HPER 206 Social/Folk Dance
SPRING 2025
1 Semester Hour

Course and Instructor Information

Instructor Name: Katie Aasen

Contact Information: FH 138, katelyn.aasen@mayvillestate.edu, 701-788-4841

Hours of Availability: M-F|9:00-4:00pm|meetings by appointment

Instruction Mode: ONLINE

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Meeting Times and Location: Asynchronous

Course Description

International and American folk dances and the fundamentals of social dancing will be practiced. Fundamentals of several social dances including the two-step, polka, waltz, schottische, swing, salsa and the cha-cha are emphasized.

> **Pre-/Co-requisites:** NONE

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Physical Education Program Approval Standards through North Dakota's Education Standards and Practices Board (ND ESPB):

1. Develop an appreciation for International and American folk dances (INTASC 1, 9)
2. Develop the ability to follow the beat of the music (INTASC 1, 9)
3. Identify folk dance formations (INTASC 1, 9)
4. Learn to recognize what type of dance to perform to the music in a social dance setting (INTASC 1, 9)
5. Identify proper social dance etiquette rules (INTASC 1, 9)
6. Demonstrate basic dance steps, turns and dance partner positions (INTASC 1, 9)
7. Develop confidence in leading and following (INTASC 1, 9)
8. Demonstrate the fundamentals of Social dances such as the Two-Step, Polka, Schottische, Waltz, Swing (Lindy, Jitterbug, Rock-n-Roll), Cha-Cha-Cha, Salsa, Country Style Partner Dances, Line Dances and others (INTASC 1, 9)
9. Develop confidence in teaching folk and social dance and classify dances from easy to more complex and by developmental level. (INTASC 1,2, 9)

Standards Alignment (Physical Education Program Approval Standards-ND ESPB):

> - 3.b Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives.

Required Materials and Technologies
Wright, J. P. (2013). *Social dance: Steps to success* (3rd ed.). Human Kinetics.

> ➢ You can purchase from Mayville State Bookstore
> ➢ Inclusive access UNAVAILABLE

Required: Devices that support video record, DVD audio tracks (DVD with audio tracks included with textbook purchase)

Course Expectations

Instructor/Student Communication
Students are accountable for all academic communications sent to their MSU email address.

1) You are accountable for all academic communications sent to their MSU email address.
2) You will communicate with instructor via email or phone and scheduling meeting times if necessary. Check your email, DAILY.
3) Emails sent to the instructor are welcomed any weekday. Instructor will respond if a response is necessary within 24-48 hours or sooner unless a weekend or holiday.
4) Blackboard will be utilized, must check announcements, assignments, frequently.
5) It is your responsibility to reach out to get informed of what you will miss or missed in class. If you don't and you fail to prepare, it will not be excused.
6) You NEED to have the ability to print documents as you will be asked to for submission of some assignments. Go to the helpdesk if you need help adding printers.

Assignments and Assessments

- *Assignments:* Weekly Drills
- 1 Midterm
- 1 Final Exam
- Final Video Project

Method of Evaluation/Grading

- Your effort, preparation, and overall participation in this course will affect your grade either negatively or positively.
- Failure to complete assignments/exams will affect your grade.
- If you are affected by COVID or other illness or injury that impedes your course progress, a note from a medical professional may be necessary (contact Mindy O'Connor).
- You can expect assignments to be evaluated and graded within 1-2 weeks. Feedback may be given as needed. Unforeseen circumstances, holidays, and late submitting may affect this.

Grading Policies
Late work accepted for partial credit.

Grading Scale
A = 90%

B = 80%

C = 70%

D = 60%

F = below 60%

Instructional Strategies

Instructional strategies that will be utilized in class will be but are not limited to brainstorming, reflection, self-assessment, personal exploration, field practice, and portfolio.

Enrollment Verification

The U.S. Department of Education requires instructors to conduct an activity which will validate student enrollment in this course. Class attendance will be used to verify enrollment in on-campus courses. If you do not attend, your enrollment in this course will be at risk.

Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he or she takes an action in the LMS, such as completing an assignment or a taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course.

Important Student Information

Navigate to Blackboard > MaSU tab > Student Resources tab to find a document entitled, "Important Student Information," which includes information about:

- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule

Timeframe and activities always subject to change.

	WEEKS	CHAPTERS/TOPICS/TASKS	ASSIGNMENTS
PART 1: Building a Solid Foundation	**WEEK 1|WEEK 2: January 13-26**	**STEP 1** Posture, Frame, and Centering: Looking Like a Dancer *Readings:* • PREFACE • STEP 1 (p. 1-10)	☐ Introduction Discussion Post ☐ S1: Drill 1 *Moving From Your Center* ☐ S1: Drill 2 *Recognizing Positions of the Feet* ☐ S1: Drill 3 *Balance Test* ☐ S1: Drill 4 *Moving Within Your Frame* ☐ S1: Drill 5 *Center Leads, Feet Follow*
	WEEK 3|January 27-February 2	**STEP 2** Music Structure: Hearing Reliable Cues in the Music ***Readings:*** • STEP 2 (p. 17-26)	☐ S2: Drill 1 *Count the Beats per Measure* ☐ S2: Drill 2 *Link Two Measures* ☐ S2: Drill 3 *Find the Downbeat of Each Measure*
	WEEK 4|February 3-February 9	**STEP 3** Dance Rhythm Strategies: Connecting With the Music	☐ S3: Drill 1 *Executing Three Rhythm Strategies* ☐ S3: Drill 2 *Walking Mixer* ☐ S3: Drill 3 *Triple Rhythm* ☐ S3: Drill 4 *Waltz Rhythm* ☐ S3: Drill 5 *Combining Rhythms Into Patterns*
	WEEK 5|February 10-February 16	**STEP 4** Partner Dynamics and Etiquette: Communicating Effectively	☐ S4: Drill 1 *Whole-Body Leads* ☐ S4: Drill 2 *Frame and Rotational Leads* ☐ *We will not do drill 3*
PART 2: 10 Social Dances: Rhythmic Step Patters, Transitions, and Variations	**WEEK 6|February 17-February 23**	**STEP 5** Merengue: Joining the Party *Dance partner required	☐ S5: Drill 1 ☐ S5: Drill 2 ☐ S5: Drill 3
	WEEK 7|February 24-March 2	**STEP 5** Merengue: Joining the Party **continued…** *Dance partner required	☐ S5: Drill 4 ☐ S5: Drill 5 ☐ S5: Drill 6
	WEEK 8| March 3-March 9	**STEP 6** Four-Count Swing/Hustle: Keeping the Rhythm	☐ S6: Drill 1 ☐ S6: Drill 2 ☐ S6: Drill 3 ☐ S6: Drill 4
	WEEK 9|March 10-March 16	**STEP 6** Four-Count Swing/Hustle: Keeping the Rhythm **continued…**	☐ S6: Drill 5 ☐ S6: Drill 6 ☐ S6: Drill 7 ☐ S6: Drill 8

	WEEK 10|March 17-March 23	**STEP 7** Waltz: Moving Stately	ASSIGNMENTS AND WORK WILL VARY ONCE WE GET TO THIS POINT. CHECK BLACKBOARD AS EACH WEEK APPROACHES.
		STEP 8 Six-Count Swing: Looking Jazzy	
	WEEK 11|March 24-March 30	**STEP 9** Foxtrot: Dancing Regally	
	WEEK 12|March 31-April 6	**STEP 10** Polka: Having Fun	
	WEEK 13|April 7-April 13	**STEP 11** Cha-Cha: Being Flirtatious	
	WEEK 14|April 14-April 20	**STEP 12** Rumba: Reflecting Romance	
	WEEK 15|April 21-April 27	**STEP 13** Tango: Expressing Attitude and Flair	
	WEEK 16|April 28-May 4	**STEP 14** Salsa/Mambo: Adding Spice and Flavor	
	WEEK 17|May 5-May 11	FINAL ACTIVITY/WRAP UP	

Appendix

Continuity of Academic Instruction for a Pandemic or Emergency item

The health and safety of our students, staff, and faculty is our top priority. Mayville State University is committed to continuing online and face-to-face instruction for on campus courses each semester while minimizing exposure risk and promoting health and safety for students, faculty, and staff.

These circumstances would have little effect on our asynchronous online course as we would just proceed as usual. If an illness, injury, or emergency interferes with or prevents you being able to participate in class or meet deadlines, you may be required to provide documents from an authorized person (i.e. physician, athletic trainer, nurse, or other health professionals).

Conceptual Framework

Teacher education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the course shell.

Program Student Learning Outcomes (SLOs) Addressed in This Course

The Academic Program Student Learning Outcomes document can be found in your course shell. It contains all learning outcomes pertaining to Essential Studies courses and all majors and minors.

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course will address the following SLOs:

> SLO 3: Students will utilize a variety of technological resources and equipment to enhance discipline- specific population engagement and learning.

> SLO 4: Students will assess individual understanding of discipline-specific concepts and utilize that assessment toward overall improvement.

Student Learning Outcomes (SLOs) & Essential Learning Outcomes (ELOs)

Institutional academic assessment at MSU guides improvement of student learning. This assessment process also ensures learning outcomes are consistent with the university's mission and goals and allows comparison of desired learning outcomes to actual learning. This information is the basis for programmatic changes and ultimately to improvements in teaching and learning.

The faculty has defined Student Learning Outcomes (SLOs) for each major. Essential Learning Outcomes (ELOs) apply to students in all courses offered for Essential Studies and are consistent with those
identified through the American Association of Colleges and Universities (AAC&U) Liberal Education - America's Promise (LEAP) initiative.

Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments, but the student is still responsible for learning the course material that was covered during their initial absence.

Starfish – Student Success System

Starfish is Mayville State's Student Success & Early Alert System the faculty and staff use to report feedback on your academic performance, attendance, etc. If you receive a Starfish notification (will be sent to your @mayvillestate.edu email from the Student Success Center), please read it immediately – it will contain important information for you.

We Care About Your Success

Throughout the term, you may receive emails from Starfish® regarding your course grades or academic performance. Please pay attention to these emails and consider taking the recommended actions. They are sent to help you be successful! You will also have the ability to reach out for help by "Raising your hand" in Starfish and choosing between the "I Have a Question" flag and the "I Need Help" flag. After the flag has been raised the appropriate faculty or staff will make contact to see how they can assist you.

Once again, we are here to help you be successful!

In addition, your instructor may: (1) request that you schedule an appointment by going to Starfish, or (2) recommend that you contact a specific campus resource, such as tutoring or counseling. You may also be contacted directly by one of these services.

So be sure to log in to Starfish AND check your MSU email inbox on a regular basis. This is where you'll be notified about your academic progress throughout the semester. If you have any questions, you can visit the Starfish webpage on MSU's site found in the "Current Students" tab and under the "Academic Information" list.

NetTutor - Online Tutoring Program

NetTutor is a free, online tutoring service that provides one-on-one virtual tutoring sessions with a professional tutor, as well as a Question Center which allows students to privately post a question and receive a personalized answer within 24-hours in a variety of subjects. NetTutor does not require you to schedule an appointment, you can just "drop in" online for a live, one-on-one tutoring session. NetTutor helps students progress in the classroom and beyond!

Students with Documented Disabilities

As required by Section 504 of the Rehabilitation Act and the ADA, appropriate and reasonable accommodations will be made for all students with documented disabilities (LD, Orthopedic, Hearing, Visual, Speech, Psychological, ADD/ADHD, Health-Related, & Other) who request those accommodations to ensure full access to the academic opportunities of Mayville State University. In order to receive services, students must disclose their disabilities, request accommodations and provide documentation showing necessary accommodation to the Director of Student Success and Disability Support Services. Any information shared will remain confidential.

Academic Integrity

Definitions

Academic Integrity is the commitment and demonstration of open, honest, and responsible pursuit of scholarly activity. Academic dishonesty is the purposeful attempt to gain through violating these core principles. Common examples of academic dishonesty include cheating on tests, quizzes, oral presentations, and general coursework. Common examples of cheating include copying from another student's work, using materials or platforms not authorized during a test or for an assignment, not honoring proctoring system rules, allowing someone to copy your work (including research data or any other assignment), stealing, selling, buying, or other unauthorized use or sharing of content or work to fulfill an academic assignment, fabrication of data, and plagiarism. Cheating also includes submission of nearly identical work one has previously offered for credit in another course without prior approval by the instructor, altering official documents, and collaborating on assignments requiring individual work.

Consequences

Breaches of academic integrity are addressed at two levels: As an academic matter and as a violation of the Code of Student Rights and Responsibilities. As an academic matter, breaches are addressed by the faculty instructing a course. Breaches of academic integrity may result in action at the level of the Code of Student Rights and Responsibilities as violations of Part III: Prohibited Conduct, Section A: Academic Integrity.

More information can be found in MSU Policy 540.1 Academic Integrity and in the Code of Student Rights and Responsibilities.

Emergency Notification

The State Board of Higher Education requires all students, student employees, and NDUS employees to participate in the Emergency Notification System (ENS) pursuant to SBHE Policy 1902 (Policy M1902). Students will have the ability to update their information in the ConnectND portal with a cell phone number and an email address. Students are allowed to leave 'ENS' registered cell phones on during class to receive emergency notifications unless instructed otherwise by faculty. If a faculty member instructs students to turn off their cell phones, the faculty member must be able to receive emergency notifications by one of the following methods:

a) 'ENS' registered personal cell phone that is turned on
b) 'ENS' registered campus email when a computer or other electronic communication device is active.

Mayville State University

Continuity of Academic Instruction for a Pandemic or Emergency

In the event of a major campus emergency resulting in the need for remote instruction, temporary suspension of classes, or early ending to the semester; the course mode of instruction and course requirements, deadlines, and grading percentages on the official syllabus are subject to change. The course instructor will notify you of such changes by email and/or by the campus learning management system (LMS), currently Blackboard Learn.

Family Educational Rights and Privacy Act of 1974 (FERPA)

In compliance with the Family Educational Rights and Privacy Act of 1974, Mayville State University has information available regarding student and graduation records it maintains. This information is available in the Mayville State University Academic Catalog.

Diversity Statement (Title IX)

MSU is committed to providing a safe learning environment, free of harassment and discrimination. All instructors are asked to practice principles of diversity and inclusion, and as such, will provide a respectful learning environment for all students, regardless of race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region. Students as well are expected to treat all members of their learning community with respect.

Additionally, University policies require instructors to share information about incidents of gender-based discrimination and harassment with the University Title IX Coordinator, regardless of whether students share such