PEC 125
Beginning Ballroom Dance

1 Unit

Formerly listed as: PEC - 125: Beginning Social Dance

An introduction to ballroom dancing, including basic steps in some of the most popular Latin and American dance rhythms; may include the waltz, foxtrot, rhumba, swing, samba, cha cha, tango, contemporary hustles, line dancing, square dancing, and polka. Student will learn to identify musical beats and rhythms appropriate for each dance.

Four Maximum completions.
Field trips are not required. (A-F or P/NP - Student choice) /Lab

Transfer: (CSU, UC) General Education: (MJC-GE: Activities )

II. LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

2. Required Lab Content:

a. Basics
   i. Four basic steps
   ii. Rhythms
   iii. Moving to different rhythms
   iv. Dance positions and moving with a partner

b. Building on fundamentals
   i. Dance styles
      a. slow dances (waltz, foxtrot, tango, rhumba)
      b. Latin dances (samba, cha cha, merengue)
      c. Faster dances (swing, polka, mambo)

c. Movement around the dance floor

d. Mixers and party dances

e. Dance step variations
B. HOURS AND UNITS

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C. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Physical demonstration of required movement material.
2. Verbal instruction to facilitate key vocabulary words of ballroom dance.
3. Movement to music to develop and understanding of the rhythm of each dance.

D. ASSIGNMENTS (TYPICAL)

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   
   Time spent on coursework in addition to hours of instruction (lecture hours)
   
   Lab only, no outside-of-class hours required.

2. **EVIDENCE OF CRITICAL THINKING**
   
   Assignments require the appropriate level of critical thinking
   
   a. Classroom presentation at the end of class.
   
   b. Verbal exam at the end of class. For example: a. Show me a box step b. Show me a step together step.

E. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. **COURSE GOAL**

   As a result of satisfactory completion of this course, the student should be prepared to:

   understand basic ballroom dance skills, ballroom dance vocabulary, elements of dance patterns, various positions in dancing, and proper dance etiquette. This will provide a foundation for future growth, recreation, and health.

B. **STUDENT LEARNING GOALS**

   Mastery of the following learning goals will enable the student to achieve the overall course goal.

   1. **Required Learning Goals**
      
      Upon satisfactory completion of this course, the student will be able to:
2. Lab Learning Goals
Upon satisfactory completion of the lab portion of this course, the student will be able to:

a. Identify ballroom dance as it relates to other art forms.

b. Identify ballroom dance terminology

c. Demonstrate proper body positioning while increasing other physical aspects of strength, flexibility, agility, and endurance.

d. Demonstrate an awareness of locomotor and non-locomotor phrases as they relate to each ballroom dance.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Physical demonstration of movement vocabulary

2. Oral in-class quiz on movement vocabulary by solo or partner

3. In class demonstrations

4. Classroom presentation

B. SUMMATIVE ASSESSMENT

1. Final partner technique presentation

2. Final line dance presentation as a group

3. A written critique of a 'Dancing With The Stars' competition