

**GEORGE MASON UNIVERSITY College of Education and Human Development  
School of Recreation, Health, and Tourism**

RECR 172 001 – Social Dance (1)  
Fall 2016 MW 12:00-1:15 8/29-10/16  
Location: RAC 2002

**Faculty**

Name: Marsha Bonet

Email: [mbonetsa@gmu.edu](mailto:mbonetsa@gmu.edu)

Office Hours: As needed

Office Location: RAC 2002

Email: [mbonetsa@gmu.edu](mailto:mbonetsa@gmu.edu)

**Prerequisites:** None

**Course Description**

Provides a knowledge base of dance fundamentals and skill development in various ballroom dances and includes basic rhythms, dance positions, floor alignments, techniques of leading and following, and maintenance of dance frame in partner dancing.

**Course Delivery Method** Lab

**Learner 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,
2. Demonstrate dance floor alignments, leading and following.
3. Give a brief historic background of at least two of the ballroom dances taught. 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, Tango, Cha Cha, Rumba, East Coast Swing.

Define aerobic activity and describe how dance can be an aerobic activity

**Required Text** None

**Required Viewing:** Videos from the course are provided on Blackboard. Videos will contain the Amalgamations required for the dance practical and understanding of the course material.

**Recommended Reading**

Hanna, J. L. (2006). *Dancing for Health: Conquering and Preventing Stress*. NY: AltaMira Press. (Required Reading: Prelude, Chapters 1, 2, 11, and Finale)

The [www.DanceInTime.com](http://www.DanceInTime.com) website:

- a. For dance history info: <http://danceintime.com/history.htm>
- b. For a chart of dance rhythms, visit: <http://danceintime.com/LatinSwing.htm>
- c. Histories of the dances in this course: <http://www.firstdanceimpressions.com/dd.html>.

**Evaluation**

Homework, a written exam, a practicum (“dance”) exam, and class performance/participation, will be part of the assessment of how well students learned the course material. The “practicum” exam near the end of the class will involve students showing footwork and dancing through some of the moves that were covered in class, individually and/or in partnership. A written exam will be given to test understanding of the reading material and the dance moves. Homework will also be required. Finally, an important part of the grade will come from class participation and performance of the dance steps throughout the class sessions.

Grades will be computed as follows:

- a. Class participation/performance and homework comprise **50%** (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 points (70 points) of this component comes from class participation and thirty points 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 earns from class participation and homework account for half of their final grade.
- b. Practicum exam comprises **25%**
- c. Written exam comprises **25%** Multiple choice exam
- d. Also, extra credit project is available for those who wish to boost grades and are ambitious to learn additional material in terms of dance steps.

## GRADING SCALE

A = 94 – 100	B+ = 88 –89	C+ = 78 –79	D = 60 – 69
A- = 90 – 93	B = 84 –87	C = 74 –77	F = 0 – 59
	B- = 80 –83	C- = 70 –73	

Extra Credit (2 Types-Select one – Can earn up to 5 additional points)

1. 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 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.
2. Learn an additional dance from the social ballroom curriculum and demonstrate for the practical.

### 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.

**Professional Dispositions** Students are expected to exhibit professional behaviors and dispositions at all times. [

### 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: <http://cehd.gmu.edu/values/>.

## GMU Policies and Resources for Students

### Policies

- Students must adhere to the guidelines of the University Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
  - Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
  - Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
  - Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor. *Campus Resources*
  - Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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/>).
  - 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/>). *Template Revision*
- Date: August 2016 3
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

### Tentative Course Schedule

DATE	TOPIC
Week 1 August 29th	Introduce basic moves in Salsa and East Coast Swing.
Week 2 September 5th	Introduce basic moves in Foxtrot, Tango, and Cha Cha; review Salsa & Swing.
Week 3 September 12th	Introduce fundamentals of Rumba & Waltz. Review the other dances.
Week 4 September 19th	Discuss lead and follow technique, frame, dance position, and continue working on moves in the dances.
Week 5 September 26th	Homework due. Discuss course reading material. Review dance steps.
Week 6 October 3rd	Continue learning dance steps. Begin final practicum exams in class.

Week 7 October 10th	Complete final practicum exams. Take written exam. If time permits, continue reviewing and learning more dance steps.
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*Note: Faculty reserves the right to alter the schedule as necessary with notification.*



