



**FAYETTEVILLE STATE UNIVERSITY**  
**SCHOOL OF EDUCATION**  
*DEPARTMENT OF HEALTH,*  
*PHYSICAL EDUCATION AND HUMAN SERVICES*

**Rhythms PEDU 310-01**

Semester: Spring 2011  
Time: MW 3:00-3:50  
Instructor: Avis Hatcher (Puzzo)  
Room: Rosenthal #120A  
Phone: 672-2136 (leave message)

Course Number: PEDU 310  
Space: PE Complex/Dance Studio 140  
Credits: 2  
Email: ahatche1@uncfsu.edu  
Office hours: MTWR 10:30-noon

**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@broncos.uncfsu.edu](mailto:username@broncos.uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

**COURSE DESCRIPTION:** A practical study of the rhythmic structures of dance movements and their relation to the promotion of motor skill development in rhythm.

**DISABLED STUDENT SERVICES:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203.

**TEXTBOOK:** Excerpts from the following books:

- Learning About Dance 3<sup>rd</sup> Edition* by Nora Ambrosio
- African Rhythms and African Sensibility* by John Miller Chernoff
- Social Dance* by Jane A. Harris, Anne M. Pittman, et al.

**COURSE OBJECTIVES:** Upon completion of this course, the student will:

1. Understand the use of the body as an instrument for creative expression.
2. Develop appreciation for the art form.
3. Demonstrate physical activity, basic preparation, and training for the dancer and actor.
4. Apply basic elements of movement to create a short original composition of either movement or text or a combination of both.

**STUDENT LEARNING OUTCOMES:** In order to successfully complete PEDU 102 the student will have experienced the following facets of dance:

1. Preparation for the dancer (i.e. warm-ups) necessary to properly execute dance steps.
2. The “structure of a dance class”, dance class etiquette, and dance vocabulary.
3. Perform in class with confidence, a connection to the music or text, a sense of physical dynamics, and the ability to move as an ensemble with other students.
4. Create or participate in a performance work that exhibits the numerous concepts learned in class.

**METHOD OF PRESENTATION:** As a studio course, class is experiential. Emphasis is on learning the basic techniques and structures of movement so that the student may develop a foundation on which to build a future study. Bare feet are recommended.

**COURSE REQUIREMENTS AND EVALUATION CRITERIA :**

Attendance 40%                  Participation 40%                  \*Assignments 20%

\*Students are expected to keep a journal of their technical progress as reading assignments will be handed out.

**COURSE OUTLINE**  
(Tentative and subject to change)

**Day One**

Introduction/ Dance discussion/brief warm-up

**Week 1-3**

Basic orientation and Fundamentals of Dance Movement  
(a) How to look at dance  
(b) Key terms and vocabulary  
(c) Locomotor/Non-locomotor movements

**Week 4-7**

Basic dance rhythms  
(a) Cultural/aesthetic differences  
(b) African and Western rhythmic styles

**Week 8                                  MID-TERM EXAM**

**NOTE**

***AFTER MID-TERM BREAK***  
***FROM THIS POINT ON ALL TEACHING WILL BE DONE BY STUDENTS***

**Week 9**

- a) Introduction to Social Dance
- b) Presentation of SOCIAL DANCES by learners

**Week 10-11**

- a) Introduction to Cultural/Folk dance
- b) Presentation of CULTURAL/FOLK DANCES

**Week 11**

- a) Introduction to Square Dance
- b) Group presentation of SQUARE DANCE

**Week 12-14**

- a) Proposals for Aerobic, Creative and Individual dance projects
- b) Presentations of FINAL PROJECTS

**FSU Policy on Disruptive Behavior in the Classroom (Optional)**

The *Code of the University of North Carolina* (of which FSU is a constituent institution) and the *FSU Code of Student Conduct* affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student's final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.