Text: Buchanan, C. Dance for lifetime fitness. Course packet.

COURSE DESCRIPTION:
(A) This course is designed to introduce students to various forms of dance such as folk, square, social, popular, and creative dance. The forms of dance will be presented in developmentally appropriate units. Emphasis will be on learning the dance patterns and performing them with proficiency. Methods and materials for the dance educator will also be presented. (1.0 cr. hr.)

DRESS POLICY
Activity courses are an important part of professional preparation in physical education and students should dress in a manner that reflects positively on their professional aspirations. Clothing should be modest; permit unrestricted and safe movement; be appropriate to the demands of the particular activity; and appear neat, clean and free of stains/tears. Footwear should match the characteristics of the surface/activity. For more detail, refer to the Advisement Manual.

ATTENDANCE POLICY:
You are allowed one absence. Any absences after one will result in a one-third letter grade deduction for each absence on the final grade. Students must actively participate in at least 80% of the classes in order to meet minimum requirements to pass the class. (If the class meets 28 times, 6 absences will result in failure of the course). For an absence to be excused, there must be a written medical excuse, due to me within 1 week of absence. If medical documentation is not presented within the time frame, no retesting will take place. Missing class before/after break is your choice and not considered an excused absence.

*Three (3) “lates” = 1 absence
*15 minutes late = 1 absence
*You may not make up an absence with extra credit.

Please note that I take attendance 2 times/day. Once at the beginning of class, and again at the end for those who show an absence for that day.

Daily Outline/Log
There will be a small, white dry-board that lists daily lesson outlines. It is to be included in your notebooks when you hand it in. Use it as a guide outside of class as to where you should be in regards to reading assignments, filling out the Course Outline Packet, announcements of assignment due-dates, test dates, future curriculum planning....

EVALUATION OF STUDENT PERFORMANCE:
1. All assignments must be submitted/performed on the date that it is due.
2. Any assignment not handed in and or ready to test on the due date will receive a zero.
3. Only written medical documentation will allow you to test/hand in any missed/graded material.
4. College policy regarding academic dishonesty will be followed on all grading areas. (REMEMBER THAT ACADEMIC DISHONESTY CONTRACT YOU SIGNED?)
5. The breakdown of grading is as follows:

A. Psychomotor Evaluation 60%  (NASPE 2.1; CF: knowledge base)
   1. Block Testing in the areas of folk dance, ballroom dance and pass/fail for Tinikling.
   2. Any retesting must take place within 1 week of original testing date, with an appointment made by the student, or I usually am in the studio before or after your class. IE: if you test on a Wednesday, you have until the following Wednesday to do any retesting. Retesting on Friday’s by appointment only. Only one retest per day. Still not pleased with your performance? Go practice some more and retest.
   3. In order to pass the course, students are recommended to achieve a minimum of 9 out of 12 on the “locomotor sequence” (First testing sequence.) Otherwise, I recommend auditing the course, and just practice skills for the semester. Or you can drop the course.
   4. In order to take the final exam, students must perform at a minimum level of 45/60 in the psychomotor area. (in other words, not achieving a 45/60 = failure of the course, and not taking the final exam.)
   5. Please record your scores on the chart below. It is your responsibility as a student to document your progress. This will allow YOU to know where you stand 80% of your grade before entering the final exam (the other 20% are your two article/observation reviews).

*Five (5) dances x 12 possible points = 60 possible points
*Need extra help?

  See me during office hours, or make an appointment to see me
  See Student Assistants during their office hours (listed on dry board)
  Sign out music and tape player from the equipment room and find an empty gym (1/2 hour limits on sign out)

  See Rubric expectations in course text, and practice to those standards

<table>
<thead>
<tr>
<th>DANCE</th>
<th>RHYTHM</th>
<th>FOOTWORK</th>
<th>PATTERN &amp; PRESENTATION</th>
<th>TOTAL (12 possible pts.)</th>
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<tbody>
<tr>
<td>Locomotor sequence</td>
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<tr>
<td>“2 of 3”</td>
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<tr>
<td>1. Alunelu</td>
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<td>2. Milanovo kolo</td>
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<td>3. Limbo Rock</td>
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<td>FOXTROT</td>
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<td>GAY GORDON’S &amp; POLKA (2 test dances in 1)</td>
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<td>Total Score</td>
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/ 60

TINIKLING-Pass/Fail

Pass  Fail
B. **WRITTEN ASSESSMENT** 40%  *(final exam, article review, off-campus performance)*

**FINAL EXAM 20%**
1. **Format:** Essay type answers.
2. **The focus** is “teacher centered” ~ how are you going to manage teaching dance?

   Study all pages in the beginning of the text, starting at the “Preface”, until the dances start, and the “Glossary” and the two class assignments. Format is Short Answer and True/False.

   The only dance that you will be expected to know is the Foxtrot. You will write out one pattern of the four learned in class for either the lead or follower (assigned at test time). You are the teacher leaving a substitute directions; what do they need to know to teach this to your students? The focus is on “writing” the language of dance that can be understood.

**ARTICLE REVIEW: 10%**
1. You will use the pages 115 - 116 in your course manual to **hand write the review**.
2. You will review 1 article. Make a copy of the article that will be submitted with your sheet to be kept by the instructor. If you desire a copy of the article for yourself, make two copies.
3. The article must be from our professional journals: *Journal of Physical Education, Recreation and Dance* (JOPERD), or *Strategies*. *(EXS Majors: Research Quarterly for Exercise and Sport; Recreation Majors: Journal of Leisure Research, or Park & Recreation Magazine.)* Internet articles are not accepted unless you acquire the entire article from citing the source of JOPERD or Strategies. Abstracts will not be accepted (~3pts). Articles older than 8 years will not be accepted.
4. Focus **only** on articles that relate dance to Physical Education. You want to look at dance, and how it fits into a Physical Education curriculum. As you read your articles, look for discussion on the three domains; Psychomotor, Cognitive and Affective.
5. Please paperclip the article to the review sheet from the course text book with your name on each sheet.

   ✔ CHECK LIST: Did I: _____ use the sheets provided in the course manual to **hand write** the assignment on? (3pts)

   ______ paperclip the article to the sheets from the text book? (3pts)

   ______ bring out the important points from the article, and it’s relationship to Physical Education (or your major) and the domains? (3pts)

   ______ use articles from one of the two professional PE Journals (or your major)?(3pts)

   ______ answer the questions at the end of each write-up with elaboration? (1pt)

**OFF CAMPUS PERFORMANCE: 10%**
1. Write up an overview of the performance you observed - linking your reflections to our class and profession.
2. Submit your ticket stub with your write-up by stapling it to your paper.
3. I will hand out a sheet with possible suggestions and certain restrictions for observations.

**NOTEBOOKS: Pass/Fail**
1. **Due:** **Same day as the Final Exam**
2. **Criteria:** It should include all course materials: daily log, assignments, handouts and course book.
3. **Notebooks should be:** Checklist:
   - In a three ring binder so you can add supplements throughout your career.
   - Dividers (for organization and professional presentation) in the following categories: *Course syllabus* and signed documents: to help you focus on/develop your own lesson plans. *Course Text*

   _____ Are all the written assignments completed?
Are all the pages of the course text in correct order?

Articles to share with colleagues and parents. You may need to make a presentation about the benefits of dance to parents/administrators. I will be handing some out, but you can add others that you collect.

Supplements are dance write-ups that you will gather through-out your time as a Cortland student and your professional career. You may not have anything in this section at this point in your career. However, put all in one place, accessing dances will be quick and efficient.

GOALS/OBJECTIVES OF THE COURSE:
Student will be able to:

Psychomotor Domain
1. Recognize and perform the seven basic locomotor movements, combinations, and dances with correct footwork and rhythm. (NASPE 1.3, 2.1; CF: knowledge base)
2. Work alone, with a partner, or in a small group to create and translate movement sequences into performances using correct footwork and rhythm. (NASPE 2.3; CF: knowledge base)
3. Demonstrate and perform developmentally appropriate movement combinations, rhythm games, and dances. (NASPE 2.1, 2.3; CF: knowledge base)

Cognitive Domain
1. Recognize developmentally appropriate progressions, dances, and various approaches for teaching dance. (NASPE 1.3, 3.5; CF: knowledge base)
2. Justify the importance of dance in a physical education curriculum with the focus on the three domains.
3. Explain how to adapt/implement rhythms and dance for deaf students, and students with physical disabilities. (NASPE 3.4, 3.5, 3.6; CF: diversity)

Affective Domain
1. Work alone, with a partner, or in a small group to create and translate movement sequences into performances using correct footwork and rhythm. (NASPE 2.3; CF: knowledge base)
2. Develop an appreciation for dance through the use of music, choreography and language. (NASPE 4.6; CF: knowledge base)
3. Demonstrate an understanding and appreciation of dance as a way to learn about:
   a. cultural custom and heritage  c. social graces
   b. group dynamics               d. patience
   (NASPE 4.6; CF: global understanding)
4. Appreciate dance as an enjoyable means of socialization. (NASPE 4.6; CF: knowledge base)
5. Exhibit professional and responsible behavior that reflect a commitment to and respect for the profession. (NASPE 6; CF: professional commitments)

This class stresses the fact that we are looking for encouragement, patience, and most of all fun in all the dances we perform. We are not looking for perfection but, enjoyment.

Teachers can influence and encourage students to use dance (an exercise of fitness for the young and old) in social settings throughout their lives.

MEDICAL CONCERNS:
If you have any medical conditions, please inform me so that I can be prepared to handle it. All medical problems will be kept confidential.
INTERNET RESOURCES: (if you come across a great site, please put it on the chalk board to share with the class)
www.kickit.com  www.danceart.com

COURSE SCHEDULE AND ACTIVITIES:
I. Early Developmental Levels (Basic / K-3)
   A. Locomotor Movements
   B. Rhythms
   C. Creative Movement/Dance
   D. Folk Dances and modified Square Dance

II. Intermediate Developmental Levels (Intermediate/Middle School)
   A. Square Dance
   B. Tinikling/Schottische
   C. Parachute Dancing
   D. Mixers and Folk Dancing
   E. Ballroom Dances
   F. Line Dances
   G. Country Line Dancing

III. Advanced Developmental Levels (High School)
   A. Square and Contra
   B. Mixers and Folk Dancing
   C. Ballroom Dances
   D. Country Line Dancing

IV. Homework assignments:
   a. Written work in course manual, as assigned.
   b. Bring in two dance lessons off the Internet, when assigned.

EXTRA CREDIT
Objective: To be able to listen to music and identify appropriate rhythms for particular ballroom dances. This knowledge will allow you to find music that is suitable for the particular age group you are working with. I encourage you to create a CD or tape with a collection of songs [per dance ie; Foxtrot] that would be school appropriate!

How does it apply to the final grade?
For each dance category submitted, you will receive 1 point. All points earned at the end of the semester will be added to final grade. Some would argue that this is very generous. However, it is not easy at first, and from an education standpoint, a very valuable skill to acquire.

Criteria:
1. Music for **Ballroom dances only**.
2. There will be a total of 5 possible points [5 different ballroom dances] by the end of the semester.
3. 1 point for **each ballroom dance**, and only 1 song per ballroom dance.
4. Dances will be announced in class, and written on dry board when it applies. Watch daily outline on dry board for deadline dates.
5. I can listen to **tapes or CDs** before or after class. I can listen to **CDs** in my office during my office hours.
**SUNY Cortland**  
**PED 388 - RHYTHMS AND DANCE**  
**PSYCHOMOTOR RUBRIC**

### RHYTHM

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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Adequate classroom demonstration</td>
</tr>
<tr>
<td>Demonstrates little ability to move to the beat of the music. Always off the beat, and not able to get on the beat without prompting from instructor or dance partner.</td>
<td>On and off the beat of the music. Once prompted when to start, comes off the beat easily. Needs counting /prompting by partner or instructor</td>
<td>Clearly knows when to start, and when the musical phrase begins and ends. If mistake is made, can easily correct. Minor mistakes. OR, no mistakes at all. Ready for 4's!</td>
<td>Zero mistakes. Can carry on a conversation or answer a question without coming off the beat of the music.</td>
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### FOOTWORK

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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Adequate classroom demonstration</td>
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<tr>
<td>Basic footwork not established.</td>
<td>Makes the same mistakes repeatedly without being able to make corrections.</td>
<td>Clarity in footwork is demonstrated. When a mistake is made, able to correct and continue dancing without stopping. Or, no mistakes, ready for 4's!</td>
<td>Zero mistakes. Conversation does not throw dancer off. Solid, no hesitations!</td>
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### PATTERNS/PRESENTATION

<table>
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<tr>
<th>1</th>
<th>2</th>
<th>3 Adequate classroom demonstration</th>
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<td>Has to look at feet when dancing. Partner can not lead dancer through patterns. Dance positions/patterns not established. Can not fix steps without stopping &amp; restarting. Chewing gum to the beat.</td>
<td>Looks at feet when dancing. Being led/counted by partner. Makes many transition/sequence mistakes that can sometimes be fixed while dancing. Chewing gum.</td>
<td>Able to demonstrate dance positions and dance style while successfully completing dance patterns. Transitions/sequences are correct and in order. Or, no mistakes, ready for 4's!</td>
<td>Dance positions show refinement. Looks relaxed and at ease. Patterns/sequences are completed while having a conversation. Solid with refinement!</td>
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### School of Professional Studies Deans’ Office

- John Cottone, Interim Dean
  - (607) 753-2829
  - Professional Studies Building Room 1175

- Eileen Gravani, Associate Dean
  - (607) 753-2702
  - Professional Studies Building Room 1175

### Teacher Education Candidacy:

If during your enrollment at SUNY Cortland you are convicted of a crime and/or have any judicial or academic integrity violations, you must notify your School’s associate dean at once. Failure to do so may result in your dismissal from the teacher education program. Failure to provide truthful information may result in your dismissal from the teacher education program and may result in academic dishonesty charges (Source: SUNY Cortland Teacher Education application).

### Academic Integrity Statement:

Students in this course are expected to abide by the guidelines on academic dishonesty that are found in chapter 340 of the SUNY Cortland College Handbook (http://www.cortland.edu/president/handbook.pdf). As stated in these guidelines, any instance of plagiarism, cheating on examinations or other forms of academic dishonesty will be punished, most likely by the receipt of a failing grade for this course and possible dismissal from the College.

### Disability Statement:

SUNY Cortland is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodations, please contact the Office of Student Disability Services located in B-1 Van Hoesen Hall or call 753-2066 for an appointment. Because many accommodations require early planning, requests for accommodations should be made as soon as possible.
Match our course objectives with the New York State (NYS) Standards, and for the National Association for Sport and Physical Education (NASPE). If our objectives meet a particular Standard, write that number down under the appropriate column, next to the appropriate Standard. There can be more than 1 number - can you justify your decision?

**NYS Standards**

1. **Personal Health and Fitness**  
   Student will have the necessary knowledge and skills to establish and maintain physical fitness, anticipate in physical activity, and maintain personal health.

2. **A Safe and Healthy Environment**  
   Student will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

3. **Resource Management**  
   Students will understand and be able to manage their personal and community resources.

**NASPE k – 12 Standards**

1. Demonstrate competency in many movement forms and proficiency in a few movement forms.
2. Applies movement concepts and principles to the learning and development of motor skills.
3. Exhibits a physically active lifestyle.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Demonstrate responsible, personal and social behavior in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expression and/or social attention.

**Affective - Social Skills**

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**Cognitive- Mental Skills**

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**Psychomotor - Physical Skills**

| NYS | NASPE |
Recognize and perform the seven basic locomotor movement, combinations, and dances with correct footwork and rhythm.

Work alone, with a partner, or in a small group to create and translate movement sequences into performances using correct footwork and rhythm.

Demonstrate and perform developmentally appropriate movement combinations, rhythm games and dances.