PREREQUISITES: None

COURSE DESCRIPTION:

This course will provide the participant with a knowledge base of dance fundamentals and skill development in various ballroom dances and will include basic rhythms, dance positions, floor alignments, techniques of leading and following, and maintenance of dance frame in partner dancing.

COURSE OBJECTIVES:

At the conclusion of this course, students should be able to:
1. Explain certain dance fundamentals applicable to music, rhythm, dance frame, dance positions, dance floor alignments, leading and following.
2. Give a brief historic background of at least two of the ballroom dances taught.
3. Recognize and state a dance from the music and/or the dance step pattern.
4. Demonstrate (individually and with a partner) the patterns taught in Foxtrot, Waltz, Cha Cha, Rumba, and East Coast Swing.
5. Define aerobic activity and describe how dance can be an aerobic activity.

NATURE OF COURSE DELIVERY:

Face to Face

REQUIRED READING:

Readings should be completed prior to February 20th, 2012.
1. Textbook: *Dancing for Health: Conquering and Preventing Stress* by Judith Lynne Hanna, AltaMira Press, a Division of Rowan and Littlefield Publishers; 2006. Required Reading: Prelude, Chapters 1, 2, 11, and Finale.

2. The [www.DanceInTime](http://www.DanceInTime) website:
   a. For dance history info: [http://danceintime.com/history.htm](http://danceintime.com/history.htm)
b. For instructional videos and review information on Salsa moves:  
http://danceintime.com/salsa_and_rueda.htm  This is a reference for reviewing moves; students do not need to read the entire page or watch all the videos.
c. For a chart of dance rhythms, visit:  http://danceintime.com/LatinSwing.htm

OPTIONAL READING:

HOW COURSE OBJECTIVES ARE MEASURED:

Homework assignments and exams will be used for assessment. Students will learn some basic steps in the dances the course is covering and a practicum exam near the end of the class will determine how well those moves were learned. A written exam will be given as well, covering the required readings and the dance steps. A homework assignment with short answers will be required. An important part of the grade will come from class participation and performance of the dance steps throughout the class sessions.

GRADING POLICY:

Grades will be computed as follows:

a. **Class participation/performance and homework comprise 50% (half) of the final grade**  
Students who miss more than 1 class will have points deducted from their participation grade. Students who are more than 5 mins late to class or leave early more than once will have points deducted as detailed below. Seventy percent (70 points) of this component comes from class participation and thirty percent from homework. Each day, five points are given for a total of 70 points towards class participation. The homework counts for 30 points. The total points a student gets from class participation and homework account for half of their final grade.

b. **Practicum exam comprises 25% (one quarter) of the final grade**

c. **Written exam comprises 25% (one quarter) of the final grade**

Optional Extra Credit: Attend two classes outside of GMU that cover one or more of the dances we are studying in this course. (Classes taught by Marsha Bonet-Savchenko can be attended, or classes at any other dance school.) Submit a paper stating the date and location of the classes attended, and describe in a few sentences what you learned.

ATTENDANCE POLICY

In accordance with the Mason Attendance Policies, “Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participation may be a factor in grading,
instructors may use absence, tardiness or early departure as de facto evidence of non-participation.”

A student will be considered late if they arrive after the class period begins and leaving more than 10 minutes before the end of the class will be considered an early departure. One absence is permitted. Two “tardies” will equal one absence as will two “early departures.” If a student has two absences, he/she will lose 5 grade points, for 3 absences he/she will lose 10 points and beyond that 15 points will be lost.

WEEKLY PLANS:

Week of January 23: Introduce basic moves in Salsa and East Coast Swing.
Week of January 30: Introduce basic moves in Foxtrot and Cha Cha; review Salsa & Swing.
Week of February 6: Introduce fundamentals of Rumba & Waltz. Review the other dances.
Week of February 13: Discuss lead and follow technique, frame, dance position, and continue working on moves in the dances.
Week of February 20: Homework due. Discuss course reading material. Review dance steps.
Week of February 27: Continue learning dance steps. Begin final practicum exams in class.
Week of March 5: Complete final practicum exams. Take written exam. If time permits, continue reviewing and learning more dance steps.

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance [See http://caps.gmu.edu/].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See http://rht.gmu.edu].

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.