

DANC 325: Dance in Community

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This course provides an introduction to movement and dance as experiences to be enjoyed by all people. We will discuss the powerful benefits that dance has to offer to people of all ages, backgrounds and abilities. We will explore concepts and skills involved in working with diverse populations, and will collaborate to design and implement movement experiences for a variety of groups in a variety of settings. We will learn to use movement to build a sense of community, to reinforce learning skills, to teach cooperative problem-solving, to foster group participation as well as individual self-confidence, and to help make connections between various content areas.

Dance in Community is a Service-Learning course. Service-Learning is a method of teaching where students learn and develop through active participation in thoughtfully organized community service. The service experience is integrated into and enhances the academic curriculum of the student. Service-Learning courses provide structured time for the students to reflect on the service experience as it related to their coursework, personal development, and civic involvement.

Service-Learning Goals

- To link academic learning objectives with intentional service experiences.
- To promote personal growth and development
- To develop a life-long commitment to service and civic involvement.

Our service-learning community partners this semester are the Harrisonburg-Rockingham County Child Day Care Center, the Harrisonburg-Rockingham Arc, (serving adults with developmental disabilities,) Virginia Mennonite Retirement Community Memory Care Unit, Sunnyside Retirement Community, and Generations Crossing (an intergenerational care facility).

Service-Learning community partnerships: Students will form teams to provide creative movement experiences in community-based settings. Representatives from all four organizations will meet with our class on Jan. 10 to discuss organizational missions and needs. Following an initial visit during which the entire class will participate, the teams will collaboratively design and lead a series of 5 movement sessions with their assigned group. These sessions will occur 2/28, 3/14, 3/21, 3/28, and 4/4, with a make-up day reserved for 4/11.

Each team will collectively submit:

- A lesson plan for each class, posted on Canvas no later than 5:00 pm Tuesday afternoon of the week the class will be taught.

Each team member will individually submit:

- A response to each class, posted on Canvas no later than 5:00 pm Saturday of the week during which the class was taught.
- A two-page final reflection paper regarding the project as a whole. Posted on Canvas no later than April 16.
- Peer /self evaluations responding to the participation of each of your team members and yourself. Posted on Canvas no later than April 16.