



SACRAMENTO  
STATE

# Course Change Proposal Form A



<b>Academic Group (College):</b> Arts and Letters	<b>Academic Organization (Department):</b> Theatre and Dance	<b>Date:</b> 4/15/08
<b>Type of Course Proposal:</b> New ___ Change <u>X</u> Deletion ___	<b>Department Chair:</b> Linda Goodrich	<b>Submitted by:</b> Lorelei Bayne
<b>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No <u>X</u></b>	<b>For Catalog Copy: Yes <u>x</u> No ___</b> <b>CCE: Yes ___ No ___</b>	<b>Semester Effective:</b> Fall <del>2</del> Spring <u>X</u> , 200 <u>8</u> <u>09</u>

<b>This course replaces experimental course Subject Area (prefix) and Catalog Number (course number):</b>	
<b>This Catalog Number (course number) is being replaced:</b>	

**Change from:**

<b>Subject Area (prefix) &amp; Catalog No. (course no.):</b> DNCE 160	<b>Title:</b> Creative Dance for Children	<b>Units:</b> 2
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**Change to:**

<b>Subject Area (prefix) &amp; Catalog No. (course no.):</b> DNCE 160	<b>Title:</b> Creative Dance for Children	<b>Units:</b> 3
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**JUSTIFICATION:**

Because of the extensive time element outside of classroom time and the corresponding activities and group assignments, this class should be equal to 3 units, instead of the current 2 units. The attached syllabus corroborates the unit value in terms of course assignments, student participation and additional community interaction required to complete the final component.

**NEW COURSE DESCRIPTION:** (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

same	
Note:	
Prerequisite: None	
Enforced at Registration: Yes ___ No ___	
Corequisite: None	
Enforced at Registration: Yes ___ No <u>X</u>	
CAN (California Articulation Number):	
Graded: Letter <u>X</u> Credit/No Credit ___	Instructor Approval Required? Yes <u>X</u> No ___
Course Classification (e.g., lecture, lab, seminar, discussion): C04, 012	Title for SIS+/CMS (not more than 30 characters) Same
Cross Listed? Yes ___ No <u>X</u>	If yes, do they meet together and fulfill the same requirement, and what is the other course.
How Many Times Can This Course be Taken for Credit? <u>1</u>	
Can the course be taken for Credit more than once during the same term? Yes ___ No <u>X</u>	

**FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:**

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: "Students will be able to: 1), 2), etc."  
See the example at <http://www.csus.edu/acaf/example.htm>

- The student will:
1. To explore and discover the essence of creative movement.
  2. To provide methods and techniques in teaching and motivating students toward creativity.
  3. To cultivate and develop skills in creating effective lesson plans.
  4. To cultivate skills for expanding and revising effective lessons.
  5. To gain practical teaching experience utilizing the fundamentals of creative dance.
  6. To create and teach original creative movement lessons.
  7. To develop skills in overall teacher organization and preparation.
  8. To develop effective feedback skills to aid in the process of cultivating effective creative movement lessons.

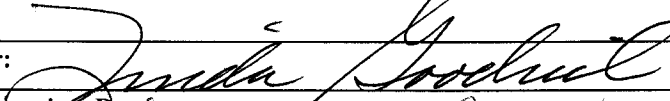
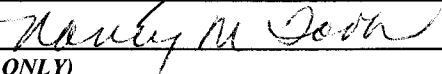
**\*\*Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

1. Preparation of three individual lesson plans to be presented in class for group/instructor feedback.
2. Evaluation of three individual student teaching assignments, demonstrated in class first and then implemented in a classroom setting for children, including video recording of student teacher.
3. 2-3 page "advocacy" paper arguing the merits of creative dance in school classrooms, using assigned readings, discussions and educational mission statements to corroborate the written argument.
4. Feedback/participation binder documenting class activities and responses, experiences and oral/visual/written assignments.
5. Regular attendance and participation in all assigned activities.

**For whom is this course being developed?**  
 Majors in the Dept  X  Majors of other Depts   Minors in the Dept  X  General Education   Other    
 Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes   No    
 If yes, identify program(s):  
  
 Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes   No  X   
 If yes, attach a description of resources needed and verify that resources are available.  
  
 Indicate which department or programs will be affected by the proposed course (if any).  Theatre and Dance   
  
***The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.***

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:	Date
Department Chair: 	04/16/08
College Dean or Associate Dean: 	4-30-08
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

**Distribution:** Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

# College of Arts and Letters Curriculum Committee CHECK-OFF LIST FOR COURSE APPROVAL

Name of Department Theater and Dance ,Effective Date Fall 2008  
Proposed Course Number DNCE 160 Course Name: Creative Dance for Children  
Contact Person (Instructor) Lorelei Bayne Email: baynel@saclink.csus.edu Phone 278-7033  
Projected Enrollment 25 Units of Credit 3  
Has the course been offered before? Yes If yes, under what number? DNCE 160  
Suggested Course Classification C2/12 Unit distribution: lecture  lab  activity

List the prerequisite(s) for the proposed course. Senior Standing.

For which students or programs is the course designated?

- Majors in the department
- Minors in the department
- Majors of other departments (e.g., An A&L course designed for Business Administration majors)
- General Service
- Other (specify)

If approved by the A & L Curriculum Committee, will this course be submitted for consideration in the General Education Program?  Yes  No

Method of Presentation:

- Lecture  Lecture/Activity  Lecture/Discussion  Lecture/Laboratory
- Activity  Laboratory  Seminar  Films and/or other visuals
- Performance  other (specify)

If different amounts of credit will be available for the proposed course, indicate differences in course requirements for earning the units. N/A

N/A

If the course can be taken more than one time for credit, what is the justification for the repetition? How will the two (or more) experiences differ?

N/A

**What courses currently offered in Arts and Letters or other colleges/departments most closely resemble the proposed course?** Please *list* these other courses and justify why the proposed course will not duplicate them. Not all approved courses are shown in the current catalog so please consult faculty/chair in other schools/departments where duplication might occur. Please list persons you consulted.      None

- 1.
- 3.
2.            4.

**Can the course be implemented within the existing departmental allocation?** YES

If the proposed course will require an expenditure of \$100 or more, append a breakdown of expenditure and source of funding.

N/A

**If this is a new course, how will it be integrated into your present allocation?**

1. Will you be giving up another course to make room for the proposed course? No.
2. What course(s) could you alternate in the schedule with the proposed course? None.
3. How often would you schedule the proposed course? Every semester.
4. What full-time faculty can teach the course? What other course would they give up in order to teach it? This course would fall into the normal semester schedule; no workload replacement necessary.
5. Realistically, what fiscal impact might the proposed course have? (*e.g., operating expense, faculty cost, staff cost, student assistants, equipment, etc.*)

None.

**List the objectives/goals/expected learning outcomes.**

The student will:

1. To explore and discover the essence of creative movement.
2. To provide methods and techniques in teaching and motivating students toward creativity.
3. To cultivate and develop skills in creating effective lesson plans.
4. To cultivate skills for expanding and revising effective lessons.
5. To gain practical teaching experience utilizing the fundamentals of creative dance.
6. To create and teach original creative movement lessons.
7. To develop skills in overall teacher organization and preparation.
8. To develop effective feedback skills to aid in the process of cultivating effective creative movement lessons.

**What student assessment tools will be used?** (*e.g., exams, papers, portfolios.*)

1. Preparation of three individual lesson plans to be presented in class for group/instructor feedback.
2. Evaluation of three individual student teaching assignments, demonstrated in class first and then implemented in a classroom setting for children, including video recording of student teacher.
3. 2-3 page "advocacy" paper arguing the merits of creative dance in school classrooms, using assigned readings, discussions and educational mission statements to corroborate the written argument.
4. Feedback/participation binder documenting class activities and responses, experiences and oral/visual/written assignments.
5. Regular attendance and participation in all assigned activities.

***In addition to filling out the Check-Off List form, please submit a course syllabus containing the following information:***

- I. Course Content and Objectives  
(Brief discursive overview of major topics and goals)
- II. Required Texts  
(*e.g., textbooks, class handouts, journals, newspapers, web pages, videos, etc.*)
- III. Course Format  
(*e.g., lecture, lecture-discussion, seminar, composition, activities, studio, etc.*)
- IV. Course Requirements
  - A. Class Participation
  - B. Examinations
  - C. Research Paper or Term Project or Short Papers, etc.
  - D. Attendance
  - E. Other Policies
- V. Student Evaluation: How are the requirements in IV weighted in determining the course grade?  
(*e.g., attendance 10%, midterm 23%, etc.*)
- VI. Semester Outline  
(Course topics ordered weekly)

## DNCE 160 CREATIVE DANCE FOR CHILDREN

FALL 2008, 3 Units      Solano 1010 (Dance Space)  
Assistant Professor Lorelei Bayne      Office- Shasta 257      Office Hours  
Phone- 916-278-7033      [baynel@saclink.csus.edu](mailto:baynel@saclink.csus.edu)

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### **CATALOG COURSE DESCRIPTION**

Exploration of creative dance as it applies to young children; including exploration of non-locomotor and locomotor movement patterns through problem solving and guided discovery techniques.

*This course will provide the opportunity to explore teaching methods in dance that can be adapted to diverse populations, giving the student hands-on experience for the "real world." A by-product of this course is a deeper appreciation for the instructor and a more thoughtful approach to taking a class.*

### **REQUIRED TEXT**

**Text:** Adventures in Creative Dance Activities: A Guide for Teaching. Marcia L. Lloyd

**Course Reader:** Available at Copy Central, 925 Howe Ave. (916) 641-5535

**Visual and Performing Arts Content Standards for California Public Schools: Dance**

Available for download in Text or PDF format at-

[www.cde.ca.gov/re/pn/fd/documents/dance-stdn.pdf](http://www.cde.ca.gov/re/pn/fd/documents/dance-stdn.pdf)

### **COURSE GOALS/ TEACHING METHODOLOGY**

The goal of this class is to introduce students to the field of creative movement and how it works in the world of teaching. Embedded in this process are the following: movement exploration; lesson planning; practice teaching; reflection, revision, and feedback. This works toward actual teaching in the community. Attention will be paid to the development of skills applicable to varying settings and populations. Students will gain knowledge and expertise in teaching through observations, class discussions, journal-keeping and practical experiences. Self-evaluation, peer evaluation, and teacher evaluation will provide on-going feedback. This course will explore how creative movement/dance is used in the community and school systems, the latter fundamentally tied to the *Content Standards for California Public Schools*. This course offers the opportunity for students to discover the role of dance in education and to gain valuable hands on teaching experience.

### **COURSE OBJECTIVES**

1. To explore and discover the essence of creative movement.
2. To provide methods and techniques in teaching and motivating students toward creativity.
3. To cultivate and develop skills in creating effective lesson plans.
4. To cultivate skills for expanding and revising effective lessons.
5. To gain practical teaching experience utilizing the fundamentals of creative dance.
6. To create and teach original creative movement lessons.
7. To develop skills in overall teacher organization and preparation.
8. To develop effective feedback skills to aid in the process of cultivating effective creative movement lessons.

### **COURSE REQUIREMENTS**

1. **Lesson Plans:** (30 Points) Each teaching/lesson will necessitate a clear, comprehensive lesson plan. Lesson plans will be developed and perfected throughout the semester. *Copies of all lesson plans must be distributed (via email) to the entire class.* See *Sample Lesson Plan Format*. Further details on lesson plan requirements will be distributed throughout the semester.

**Lesson Plan #1: Creative Movement** – 10 pts.

**Lesson Plan #2: Creative Movement & Curriculum** – 10 pts.

**Lesson Plan #3: Community Creative Movement** – 10 pts.

2. **Teachings: (30 Points)** Each student will engage in the teaching of three creative dance lessons. The first two lessons will be taught on fellow students in the class and will serve to prepare students for the largest and final lesson. The third lesson will be taught on students in the *schools/community*. Details on each of the teaching assignments will be distributed throughout the semester.

**Teaching #1: Creative Movement -10 pts.**

**Teaching #2: Creative Movement & Curriculum -10 pts.**

**Teaching #3: Community Creative Movement and FINAL PRESENTATION w/video.- 20 pts.**

**Late teachings will have points deducted.**

3. **Advocacy Paper "In Defense of Creative Movement": (10 Points)** Students will write a 2-3 page paper arguing the merits of creative dance/movement in public school classrooms. Students must **utilize all relevant aspects of the course reading** in order to support opinions and arguments.

Included in the paper must be:

- A definition of creative movement.
- How creative movement helps achieve the common goals of all educators.
- How creative movement intersects with the public school mission and curriculum.
- How creative movement benefits the child/student.

**Due November 21.**

4. **Feedback/Participation/Binder: (20 points)** Students will be crucial in the overall process of feedback. Therefore, a major goal of the class will be to strengthen feedback skills that serve the teachers. Students will be graded on feedback (both written and oral) as well as overall participation, attitude and energy in all classes, movement assignments and written assignments, and class discussions. Students will show a 3-ring binder at mid-term and at the end of the semester, of all lesson plans, notes, handouts, etc.- that will serve as a resource later on.

5. **Attendance Policy:** Two absences allowed. Every absence thereafter will result in a deduction of 3 points off the total grade. Three latenesses and/or early departures equal 1 absence.

***COURSE EVALUATION:***

Teachings	40 points
Lesson Plans	30 points
Advocacy Paper	10 points
Binder	10 points
Feedback/Participation/Attitude	10 points
<b>TOTAL</b>	<b>100 points</b>

**In class performance/attitude** is based on the student's ability relative to an absolute standard of excellence. This standard is reflected by class attendance, ability to assimilate suggestions, individual growth, and willingness to take risks. *\*Handouts will be provided. Video will be used in class occasionally.*

*\*Please feel free to make an appointment with me for any questions or concerns you may have regarding this course and its requirements at any time during the semester.*

***GRADES:***

A	94-100 points	B-	80-83 points	D+	67-69 points
A-	90-93 points	C+	77-79 points	D	64-66 points
B+	87-89 points	C	74-76 points	D-	60-63 points
B	84-86 points	C-	70-73 points	F	0-59 points

***\*\*\*If you have a disability and require accommodations, you need to provide disability documentation to SSWD, Lassen Hall 1008, (916) 278-6955. Please discuss your accommodation needs with me after class or during my office hours early in the semester.***

***\*\*\*Student Tutorial on how not to plagiarize:  
<http://library.csus.edu/content2.asp?pageID=353>***

**DNCE 160: Creative Dance**  
*SAMPLE LESSON PLAN FORMAT*

**(Heading)**

- Date
- TEACHER NAME
- Number of Participants
- Space Needed and/or Available
- Materials Needed
- Target Age
- Time Limit/Needs

**Unit Title:**

**Lesson Title:**

**Lesson Objectives:**

**Focus Questions:**

**(Progression of Activities)**

All activities must be clearly described so that anyone reading the lesson plan would be able to conduct the lesson. Activities must include a **listing of each Content Standard for Dance** that is addressed in the lesson. Include the Standard number and full description. Include **all other Content Standards** as they apply.

- Hook
- •Warm-Ups
- •Movement Exploration Activities
- •Gathering Activity
- •Relaxation
- (• include Variations and Trouble Shooting Suggestions for each)
- Discussion/Reflection

## DNCE 160: CREATIVE DANCE

Fall 2007

### TENTATIVE COURSE OUTLINE (Flexible depending on class needs)

#### Sept. 5

Course introduction

#### Sept. 12

*What is creative movement/dance? Content Standards – Part 1*

Video: What does creative movement look like?

•Reading: Dance Content Standards

#### Sept. 14

*What is creative movement/dance?*

Video: What does creative movement look like?

•Reading: Hanna. Chapter 1, "Is Dance a Distinct Body of Knowledge?" Pp. 1-11.

•Reading: H'Doubler. Chapter 9, "Why Dance?" Pp. 86-91.

#### Sept. 17

Movement Exploration: *Warm up & The Body*

•Reading: Lloyd. Chapters 2 & 4. "Components of Creative Movement" & "The Body." Pp. 23-45.

#### Sept. 19

**Movement Exploration: *Time & Space***

•Reading: Lloyd, Chapters 5 & 6, "Time" & "Space" Pp. 47-67.

#### Sept. 24

**Movement Exploration: *Force & Relaxation***

•Reading: Lloyd, Chapter 7. "Force." Pp. 69-77.

#### Sept. 26

Lesson Plans – Part 1

•Reading: Kassing/Jay. Chapter 13. "Creative Movement and Creative Dance Unit." Pp. 100-122.

#### Oct. 1

•Due: Teaching/Lesson Plan #1

#### Oct. 3

•Due: Teaching/Lesson Plan #1

#### Oct. 8

•Due: Teaching/Lesson Plan #1

#### Oct. 10-(Instructor out of town at UVM setting a work on students there)

*Creative Movement in the Curriculum; Content Standards – Part 2*

•Reading: Kassing/Jay. Excerpt from Chapter 2, "Teaching Dance and Cross-Disciplinary Knowledge." Pp. 93-99.

#### Oct. 15-(Instructor out of town at UVM setting a work on students there)

*Creative Movement meets Arts & Language Arts*

•Reading: Hanna. Chapter 2, "The Power of Dance Well Taught." Pp 13-22.

**Oct. 17**

*Creative Movement meets Math & Science*

**Oct. 22**

*Creative Movement meets Social Sciences*

**Oct. 24**

Student Work Day (no class meeting)

**Oct. 29**

*Lesson Plans – Part 2*

•Reading: H'Doubler. Chapter 3, "Education Through Dance" & "Schematic Representation of Elements Contributing to Dance." Pp. 79-85.

**Oct. 31**

•Due: Teaching/Lesson Plan #2

**Nov. 5**

•Due: Teaching/Lesson Plan #2

**Nov. 7**

•Due: Teaching/Lesson Plan #2

**Nov. 12**

•Due: Teaching/Lesson Plan #2

•Due: Site for Teaching #3

**Nov. 14**

*Teaching #2/Discussion and Feedback*

**Nov. 19**

*Preparation for Teaching #3*

**Nov. 21**

•Due: Teaching #3 Proposals

•Due: **Advocacy Paper: "In Defense of Creative Movement"**

**Nov. 26**

•Due: Teaching #3 Proposals

**Nov. 28**

•Due: Teaching #3 Proposals

**Dec. 3**

*Work Day (Instructor Available for Assistance)*

**Dec. 5**

*Work Day (Instructor Available for Assistance)*

**Dec. 10**

•Due: Teaching #3 Presentation, Video & Lesson Plan

**Dec. 12**

•Due: Teaching #3 Presentation, Video & Lesson Plan

*Week of Dec. 17 - FINAL EXAM, TBA*

•Due: Teaching #3 Presentation, Video & Lesson Plan