



RHODE ISLAND COLLEGE

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT

PED 413 CREATIVE RHYTHMS AND DANCE

Instructors: Professor Kathleen Johnson and Dr. Emily Clapham

Department: Department of Health and Physical Education

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1. COURSE INFORMATION

Catalog Description:

Students develop competencies in teaching rhythmic activities. Diversified experiences in rhythmic accompaniment, musical resources, and rhythmic activities are provided. Observations and teaching are required.

Three semester hours. *Offered fall.*

Extended Description:

This course provides students with knowledge and skills in a variety of rhythmic activities and dance forms, including creative rhythms, folk, square, country-western, ballroom, aerobic, and modern dance. Skill in musical analysis, notation, and word cueing is developed and both a dance file and an audio file are created. Experiences in applying this knowledge and skills in selected culturally diverse cooperative schools are provided.

Relationship to Professional Program:

This is the second of three practicum courses required in the professional program for all physical education majors. Departmental practicum courses are where students put theory into practice. In these clinically based courses students complete two teaching assignments of six lessons each, one in an elementary school setting and the other at a middle or high school setting. These teaching experiences provide a formal introduction to the profession. The practicum courses are crucial in preparing students to become reflective practitioners and for a successful and rewarding culminating experience in student teaching.

Relationship to Knowledge Base and FSEHD:

The areas of rhythms and dance provide an excellent vehicle by which to explore and develop an appreciation of different cultures. Dance is a part of and an expression of culture. Since dance reflects the history, geography, climate, religion, lifestyle, music, and characteristics of the national group from which it is derived, students learn that teaching a dance carries with it both an opportunity and a responsibility to develop appreciation for the customs and traditions of other cultures. Dancing can be a common bond between people of all nations. In addition, students gain experience in selecting and modifying rhythmic materials for diverse populations, preschoolers through senior citizens and individuals with a variety of special needs. Utilization of a reflective approach to teaching and learning (i.e., as expressed in the Rhode Island College Knowledge Base for Teacher Education and the P.A.R. Model) is the cornerstone of the practicum experience. Working closely with cooperating teachers and the college professor, students have the opportunity to plan, prepare and teach lessons designed to meet the varied needs of their pupils in culturally and socio-economically diverse settings. Reflection on each lesson taught immediately follows

and frequently takes both a verbal and a written form.

COURSE OUTCOMES:

The student will:

- 1) define and notate fundamental movement patterns and combinations of them. (C.F. Knowledge – RIPTS 1, 2 NASPE Scientific and Theoretical Knowledge)
- 2) identify and analyze a variety of music written in 2/4, 3/4 and 4/4 meter. (C.F. Knowledge – RIPTS 1, 2)
- 3) perform fundamental movement patterns to a variety of meters and tempos. (C.F. Pedagogy - RIPTS 2, 3, 5, 6, 8)
- 4) design sequences of fundamental movement patterns, written musical notation, perform the sequences and teach them to their peers. (C.F. Pedagogy - RIPTS 2, 3, 5, 6, 8 NASPE Scientific and Theoretical Knowledge)
- 5) use music, percussive instruments, and/or voice as accompaniment for rhythmic activity. (C.F. Knowledge – RIPTS 1, 2)
- 6) cue in and word cue rhythmically. (C.F. Knowledge – RIPTS 1, 2)
- 7) develop a repertoire of simple rhythmic activities appropriate for developing self-awareness and basic rhythmic responses. (C.F. Knowledge – RIPTS 1, 2 NASPE Planning and Implementation)
- 8) demonstrate the ability to teach simple rhythmic activities involving Self-awareness. (C.F. Pedagogy - RIPTS 2, 3, 5, 6, 8)
- 9) develop a repertoire of simple rhythmic activities appropriate for developing basic rhythmic and space, time, flow concepts. (C.F. Knowledge – RIPTS 1, 2 NASPE Planning and Implementation)
- 10) demonstrate the ability to teach simple rhythmic activities designed to develop fundamental movement and basic concepts. (C.F. Performance Assessment - RIPTS 2, 5, 8, 7 NASPE Instructional Delivery and Management)
- 11) choreograph movement exploration activities designed to teach and reinforce basic concepts. (C.F. Pedagogy - RIPTS 2, 3, 5, 6, 8 NASPE Planning and Implementation)
- 12) demonstrate the ability to teach original movement exploration activities, which incorporate one or more basic concepts. (C.F. Pedagogy - RIPTS 2, 3, 5, 6, 8 NASPE Instructional Delivery and Management)
- 13) develop a repertoire of traditional folk and square dances. (C.F. Diversity and Multiculturalism -RIPTS 1, 3, 4 NASPE Planning and Implementation)
- 14) develop the ability to patter-call simple square dances. (C.F. Diversity and Multiculturalism -RIPTS 1, 3, 4 NASPE Planning and Implementation)
- 15) demonstrate the ability to teach selected folk dances, square dances, line dances and popular dances. (C.F. Diversity and Multiculturalism -RIPTS 1, 3, 4 NASPE Instructional Delivery and Management)
- 16) develop a repertoire of simple signing and rhythmic games and dances, and current popular and/or fad dances. (Technology - RIPTS – 5, 8, 9 C.F. knowledge – RIPTS 1, 2)
- 17) demonstrate the ability to adapt singing and rhythmic games and dance to various developmental levels. (C.F. Pedagogy - RIPTS 2, 3, 5, 6, 8 NASPE Instructional Delivery and Management)
- 18) demonstrate the ability to teach simple rhythmic and singing games and dances. (C.F. Pedagogy - RIPTS 2, 3, 5, 6, 8 NASPE Planning and Implementation).
- 19) observe public school students who they will subsequently teach. (C.F. Professionalism – RIPTS 1, 7, 10, 11 NASPE Professionalism)
- 20) design six lesson unit plans appropriate for the developmental level of their practicum assignments including, but not limited to: (C.F. Standards - RIPTS 1, 2, 10, and 11 NASPE Planning and Implementation)
 - a) writing appropriate general and specific lesson objectives
 - b) selecting appropriate material
 - c) choreographing movement sequences including movement exploration studies
 - d) selecting and recording appropriate accompaniment
 - e) reflecting about their teaching experiences
- 21) teach six sequential lessons in rhythms and dance to students in both a primary and intermediate

school level. (C.F. Standards - RIPTS 1, 2, 10, 11 NASPE instructional Delivery and Management) 22) develop a music library with appropriate songs for both the intermediate and primary levels.

Assignments:

1. Complete two peer presentations: Creative Movement and Dance (RIPTS 2) Outcomes 3,4,5,6
2. Working alone, create a mini work sample for your elementary level and your secondary level teaching experiences. The mini work sample includes assessment and block plans. The mini work sample and the assessment for the mini work sample are artifacts for your preparing to teach portfolio. (RIPTS 1,2,3,4,5,6, 8 and 9) Outcomes 1,7,9,13,20
3. Working alone, design a lesson plan for each day you teach. Lesson plans are due by email 48 hours before you teach. Late lesson plans are an automatic F and you will not be allowed to teach the lesson. (RIPTS 2,3,4,5,6,8 and 9) Outcomes 1,5,6,7,9
4. Complete self evaluation reflections after each lesson. Use forms distributed in class. (RIPTS 10) Outcome 20
5. Complete TWO public school teaching assignments. Teach six lessons at both the primary and intermediate level. Follow guidelines distributed in class. (RIPTS 2,3,4,5,6,8,9, 10, and 11) Outcomes 6,8,10,11,12,14,15,17,18,21
6. Complete TWO peer evaluations at both the primary and intermediate level during the public school teaching experience. Use forms distributed in class. (RIPTS 10 and 11) Outcomes 3,19
7. Development of a music library with songs/instrumentals appropriate for primary and intermediate level. This library should include a variety of music, which includes singing and rhythmic games and dances, folk, and square dance, novelty, line and selected ballroom dances. You must choose at least 10 musical pieces appropriate for the primary level and at least 10 pieces appropriate for intermediate level. This "library" should include a specific table of contents. More information will be distributed in class. (RIPTS 2) Outcomes 22
8. Complete all homework assignments on time. (RIPTS 2) Outcomes 2,16

2. COURSE TEXTS AND MATERIALS

Texts: None required

A collection of resources is available for student use in the Health and Physical Education office. They **MUST** be signed out. Resources may be borrowed for a period of 2 days.

Your notebook from PED 247 Rhythmic Movement is a great resource.

3. COURSE CALENDAR

TENTATIVE COURSE SCHEDULE, TOPICS, AND ASSIGNMENTS

<u>Week</u>	<u>Topics</u>	<u>Assignments</u>
Aug 30 th -Sep 3 rd	Introduction/orientation; Movement Concepts, Music, Lesson Plans	
Sep 6 th -10 th	Mini work sample/Peer Teachings	Peer Teaching
Sep 13 th -17 th	Mini work sample/Peer Teachings	Peer Teaching
Sep 20 th -24 th	Public School Elementary Observations	Mini work sample
Sep 27 th -Oct 1 st	Practicum Teaching Elementary Movement Activities	Lesson Plans, Reflections, and Peer Observations
Oct 5 th -Oct 8 th	Practicum Teaching Elementary Movement Activities	Lesson Plans, Reflections, and Peer Observations
Oct 11 th -Oct 15 th	Practicum Teaching Elementary Movement Activities	Lesson Plans, Reflections, and Peer Observations
Oct 18 th -22 nd	The different types of dance, keys to teaching dance, music. Secondary Assignments	
Oct 25 th -Oct 29 th	Peer Teachings	Peer Teaching
Nov 1 st -Nov 5 th	Public School Secondary Observations	Mini work sample

Nov 8 th -12 th	Practicum Teaching Secondary Dance	Lesson Plans, Reflections, and Peer Observations
Nov 15 th -Nov 19 th	Practicum Teaching Secondary Dance	Lesson Plans, Reflections, and Peer Observations
Nov 22 nd - Nov24 th	Practicum Teaching Secondary Dance	Lesson Plans, Reflections, and Peer Observations
NOV 29 TH -Dec 3 rd	Practicum Teaching Secondary Dance	Lesson Plans, Reflections, and Peer Observations
Dec 6 th -Dec10 th	Final meetings Course evaluations and reflections	Music Library

4. REQUIREMENTS

Expectations:

Attire: Appropriate workout clothes and sneakers are required for all laboratory classes in the gymnasium. Hiking boots, sandals, and slip on sneakers are not appropriate. PROFESSIONAL attire is required during all observations and teaching in the public schools.

1. Health Questionnaire and Student Responsibility Forms: The forms must be printed from the HPE Department web page for the second class meeting. Forms can be found on Blackboard.
2. BCI must be completed in order to complete your teachings and observations. If you had a BCI done for Spring semester you DO NOT need to complete another one.
3. Full, meaningful participation in all class discussions and laboratory sessions is expected. Class attendance is critical. **Absences beyond TWO (unless accompanied by a doctor's note) will affect the final grade by a deduction of 5 points for each absence. Two late arrivals or two early departures from class constitute one absence.** If a student arrives late, it is his/her responsibility to speak with the professor to ensure he/she is not marked absent.

4. Students **MUST** use their RIC email. All correspondence will be done via the RIC email system.
5. Students **MUST** access blackboard for this course. All assignments, announcements, handouts, etc. will be posted on blackboard. Contact the professor immediately if difficulty arises with blackboard.
6. Cell Phones and other electronic devices should not be seen or heard. (You will be marked absent if you are seen using a cell phone or other electronic device during class.) If you have an emergency, please let the instructor know before class begins.
7. Assignments must be handed in at the beginning of class. Work handed in after the start of class will be considered late. Late assignments will be reduced by 10 points for each day it is late. Assignments must be word processed unless otherwise notified.
8. Students are not allowed to change or modify their teaching schedule.

COURSE EVALUATION

Participation/Homework	5%
Music Library	5%
Peer Presentation	10%
Mini Work Samples	30% (15% per mini work sample)
Lesson Plans	10% (5 % per placement)
Practicum Teaching	30% (15% per placement)
Peer Observations	5 %
<u>Journals/Reflections</u>	<u>5%</u>
TOTAL	100%

The following scale will be used to determine the final course grade:

A= 100-93	A-=92-90	B+= 89-87	B= 85-83	B-=82-89	C+=79-77
C= 76-73	C-=72-70	D+=69-67	D=66-63	D-=62-60	F=59 and lower

5. RIC POLICIES

RIC Academic Dishonesty Policy

3.9.1 Academic Dishonesty* *(As amended by the Council of Rhode Island College – 11/07/08)*

Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Individual schools may have additional standards and policies related to academic honesty.

(a) Examples of Academic Dishonesty include (but are not limited to):

- Cheating: intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise.

- Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- Plagiarism: intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise. The following are examples of plagiarism:

- i. Word-for-word plagiarism: This includes (a) the submission of another student's work as one's own; (b) the submission of work from any source whatever (print or electronic) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks.
- ii. Patchwork plagiarism: This consists of a piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute original work.
- iii. Unacknowledged paraphrase: It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper (e.g., the above paragraphs are based largely on Sears, Harbrace *Guide to the Library and Research Paper*, p.39).

Many facts, ideas, and expressions are considered to be in the public domain or general knowledge and need not be acknowledged (e.g., the fact that the Declaration of Independence was signed in 1776; the idea that universal public education is essential to the survival of democratic institutions; such proverbial expressions as "A rolling stone gathers no moss," or "New York is a great place to visit, but I wouldn't want to live there,") but as a general rule, when one is in doubt, it is best to acknowledge the source.

- Collusion: facilitating academic dishonesty intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

- Deception: Providing false information to an instructor concerning a formal academic exercise, e.g. giving a false excuse for missing a deadline or falsely claiming to have submitted work.

- Sabotage: Acting to prevent others from completing their work. This includes cutting pages out of library books or willfully disrupting the experiments of others.

- Multiple Submissions: Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow re-working or building on prior work; however, multiple submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.

(b) Faculty Role

The faculty member has two clearly defined roles: first, to establish preventive measures; and, second, to ensure that detected instances of academic dishonesty are dealt with appropriately and reported. Preventive measures should include a statement to each class by the faculty member outlining expected standards of intellectual honesty and the necessity for such standards.

The faculty member should also maintain reasonable security of all examination materials and procedures. Generally, the faculty member should employ any reasonable methods to discourage acts of academic dishonesty.

A faculty member may take action up to and including failing a student accused of academic dishonesty. Some often-used penalties include:

- i.* A low or failing grade on the assignment in which the offense occurred.
- ii.* An additional assignment.
- iii.* Reduction of the final grade up to and including failure.
- iv.* Any combination of the above.

In all cases, a report describing the nature of the dishonesty and the subsequent action taken by the faculty member shall be filed with the Vice President for Academic Affairs. Additionally, the faculty member may recommend that the Board of College Discipline recommend further action.

(c) Vice President for Academic Affairs Role

The Vice President for Academic Affairs shall maintain a file of any and all reports of academic dishonesty. At the discretion of the Vice President for Academic Affairs and depending upon the severity of the infraction, the student may be informed in writing about possible consequences of further infractions.

In the case of multiple infractions, the Vice President for Academic Affairs will refer the student's name to the Board of College Discipline for review and possible action.

d) Board of College Discipline role

The Board of College Discipline shall consider cases referred to it by a faculty member or the Vice President for Academic Affairs, and has the option to recommend any of the penalties ranging from those available to the faculty member to placing the student on academic probation or expelling the student from the College.

- i.* Appeal - Any student accused of academic dishonesty may appeal action taken by the instructor in a case to the Board of College Discipline.
- ii.* Appeals Procedure
 - Appeals or referrals to the Board will follow the standard procedure of the Board.
 - The Board shall inform the student, the faculty member, and Vice President for Academic Affairs of its decision.
 - A record of the cases concerning academic dishonesty will be kept in the Office of the Vice President for Academic Affairs.
 - A student may appeal the decision of the Board of College Discipline (concerning academic dishonesty) to the Vice President of Academic Affairs. Appeals may be considered on the basis of new information or procedural errors.

* Rhode Island College Handbook of Policies, Practices, and Regulations. (2010, Spring). Chapter 3: Academic policies and procedures. Pp. 32-34, section 3.9.1.

Students with Disabilities: Request for Reasonable Accommodations
(<http://www.ric.edu/disabilityservices/faq.php>)

Once accepted to the College, students with disabilities who want to request reasonable accommodations MUST contact and make an appointment with the Disability Services Office. The process of registering as a student with a disability includes three elements in order to be considered complete:

- Students are required to make an appointment to meet with the Office of Disability Services, Craig Lee, Room 127, 456-8061.
- Students should bring to this appointment, documentation of the disability from a qualified licensed professional. (See [Disability Verification Documentation](#).)
- A Release of Information form must be signed by the student allowing the Disability Services Office to verify registration and eligibility for accommodations.

I. OTHER:

- The instructor reserves the right to change the syllabus at any point in the semester. Students will be notified in class of any changes.
- Students' assignments may be duplicated and utilized anonymously for the Health and Physical Education Department's program folios, for purposes of accreditation. All information that identifies a document as belonging to a particular student will be removed before it is used.