

# College of San Mateo

## Course Outline

- New Course  
 Update/No change  
 Course Revision (Minor)  
 Course Revision (Major)

Date: 1/21/2009

**Department:** Dance                      **Number:** 152  
**Course Title:** Cuban Roots of Salsa    **Units:** .5 or 1.0  
**Total Semester Hours:**    **Lecture:**                      **Lab:** 24-48    **Homework:**                      **By Arrangement:**

**Length of Course**

- Semester-long  
 Short course (Number of weeks 6-8)  
 Open entry/Open exit

**Grading**

- Letter  
 Pass/No Pass  
 Grade Option (letter or Pass/No Pass)

1. **Prerequisite** (Attach Enrollment Limitation Validation Form.)

none

2. **Corequisite** (Attach Enrollment Limitation Validation Form.)

none

3. **Recommended Preparation** (Attach Enrollment Validation Form.)

none

4. **Catalog Description** (Include prerequisites/corequisites/recommended preparation.)

This course is designed to introduce students to the fundamentals of Cuban popular dances, including Danzon, Son, Cha Cha Cha, Son Montuno, and Salsa Cubana. With African and European influences, these dances are the conscience of modern day Salsa. Because of these roots, students will develop an authentic base which will serve as a foundation for all latin social dances. May be repeated 3 times for competency. (UC, CSU)

5. **Class Schedule Description** (Include prerequisites/corequisites/recommended preparation.)

This course is designed to introduce students to the fundamentals of Cuban popular dances, including Danzon, Son, Cha Cha Cha, Son Montuno, and Salsa Cubana. May be repeated 3 times for competency. (UC, CSU)

6. **Student Learning Outcomes** (Identify 1-6 expected learner outcomes using active verbs.)

Upon successful completion of the course, the student will be able to:

- A. Demonstrate partnered Cuban dances  
B. Identify and demonstrate technique, exercises and vocabulary that lead to the mastery of steps and movements particular to Cuban dance

- C. Develop coordination, balance, strength, endurance and control
- D. Understand and demonstrate the rhythm and musicality inherent to Cuban dance
- E. Develop creative expression through improvisation
- F. Demonstrate understanding of Cuban dance form and skill acquisition through performance
- G. Develop an awareness and appreciation of the cultural forces and individuals that contributed to the origins of Cuban dance
- H. Develop an ability to critically appreciate and evaluate Cuban dance

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*

Same as SLO's

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

- A. Preparation for dancing and skill acquisition
  - 1. Warm-up, strength and flexibility exercises
  - 2. Introduction of basic rhythmic patterns, footwork, turns and arm work
  - 3. Drills for skill acquisition, control, balance, coordination and endurance
- B. Instructor choreographed movement and dance
  - 1. Basic dance technique
  - 2. Movement combinations with rhythmic structure in center and across floor
  - 3. Practice of dance choreography incorporating previously introduced movement patterns
  - 4. Demonstration of dance patterns introduced in class
- C. Explanation and demonstration of intricate rhythmic structure as it relates to Cuban dance
- D. Exploration of vocabulary, technique, music and concepts as they relate to Cuban dance
- E. Introduction to the history, geography and cultural forces that shaped Cuban dance
- F. Analysis of costumes, instruments and accessories utilized in Cuban dance
- G. Student will perform dances at the end of the semester

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.) **If hours by arrangement are required by this course, indicate the additional instructional activity which will be provided during this time.**

Suggested methods of instruction may include the following:

- A. In class lectures analyzing historical, cultural, social and individual forces that contributed to the origins of Cuban dance
- B. In class discussions and review analyzing Cuban dance using video presentations and reading assignments (5-20 pages in length) with student written responses of 100-500 words
- C. In class lectures and presentations on vocabulary, technique, geography and costume
- D. Lectures on the types of music and rhythms inherent to Cuban dance
- E. Practical demonstration of dance technique and patterns of movement

- F. Recommended live performance attendance followed by student written responses of 100-500 words utilizing critical thinking skills to analyze, compare and contrast the presentation to the practical classroom experience
- G. In-class discussion and critique of individual and/or group presentations
- H. In-class instructor presentations and discussions on an individual's artistic interpretation of Cuban dance

**10. Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

Typical evaluation may include:

- A. Practical skills testing - each student will demonstrate the physical techniques developed in the class
  - B. Evaluation of research paper or in-class presentation for content and knowledge of subject matter
  - C. Evaluation of written assignments for content
  - D. Evaluation of 2-3 page concert review analyzing, critiquing a professional dance concert or video from personal perspective and application of performance review styles
  - E. Objective tests and final examination on aspects of history, music, terminology and/or cultural aspects of Cuban dance
  - F. Evaluation of student's final performance in instructor's choreographed dance at midterm and end of semester for application of technical skills, style, and creative expression
  - G. Through in-class discussion, students are required to use critical thinking skills to analyze, evaluate and critique student/staff and live performances
  - H. Evaluation of personal assessments for thorough and concise analysis of skill acquisition
  - I. Evaluation of student choreographed work
  - J. Assessment of student's semester length technical dance progression during course
- Grade option

**11. Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

Optional instructor generated text

Prepared by: \_\_\_\_\_  
(Signature)

Email address:

Submission Date: \_\_\_\_\_