I. General Education Review - Upper-division Writing Requirement

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<thead>
<tr>
<th>Dept/Program Subject</th>
<th>Drama/Dance</th>
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<tr>
<td>Course # (i.e. ANTH 455) or sequence</td>
<td>DAN 494</td>
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Course Title: Junior/Senior Dance Seminar

II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

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<thead>
<tr>
<th>Please type / print name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Instructor</td>
<td>Karen Kaufmann</td>
<td></td>
</tr>
<tr>
<td>Phone / Email</td>
<td>X2870</td>
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<td></td>
<td><a href="mailto:karen.kaufmann@umontana.edu">karen.kaufmann@umontana.edu</a></td>
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<tr>
<td>Program Chair</td>
<td>Mark Dean, x2879</td>
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III. Overview of the Course Purpose/Description

This course prepares dance majors for careers in the professional world as dancers, choreographers and teachers. Course content includes: dance funding and promotion, advocacy within the field, self-promotion, professionalism, grant writing, graduate school, and related careers for dancers in health, non-profit management and education. The course requires students to write frequently for diverse purposes and audiences and provides students with tools for effective research, writing and editing. The goals are for students to clarify and articulate their strengths in the field and consider a variety of career goals after graduation. Course content promotes verbal, written and research skills and further educated students about employment options in the professional dance world.

IV. Learning Outcomes: Explain how each of the following learning outcomes will be achieved.

<table>
<thead>
<tr>
<th>Student learning outcomes</th>
<th>In this course students use writing to communicate their ideas as purposeful forms of inquiry. The writing prompts assigned promote critical thinking about the field, build confidence in putting one’s ideas forward and help students pursue sophisticated questions. Students learn the writing conventions for publicizing events, acquiring funding, gaining employment and proposing new projects. This class primarily promotes transactional writing and writing assignments are woven throughout the course content.</th>
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<tbody>
<tr>
<td>Identify and pursue more sophisticated questions for academic inquiry</td>
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<tr>
<td>Find, evaluate, analyze, and synthesize information effectively from diverse sources (see <a href="http://www.lib.umt.edu/informationliteracy/">http://www.lib.umt.edu/informationliteracy/</a>)</td>
<td>In addition to materials provided in the course packet, students learn to find information effectively and evaluate the information and its sources critically. This allows students to critically assess what resources to choose and how to incorporate material for their own use to serve a specific purpose. Library, internet and information literacy are taught and utilized to accomplish a specific means, particularly in grant writing and portfolio design.</td>
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<td>Manage multiple perspectives as appropriate</td>
<td>Creative and critical thinking and self-directed learning is encouraged. Approaches such as brainstorming, free writing and outlining are taught as a means of generating ideas and getting to sophisticated questions about multiple perspectives. Students are frequently asked to volunteer to read their writing aloud to the class. Originality is recognized and successful forms of expressing ideas and opinions are noted.</td>
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<tr>
<td>Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline</td>
<td>Specific assignments are targeted to different audiences and for a specific purpose. Each target audience is discussed and examined to allow students to adapt an appropriate voice. For example, an e-mail inquiry to a choreographer will be distinct from the voice expressed in a press release or identified in a governmental grant request. As students learn to consciously consider their audience and their intended effects on that audience they develop greater confidence and a livelier voice.</td>
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<tr>
<td>Use multiple drafts, revision, and editing in conducting inquiry and preparing written work</td>
<td>This class strongly encourages writing as a recursive process. The writing process followed in this class and identified in the syllabus involves generating and organizing ideas, drafting, redrafting, revising and editing, toward a strong final copy. Students are asked to first revise their own drafts and then again after review from the professor. There are two designated assignments that must be revised and re-submitted. The assignments in this course are tiered and progress in difficulty to enable students to practice thinking and writing at a higher level.</td>
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Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline

In the field of dance, researchers, teachers and choreographers use specific conventions that are identified in scores of samples shown to students. Scholarly practices are identified. Both successful and unsuccessful writing samples are examined and students are asked to criticize and improve poor writing samples.

Develop competence in information technology and digital literacy

Students are provided with library resource sessions and are given individual instruction about how to conduct practices that access information literacy and how such methods improve and help better substantiate their writing.

V. Writing Course Requirements Check list

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tr>
<td>Is enrollment capped at 25 students? If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request for variance.</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Fall 2008, this class had 10 students.</td>
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<tr>
<td>Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations?</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Yes, outcomes are listed in the syllabus and are explained in detail for each assignment.</td>
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<tr>
<td>Are detailed requirements for all written assignments including criteria for evaluation in the course syllabus? If not how and when will students be informed of written assignments?</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>All writing assignments are detailed in the syllabus and then are explained in detail by the professor with time for questions.</td>
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<td>Briefly explain how students are provided with tools and strategies for effective writing and editing in the major.</td>
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<td>This class emphasizes thoughtful communication first, with grammar and mechanics stressed to support the writers’ ideas. Students, however, must develop scholarly practices that are appropriate to English writing conventions. Discussion in class focuses on common writing errors such as sentence fragments, pronoun agreement and passive voice. Students who require extra help are provided by the professor and may be referred to the Writing Center for additional assistance. Students will write: a career essay, an e-mail introductory query, a solicitation letter to a prospective donor, a newspaper press release, a grant to a governmental funding organization, and a marketing plan. The intended audience will be discussed, examples of writing samples shared and voice for the intended audience detailed.</td>
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<td>Will written assignments include an opportunity for revision? If not, then explain how students will</td>
<td>Yes</td>
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receive and use feedback to improve their writing ability.

Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations?

: Yes ☐ No

Students are provided with library resource sessions and are given individual instruction about how to conduct practices that access information literacy and how such methods improve and help better substantiate their writing.

VI. Writing Assignments: Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.

Formal Graded Assignments

1. Career Essay
   Format: double space, 4-5 pages minimum, typed, 12-point font.
   As your first sample of your writing and the baseline writing submission, this should be an example of your best work. This assignment will involve formal revision one week after it is turned in, and both the first and second drafts will be re-submitted.
   
   1) Why do you dance? What role do you want dance to play in your life?
   2) What are your specific interests in dance? What are your current strengths?
   3) In what areas do you wish to develop further at UM before you graduate? How will you best use the rest of your time at UM?
   4) Do you envision a career for yourself in dance? What kinds of career opportunities could you imagine for yourself (both short term and long term)?
   5) What areas (both in dance and outside) need strengthening in order to achieve this career? What additional skills/knowledge/training would help you?
   6) What are your questions about achieving a career in dance?

2) E-mail Assignment
   Format: Submit as e-mail to the professor
   Imagine you are e-mailing the artistic director of a dance company because you are interested in becoming involved with the company. What would you say to him/her? (Consider that you are not acquainted with the director.). Although the written medium of e-mail is inherently informal, this is an important e-mail and you should draft and re-draft it until you are satisfied that your exact interest is conveyed and the tone and overall effect is consistent with what you seek from this director. Keep the e-mail clear and concise.

3) Press Release
   Write a 1-page press release for an imaginary (i.e.
Kaufmann production) or real (i.e. University of Montana Spring Dance Showcase) dance performance.

Include a cover letter describing the press kit for the event as well as an abbreviated description of the production you wish to be covered.

The first part of the press release should include: the presenting organization, the title of the event, when, were and why the event is happening, cost of the event and contact information. The second part of the press release should include a full description and the purpose of the event, background information, descriptive highlights of the event as well as supportive quotes from the media or audience members. The third part of the press release should include art for publicity.

4) Solicitation Letter
Construct a one-page compelling letter to a potential dance project funder. This is a professional letter of inquiry that should request funding for a specific dance project. Consider how you will make “the ask”, how much you’re asking for, and why that person should care. Make your project exciting and entice the recipient to support it.

This is the second assignment that involves a formal revision process, that occurs after the student reads his/her letter aloud and hears peers’ letters read.

5) Performance Marketing Plan
Imagine you’re part of a small dance company that is getting ready to self-produce it’s annual performance January 17, 2009. You have a budget of $750 for publicity. Your goal is to fill the seats in the theatre. In addition to sending out a press release you will perform focused advertising. Choosing between billboards, posters/flyers, direct mail, tv spots, radio spots, display ads (Missoulian, Independent), novelties (coffee sleeves, park benches, bar coaster, etc) design a publicity plan. Turn in a detailed publicity plan with a budget reflecting how you will spend the money. This must be based on “real” expenses.

6) Grant Proposal
Individual Assignment: Write a Montana Arts Council Opportunity Grant. Since you aren’t eligible as a student, imagine you have graduated and either are applying as an Individual or as part of a non-profit organization (school, dance company, service organization). Imagine an exciting, special opportunity has arisen and you are applying for a grant to support it. Examples: bringing in a guest artist to teach a workshop or set choreography; holding a training session for artists on working with individuals with disabilities; attending a workshop or festival; and/or producing a new artistic work. If you are applying as an Individual, submit the grant and a one-paragraph biography.
of you and others involved. If you are applying as an organization submit a one-paragraph history of the organization. Write the narrative and the budget. This will be a blind review—you will be given a grant number to put in place of your name and address.

7) Dance in Education Oral Argument and Typed Summary

Goals: 1) To help you articulate why you value dance by advocating for the art form to someone else, and 2) To gain practice creating your own career opportunities in the field of dance.

Assignment: You have an appointment with a school principal to propose a dance project for the school. You have designed a dance program for a public school, targeted to the age level of your choice (K-12). The principal has told you she is very busy, but can spare 10-minutes to hear your ideas.

When you design your project, oral presentation and written summary consider:

• Why you value dance and why you think it’s a value to the public school system.
• Who will benefit from your program and how will they benefit?
• What is the goal of your program?
• What are the details of your proposal? Will it take place during school hours or extra-curricularly? Decide on the time structure that will fulfill the goals you set out to accomplish (i.e. one day/week all year or a six-week intensive, etc).
• What obstacles might exist (i.e. money, time, space, lack of interest, etc) and how would you respond to them?

Bring a typed summary and biography.

8) Personal Portfolio

This course has focused on non-profit organizations and dance companies, dance studios, independent choreographers and independent teachers. We have heard from an arts editor (Skylar Browning), a community member who supports dance as a dance company Board Member (Shannon Flanagan), and the owner of a dance collective (Heather Adams). We have researched approaches to promoting dance and discussed ideas for funding dance projects through direct asks and grant requests. We have practiced advocating for dance in education and discussed the health profession and other careers in dance. It is not expected that you currently know exactly what you
want to do in the professional dance world. Your portfolio should reflect your skills and knowledge *at this point* in your on-going development as a dance professional. If you are planning to receive more education (i.e. pilates certification, arts administration, graduate school) you can reflect these career goals in your portfolio and put forward your skills at this time.

As you develop your Final Personal Portfolio for this class consider:

- What are your strengths in dance?
- How do you want to present yourself to others?
- What specific materials would best represent you in a personal portfolio?
- How can you design a personal portfolio that is cohesive in concept, design and language?

**Final Dance Portfolio Day:  Presentation and Display**

You will make a 3-4 minute presentation about your portfolio, hear each others’ presentations and have time to look through the portfolios that will be on display. If you have DVDs or powerpoint slides please bring a lap top computer by which you will share these materials. It is expected that each person’s portfolio will be unique to them.

Please consider the *concept* (the guiding idea or general intention) and *design* (the way in which it is planned and made). To whom is the portfolio appealing? What are you hoping this audience’s reaction will be when they see this? All written or spoken *language* should be concise, specific and clear. Edit, Edit, Edit!

The Final Personal Portfolio may include (but is not limited to) any of the following:

- Resume (mandatory)
- Cover Letter
- Mission Statement
- Teaching Philosophy
- Artist Statement (written from perspective of performer or choreographer)
- Curriculum Vita
- Letters of Recommendation
- Press that mentions you (preview, review, article)
- Photographs
- Drawings/Designs
- Brochure
- DVD (performance/choreography excerpts, teaching sample)
VII. Syllabus: Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: http://teaching.berkeley.edu/bgd/syllabus.html

**DAN 494 Jr/Sr Dance Seminar**
**T/TH 9:10-10:30**
Syllabus and Course Requirements

Professor Karen Kaufmann – 243-2870 karen.kaufmann@umontana.edu
Office: PARTV 191. Office Hours Posted

**Goals and Objectives**
This course prepares dance majors for careers in the professional world as dancers, choreographers and teachers. Students will clarify and articulate why they are dancing and consider what they might do with it after graduation. Students will further develop their verbal, written and research skills and learn about employment options in the professional dance world. The course will require students to write frequently for diverse purposes and audiences and provides students with tools for effective writing and editing.

**Course Topics**
- Career Options
- Funding & Promotion for Dance Performances
- Advocacy for Dance in Education
- Self Promotion
- Professionalism
- Grant Writing
- Getting a Job/Supporting oneself
- Graduate School
- Starting on a new path after graduation

**Outcomes**
1. **Students will identify and develop new questions relevant to the dance profession.**
2. **Students will expand their research sources and learn to find and evaluate information from diverse sources, thus promoting greater information literacy.**
3. Since many students are unclear about specific goals for the future, they will be exposed to multiple perspectives from the standpoints of teaching, choreography, performing, fundraising, marketing, promotion and education.

4. Students will learn to adopt the appropriate voice when contacting potential employers, communicating with media or potential funders, or when writing governmental grants or presenting to school principals in order to ensure effective communication to many different entities.

5. Students will develop tools for re-drafting and editing written work.

6. Students will learn the conventions of citation and documentation in the dance field.

7. Students will develop digital literacy through documentation of their work in a final portfolio.

Attendance Policy
As in technique classes, two absences are excusable. Students are expected to get the materials from someone else in the class. The class cannot be made up. Students will be docked 1/3 grade for each additional absence.

Expectations
You will do the required readings.
You will participate constructively and thoughtfully in class discussions.
You will use library sources effectively and evaluate sources and material that is suitable to the course. Tammy Ravas, UM’s Fine Arts librarian is available to assist with library questions.
You will hand in assignments at the beginning of the class at which they’re due or get an “F” for that assignment. **No late assignments will be accepted.**

Assessment
80 percent of the requirements for this class are assessed via writing. Written work is expected to be thoughtful and thorough and should accomplish the job they are intending to do. Papers will be graded using a conventional writing rubric, evaluating four categories: Organization, Conventions, Voice and Effect, and Development & Balance. Students will actively practice generating and organizing ideas, drafting, redrafting, revising and editing. This is a “W” (writing) class. You will be given individual instruction and feedback about your writing.

Students with disabilities or special needs should see the instructor.

Academic Misconduct and the Student Conduct Code
All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for [www.umt.edu/SA/VPSA/Index.cfm/page/1321](http://www.umt.edu/SA/VPSA/Index.cfm/page/1321)
Writing Techniques

Try to write a draft with enough time to leave it and come back to it, to see it in a new light. Write drafts and re-draft and then edit. Be in the role of writer and then editor—at different times. Proofread all written assignments—slowly and backward. Show your paper to someone else to read and look for grammar, spelling and punctuation, or ask if it makes sense. Read your paper out loud to someone else. Have someone else read your paper out loud to you!

Note: There will be two assignments that include formal revision processes: The Career Essay and the Solicitation Letter.

Grades for papers will generally follow this progression: Excellent (A), good (B), good enough (B-C+), re-do (C and below). Students may be asked to re-draft and re-submit papers at the professor’s request.

Oral presentations will be evaluated for organization, verbal articulation, content and delivery. Presentations should be well prepared and professional.

Class participation will be assessed by your: depth of listening, constructive participation in class discussion, questions asked and depth of listening.

Assignments (total 100 points)

10 points Career Essay, due Tuesday, September 2nd –requires a formal revision
5 points E-mail assignment: Getting a foot in the door due Thursday Sept 4
5 points Press Release due Tuesday, September 9
5 points Solicitation Letter, due Thursday, September 11 –requires a formal revision
10 points Marketing Plan, presented Tuesday, September 23
25 points Grant Proposal, reviewed October 14
20 points Oral Argument for Dance in Education, presented Thursday, November 6 and Thursday, November 13
20 points Personal Portfolio: Displayed Tues, Dec 2
## Autumn 2008 Course Outline & Assignments

### Tues Aug 26
**Course Introduction. Careers in Dance**
Essay due Tuesday, Sept 2nd (double space, 4-5 pages minimum, typed, 12-point font): This assignment will be revised.
1) Why are you dancing? What role do you want it to play in your life?
2) What are your specific interests in dance? What are your current strengths?
3) What areas do you wish to develop at UM further before you graduate? How will you best use the rest of your time at UM?
4) Do you envision a career in dance? What kinds of career opportunities could you imagine for yourself (both short term and long term)?
5) What areas (both in dance and outside) need strengthening in order to achieve this career? What additional skills/knowledge/training would help you?
6) What are your questions about making a career in dance?

### Thurs Aug 28
**The Business of a Dance Company**

### Tues Sept 2—Dance Companies (continued)
**Essay due.**

E-mail Assignment for Thursday: (send to: karen.kaufmann@umontana.edu)

Imagine you are e-mailing the artistic director of a dance company because you are interested in becoming involved with the company. What would you say to him/her? (Consider that you are not acquainted with the director.). Although the written medium of e-mail is inherently informal, this is an important e-mail and you should draft and re-draft it until you are satisfied that your exact interest is conveyed and so the tone and overall effect is consistent with what you want. Keep it short.

### Thurs Sept 4—Publicizing a Performance through print
**E-mail assignment due by 9:10am in KK’s inbox.**

**Writing a Press Release—**
Skylar Browning, Missoula Independent, guest

Assignment: Write a 1-page press release, due Tuesday. For an imaginary or real dance performance. Be sure to include all relevant information for a PR, consider the way you present the information and make it appealing to the reader and check for writing conventions.

Include contact info, Opening paragraph (who, what, where, when, why). Second paragraph: relevant info, background, quotes from media or audience viewers.

### Tues Sept 9 - Philanthropy
**Press release due.**

Due Thursday: Solicitation Letter. Write a one-page compelling letter to a potential funder, asking for money for a dance project. Provide a clear description of the project and what the contribution will support, showing your passion for the project. Consider the “tone” of the letter and make it appropriate to the reader, and check for writing conventions.

### Thurs Sept 11
**Solicitation Letters due.**

Read your solicitation letters to class. Now that you’ve heard your letter read aloud, revise it in a second draft to strengthen the voice and the writing mechanics.

### Tues Sept 16—Visibility and Awareness. Marketing Dance.

### Thurs Sept 18
**Karen out/MoDE Training**
**Assignment: Publicity Plan—due Sept 23**  
(with a partner or in a group of 3) Imagine you’re part of a small dance company that is getting ready to self-produce its annual performance January 17, 2009. You have a budget of $750 for publicity. Your goal is to fill the seats in the theatre. In addition to sending out a press release you will do some focused advertising. Choosing between billboards, posters/flyers, direct mail, tv spots, radio spots, display ads (Missoulian, Independent), novelties (coffee sleeves, park benches, bar coaster, etc) decide on a publicity plan. Turn in a detailed publicity plan with a budget reflecting how you will spend the money. This must be based on “real” expenses.  
*Karen is not in class Thursday so use this time to either do research or put your Publicity Plan together.*

**Thurs Sept 25 Grant-Writing Basics**

For Tuesday, Sept 30: Download the grant and read it thoroughly. Come in with an idea for a project. We will discuss this particular grant on Tuesday.  
**Individual Assignment:** Imagine an exciting, special opportunity has arisen and you are applying for a grant to support it. Write a MAC Opportunity grant, due October 14. Since you aren’t eligible as a student, imagine you have graduated and are either applying as an Individual or as part of a non-profit organization (school, dance company, service organization). Examples: bringing in a guest artist to teach a workshop or set choreography; holding a training session for artists on working with individuals with disabilities; sending you to a workshop or festival; producing a new artistic work. If you are applying as an Individual, submit the grant and a one-paragraph bio of you and others involved. If you are applying as an organization submit a one-paragraph history of the organization. Write the narrative and the budget. This will be a blind review—you will be given a grant number to put in place of your name & address.

**Tues Sept 30-Grant Budgets & MAC Opportunity grant.**

**Thurs Oct 2-Grant Spending & Accounting**

**Tues Oct 7-Starting up a dance studio**

Heather Adams, guest, owner, Downtown Dance Collective

**Thurs Oct 9-Operating a Dance Studio**

Grants due Tuesday. Discuss panels.

**Tues Oct 14—Grants due/Grants Panels Convene.**

Review Grants in two groups. Rate and discuss

**Thurs Oct 16 Resumes**

**Tues Oct 21- Graduate Schools & Teaching in Higher Education**

**Thurs Oct 23—Dance Faculty Assessment Day—no class**
### Tues Oct 28 - Dance in Education

**Assignment:** Oral Argument for Dance in Education. Sign up for your 10-minute presentation. November 6 and November 13

**Goals:** 1) To help you articulate why you value dance through “selling it” to someone else, and 2) To gain practice creating your own job situation.

**Assignment:** You have an appointment with a school principal to propose a dance project for the school. The principal has told you she is very busy, but can spare 10-minutes to hear your ideas. Design a dance program for a public school, targeted to the age level of your choice (K-12).

When you design your oral presentation consider:
- Why you value dance and why you think it’s a value to the public school system.
- Who will benefit from your program and how will they benefit?
- What is the goal of your program?
- What are the details of your proposal? Will it take place during school hours or extra-curricular? Decide on the time structure that will fulfill the goals you set out to accomplish (i.e. one day/week all year or a six-week intensive, etc).
- What obstacles might exist (i.e. money, time, space, lack of interest, etc) and how would you respond to them?

A principal in a local school will respond to your presentation. Bring a typed summary (and a resume if possible) to give to Ms. Allen at the beginning of your presentation. Rehearse your presentation and allow time for questions during your 10-minutes. Please dress as you would for a presentation to a school principal!

### Thurs Oct 30 Dance in MT Schools/MoDE Project

Ask questions about Oral Arguments, which begin in one week.

**Individual Assignment:** Final Portfolio. Due Tuesday, Dec 2nd.

Assemble a portfolio of your work in dance thus far. What still images, descriptions, video best describe what you do? How would you present yourself today? Include a resume (req), list of references (req), mission statement or goal, letters of support (not from UM faculty), photos, dvd or VHS of your choreography or performance or teaching, brochure, newspaper clippings, sample residency, sample lesson plans, web site, power point, or any other way to present yourself to people who don’t know you.

### Tues Nov 4
**Election Day Holiday-------------------**

### Thurs Nov 6
**Oral Arguments (5)**

### Tues Nov 11
**Veteran’s Day/Holiday-------------------**

### Thurs Nov 13
**Oral Arguments (4)**

### Tues Nov 18 Other Careers in Dance

Reminder: Dance Portfolios due Dec 2nd

### Thurs Nov 20 Health Issues for Dancers

### Tues Nov 25 Careers in Fitness

Reminder: Dance Portfolios due Dec 2nd

### Thurs Nov 27-Thanksgiving Holiday-------------------

### Tues Dec 2 Present Individual Dance Portfolios. Review peers, give feedback.

### Thurs Dec 4 Wrap up.