

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA C1: Arts

See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number: DNCE 101	Course Title: Introduction to Dance	
Number of Units: <u> 3 </u>		
College or Program: <input checked="" type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: <input type="checkbox"/> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer Year: 2014	Mode of Delivery: <input checked="" type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print): Karen Schaffman	Email: kscaffm@csusm.edu	Submission Date: 07 Feb 2014

1. Course Catalog Description: Course broadens students understanding of the ways that bodies (people) are disciplined and represented in dance and performance. Course offers a survey of dance, primarily based in the U.S, on the stage as well as in the studio, streets, and parks, and performed by everyday and famous people. With an emphasis on gender, race, ethnicity, class, ability, and sexuality, students appreciate dance as a cultural, political, and historical phenomenon.

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input checked="" type="checkbox"/>	Course description, course title and course number
<input checked="" type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input checked="" type="checkbox"/>	Topics or subjects covered in the course
<input checked="" type="checkbox"/>	Registration conditions
<input checked="" type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input checked="" type="checkbox"/>	Tentative course schedule including readings
<input checked="" type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

From: Ginny Scott
Sent: Thursday, March 20, 2014 1:21 PM
To: Marshall Whittlesey
Cc: Judit Hersko
Subject: C1 forms for DNCE 101, 124, 200 and VSAR 102, 110, 123
Attachments: C1_DNCE 101_wSyllabus.pdf; C1_DNCE 124_wSyllabus.pdf;
C1_DNCE 200_wSyllabus.pdf; C1_DNCE 101_wSyllabus.pdf;
C1_DNCE 124_wSyllabus.pdf; C1_DNCE 200_wSyllabus.pdf;
C1_VSAR 102_wSyllabus.pdf; C1_VSAR 110_Avalos_wSyllabus.pdf;
C1_VSAR 123_wSyllabus.pdf

Dear Marshall,

Here are the C1 forms and syllabi for GE lower division recertification for DNCE 101, 124 and 200 and VSAR 102, 110, and 123. The email below from Judith Downie, the Humanities librarian, is meant to serve as the electronic signature/approval of the attached documents. Please let us know if you need a "traditional" signature from her.

Thank you,

Ginny Scott
Administrative Support Assistant
Visual and Performing Arts Department
California State University San Marcos
(760)750-4324

From: Judith Downie
Sent: Tuesday, March 18, 2014 8:14 AM
To: Ginny Scott
Subject: Re: recertification

Hi Ginny,

I haven't been in my office much due to family matters, so I apologize for not responding sooner (I hate our Webmail interface, things disappear and only reappear when I use our on campus interface.)

I approve DNCE 101, DNCE 124, DNCE 200, VSAR 102, VSAR 110 and VSAR 123. If this email serves as my approval signature, that is great. If not, let me know what you need from me.

Judith

Judith A. Downie
Humanities & Archives Librarian and Government Documents Coordinator
California State University San Marcos
San Marcos CA 92096-0001
760-750-4374

From: Ginny Scott <gscott@csusm.edu>
Date: Tuesday, March 11, 2014 12:45 PM
To: Yvonne Meulemans <ymeulema@csusm.edu>, jdownie <jdownie@csusm.edu>
Subject: RE: recertification

Good afternoon ladies,
Attached here are the C1 forms (and syllabi) for DNCE 101, DNCE 124, DNCE 200, VSAR 102, VSAR 110 and VSAR 123. We have more coming! Please let me know if anything is out of order or you need additional documents. I'm new and am not sure of the procedures—thanks!

Ginny Scott
Administrative Support Assistant
Visual and Performing Arts
Ext 4324

From: Yvonne Meulemans
Sent: Thursday, March 06, 2014 2:07 PM
To: Ginny Scott; Judith Downie
Subject: Re: recertification

Hi Ginny: you are welcome to send on what you got. Judith is the liaison to VPA, so she will be doing the review and is copied to this message.

Thank you!

On Mar 6, 2014, at 1:31 PM, "Ginny Scott" <gscott@csusm.edu> wrote:

Hi Yvonne,
We have several of the C1 forms and syllabi ready but not all—would you prefer to get everything at once or can I begin sending you the items we have ready now?
Thank you,
-ginny

Ginny Scott
Administrative Support Assistant
Visual and Performing Arts
Ext 4324

From: Yvonne Meulemans
Sent: Wednesday, February 19, 2014 1:23 PM
To: Ginny Scott
Subject: Re: recertification

Hi Ginny:

Electronic copies of the recert paperwork as well as syllabi would be most appreciated.

Thanks,
Yvonne

Yvonne Nalani Meulemans
Information Literacy Program Coordinator
Associate Librarian
Kellogg Library 3422/760-750-4375

From: Ginny Scott <gscott@csusm.edu>
Date: Wednesday, February 19, 2014 at 12:51 PM
To: Yvonne Meulemans <ymeulema@csusm.edu>
Subject: FW: recertification

Hi Yvonne,

I am the admin support assistant in visual and performing arts and I am assisting faculty with the GE course recertification paperwork. Do you need hard copies of the syllabi and support paperwork or will electronic versions work for this project? I understand you will need hard copies of the cover sheets with approval signatures but Judit wasn't sure if your office accepted electronic copies of syllabi etc.

Thank you,
-ginny

Ginny Scott
Administrative Support Assistant
Visual and Performing Arts
Ext 4324

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• AREA C1: Arts

K. Schaffman 3/6/14

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2

3/6/14

Course Proposer

Date

Department Chair

date

Please note that the department will be required to report assessment data to the GEC annually. _____

DC Initial

Support Do not support*

Support Do not support*

Library Faculty Date

Impacted Date
Discipline Chair

Support Do not Support*

Approve Do not Approve

Impacted Discipline Date
Chair

GEC Chair Date

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Dr. Karen Schaffman, kscaffim@csusm.edu

Part A: C1 Arts General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Arts GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
C1.1 Students will describe the ways in which dance informs us concerning issues of diversity (such as race, class, ethnicity, sexuality, physical ability, and gender) in a global, national or local context.	Viewing various visual materials, video documentations and online resources that focus on ways that diversity is represented through dance performance and practice.	1/Lead discussion 2/ Embodied practices 3/ Written responses to readings 4/ Final Research Paper

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

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		5/ Collaborative Presentation 6/ Performance Response Paper
C1.2: Students will apply theoretical and/or critical perspective to the study of dance historically.	Learn methods of critical evaluation of dance through analysis of the body within historical contexts that account for the political and social conditions.	1/ Final Research Paper 2/ Collaborative Presentation 3/ Lead discussion
C1.3: Students will identify and explain various dance styles from diverse cultures and peoples.	Research dances that are internationally recognized forms in various social contexts.	1/ Lead discussion 2/ Embodies practices 3/ Written responses to readings 4/ Final Research Paper 5/ Collaborative Presentation 6/ Performance Response Paper
C1.4: Students will use appropriate vocabulary to describe and analyze choreography within the historical context in which the work was created.	Learn methods of critical evaluation of dance using the language of choreography founded in contemporary dance practices. Research choreographers in various historical contexts.	1/ Lead discussion 2/ Embodied practices 3/ Written responses to readings 4/ Final Research Paper 5/ Collaborative Presentation 6/ Performance Response Paper
C1.5: Articulate various theoretical principles in their analysis of works in the arts and humanities. [Methods courses]	N/A	N/A
C1.6: Use relevant research methods to analyze and interpret works in the arts and humanities. [Methods courses]	N/A	N/A
C1.7: Students will create choreographic studies that demonstrate facility with the key techniques of the	Introduction to basic choreographic principles founded in the language of contemporary dance practices and	1/ Dance Practices 2/ Verbal Critique and

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

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form in question. These courses will be taught face-to-face, rather than online. [Creative Activity Courses]	Dance Studies theories	Analysis
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Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of <u>all</u> Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)	Elements , vocabulary, principles, and techniques of choreography Research on various dance genres and choreographers	1/ Written critiques of performance 2/ Peer-reviewed paper 3/ Final Research Paper
Students will think critically and analytically about an issue, idea or problem. (critical thinking)	Assignments prompt students for ways to articulate concepts through verbal discussion, physical interaction, and written papers. Lecture and practice of basic principles. Research on various dance genres and choreographers	1/Lead discussion 2/ Embodied practices 3/ Written responses to readings 4/ Final Research Paper 5/ Collaborative Presentation 6/ Performance Response Paper
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Research focused on dance genres and choreographers working within internationally recognized dance movements in various historical contexts.	1/ Final Research Paper

Part C: GE Programmatic Goals: The GE program aligns with CSUSM specific and LEAP Goals. All C1 courses must meet at least one of the LEAP Goals.

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes

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LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (<i>please describe</i>): Course content is intricately linked to issues of diversity. Who is dancing? Where are they dancing? What are the cultural indicators? Why does this dance work or dance genre matter?
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes (<i>please describe</i>): Research on choreographers and dance genres that perform and practice locally, nationally, and globally and with awareness of the various historical contexts.

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required in 3+ unit courses,	Instructor will assign performance response and analysis papers written critiques of readings, and a Research Essay.
Assessment of student learning will take a multitude of forms, including writing assignments, exams, discussion, and creative projects and performances.	In addition to the writing assignments above, the instructor will assign weekly choreographic/embodied studies. The final presentation will be a collaborative creative work.

Dance 101 (1): Introduction to Dance (28303)
Spring 2014, M/W 11:30am-12:45pm, Arts 101
Visual and Performing Arts Department
California State University San Marcos

Instructor: Anya Cloud Email: acloud@csusm.edu
Office Hours: Monday 1:30pm-2:30pm and by appointment

Course Description

This class is aimed at broadening your understanding of the ways that bodies (people) are disciplined and represented in dance and performance. Focusing primarily on the United States, we will consider a diverse survey of dance on the stage as well as in the studio, streets, and parks, and performed by everyday and famous people. Through the lenses of gender, race, ethnicity, class, and sexuality, we will investigate dance as a cultural and historical phenomenon. The goal is to create personal experience with dance (through multiple functions) and expand awareness of dance as a generator and indicator of social and political meaning. Come to class prepared to collaborate, contribute, listen, and exchange your moving ideas.

Projected Learning Outcomes

1. Understand dance as a political, social, historical, and cultural phenomenon.
2. Appreciate the relationship of dance practice, choreography, and performance to everyday life.
3. Identify the basic elements of dance (body, space, time, energy).
4. Develop an awareness of the varied scope of dance practices.
5. Have an experience of embodied physicality.
6. Articulate verbal and written responses to seeing dance.
7. Create a collaborative performance based on research.
8. Develop listening and collaboration skills while improving self-confidence.
9. Understand and value movement and dance in new, unfamiliar, and unexpected ways.

Required Reading

- Weekly readings will be posted on Cougar Courses. Please finish all assigned reading by class time on Monday of each week.

Required Viewings

- All videos will be screened in class, unless otherwise assigned.

Assignments

- There will be weekly reading assignments. You will sign up for one week, during which you will be partly responsible for facilitating discussion by relating the readings to the rest of the class material. Bring 3 specific points or questions to class as a starting point for facilitating ideas/conversations. You will need to turn in your questions to me (hard copy) at the beginning of that class period.
- There will be one individual research and analysis paper (3-5 pages). It will be a critical description and analysis of one artist from any genre covered in class. It will include a 'close reading' of that artist's creative work/approach, research to contextualize this artist, and personal articulation about why this artist resonates with you. Due for peer review in class on Wednesday March 19 and final draft due in class on Monday April 14. Details TBA.

- There will be one collaborative group choreographic project. Details TBA.
- You are required to see two pre-approved dance concerts. You will write a critique for one performance and do a creative response for the other. Please see critique/response guidelines posted on cougar courses for details.

COURSE SCHEDULE

NOTE: The course syllabus is subject to change per the Professor. Updates will be posted on Cougar Courses or discussed in class.

ELEMENTS OF DANCE:

Choreography, Improvisation, Writing and Speaking

Wk 1: Review syllabus.
Introductions.
What is dance?
Body Stories.

Wk 2: Elements: Body, Space, Time, and Energy
Choreography and Improvisation

Wk 3: Aesthetics: Seeing, Digesting, and Articulating

A MOVING VOICE:

Dance through Historical, Social, and Political Lenses

Wk 4: Ballet, Body Image, and Gender

Wk 5: Evolution of American Modern Dance

Wk 6: Activism and Experimentation

Wk 7: Identity and Urban Dance Forms

Wk 8: Dance in Relationship with Race/Ethnicity/Sexuality

THE BODY, LOCATION, ENVIRONMENT:

Framing Dance in a Changing World

Wk 9: Dance in Alternative Spaces

Wk 10: Physically Integrated Dance:
Moving With and Without Disabilities

Wk 11: Social Dance

Wk 12: Dance in Pop-Culture and Dance for Camera

COLLABORATIVE PROJECTS

Wk 13: Monday/Wednesday: Work Day

Wk 14: Monday/Wednesday: Work Day

Wk 15: Monday/Wednesday: Performances

***We will not be meeting during finals week.**

Grading Policy:

Body Story	5 points
Reading/Discussion Facilitation	10 points
Concert Written Critique	10 points
Concert Creative Response	10 points
Peer Research Paper Edit	5 points
Individual Research Paper	15 points
Final Group Project	15 points
Class Participation	35 points

Structure of Course:

We will be moving during every class

Mondays: Class will primarily be a combination of discussion, viewing dance videos, lecture, and body awareness.

Wednesdays: Class will primarily be an experiential movement class that corresponds with concepts/topics/questions from Monday of that week.

Please attend every class ready to participate in movement appropriate clothing.

Preparation and Participation

Your active involvement with and participation in the class goals, discussions, assignments, movement explorations, and other activities will create a productive and enjoyable experience for you and your colleagues. This includes coming to class prepared to discuss the readings and handing in assignments on time, with care towards clarity of expression, and to work responsibly within group projects. There will be in-class assignments relating to reading, discussion, and movement experiences. I encourage you to be fully participatory within your education in this class. I place value on your full ownership and investment in the material.

Attendance:

You are expected to be in every class. Attendance and participation are necessary within an experiential class. That said, **2 absences are allowed.** Each additional absence will result in the lowering of your grade by 1/3 letter. Class begins promptly at 11:30am. You are required to remain in class until it finishes. Two late arrivals or early departures will result in one absence- your grade will be lowered by 1/3 letter for each lateness or early departure thereafter. If you arrive late, it is your responsibility to check in with me after class to correct the role sheet. If there is an emergency or extreme extenuating circumstance, please come talk to me or email me as soon as possible.

Classroom Etiquette:

All mobile phones must be turned off during class. If you are using your cell phone during class, you will be asked to leave and **will receive an absence.** If you need to use your cell phone for emergency purposes, you may check with me and step out of the class. If you are using your

laptop or other electronic devices for reasons unrelated to the course material, you will be asked to leave and will receive an absence. If you have any questions regarding usage, please ask.

Injury:

To avoid injury, it is recommended that you give yourself a few minutes before class to arrive into your body, bring water and be sure that you have eaten before class. Please notify the instructor of any injury (current or past) that may impact your full performance in class. Should an injury require that you observe class, it is expected that you specifically observe class and apply what is being taught and discussed. Notes should be taken for each part of class. This observation should result in a substantial set of notes that should be submitted to me following the class observed. While observing class you are required to be mindful and quiet so you do not detract from teaching and performance efficacy.

Attire:

Street shoes are not permitted in the dance studio. Movement will be experienced with bare feet. You should plan to wear clothing suitable for movement and should take into account keeping your body warm for the beginning and end of class-bring extra clothing.

Reading/Discussion Facilitation:

On Monday of the week that you have signed up for, come to class having thoroughly read and thought about the reading for the week. Along with a few of your peers, you will help facilitate the class discussion by bringing up questions and comments that might cultivate thoughtful and critical dialogue. Yes and no questions do not tend to generate discussion. Consider how you can relate the week's reading to other readings and classroom/life experiences in a way that provokes and contextualizes your study of dance in relationship with culture.

Written Critique/Creative Response Guidelines:

You are required to attend two professional or university dance performances. For one concert you will write a typed essay/critique (2 pages, 1.5 spacing, 12 font, stapled, titled, name and section number included). **Proofread your papers before you turn them in!** The essay/critique should be based on your own response to and interpretation of the work and should also relate to ideas and concepts you have learned in class. For one concert you will do a creative response (through a medium of your choice). Please attach a show ticket or program to your critique/response. Your critique/response is due in class one week from the closest class period after the performance. Please see your two concerts EARLY! I will do my best to remind you as concert dates approach, but you are responsible for making this happen. Ask me if you're not sure if a concert you want to see will be acceptable for the class. Specific details will be posted on cougar courses.

Individual Research Paper and Peer Review:

Your Individual Research Paper will be turned in (hard copy) in class on March 19 for peer review. The final draft (with the original draft including comments attached) will be turned in on April 14. The details on these assignments are TBA.

Note: No late papers or projects will be accepted. If there are more than three grammatical errors in the first paragraph of your final written work it will be returned to you for re-writing. (In case of emergency circumstances, please contact me as soon as possible.)

Extra Credit:

There are numerous exciting performances throughout the San Diego area this spring. Attend an extra performance and turn in a creative response in the following week to receive extra credit. You can only receive extra credit for one pre-approved dance performance. There are 5 possible extra credit points. Check with me to confirm that an event is suitable.

Plagiarism:

Plagiarism will not be tolerated and will be strictly enforced. See the Student Handbook for University policies. Visit with a University Librarian or seek assistance from the campus Writing Center should you be unclear on how to use citations.

Student Disabilities:

Should you require special needs, it is your responsibility to access the services available on campus. For information visit Student Disability Services and also review the Student Handbook. Please communicate any concerns/questions with me and I will be happy to be in conversation with you.

Performances:

You are required to see two pre-approved dance performances.

Upcoming Performances:

February:

1-9 Life is Just a Bowl of Cherries (Pat Sandback), Vine

6-8 Kristopher Apple Music and Dance Thesis Concert, SDSU (Kris is a violinist who often plays for dance improvisation, and this is listed as a dance concert)

11 Body Cartography, CSUSM, 7:30pm, Arts 111: <http://www.csusm.edu/al/calendar.html#body>

11-12 Moscow Festival Ballet in "Swan Lake," presented by SD Symphony, Copley

14 Taiko Drummers of Japan, presented by SD Symphony, Copley

14 Body Cartography, SDSU

15 Cedar Lake Contemporary Ballet, La Jolla Music Society - Spreckels Theatre

19 Azure Barton - ArtPower! UCSD Mandeville

21-23 Nations of San Diego International Dance Festival, Coronado Performing Arts Center

21 & 23 "Don Juan," SD Ballet, Lyceum Theatre

22 Kibbutz Contemporary Dance, Luckman Arts Center, L.A.

28-March 1 BODYTRAFFIC, Temecula

May 1 & 2 CSUSM Student Spring Dance Concert, CSUSM, Arts 111

I will be making regular announcements about other upcoming performances in the San Diego area.

Websites for additional dance performance listings:

UCSD Department of Theatre and Dance <http://theatre.ucsd.edu/index.htm>

ArtPower! <http://www.artpwr.com/categories/dance>

REDCAT <http://www.redcat.org/dance-events>

UCLALive! <http://www.uclalive.org/dance/>

NOTE:

Please be specific in the titling of all of your email communication with me. Put the subject of your email and the section that you are enrolled in as the title on every email. This will help me communicate with you more clearly.

Grading Point Breakdown

95-100 = A

90-94 = A-

87-89 = B+

84-86 = B

80-83 = B-

77-79 = C+

74-76 = C

70-73 = C-

67-69 = D +

64-66 = D

60-63 = D-

59 and lower = F

CSUSM Definitions of Letter Grades:

A (Excellent): Performance of the student has been at the highest level, showing sustained excellence in meeting all course objectives and exhibiting an unusual degree of intellectual/creative initiative.

B (Good): Performance of the student has been at a high level, showing consistent and effective achievement in meeting course objectives.

C (Satisfactory): Performance of the student has been at an adequate level, meeting the basic objectives of the course.

D (Passing): Performance of the student has been less than adequate, meeting only the minimum course requirements.

F (Failing): Performance of the student has been such that minimum course requirements have not been met.