

DANC M30A: THEORY AND PRACTICE OF SOCIAL DANCE FORMS: BALLROOM DANCE I

Originator

bmegill

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College

Moorpark College

Discipline (CB01A)

DANC - Dance

Course Number (CB01B)

M30A

Course Title (CB02)

Theory and Practice of Social Dance Forms: Ballroom Dance I

Banner/Short Title

Ballroom Dance I

Credit Type

Credit

Start Term

Fall 2022

Catalog Course Description

Introduces beginning ballroom dance techniques through a focus on one or more ballroom dances. Includes history, music and fundamental practices of one or more of the following: cha-cha, salsa, waltz, fox trot, samba or tango.

Taxonomy of Programs (TOP) Code (CB03)

1008.00 - Dance

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

Yes

Select the other courses that make up this family

DANC M30B - Theory and Practice of Social Dance Forms: Ballroom Dance II

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

17.5

Maximum Contact/In-Class Lecture Hours

17.5

Activity**Laboratory****Minimum Contact/In-Class Laboratory Hours**

35

Maximum Contact/In-Class Laboratory Hours

35

Total in-Class**Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

35

Maximum Outside-of-Class Hours

35

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

87.5

Total Maximum Student Learning Hours

87.5

Minimum Units (CB07)

1.5

Maximum Units (CB06)

1.5

Student Learning Outcomes (CSLOs)

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|--|
| 1 | identify cultures of origin and historical context of the ballroom dance they are studying. |
| 2 | apply concepts of movement to improve dance performance (centerpoint of balance, posture, foot positions, transfer of weight, lead and follow). |
| 3 | observe fundamental dance practices (line of dance, leading/following, maintaining the rhythm) while transitioning from one variation to the next. |
| 4 | recognize the rhythm of a piece of recorded music and choose a dance from his/her/their repertoire which fits it. |

Course Objectives

Upon satisfactory completion of the course, students will be able to:

- | | |
|---|---|
| 1 | recognize the rhythm of a piece of recorded music and choose a dance from his/her/their repertoire which fits it. |
| 2 | observe fundamental dance practices (line of dance, leading/following, maintaining the rhythm) while transitioning from one variation to the next. |
| 3 | demonstrate proper etiquette when selecting and exchanging partners. |
| 4 | identify opportunities within the community for the use of the social dance skills. |
| 5 | relate historical and/or cultural information to each of the dances: compare and contrast characteristic steps and styling within their geographical and historical contexts. |
| 6 | apply concepts of movement to improve dance performance (centerpoint of balance, posture, foot positions, transfer of weight). |
| 7 | apply styling characteristics of the dance and develop personal creativity in response to the music, partnering and group dynamics. |
| 8 | perform a choreographed ballroom dance to a selected piece of music with a partner, as a leader or follower, with one or more classmates. |

Course Content**Lecture/Course Content**

1. (5%) Concepts of movement (center point of balance, posture, foot positions, transfer of weight)
2. (3%) Dance opportunities in the community
3. (30%) Develop choreographed dance routine
4. (10%) Rhythmic and stylistic characteristics for selected dances:
Foxtrot, Waltz, Tango, Quickstep, Rumba, Mambo, Cha Cha, Salsa, Samba, Swing, Nite Club Two Step, Merengue
5. (30%) Instruction in a repertoire of steps from selected dances:
Foxtrot, Waltz, Tango, Quickstep, Rumba, Mambo, Cha Cha, Salsa, Samba, Swing, Nite Club Two Step, Merengue
6. (10%) Historical and/or cultural information for selected dances
7. (2%) Dance etiquette when selecting and exchanging partners
8. (5%) Fundamental dance practices (line of dance, leading/following, maintaining rhythm)
9. (5%) Concepts of music (beat, measure, phrase, structure)

Laboratory or Activity Content

1. (5%) Practice listening to music, selecting a dance to fit the music, and leading/following a partner in selected steps
2. (40%) Practice choreographed dance routine
3. (5%) Practice rhythmic and stylistic characteristics for selected dances
4. (5%) Apply concepts of movement to improve dance performance
5. (40%) Practice repertoire of steps in selected dances:
Foxtrot, Waltz, Tango, Quickstep, Rumba, Mambo, Cha Cha, Salsa, Samba, Swing, Nite Club Two Step, Merengue
6. (2%) Practice proper dance etiquette when selecting and exchanging partners
7. (3%) Practice fundamental dance practices (line of dance, leading/following, maintaining rhythm of the dance)

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression
Skills demonstrations

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Journals
Performances
Reports/papers
Skills demonstrations
Other (specify)
Classroom Discussion
Participation
Reports/Papers/Journals

Other

Students will model fundamental ballroom movement with a partner in time to appropriate music.

Instructional Methodology**Specify the methods of instruction that may be employed in this course**

Class activities
 Class discussions
 Demonstrations
 Distance Education
 Guest speakers
 Internet research
 Laboratory activities
 Lecture

Describe specific examples of the methods the instructor will use:

Instructor will model movements and positions for the students, play music selections appropriate to the dance form, lecture on the origins of the dance form, and choreograph a dance for the students to perform.

Representative Course Assignments**Writing Assignments**

1. journaling of insights in ballroom dance.
2. writing a critique of dance performances.
3. writing a critique of community dance participation experience.

Critical Thinking Assignments

1. analyzing and preparing a critique of dance performances.
2. varying rhythmic patterns as needed for the dance performance choreography.
3. critiquing community dance participation experience.

Reading Assignments

1. conduct a websearch for local social or ballroom dance opportunities.
2. read newspaper and journal articles reflecting current trends in dance.
3. read materials, in print and online, that discuss dance history and dance critiques.
4. read "how to dance" books to increase step repertoire.

Skills Demonstrations

1. perform fundamental positions for ballroom dance.
2. perform basic step in rhythm.
3. perform 2-4 fundamental variations of the steps and sequence them together into a short combination.

Outside Assignments**Representative Outside Assignments**

1. using the Internet, DVDs and television resources to increase step repertoire, study dance history, and note current trends in dance.
2. preparing journal entries and critiques of dance performances, conferences, and community dance experiences, including notation of dance steps learned.
3. practicing basics, variation, and choreographed combinations for application.

Articulation**Equivalent Courses at 4 year institutions**

University	Course ID	Course Title	Units
CSU Northridge	KIN 137A	Dance, Ballroom I	1
Cal Poly San Luis Obispo	DANC 134	Beginning Ballroom Dance	2

Comparable Courses within the VCCCD

DANC V23 - Ballroom Dance

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

E2. Physical Education

Approved

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F1995

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

E Lifelong Learning and Self-Development

Approved

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA

Approved

IGETC**Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

DescriptionHarris, Jane, et al. *Social Dance: From Dance A While*. 2nd ed., Benjamin Cummings, 2002.**Resource Type**

Textbook

DescriptionBottomer, Paul. *Ballroom Dancing Step-By-Step: Learn to Waltz, Quickstep, Foxtrot, Tango And Jive*. Southwater, 2014.**Resource Type**

Textbook

DescriptionMoore, Alex. *Ballroom Dancing*. 10th ed., Routledge, 2002.**Resource Type**

Textbook

DescriptionWright, Judy Patterson. *Social Dance: Steps to Success*. 3rd ed., Human Kinetics, 2012.**Library Resources****Assignments requiring library resources**

Reports of styles of dance, dance trends, and figures in dance from research by using the Library's print and online resources. View and critique videos of ballroom dance.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

View the film *Tango* (1998) and identify 3-5 shared movement principles of ballroom as discussed and practiced in our dance sessions. Return to class for discussion and application.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (1%–50% online)

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular Asynchronous discussion boards will be used to encourage discussion among students where they can compare and contrast/discuss /identify and analyze elements of course outcomes. Other Discussion boards will also be used for Q&A and general class discussion by students and instructor to facilitate student learning outcomes.
E-mail	Email, class announcements and tools such as “Message Students Who” and “Assignment Comments” in Canvas will be used to regularly communicate with all students to clarify class content, remind of upcoming assignments, and provide immediate feedback to students on coursework to facilitate student learning outcomes. Students will be given multiple ways to email instructor through Canvas inbox and faculty provided email account through their own canvas email and school email.
Other DE (e.g., recorded lectures)	Recorded Lectures, Narrated Slides, Screencasts, Instructor created content, Discussions, Websites and Blogs, Multimedia (YouTube, Films on Demand, 3CMedia, Khan Academy, etc.) All online material should focus on the lecture material from the course content with the aim to support best practices in the activity portion of the class which should be conducted in person to meet the learning objectives.

Examinations

Hybrid (1%–50% online) Modality

On campus

Primary Minimum Qualification

DANCE

Review and Approval Dates

Department Chair

02/11/2022

Dean

02/12/2022

Technical Review

03/03/2022

Curriculum Committee

3/15/2022

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000433952

DOE/accreditation approval date

MM/DD/YYYY