

MAYVILLE STATE UNIVERSITY

Social/Folk Dance, HPER 206

1 Semester Hour

Spring, 2018

Instructor Name and Contact Information:

Instructor Alex Herman

Office 130

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Hours of Availability: Hours posted on office door

Instruction Mode: On-campus face-to-face

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT)

Meeting Times and Location: Monday & Wednesday 12:00-12:50, FH 107

Course Description

International and American folk dances and the fundamentals of social dancing will be practiced. Fundamentals of several social dances including the two-step, polka, waltz, schottische, swing, salsa and the cha-cha are emphasized

Purpose of the Course

Participants will learn how to do and teach a variety of social and folk dances for elementary through high school age. The participants will also research whether dance played a part in their heritage.

Course Objectives

Students will be able to: (INTASC 4,5)

1. Develop an appreciation for International and American folk dances (INTASC 1, 9)
2. Develop the ability to follow the beat of the music (INTASC 1, 9)
3. Identify folk dance formations (INTASC 1, 9)
4. Learn to recognize what type of dance to perform to the music in a social dance setting (INTASC 1, 9)
5. Identify proper social dance etiquette rules (INTASC 1, 9)
6. Demonstrate basic dance steps, turns and dance partner positions (INTASC 1, 9)
7. Develop confidence in leading and following (INTASC 1, 9)
8. Demonstrate the fundamentals of Social dances such as the Two-Step, Polka, Schottische, Waltz, Swing (Lindy, Jitterbug, Rock-n-Roll), Cha-Cha-Cha, Salsa, Country Style Partner Dances, Line Dances and others (INTASC 1, 9)
9. Develop confidence in teaching folk and social dance and classify dances from easy to more complex and by developmental level. (INTASC 1,2, 9)

Program Student Learning Outcomes (SLOs) Addressed in This Course

Health Education, B.S.Ed.

SLO #2: P.E. majors will be physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K-12 Standards.

SLO #4: Possess the ability to use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

SLO #5: Utilize assessments and reflection to foster student learning and inform instructional decisions.

Course Improvements Based on Most Recent Assessment Findings

This course will be assessed in the future and the findings will be reported in this syllabus.

Required/Recommended Materials

Good pair of shoes so the floor doesn't get dirty.

Instructional Strategies

1. Cooperative Learning Activities
2. Class Discussions
3. Micro-Teaching
4. Written and Oral Communication Tasks

Learning Experiences

Through the following teaching experiences and special projects you will get a great deal of hands on work with your professional training as a teacher.

1. Attend class. Please notify the professor prior to any absence.
2. Participate actively in cooperative learning activities and class discussion.
3. Teach dance activities to your peers.

Expectations/Protocols

Attending class and actively participating with others is a must in this course. If you are going to be gone, communicate with me as soon as possible. If there happens to be a time you are gone from class and don't receive the assignment or you forgot to do an assignment, talk with me ASAP and we can work out a timeline that works. Each circumstance will be handled one at a time because each is different.

Instructor/Student Communication

Please contact me whenever needed regarding attendance or general questions/concerns. Email will be the best means of communication, this will be how I will communicate if there comes a time when I will be absent from class as well. Students are accountable for all academic communications sent to their Mayville State University e-mail address.

If you email me between the hours of 7:00 am and 7:00 pm, you can expect a timely response. Any email after 7:00 pm, I will reply as soon as I see it the next morning.

Method of Evaluation/Grading

(Grades are based on total points)

Class Requirements:

1. Participate in ALL class meetings
2. Write a Research Paper on a dance from your heritage and teach a dance related to that

B. Evaluation: Final grades are determined on a point basis as follows:

Class participation (assignments & quizzes).....	180	A = 90-100%
Heritage Paper.....	50	B = 80-89%
Teaching.....	50	C = 70-79%
Tests - Midterm & Final.....	<u>50</u>	D = 60-69%
TOTAL.....	330	F = below 60%

** Assignments will be graded and points will be awarded for participating in class at the end of each week. This means by Monday morning each student will know their grade through the previous week.

Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments but the student is still responsible for learning the course material that was covered during their initial absence.

Important Student Information

In the Moodle course, you will find a document entitled, "Important Student Information," which includes information about:

- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement

NOTES

Class Requirements:

1. Students must dress to participate in whatever activity is being taught that day. Street shoes of any type will not be allowed. **Please have footwear that is used only in the building.**
2. Students must be prepared for all classes.
4. Cell phones shall be turned off.
5. Head sets are not allowed in class.

ASSUMPTION OF RISK

There are many special benefits from the activities being offered to students by the Division of HPER. Within the activities it must be understood that there are dangers that may lead to injury to students. Therefore, the purpose of this section is to make all students aware that dangers do exist and that participation is done with the understanding that risks are involved. It is to be further understood that students must share in the responsibility for their own safety and the safety of others.