General Education Annual Course Assessment Form

Course Number/Title: DA 10 Dance Appreciation    GE Area: C-1

Results reported for AY: Spring 2013    # of sections: 2    # of instructors: 2

Course Coordinator: Professor Janie Scott    E-mail: Janie.scott@sjsu.edu

Department Chair: Professor Joseph Frank    College: Humanities and the Arts

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by September 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What SLO(s) were assessed for the course during the AY?
   SLO #3: Arts courses will enable students to write clearly and effectively. Writing shall be assessed for correctness, clarity and conciseness.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

   The overall writing scores for this semester were higher than previous semesters. I believe that some of this is due to the higher admission standards now in place for coming to SJSU. There are four writing assignments required for this course, each one requiring a deeper understanding of the subject and a greater ability to put their subjective responses to artistic works into an appropriate form and language. Towards the end of the semester the students are required to write a critique on a dance concert. GE writing guidelines are shared with the class in week one and a special emphasis is placed on educating the students on the use of the writing center here on campus. I personally assess all written assignments for correctness, clarity and conciseness as well as content and provide feedback to each student. If their first written assignment was not strong enough to measure up to the GE standards, I provide written corrections and then I specifically let that student know that I expect them to take their next written assignment to the writing center to get one on one support for their writing before handing it in. The students who have followed up with the writing center have shown a marked improvement in their writing. The center provides a thirty minute session for each one on one appointment. This is far more time than I am able to give my seventy students in
this one class. I continually speak to the issue of proofreading their work prior to handing it in, as many of the errors are spelling, or simple sentence structure.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)
No modifications are planned.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment? If they are not, what actions are planned?

YES, all is in compliance.

JANET AVERETT, ASSOCIATE DIRECTOR, SCHOOL OF MUSIC AND DANCE
GOALS: Upon successful completion of this course, students will be able to:

1) Recognize aesthetic qualities and processes that characterize works of the human intellect and imagination
   Accomplished through required observations of classes, rehearsals and performances.

Dance Class Observation: Students are required to observe one SJSU dance class in its entirety, getting a signature from the teacher at the end of class, and writing a one-page report on what they observed. This is informal writing, responding affectively (see goal #2)

Dance Rehearsal Observation: Students are required to observe one hour of one SJSU performing ensemble rehearsal (University Dance Theatre or Company One), getting a signature from the teacher at the end of class, and writing a one-page report on what they observed. They may compare the difference between observing a class and observing a rehearsal. This is informal writing, responding affectively (see goal #2)

Performance Attendance: Students are required to observe two SJSU dance performances, writing a 2-3 page Dance Review Paper on one of them. They may compare the difference between watching a rehearsal versus a polished performance. This is academic writing that is heavily graded based on content, grammar, spelling, punctuation, etc. (See goal #3)

Participation: Being present in class assures the student will learn to recognize aesthetic qualities and processes that characterize works of the human intellect and imagination, as described by the teacher. It allows them to respond to works of art affectively/verbally.

2) Respond to works of art both analytically and affectively.
   Analytically: Students are tested over the textbook and are asked to respond to the dance video examples shown in class. These are objective, analytical exams. They are also asked to use their analytical skills in writing the final formal 2-3 page Dance Review paper.

   Affectively: Students are encouraged to respond affectively to dance videos in class, by writing reflective essays in response to dance observations, or through other forms of personal and artistic expression.

   Both Analytically and Affectively: A Library Reading of 20 pages on a dance topic. Write an informal summary about what you read.

3) Write clearly and effectively
   Formal and informal writings: Informal writing includes reflective essays and Dance Class and Rehearsal Observation reports. Formal writing includes the final Dance Review papers.
PART 2: HOW DANCE 10 / DANCE APPRECIATION ACCOMPLISHES ITS GE SLOs

Upon successful completion of this course, students will be able to:

1) Understand the historical evolution of Western concert dance styles:
   THREE OBJECTIVE TESTS, based on the textbook, videos, lecture and class discussions, assess the student’s understanding of the historical evolution of Western concert dance styles

2) Understand how dance reflects the society that produces it, and how the history of this dance has been shaped by the contributions of men, women and societies from diverse cultures
   THREE OBJECTIVE TESTS based on the textbook, videos, lecture and class discussions, assess the student’s understanding of the responsibilities of dancers, choreographers, and audience, and how the history of dance has been shaped by the contributions of people from diverse cultures

3) Recognize the aesthetic elements in a variety of dance styles
   ATTEND TWO PERFORMANCES: These assignments help the student - many of whom have never seen dance “live” - recognize the aesthetic elements in a variety of dance styles.
   PARTICIPATION: Being present in class assures the student will learn to recognize aesthetic qualities and processes and allows them to respond to works of art affectively/verbally. Participation also includes Dance Studio Days, where we kinesthetically experience diverse dance styles.

4) Analyze, interpret and evaluate dance performances
   WRITE A REVIEW OF A DANCE PERFORMANCE: This assignment requires that the student analyze, interpret and evaluate a dance performance using formal academic writing.
   PARTICIPATION: Being present in class assures the student will learn to recognize aesthetic qualities and processes and allows them to respond to works of art affectively/verbally.

5) Become a knowledgeable audience member for dance performances
   ATTEND TWO PERFORMANCES: These assignments help the student become a knowledgeable audience member for dance performances
   OBSERVATIONS: Being physically present and watching dancers learn and create their art helps students become knowledgeable audience members.
6) Learn to appreciate art forms that are unfamiliar

**OBSERVATIONS and ATTEND TWO PERFORMANCES:** Being present and observing dancers create their art helps students learn to appreciate art forms that are unfamiliar.

**WATCHING VIDEOS IN CLASS:** Many different kinds of dance videos are shown during the semester, most are dance styles that are previously unknown to the students.

**WRITING REQUIREMENT.** The minimum writing requirement is 1500 words in a language and style appropriate to the discipline. This requirement is met with a final formal Dance Review of 3 pages, and with ongoing reflective essays. Formal Academic Writing shall be assessed for grammar, punctuation, spelling, clarity, conciseness and coherence.

**Changes made to improve student success:** Dance Appreciation has grown from one section 2 years ago, to two sections last semester (Spring 2014). This gives more students access to an important Area C1 class.

**Future plans for modifications:** We plan to offer three sections of Dance Appreciation next semester (Fall 2014).

**ALL IS IN COMPLIANCE WITH SJSU GE SLOS**

**JANET AVERETT, ASSOCIATE DIRECTOR**
**SCHOOL OF MUSIC AND DANCE**

updated 5/2014