86	B-	80-82
C+	78-79	C	73-77	C-	70-72
D+	68-69	D	63-67	D-	60-62

EXTRA CREDIT RESPONSE PAPERS:

Write a 200-250 word response essay. Who is performing? *How* are they moving? How are you an active witness of the experience you are witnessing? What was an outstanding moment for you and why? Utilize the language and tools of the class to compose your response. Papers are due no later than 10 days following the event. Maximum credit per event is 5 points. You can attend as many performances as you like, however, maximum credit offered is 5 points. See grading assessment criteria for papers on Cougar Courses. **Important note:** choose ONLY from the opportunities posted to CC or announced by the Professor in class.

NOTE: You will need to complete a “Release Liability Waiver” form for any events off campus. These are available outside my office door.