

Comprehensive Course Syllabus

WEL 312: Dance Spring 2018

Course Description:

Basic step and movement patterns in dances, such as, the waltz, fox trot, cha cha and merengue will be explored in this course. Good leading and following techniques, dance patterns, transitions, rhythm, tempo and style will be emphasized throughout. Historical context will be discussed for each dance. Circle, partner, solo, and mixers dance to music enabling participants to cross cultures and participate in the nonverbal language of dance. This course utilizes a proficiency based grading structure.

Prerequisite:

Moving and Learning

Instructor:

Instructor Name	Mrs. Mary Myers
Office Number	F-111
Telephone number	630-907-5955
Email address	mmyers@imsa.edu
Office Hours	By appointment

Meeting Days, Time and Room(s):

Section	1
A, C & D Days	1:20 – 2:15 p.m.
Location	Multi-purpose room/Main Gym/West Gym

Text(s) / Materials:

No text required. Students will receive a series of teacher-generated or self-generated handouts. A pen or pencil and a folder or some type of organizational binder must be brought to each class session. The folder or binder is required exclusively for this course. Additional materials and supplies may be needed and will be communicated in a timely manner. Cell phones, I-pods, MP3 players, etc. are not allowed in class. Computers will be used and students will be notified in advance when to bring them and a power supply to class.

Clothing:

Students must come to class prepared to participate and learn. **Clean activity** clothing and sneakers are required. Street clothes and shoes are not acceptable. Jeans or khakis are not allowed. Collared shirts are not acceptable activity dress. Shirts must cover the entire torso of the body. Shirts showing the mid-section are not allowed. Wearing unacceptable messages (i.e. alcohol, drugs, sex, etc.) on clothing is not allowed. Belts and loose fitting jewelry are not acceptable athletic attire. Hair may be tied or bound up for comfort. Hats, finger shoes and flip flops are not allowed in class.

Dress appropriately for environmental conditions. Layering clothing is beneficial for appropriate temperature regulation. To keep the Wellness floors clean, students should change into clean, dry shoes before entering any Wellness room. If not properly dressed, points will be deducted from **Learner Responsibility**. Refer to the Grading Section for more details.

Essential Content:

Physical activity is critical to the development and maintenance of good health. The goal of IMSA Wellness curriculum is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

Students studying Dance will:

- A. **Demonstrate competency in motor skills and movement patterns needed to perform a variety of activities.** Students will:
 - a. Demonstrate the ability to use and appreciate dance skills
 - i. Demonstrate good dance frame positions, including foot, head, and body position, while executing dance steps and sequences
 - ii. Identify and exhibit strong, proper dance frame
 - iii. Execute smooth and fluid merging of dance steps in various dances.
 - b. Demonstrate and name the basic dance steps for the waltz, foxtrot, merengue, and cha cha while using proper dance etiquette
 - c. Exhibit the ability to synthesize and perform creative rhythmic movement patterns with increasing degrees of difficulty
 - i. Perform the footwork in increasing difficulty of the various movements such as the grapevine
- B. **Demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.** Students will:
 - a. Understand rhythm, tempo, timing, and musicality as they relate to each dance
 - b. Be able to distinguish musical and technical differences for each type of dance
 - c. Use proper etiquette both on and off the dance floor
 - d. Analyze and identify skills that result in higher levels of performance
 - e. Demonstrate lead and follow roles, exhibiting proper etiquette
 - f. Research, design and instruct dance steps and movement patterns
 - g. Understand the interrelationship between dance and the role of physical fitness concepts in the development of a healthy lifestyle throughout the life span

- h. By reflecting on their experiences, develop an awareness and understanding of their process and how to improve it
- C. **Participate regularly in physical activity.** Students will:
 - a. Willingly perform all class physical activities and dance with all classmates
 - b. Establish S.M.A.R.T. short-term wellness goals and create a process for goal achievement
 - c. Use a variety of resources, including available technology, to analyze, assess, and improve dance and personal fitness
 - d. Monitor activity using a log
 - e. Use dance movements to improve physical abilities and adjust them to improve personal execution of movements and partner dancing through applying information, coaching and receiving adjustments.
- D. **Achieve and maintain a health-enhancing level of physical fitness.** Students will:
 - a. Develop and enhance appropriate levels of physical fitness necessary for promoting a healthy and productive lifestyle
 - b. Evaluate and adjust movements and levels of activity to improve fitness for activity and personal fitness
 - i. assess health-related physical fitness status
 - ii. identify strengths and weaknesses based on performance
 - c. Willingly participate in a variety of dances that may develop a health-enhancing level of physical fitness
 - d. Demonstrate the ability to monitor and adjust movements to meet physical activity recommendations, personal interests, and desires
 - e. Monitor wellness behaviors through the use of logs, technology, etc.
 - f. Develop greater awareness of self; gain clarity about healthy choices and activities
- E. **Exhibit responsible personal and social behavior that respects self and others in physical activity settings.** Students will:
 - a. Demonstrate respectful personal and social behavior
 - i. Understand and use lead/follow technique
 - ii. Act responsibly to avoid conflict
 - iii. Exhibit respect for the unique characteristics and abilities of peers
 - iv. Show cooperative and positive interactions with others
 - b. Appreciate the diverse background, participation, and history of dance and its participants
 - c. Exhibit respect for the unique characteristics and abilities of peers and compassion towards the diversity of skill and background in peers and in self while performing activities
 - d. Provide best effort
 - e. Apply safe practices, rules, procedures, and etiquette in all activities
- F. **Comprehend the value of physical activities for health, enjoyment, challenge, self-expression and/or social interaction.** Students will

- a. Recognize the importance of dance to promote health and its relationship with the dimensions of wellness (emotional, environmental, intellectual, physical, social, and spiritual/philosophical)
 - i. Physical health – analyze and evaluate personal execution and its effectiveness in achieving total wellness
 - ii. Social health – foster positive and enjoyable interactions with others during activity
 - iii. Emotional health – self-reflect on elements which contribute to personal enjoyment and stress management
 - iv. Intellectual health – understand the role of dance cognition with physical movement execution, the relationship of dance and the components of physical fitness in the development of a healthy lifestyle throughout the life span
 - v. Spiritual/Philosophical health – develop an awareness of self as well as for each dance explored which vary by culture, in meaning, and in movements
 - vi. Environmental health – minimize external distractions to enhance dancing abilities and understand the interconnections between the wellness dimensions
- b. Monitor wellness behaviors through the use of logs, technology, etc.
- c. Access, apply and critique information regarding self
- G. **Understand the role of nutrition, sleep, and stress management as behaviors which alleviate the effects of distress and assist us in developing and maintaining holistic wellness.** Students will:
 - a. Establish S.M.A.R.T. short-term wellness goals and create a process for goal achievement
 - b. Regularly monitor and record SMART goal behaviors

SSLs and Outcomes: Formally assessed –

I.A. Students expected to demonstrate automaticity in skills, concepts, and process that enable complex thought through reflecting on personal wellness, self-assessing learner responsibility, fitness and performance, performing kinesthetic movement, team work and collaboration, written assessments and quizzes, small and large group discussions and activities.

I.C. Students expected to precisely observe and accurately record findings in order to evaluate and assess data and use as evidence to support statements. Students will use pen and paper and technology to collect data and journal their accomplishments, progress, and reflection.

I.D. Students expected to evaluate the soundness and relevance of information and reasoning by using reputable information, demonstrating understanding of the dance concepts, each of the components of physical fitness, comparison of pre- and post-fitness assessments, and analysis of kinesthetic awareness and skill through observation and comparison.

III.B. Students expected to recognize, pursue, and explain substantive connections within and among areas of knowledge by articulating their understanding of how ballroom and Latin dances interconnect and the relationship between dance and wellness.

IV.A. Students expected to construct judgments based on evidence by using authentic data to understand the relationship between dance and fitness components and dimensions of wellness and evaluate and reflect on their personal data.

V.A. Students expected to identify, understand, and accept the rights and responsibilities of belonging to a diverse community by recognizing their own ability in order to make safe and effective decisions, recognizing their current capacity in order to progress, and participating and cooperating with others.

V.B. Students expected to make reasoned decisions which reflect ethical standards, and act in accordance with those decisions through taking responsibility for their learning, collaborating with other students and constructive critique of self and others.

V.C. Students expected to establish and commit to a personal wellness lifestyle in the development of the whole self by being confident in their own abilities, and making informed decisions about the balance of the dimensions of wellness to become an educated lifelong learner.

Informally assessed –

IV.D. Students expected to develop an aesthetic awareness and capability through kinesthetic movements as they acquire and develop skills and spatial awareness through dance.

Instructional Design and Approach:

This course introduces students to the concepts and vocabulary at the foundation of dance technique and basic American Smooth and American Rhythm dances. The class provides students with the opportunity develop cognitive, psychomotor, and affective skills. Skills are developed sequentially through practice where refinement of anatomical placement and articulation, dynamics, and the development of physical strength and flexibility allow the student to execute the technical vocabulary and skills. Dance refines critical thinking skills through ongoing problem-solving, arranging and connecting patterns, experience of cause/effect, understanding the relationship of parts to the whole, continuous assessment and integration of domains. Social interaction in a dance class allows for a freedom of non-verbal communication and cooperation unique to any discipline. Dance is a universal language, and through the study of dance students experience opportunities for grace and expressiveness in movement communication. Students will establish baseline measurements of their health-related physical fitness at the start of the course. A post-assessment will be completed near the end of the semester. There will be teacher-directed, student-directed, and self-directed activities and discussions. Learners should be ready to participate in large group, small group, partner and individual activities. Learning experiences aim to enable students to participate in dance to enhance their commitment to a wellness lifestyle in the development of the whole person.

Student Expectations:

Attendance:

Class begins at the appropriate scheduled times. You are allowed **five (5) minutes** to change. After these five (5) minutes you will be counted tardy. Please make every effort to be on time, as it helps class run more smoothly. Learner Responsibility points will be deducted for tardiness, and absences; for more details refer to the Learner Responsibility in the Grading section. **Note:** Students may not dress for some class sessions. The instructor will notify the students at the earliest convenience. These non-dress sessions will begin at the official class start time. Refer to the IMSA student handbook for details relating to absent times.

Section	1
Start Time	1:20 p.m.
Tardy Time	1:25 p.m.
Absent Time	1:30 p.m.

- **Absences**

As previously noted, Learner Responsibility points are deducted for absences. Excused absences, such as for an illness or a school-sponsored activity are eligible to be made-up. It is the responsibility of the student to contact the instructor in a timely manner (i.e. by the next class session) to discuss if an excused absence is eligible for a makeup.

Contact must occur outside of class time, before the absence, or within one class day of returning to campus to discuss the makeup and receive make up directions. If eligible, a makeup card is issued and you will have **one (1) week** from the receipt of the make-up card to complete any activity portions that may have been missed to regain the lost points. Any written assignment may have a different timeframe for make-up completion. For example, a graded assessment may be due at the start of the next class, whereas, a make-up for an activity segment is given up to **one (1) week**. If a make-up is not completed with the noted timeframe, Learner Responsibility and/or assessment points will not be earned. Complete make-ups during the quarter the absence occurs. However, special arrangements will be given to students absent during the last weeks of the quarter.

Activity make-up sessions must be completed under the supervision of and signed by a Wellness staff member. Wellness staff members are Ms. F. Abdi, Mr. D. Hernandez, Mr. D. Lundgren, and Mrs. M. Myers.

To complete a make-up, the student must complete a make-up form, satisfy the noted expectations, and return the form and any requested information to the instructor by the due date noted. Only one make up session is allowed per day.

Injuries/Illness

Students who become injured or ill during the semester may need a medical permission slip to participate in the course. Depending on the severity and duration of the injury or

illness, the student may be dropped from the course and will be enrolled in an elective during another semester.

Technology

It is an expectation when working on computers that only the websites and documents requested by the instructors are open. Having other sites and documents open will result in loss of instrument for two class sessions. This applies to inappropriate use of other technologies, such as cell-phones, ipods, ipads, kindles and similar. Additionally, headphones are not allowed in class and will follow the same procedure if found. The student will have to contact the teacher and make arrangements outside of class time to pick up the instrument.

Locker Rooms & Lockers:

Store your personal belongings in a LOCKED locker. Students are responsible for providing their own locks. You must be dressed with proper activity clothing. If you come to class after the five minutes allocated for dress, you are tardy. Note that attendance timing applies even if you are not properly prepared for class due to attire issues. For example, coming in and putting on your shoes or asking to use the restroom after the start of class. Learner responsibility points will reflect both the timeliness and dress of the student. IMSA is not responsible for lost or stolen items.

Student Responsibility: All students are expected to:

1. Assume ownership for own learning and challenge.
2. Be held responsible for any concepts, problems or announcements presented in class. Pop quizzes happen!
3. Attend **all** scheduled class meetings and be **on time, prepared, and dressed** for class.
4. Participate **fully** for the entire class period.
5. Dress appropriately in modest clothing for temperature conditions.
6. Act respectfully toward self, others, class environment, and content.
7. Complete a pre- and post- fitness testing to pass course, regardless of total class points.
8. Complete all assigned work and submit graded assignments on time. Some assessments will not be graded. **All assignments are due on their assigned due date at the beginning of class.** Most assessments will be submitted within Moodle.
9. Use their **IMSA email account** to communicate electronically with the instructor.
10. Contribute positively and inclusively, enabling learning, through words and actions as a leader and follower. Swearing and abusive language or actions will not be tolerated.
11. Be willing to improve skill and knowledge of physical activity/sport by listening receptively to classmates and teacher.
12. Submit assessments at the start of the class session. After this timeframe, assignments are late and will result in a reduction of Learner Responsibility points.
13. Take all tests and quizzes at the scheduled time. Make-ups **may** be allowed for excused absences. Make-ups **are not** allowed for **unexcused absences**.

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14. Contact the instructor to see if an excused absence is eligible for a make-up. Student must see the instructor outside of class time. Make-ups must be completed by the date on the form. All physical activity make-ups must be completed under the supervision of a Wellness staff member.
15. Not bring food or beverages (other than water bottles with lids) in the Wellness areas. Gum is not allowed.
16. Make sure sneakers are clean before entering any Wellness rooms.
17. Bring folders and writing utensil to each class session.
18. Keep book bags, backpacks and other personal items in a locked locker in the locker room or outside of gym, not on the floor.
19. Clean out their lockers at the end of the course.

Academic Honesty:

The primary academic adventure is the exploration and dissemination of knowledge. Academic honesty and integrity are integral to the academic process. Academic dishonesty—cheating, plagiarism, and collusion—are serious offences, which undermine the education process and the learning experience for the entire IMSA academy.

It is expected that students will understand and adhere to the concept of academic integrity and to the standards of conduct prescribed by IMSA's policy on academic honesty located in the student handbook. It is expected that students will assume responsibility for their work and that materials submitted in fulfillment of course represent student's own efforts.

Assessment Practices, Procedures, and Processes:

Grading:

Grading will be based on the student's ability to be proficient in the curriculum. These assessments include the student's responsibility as a learner, their effort, participation and attendance; individual and group projects; and self- and peer- assessments.

Common Assessments

Common assessments include, but are not limited to:

- S.M.A.R.T. goal and process
- Dance Research Project
- Wellness Reflection

Learner Responsibility

- Student behavior and participation will be monitored. In-class learner responsibility points will be earned, but not limited to, the following:
 - Work Ethics: on task; actively involved in class (activities and discussion); demonstrates acceptable effort; recognizes and consistently applies rules, regulations, etiquette specific to tactics; applies learned motor skills; being awake

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- Appropriate Social Skills: demonstrates respect for self, others, and content; displays positive leadership and followership abilities; engages in positive interactions; uses appropriate language
- Safety: participates in appropriate warm up and cool down activities; engages in proper use of equipment and facilities; follows directions and class and locker room policies; has appropriate dress for class
- Attendance
 - Learner responsibility points will be deducted for absences (excused and unexcused) and tardies.
 - Points for some Academy excused absences may be made up.

Submitted work will be returned in a timely fashion. **Note:** Graded work may not be returned until all students have completed or submitted the assessment.

Proficiency-Based Grading

Assessments are graded according to the student's proficiency of that course content, knowledge and / or skills. The proficiency scale is:

Highly Proficient	4 points
Proficient	3 points
Developing	2 points
Beginning	1 point
Missing	0 points

Assessment Submission Requirements:

Assessments are due at the start of class. Write your name, date, and course section number on the upper right hand corner of your assessment, unless directed otherwise. Ensure that the proficiency chart is included and attached at the end of your paperwork. When submitting multiple pages, staple or paperclip them together.

For assessments where a student earns less than a proficient score of 3.0, s/he has the opportunity to revise her/his work or in some cases complete a similar assessment. Students earning a proficient score may elect to revise their work in an effort to earn a different score on the assessment.

Revised Assessment Submission Requirements

Revised assessments must be submitted in a timely manner. Revisions are due at the beginning of class, **two (2)** class sessions from the date the assessment is returned. Submissions received after the second class session will be graded, but will not yield a change in the student's earned score.

- For example, if the assignment is returned on Monday, revisions will be collected at the start of class on Friday, assuming Wednesday is an I-day.

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Revisions must be clearly visible. Response options include:

- **Bold**
- Colors: green, yellow, purple (Avoid gray hues, red and blue)
- Highlight

“Revision #2” must be written below your name, date and course section number on the upper right hand corner of the original assessment. If you will make edits on a typed version of an assessment, save this information as a separate document. Use this version to make edits. DO NOT delete any information; rather draw a line (draw a line) through any material you wish to remove. Make certain all original assessment documentation, teacher comments and proficiency chart are included.

If the original assessment work with teacher comments and proficiency charts are **NOT** utilized and submitted the revised work will not be graded and the original assessment score is the final grade.

For worksheets:

Make certain to clearly distinguish revisions using one of the aforementioned options. Using the colored pencil or marker, for example, write “Revision #2” below your name and date on the front side of the assessment. Ensure your marked proficiency chart is attached to your revised work.

Note that revisions are not allowed for some assessments. These assessments include, but are not limited, to

- **Learner Responsibility**
- **Wellness Reflection**

Submissions received after the second class session will be graded, but will not yield a change in the student’s earned score.

All Wellness courses are graded A – D with the following grade scale:

A = 87.4% or higher

B = 75% - 87.3%

C = 50% - 74.9%

D = 49.9% or below

Sequence of Topics and Activities

The entire success of this class will be based on the individual students desire to work in class. How much a student will get out of this course is directly proportional to how much the student puts into it. *The instructor reserves the right to change the schedule at any time.*

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Week 1	Introduction to course and expectations Introduction to Moodle Review Learner Responsibility Dance posture/frame Pre-test Fitness and dance assessments Basic dance terminology Rhythm Review S.M.A.R.T. Goal Setting Review Health- and Skill-related Physical Fitness
Week 2	Pre-test Fitness assessments continue Basic dance terminology Dance etiquette Rhythm Solo dances S.M.A.R.T. Goal and Process due
Week 3	American Smooth: Waltz Dance posture/frame Dance etiquette Leading and Following Review of dances
Week 4	American Smooth: Waltz and Foxtrot Dance posture/frame Dance etiquette Leading and Following Review of dances
Week 5	American Smooth: Foxtrot Dance posture/frame Dance etiquette Leading and Following Review of dances
Week 6	American Smooth: Foxtrot American Rhythm: Merengue Dance etiquette Leading and Following Review of dances

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Week 7	American Rhythm: Merengue Review of dances
Week 8	American Rhythm: Cha Cha Dance Research Project Part due Review of dances
Week 9	American Rhythm: Cha Cha Review of dances Dance Research Project Revision due End of Third Quarter
Week 10	American Rhythm: Salsa Review of dances
Week 11	Spring Break – no classes
Week 12 – 15	Review Dances Dance Presentations
Week 16	Review Dances Post-test Fitness Assessment Wellness Reflection
Week 17 – 19	Review Dances Dance Presentations