P.E. 121-001 DANCE AND RHYTHMICAL ACTIVITIES
CRN 08149
COURSE DESCRIPTION
FALL 2009
T,TR 11:10am-12:30pm

INSTRUCTOR : MARY C. COBB
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3 Credit Hours, Lab/Lecture
Prerequisites: Physical Education major, teaching option
Appropriate Clothing and Shoes (as specified by the instructor)

There is no required text for this course this semester. However, as a resource for when you start your teaching career, I strongly recommend the following text:
“DANCE A WHILE”. Harris, Pittman, Waller, Dark. 8th Edition
Materials for instructions of dances, music and other written resources will be provided by the instructor.

Purpose of the Course

The purpose of this class is to provide the physical education major with some fundamental knowledge and abilities of dance and how to teach dance. Dance foundations and history are an integral part of understanding the contribution dance can make to a sound physical education curriculum. The intent is also to help the student understand the contribution of dance to the field of Physical Education.

This course presents a multiplicity of dance forms and rhythmical activities including ethnic, social, country-western, square, ball-room, creative and folk dance. Dance has a place in the Physical Education curriculum not only as an integral part of human movement and mechanical action, but also as a fundamental means of communication and creative expression. This is a beginning level course for Physical Education majors to provide both knowledge and clarification of dance activities. The acquisition of knowledge concerning appropriate teaching techniques and procedures will enable the student to teach these activities in the elementary and secondary schools.

In class you will learn and practice many forms of movement and step patterns, style and formation. Some will be very simple, others more involved and complex. You will be required to demonstrate proficiency in all areas and lead the class in a teaching setting. The teaching activity will be a known "dance" i.e a dance which is notated.
COURSE OBJECTIVES FOR STUDENTS

The underlying objective is to provide all physical education majors with the opportunity to experience a wide and varied exposure to dance. We will use practical activities in class to enhance your skills and movement abilities. These activities are generally planned to achieve the following goals:

* development of a wide variety of dance skills performing a variety of dance styles and form.
* performance of a variety of movements which identify specific shapes and spatial design individually, with partners, and groups.
* increase the understanding of movement concepts as they relate to the process of a child learning how to move competently and confidently.
* an increased understanding of dance as a fundamental means of communication and creative expression.
* understanding of the basic components of movement in order to choreograph and perform a dance for others.
* Recognition of the worth and purpose of dance in a Physical Education curriculum and society as a whole.

The specific objectives are:

1. To acquire and develop a variety of dance skills
2. To be able to identify a variety of dance styles and form
3. To develop an understanding of dance as a fundamental means of communication and creative expression.
4. To be able to identify and interpret movement concepts connected with dance.
5. To develop an understanding of the integral part dance can play in the total curriculum.

ENABLING ACTIVITIES

Continuous participation
Practical and cognitive quizzes and tests
Peer teaching
Developing and maintaining a dance notebook

COURSE OUTCOMES:

As a result of successfully completing this class, each student will be able to:

- recognize and identify a variety of dance forms and patterns
- perform a variety of dance forms and patterns
- interpret notated dances for performance
- teach both individuals and groups, selected movements and complete dances
- relate the purpose of dance as an integral part of a sound P.E. program
• understand and explain the nature of dance in society generally

GRADING

PARTICIPATION.......................................................... 100 points

SKILL PERFORMANCE............................................... 20 points

FOLIO OF DANCES/ NOTEBOOK.................................50 points

TEACHING PERFORMANCE......................................  80 points

QUIZZES, MID-TERM and FINAL TEST.....................150 points

TOTAL POSSIBLE........400 points

GRADE EQUIVALENTS:
360-400......................... A
320-359......................... B
280-319......................... C
240-279......................... D
239 or below ................. F

**** You may miss class twice without penalty. Thereafter every unexcused absence from class will immediately reduce your participation score by 10 points. Explaining an absence does not automatically excuse you. If you attend class, but arrive late or do not participate appropriately, you will forfeit points from your participation score. ****

Dress Code and Conduct

Street clothes are acceptable for the majority of activities we will be doing. You should wear clothes that allow you complete freedom of movement, but no oversized baggy clothing. Dress and behave as you would expect a physical education teacher to do.

No hats No negative language No tobacco products
No gum No spitting No late arrivals
No cursing No cell phones

Show respect for others. NO BAD SMELLS: you work closely with other people; always demonstrate appropriate behavior and personal presentation.
Smooth-soled shoes are often preferable to your athletic shoes, which have more traction. Whatever you wear, make sure that you do not bring in any dirt on your shoes.
Dance is a wonderful activity for all ages. It has so many benefits, which include but are not limited to:

- developing knowledge of movement and movement forms
- developing physical skill with rhythm and changing speed
- developing physical fitness
- social interaction
- a physical activity without competition

Even if you have not danced much before, you will find it enjoyable and sometimes challenging. Be prepared to have a good time and graciously accept the challenge of learning new and unfamiliar ways of moving.

**PLEASE TURN YOUR CELL PHONE OFF DURING CLASS.**

**STUDENT DISABILITY SERVICES**

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

**ACADEMIC OFFENSES**

The maintenance of academic integrity is of fundamental importance to the University. Thus it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature.
YOUR TEACHING ASSIGNMENT

You are to identify a country, geographical region or specific culture and investigate the origin and development of its dance forms, together with a presentation of a typical dance; I will provide you with choices of dances.

Your presentation should include the following:

A NOTICE BOARD VISUAL AID WHICH INCLUDES:

- A ONE PAGE DESCRIPTION OF THE COUNTRY/PLACE/REGION TO BE PRESENTED ORALLY TO THE CLASS.

- INDICATION OF WHERE THIS PLACE IS (maybe you could use a map as an underlay on your notice board or as a specific item)

- PICTURES AND ILLUSTRATIONS OF THE DANCE IF AVAILABLE (you may even find a videotape or other visual aid)

- MUSIC OR A DESCRIPTION OF MUSIC OR PERTINENT ACCOMPANIMENT (I will provide this if you get the dance from me)

- PICTURES OR ILLUSTRATIONS OF COSTUMES OR SPECIAL CLOTHING AND PROPS

- A VISUAL INTERPRETATION OF SPECIFIC FORMATIONS, MOVES OR STEP PATTERNS (an appropriate teaching tool)

Present you notice-board attractively, use color and be neat. This project can be saved and used in a number of settings. Many of you who plan to teach may have an opportunity to use this presentation in a professional preparation class as an idea for teaching across the curriculum.