

**College of San Mateo
Official Course Outline**

1. **COURSE ID:** DANC 151.3 **TITLE:** Social Dance 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)
Recommended Preparation:

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 Social Dance class is taught with an emphasis on the social aspects of dance. Several advanced level dance styles are taught, with attention paid to footwork, posture, and the arts of leading, following, and co-creating a dance. Each semester dances are selected from the following list: West Coast Swing, Lindy Hop, Rotary Waltz, Cha cha, Night Club Two- Step, Tango, Foxtrot, Rumba, Bachata and Salsa. Partners are not required.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 1. Execute more complex steps, patterns and movements in Latin, Swing, Waltz and Smooth social dance styles at an advanced level.
 2. Work well with partners of all types and ability levels 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. Develop dancers who are competent and confident dancing in social settings
 2. Foster understanding by dancing with others, regardless of age, ethnicity, gender or ability
 3. Prepare students to eventually move on to the expert level of Social Dance

6. **COURSE CONTENT:**
Lab Content:
At an advanced level:
 INTRODUCE 8-COUNT LINDY HOP OR WEST COAST SWING
 GO OVER SYLLABUS
 DEVELOP 8-COUNT LINDY HOP OR WEST COAST SWING
 PARTNERING EXERCISES FOR SWING
 CONTINUE SWING / INTRODUCE ROTARY WALTZ
 HISTORY OF SWING DANCE
 REVIEW ALL SWING, CONTINUE ROTARY WALTZ
 HOW TO PRACTICE BETWEEN CLASSES

 ROTARY AND REVERSE WALTZ
 INTUITIVE LEADING/FOLLOWING

 CONTINUE WALTZ
 HOW TO BE SOMEONE PEOPLE WANT TO DANCE WITH

 FINISH WALTZES; START 1ST LATIN DANCE*
 HISTORY OF WALTZ

LATIN DANCE #1
PARTNERING HINTS

HALFWAY POINT - REVIEW EVERYTHING SO FAR
WHAT HAVE YOU LEARNED SO FAR?

FINISH 1ST LATIN DANCE; START SMOOTH DANCE**
DISCUSS POSSIBLE DANCE SHOE OPTIONS

SMOOTH DANCE
POSTURE QUIZ: WHAT DANCE AM I DOING?

SMOOTH DANCE, START 2ND LATIN DANCE*
REGISTRATION IS OPEN: DISCUSS OTHER DANCE OFFERINGS AT CSM AND DISTRICTWIDE
LATIN DANCE #2, PLUS REVIEW
EAR TRAINING: WHAT DANCE IS DONE TO THIS MUSIC?

LATIN DANCE #2
DISCUSS FINAL DANCE; PARTNERING EVALUATION
REVIEW and TBA
REVIEW ALL – demonstrate something in each genre
DISCUSS DANCE ETIQUETTE
FINAL DANCE

*Each semester two different Advanced Latin dances are taught, rotating among Tango, Cha cha, Rumba, Bachata and Salsa

**Each semester a different Advanced level Smooth dance is taught, alternating between Night Club Two-Step and Foxtrot

TBA Hours Content:
N/A

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

1. Lecture
2. Lab
3. Activity
4. Critique
5. Directed Study
6. Discussion
7. Individualized Instruction
8. Observation and Demonstration
9. Other (Specify): Lecture: Instructor will give short talks on the history of each dance and its development. Lab: Ear training - play examples of different types of music that accompany specific dances. Critique: feedback will be given to the class as a whole constantly, and to individuals when needed; more reliance on self-correction is expected at the advanced level. Directed Study: Outside of class - students will 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, style, and rhythmic skill. Discussion: Leads and Follows communicate well with each other to resolve find solutions or create new moves. 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:

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

1. Class Participation
2. Class Performance

3. Class Work
4. Exams/Tests
5. Final Class Performance
6. Lab Activities
7. Quizzes
8. Class Participation: showing up to demonstrate learning counts towards final grade; attendance will be taken at each class. Class Performance: students will perform each dance demonstrating proper footwork, leading/following techniques and style 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 dance learned, with a different partner for each; demonstration of willingness and positive attitude expected. Lab Activities: assign a problem to the class, with a time limit to solve. Quizzes: written quizzes asking which dance is done to different music forms, or analyzing a classmate's ability to lead/follow, and maintain proper posture.

10. **REPRESENTATIVE TEXT(S):**

Origination Date: January 2013
Curriculum Committee Approval Date: February 2013
Effective Term: Fall 2013
Course Originator: Joan Walton