

Glassboro State College Senate Curriculum Committee

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Approval Form

Proposal Title: Folk, Square, and Social Dance 0835-227 2cr.

Sponsor(s) Dr. Mary L. Putman Dept.: Health & Phys. Ed. Ext. 7110
Mrs. Edith Thompson
Dept. of Health and Physical Education

Check one: Course Specialization Concentration Minor Achievement Certificate
 Certification Program Major Program Minor Change 2 s.h.
(please name deletion or credit/title/catalog change)

Undergraduate Graduate _____ Credit Hours

<p>Step 1 (Department)</p> <p><input checked="" type="checkbox"/> Approved <u>2/6/91</u> Date</p> <p><input type="checkbox"/> Not Approved</p> <p><u>Edith Thompson</u> Dept. Chairperson</p> <p><input checked="" type="checkbox"/> Reviewed <u>2/8/91</u> Date</p> <p><u>Mary L. Putman</u> Dept. Chairperson</p>	<p>Step 2 (Receipt)</p> <p><input checked="" type="checkbox"/> SCC# <u>90-91-33</u></p> <p>Proposal Received <u>2-8-91</u> Date</p> <p><u>Gonna Hathaway</u> SCC Chairperson</p>	<p>Step 3 (School CC)</p> <p>Reviewed <u>2-26-91</u></p> <p><input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved</p> <p>Comments:</p> <p><u>Paul Roman</u> School Curr. Comm. Chairperson</p>
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Step 4 (Academic Dean) **Comments:**

Recommend
 Not Recommend
 Conditionally Recommend (see comments)

Reviewed 3/28/91 Date

Ray Stapel
Signature, Dean of School

Step 5 (SCC)

Open Hearing 4/19/91 Date Approved by Senate Curriculum Committee 4/19/91 Date

Returned to sponsor(s) for the following reasons:

Step 6 (Senate)

Presented to Senate 4/19/91 Date Approved Not Approved

Notification to Executive Vice-President/Provost 4/19/91 Date Gonna Hathaway Signature, SCC Chairperson

Step 7 (Executive V.P./Provost)

Received 5/30/91
Date

Approved Yes No

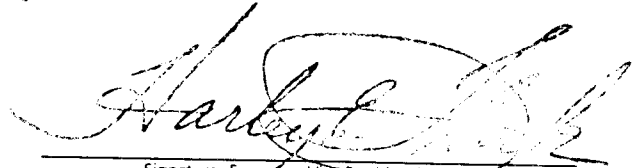
If no, reasons are as follows:

Student credit hours 2 SH

Faculty load hours _____

Equalized credit hours _____

Official copy and approval sheet filed MAY 29 1991
Date


Signature, Executive Vice President/Provost

Registrar

Approved course description received 14 May '91
Date

Hegis Taxonomy and Course Number assigned 0835. 227

B.F. Kelsey
Signature, Registrar

14 May '91
Date

2 cr.

Notification forwarded:

- Senate Curriculum Committee Chairperson
- Department Chairperson(s)
- Academic Dean(s)
- Registrar
- Sponsor(s)

GLASSBORO STATE COLLEGE
DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION

NEW COURSE PROPOSAL

I. Details:

- A. Course Title: Folk, Square, and Social Dance
- B. Sponsors: Mary L. Putman, Chairperson
Edith Thompson, Curriculum Chairperson
Department of Health and Physical Education
- C. Credit Hours: Two semester hours **2 SH**
- D. Course Level: Undergraduate, sophomore
- E. Curricular Effect: Major requirement
- F. Prerequisites: Movement/Rhythmic
Fundamentals or permission of instructor
- G. Implementation: Fall 1992
- H. Adequacy of Staff: The health and physical education department has several faculty qualified to teach in the area of rhythms and dance. No additional faculty is warranted.

II. Rationale:

Students majoring in health and physical education are currently required to take two one-credit classes entitled Folk and Social Dance and Square Dance during concurrent quarters. This proposal will combine the content presently taught in each of these courses into one full semester, two-credit course. There are common elements of rhythms and dance fundamentals and similar resource materials used for both courses. In addition, this format will increase instructional time by reducing the amount of class time devoted to organization and administration.

The student of physical education needs to develop an enriched understanding and proficiency in the skills, knowledge, and appreciations of varied dance forms. This preparation is necessary for an individual to become an efficient and effective teacher of folk, social, and square dance in school-based and nonschool-based settings.

III. Essence of the Course

A. Objectives

The student will:

1. Develop an educational, recreational and social appreciation for the teaching of folk, square and social dance in school-based and non-school-based settings.
2. Develop an understanding of the history, origin, nationalities, and background of folk, square, and social dance forms experienced in class.
3. Increase rhythmic awareness by developing the ability to perform dance movements to established rhythmic structures.
4. Apply dance fundamentals in the teaching of basic folk steps, specific folk steps, social dance steps, locomotor patterns, dance positions, and dance formations in the performance and interpretations of a variety of dance styles.
5. Apply dance fundamentals in the teaching of the shuffle step, specific square dance calls, dance positions, and dance formations to the performance and interpretation of a variety of square dances.
6. Gain physical competence in performing fundamental square dance calls in dances of varying difficulty.
7. Develop a vocabulary of definitions and terminology used in various dance forms.
8. Select appropriate content material for teaching at various educational levels.
9. Teach lessons in folk, square, and social dance which demonstrate effective class organization and teaching strategies

E. Topical Outline

1. Develop an appreciation for various dance forms
 - a. why teach dance activities
 - b. where dance activities should be taught
 - c. the relationship of dance to other movement skills
 - d. nurturing self-awareness, self-confidence, and self-efficacy through dance activities
2. Factors influencing the nature of dance forms
 - a. history
 - b. topography
 - c. climate
 - d. geography
 - e. religion
 - f. clothing
 - g. nationality
3. Awareness of rhythmic structure
 - a. identify the components of rhythmic structure
 - underlying beat
 - measure
 - time signature
 - even/uneven rhythm
 - meter
 - tempo
 - phrase
 - b. demonstrate an ability to recognize and respond rhythmically in a variety of dance patterns and forms
 - c. apply rhythmic structure fundamentals in class performances and presentations
4. Identify and demonstrate basic square dance skills and knowledge in performance and practice settings
 - a. fundamental square dance steps
 - b. dance formation
 - c. dance positions
 - d. basic movements of square dance (beginning and intermediate levels)
 - e. square dance style
 - f. square dance calling

5. Identify and demonstrate basic folk dance skills and knowledge in performance and practice settings
 - a. fundamental locomotor patterns
 - b. basic folk dance steps and turns
 - c. specific folk dance steps
 - d. dance formations
 - e. dance positions
 - f. dance style
 - g. international folk dances
 - h. American heritage dances
 - i. contra dances

6. Identify and demonstrate basic social dance skills and knowledge in performance and practice settings
 - a. techniques for leading and following
 - b. dance style
 - c. dance positions
 - d. selected dance steps associated with social dance forms
 - swing
 - foxtrot
 - waltz
 - cha cha cha
 - rumba
 - contemporary dance forms
 - e. dance step combinations
 - f. music selection

7. Select appropriate material for various developmental levels, gender, and socio-cultural differences
 - a. identify the developmental characteristics of children
 - b. select dances appropriate for gender and age
 - c. identify appropriate dance forms for school, recreational, and social settings

8. Teaching strategies
 - a. lesson planning
 - b. teaching styles
 - c. teaching cues
 - d. organizational procedures

- C. Evaluation and Grading
 - 1. skill development and performance
 - 2. in-class presentations
 - 3. written examinations
 - 4. written assignments

- D. Course Evaluation
 - 1. student evaluation
 - 2. review by departmental curriculum committee

IV. Results of Consultation

The department of health and physical education has reviewed and approved this curricular revision.

Catalogue Description - 0835.----

2 s.h.

Prerequisite: Movement/Rhythmic Fundamentals or permission of instructor.

This course is required for students majoring in health and physical education. Students are introduced to the skills, concepts, and knowledge necessary for teaching folk, square, and social dance in school-based and nonschool-based settings. The study of selected dance forms of the peoples of the world will include: terminology, movement patterns and style, skill performance and evaluation, and selected teaching strategies.

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