**General Education Course Inclusion Proposal**

**HUMAN EXPRESSION**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number:** DAN305 History and Theory of Dance

**Home Department:** School of Health and Human Performance

**Department Chair Name and Contact Information** (phone, email): Mary Jane Tremethick, 906-227-2528, mtremeth@nmu.edu

**Expected frequency of Offering of the course** (e.g. every semester, every fall): On demand

**Official Course Status**: Has this course been approved by CUP and Senate? YES **IN PROGRESS (approved by CUP, going to Senate)**

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

**A. Overview of the course content**

This course will examine various aspects of dance including: history of various genres of dance, sorting dance into categories and subcategories, use and examination of different dance forms through various lenses, and using critical thinking skills in dance (i.e. describing, analyzing, interpreting, and evaluating).

**B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes**

This course is designed to satisfy both the Critical Thinking and Human Expression outcomes as defined by NMU’s General Education requirements. The course examines the historical and theoretical elements of dance and connects them back to cultures and aesthetic within various lenses through class discussion and written assignments.

The following is a specific set of learning goals for this course consistent with General Education. Students are expected to:

* Demonstrate comprehension of the categories and subcategories of dance through identification.
* Understand dance’s place in history and culture, and how it is used as a form of human expression and communication of cultural ideals.
* Demonstrate the ability to identify, research, and synthesize various dance forms through multiple lenses and understand their connections to location, history, and culture through in-class discussions and writing assignments.
* Develop critical thinking skills including description, analysis, interpretation, and evaluation in dance that include personal perspectives as well as appreciation of alternate perspectives.
* Demonstrate the ability to apply obtained knowledge through movement, reflection, discussion, and writing about dance and dance performances as they relate to personal and societal aesthetics.

This course will include the following:

* An overview of the categories and sub categories of dance (i.e. social, world, theatrical/concert, and historical dance) through video and in-class movement experience with focus placed on specific dances within each division.
* An examination of how categories, subcategories, and specific dances can be used to express or define a particular cultural, societal, or historical concept or aesthetic.
	+ This will be explored and analyzed through in-class assignments and discussions, as well as post-class written assignments synthesizing the in-class experience. This allows for the integration of general understanding with personal insight.
* An overview of the formal process of composing a dance critique (whether written or through discussion), following the Dance Critics Association process. This will include utilizing information obtained from components listed above to formulate a formal opinion on a particular movement-based performance and be able to support the perspective with detailed evidence.

**C. Describe the target audience (level, student groups, etc.)**

This course is designed for undergraduate students at the junior level and above. The course is geared towards students participating in the dance minor, but is also applicable to students interested in a variety of arts and cultures.

**D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)**

This course is a required course in the dance minor program. It is also valuable to students studying education, theatre, music, communications, sociology, anthropology, and sports sciences. The course will open perspectives and allow students in any of the above areas an opportunity to connect their studies to various cultures and history and to become more aware of the role of dance in society.

E. **Provide any other information that may be relevant to the review of the course by GEC**

This course will provide both the dancer and non-dancer an equally stimulating experience. Dance is an eye-opening art that has become blended into our everyday lives via literature, visual art, music, film, and television. Ever-evolving, dance can integrate history, culture, performance, music, and theater. By having an appreciation and understanding of dance, we will create more artistically knowledgeable and culturally aware persons. Please note that whiles movement experiences will be included in the course to help students connect to the theoretical underpinnings of dance history and theory, they will not be the focus of the course.

**PLAN FOR LEARNING OUTCOMES
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | Type: Students will complete in-class discussions and written assignments using professional and amateur performances, as well as scholarly, trade, and popular media/publications to differentiate and assess the quality of information obtained. Students will develop and defend personal perspectives using the material presented, noting sources that are credible and provide valid, arguable points. Reference course syllabus for further details. Frequency: Assessments will be ongoing and will include summative evaluations at the end of the semester via final paper and final written exam.Importance: This will comprise up to 70% of the student’s grade.Success Rate: 80% of the class is expected to achieve at least an 85 % proficiency rating.  |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | Type: Students will complete in-class discussions, written assignments, and formal papers that will allow for the integration of understanding with insight. This will be demonstrated in their responses to questions presented on their course worksheets. Reference course syllabus for example worksheets.Frequency: Assessments will be ongoing and will include summative evaluations at mid-term and end of the semester via papers and final written exam.Importance: This will comprise up to 70% of the student’s grade.Success Rate: 80% of the class is expected to achieve at least an 85 % proficiency rating. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | Type: Students will demonstrate their ability to apply learned material when critically examining dance using a nationally recognized process (Dance Critics Association) through in-class discussions, written assignments, and formal papers. The listed assignments will provide evidence of the students’ comprehension of this dimension. The students’ conclusions, judgments, and perspectives will use detailed evidence to demonstrate critical thinking and reasoning. Opinion without conceptual framework and supportive evidence will not meet the standard of proficiency set forth by the instructor regarding critical thinking. Reference course syllabus.Frequency: Assessments will be ongoing and will include summative evaluations at the end of the semester via paper and final written exam.Importance: This will compromise up to 50% of the student’s grade.Success Rate: 80% of the class is expected to achieve at least an 85 % proficiency rating. |

**PLAN FOR LEARNING OUTCOMES
HUMAN EXPRESSION**

*Attainment of the HUMAN EXPRESSION Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Knowledge of the role of the aesthetic** | Demonstrate comprehension of the role of aesthetic in the human experience including artistic, literary, and rhetorical expression. | Type: Students will participate in in-class discussions and complete informational and analytical worksheets and written assignments. These materials will demonstrate comprehension of this dimension as students will be asked to collect, describe, analyze, interpret, evaluate, and respond to cultural, historical, societal, and aesthetic information about dances. Reference course syllabus and attached materials.Frequency: Assessments will be ongoing and will include summative evaluations at the end of the semester via final paper and final written exam.Importance: This will comprise up to 70% of the student’s grade.Success Rate: 80% of the class is expected to achieve at least an 85 % proficiency rating. |
| **Innovative Thinking** | Create or adapt activities, ideas, or questions expressing both creativity and experience | Type: Students will participate in in-class discussions, and movement experiences and complete worksheets (included in syllabus) that will demonstrate comprehension of this dimension as students will be asked to observe, discuss, analyze dance and re-create specific movement combinations or ideas. Reference course syllabus.Frequency: Assessments will be ongoing and will be evaluated on participation and completion of worksheet assignments.Importance: This will comprise up to 30% of the student’s grade.Success Rate: 80% of the class is expected to achieve at least an 85 % proficiency rating. |
| **Acknowledging contradictions** | Integrates alternate interpretations or contradictory perspectives or ideas. | Type: Using viewing experiences or written selections, students will participate in in-class discussions and complete written assignments that will demonstrate comprehension of this dimension. Students will be asked to acknowledge suggested interpretations and then describe, analyze, interpret, and evaluate the source to develop, present, and defend (if necessary) their personal perspectives using critical thinking skills and referencing sources introduced in class or discovered in personal research. Reference course syllabus for further details.  Reference course syllabus.Frequency: Assessment will be ongoing through class discussion and written assignments and will include a summative evaluation at the end of the semester via final paper.Importance: This will comprise up to 30% of the student’s grade.Success Rate: 80% of the class is expected to achieve at least an 85 % proficiency rating. |