1. **COURSE ID:** DANC 116.3  **TITLE:** Waltz III  
**Semester Units/Hours:** 0.5 - 1.0 units; a minimum of 24.0 lab hours/semester; a maximum of 48.0 lab hours/semester  
**Method of Grading:** Grade Option (Letter Grade or P/NP)

2. **COURSE DESIGNATION:**  
Degree Credit  
Transfer credit: CSU  
**AA/AS Degree Requirements:**  
CSM - GENERAL EDUCATION REQUIREMENTS: E4: Physical Education  
CSU GE:  
CSU GE Area E: LIFELONG LEARNING AND SELF-DEVELOPMENT: E2

3. **COURSE DESCRIPTIONS:**  
**Catalog Description:**  
This in-depth course looks at the Waltz in its many forms throughout its 200 year history. A rotating dance that has changed many times, we will study the advanced variations of Slow, Fast, Rotary and Viennese forms of this dance. No partner required.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**  
Upon successful completion of this course, a student will meet the following outcomes:  
1. Execute the advanced level of several variations in each Waltz style.  
2. Work as a team successfully with a range of partners, leading or following at an advanced level.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**  
Upon successful completion of this course, a student will be able to:  
**At an advanced level:**  
1. Execute the advanced level of several variations in each Waltz style.  
2. Work as a team successfully with a range of partners, leading or following.  
3. Produce dancers who are competent and confident waltzing in social settings.  
4. Foster understanding by dancing with others, regardless of age, ethnicity, gender, or ability.

6. **COURSE CONTENT:**  
**Lab Content:**  
At an Advanced Level:  
Introduce Advanced Level Cross Step Waltz Variations  
Go over syllabus  
Introduce Partnering Exercises for Waltz  
Continue Cross Step Waltz / Introduce Advanced Level American Box Waltz  
History of the Waltz  
Review All Waltz, Start Spanish Waltz  
How to practice between classes  
Review All Waltzes  
Discuss intuitive leading/following  
Continue All Waltzes, Introduce Advanced Level Hesitation Waltz  
How to be someone people want to dance with  
Continue All Waltzes, Teach Texas Waltz  
Review All, Prepare For Mid-term  
Partnering hints
Halfway Point - Dance Everything So Far
What have you learned so far?

Introduce Advanced Level Rotary Waltz
Discuss possible dance shoe options

Exercises for Partnering Rotary Waltz
Discuss performing in end of semester show

Rotary Waltz Variations
Registration is open: discuss other dance offerings at CSM and district wide

Reverse Rotary Waltz
Ear training: which Waltz is done to this music?

Mazurka Waltz
Discuss final dance

Review and TBA

Review All – Small groups demonstrate each style; videotape to show progress
Discuss dance etiquette

Final Dance

TBA Hours Content:
N/A

7. REPRESENTATIVE METHODS OF INSTRUCTION:
Typical methods of instruction may include:
A. Lecture
B. Lab
C. Activity
D. Critique
E. Directed Study
F. Discussion
G. Individualized Instruction
H. Observation and Demonstration
I. Other (Specify): Lecture: Instructor will give short talks on the history of the Waltz and its development. Lab: Ear training - play examples of different types of Waltz music that accompany each style. Critique: feedback will be given to the class as a whole constantly, and to individuals when needed. Directed Study: Outside of class - students are encouraged to attend various social dance events (lists available in class) and practice sessions at CSM. Activity: utilize advanced level in-class exercises to improve frame, leading/following, and rhythmic skill. Discussion: Leads and Follows are taught how to communicate with each other to resolve problems or find solutions. Individualized instruction: one-to-one help is given to those who need or ask for it. Observation/Demonstration: demonstrate each move physically while describing it verbally; observe as they repeat the move. Other: handouts will be provided for study outside of class.

8. REPRESENTATIVE ASSIGNMENTS
Representative assignments in this course may include, but are not limited to the following:
Writing Assignments:
Written quizzes asking which Waltz is done to different music forms, or analyzing a classmate's ability to lead, follow, or execute Waltz steps.

9. REPRESENTATIVE METHODS OF EVALUATION
Representative methods of evaluation may include:
A. Class Participation
B. Class Performance
C. Class Work
D. Final Class Performance
E. Lab Activities
F. Quizzes
G. Class Participation: showing up to demonstrate learning counts towards final grade; attendance will be taken at each class. Class Performance: students will perform each Waltz style, demonstrating proper footwork and leading/following techniques at an advanced level during a Mid-term Review; evaluation of progress made by instructor. Class Work: short "On Your Feet" quizzes to see if material has been retained. Final Class Performance: during last class, perform each Waltz style learned, with a different partner for each; demonstration of willingness and positive attitude. Lab Activities: assign a problem to each dance couple, with a time limit to solve. Quizzes: written quizzes asking which Waltz is done to different music forms, or analyzing a classmate’s ability to lead/follow, or do basic steps.

10. **REPRESENTATIVE TEXT(S):**
   Possible textbooks include:
   Other:
   A. Instructor-generated handouts will be provided for study outside of class

   **Origination Date:** February 2013  
   **Curriculum Committee Approval Date:** November 2013  
   **Effective Term:** Fall 2014  
   **Course Originator:** Joan Walton