DNCE 600: Movement and Dance—Framing a Research Question (3 credits)

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Prerequisites: B.A. or B.S. degree

Required Texts and Other Reading:

4. Choose one of the following books depending on your possible area of interest for your thesis project.
5. Dance research articles of your choice found in research journals or on the internet. All articles must be pre-approved by the course instructor.

Course Description: Students learn how to frame a research question and effective research strategies for use in dance education contexts. The purpose of this course is to produce a protocol, requiring detailed preparatory research, testing of ideas, and presentation of theories and concepts in practice. Students work under faculty supervision and prepare a documented written report that will directly translate to the Thesis I and II courses.

Course Objectives:

1. To identify different research methodologies necessary to be successful in a Master’s program.
2. To examine the best approaches for research or a research-based project in the field of dance education leadership.
3. To strengthen skills in research and writing about movement and dance-based research.
4. To evaluate and analyze merits of various types of research sources.
5. To devise work for Final Thesis Project. The thesis project, completed in the final semester of the program, can be:
The creation of an actual dance production directed and choreographed by candidate based on research or
b. Designing an original dance technique or choreographic curriculum plan based on pedagogical inquiry formulated in this course or
c. Designing an original research-based dance history curriculum based on a series of questions formulated in this course or
d. Designing an original research-based interdisciplinary dance curriculum based on a series of questions formulated in this course or
e. Development of a qualitative dance education research project (topic of interest) which explores questions formulated in this course.

Outline of Course Content:

1. Reading assignments in texts
2. Electronic research assignment
3. Developing a research question
4. Understanding discipline-based research
5. Web site assignment
6. MA thesis reading assignment
7. Protocol development
8. Discussion board comments

Course Requirements:

1. All assignments should be submitted in MLA format 7th edition (ie. Proper heading and pagination, standard 1” margins, no Right justified, and 12 point Times New Roman font only.) Check out the following site for format requirements
2. All Assignments and Blackboard postings due by Sunday at midnight.

Evaluation Procedures: There will be a specific number of points allotted for each week’s assignment. A running total of points earned each week will be posted on the Grade Center in Blackboard.

Method of Evaluation:

letter grade:
A=270-300 points
B=240-269 points
C=210-239 points
D=180-209 points
F=179 and under

Plus and minus letter grades are available at teacher discretion.

Rubrics are available for each of the three types of assignments listed below. You may view them on blackboard
<table>
<thead>
<tr>
<th>Discussion Board Posts</th>
<th>Every week except weeks: (3, 4, 12, 14, 15, 16)</th>
<th>5 points each</th>
<th>10 total posts</th>
<th>50 points possible</th>
<th>17% of final grade</th>
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<tr>
<td>Papers</td>
<td>Weeks 8, 10, 11, 12, 14, 16</td>
<td>25 points each</td>
<td>6 papers</td>
<td>150 points possible</td>
<td>50% of the final grade</td>
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<td>Assignments (anything other than discussion board posts or papers)</td>
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<td>Week 1- Depth of Knowledge</td>
<td>10 points each</td>
<td>10 Assignments</td>
<td>100 points possible</td>
<td>33% of the final grade</td>
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<td>Week 2- Observation</td>
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<td>Week 3-Structure and Sources</td>
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<td>Week 4-Qualitative/Quantitative</td>
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<td>Week 5-Postpositivist Research</td>
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<td>Week 6-Scientific Research</td>
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<td>Week 7-Historical Research</td>
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<td>Week 9-Electronic Research I</td>
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<td>Week 13- Discipline Research II</td>
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<td>Week 15- Protocol Assignment</td>
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**Disability Support Services:** Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

**Honor Code:** All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

**UNC Policies:** UNC’s policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student’s website, Student Handbook link [http://www.unco.edu/dos/handbook/index.html](http://www.unco.edu/dos/handbook/index.html)
Evaluating Colorado Teachers Standards (August 2012)

Quality Standard I: Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary Teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary Teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Quality Standard II: Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

Quality Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

Quality Standard IV: Teachers reflect on their practice.

Quality Standard V: Teachers demonstrate leadership.

Colorado Academic Standards for Dance

Standard Grade Level Expectations:

The content of this class satisfies the following Colorado Dance Standard:

Standard 4: Reflect, Connect, and Respond

- Use criticism and analysis to reflect upon and understand new works, reconstructions, and masterpieces.
- Demonstrate thinking skills such as describing, analyzing, interpreting, evaluating, and problem-solving through dance movement and verbal discussion.
- Discover the connections of dance to a variety of human endeavors.
- Discover connections to academic content areas, social activities, mass media, and careers.

and the following Standard Grade Level Expectations:

High School – Extended Pathway
- Apply critical analysis to new dance works, reconstructions, and masterpieces.
- Articulate connections to dance.

High School – Fundamental Pathway
- Respond to, reflect upon, and analyze new dance works, reconstructions, and masterpieces.
- Articulate connections to dance.

Eighth Grade
- Communicate choreography through written, oral, and practical applications.
- Formal critiques and analysis demonstrate an understanding of dance-making.

Seventh Grade
• Formal analysis and critique protocols.

**Sixth Grade**
• Critical analysis of dance works requires specific criteria and documentation.

**Fifth Grade**
• Analyze and evaluate dance works.
• Use basic dance vocabulary to analyze dance works.

**Fourth Grade**
• Compare and contrast the work of well-known choreographers.
• Evaluate the functions of dance training and rehearsal as they contribute to a performance.

**Third Grade**
• Research the life and work of a well-known choreographer.
• Describe the use of dance elements in choreography.

**Second Grade**
• Compare and contrast different dance styles and world dance forms.
• Describe the feeling that is communicated through various dances.

**First Grade**
• Respond to different dance styles using basic stylistic vocabulary.

**Kindergarten**
• Observe different dance styles, and describe one movement you remember.
• Use knowledge of cultural and historical dance forms to translate into performance.

**The National Council for Accreditation of Teacher Education (NCATE) Standards**

**Standard 1: Candidate Knowledge, Skills, and Professional Dispositions**
Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

**Standard 2: Assessment System and Unit Evaluation**
The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

**Standard 3: Field Experiences and Clinical Practice**
The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

**Standard 4: Diversity**
The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

**Standard 5: Faculty Qualifications, Performance, and Development**
Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

**Standard 6: Unit Governance and Resources**
The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.