

PROFESSIONAL DEVELOPMENT: SPRING 2018

LOCATION:	STUDIO G10, PERIOD 2 (FRIDAY: 9:35AM - 10:25AM)
PROFESSOR	Bridget Madden Contact: bmadden@arts.ufl.edu
OFFICE HOURS	M 1-3 PM + by appointment, 213 Nadine McGuire Theatre and Dance Pavilion

COURSE DESCRIPTION

The course serves to provide students with resources, information, and experiences to support and enrich their careers and interactions in a professional environment. Enrichment activities, discussions, and research opportunities explore resources and options for a career in dance.

The aim of the course is to create a personalized website and a “professional portfolio” to serve the student in preparation for the professional world they will enter. Assignments, tasks and all processes will contribute to its effectiveness.

COURSE COMMUNICATIONS

You are required to promptly read and respond to class communications (from Bridget Madden or classmates).

CLASS REQUIRED READING

Read distributed class materials and instructions with care; read requisite web research.

PREREQUISITE KNOWLEDGE AND SKILLS

Dance thrives in community. As pre-professionals privileged to study dance, you are required to contribute to the class experience. Attend each in-class session ready to share research, postings, analyses, and ideas, etc. You will help to develop class discussion and assignments.

PURPOSE OF COURSE

Professional Development focuses you to: (a) develop your professionalism now in your current professional training ground, the UF dance program; and (b) build upon this foundation for your ongoing professional success.

As you move through the semester, remember, information is not knowledge. Your knowledge is developed by research and experience. You want to know professionalism from the inside out. The course asks you to make professional behavior "natural" to you by practicing the following daily:

- (1) Professional Discipline/Start with your best self every day
- (2) Competency/Preparedness/Skill-building
- (3) Honesty/Trustworthiness/Transparency
- (4) Reliability/Responsibility/Accountability
- (5) Generosity/Kindness—MAKE GOOD THINGS HAPPEN FOR OTHERS!

A NOTE ABOUT HOW WE WILL CONDUCT CLASS...

We will meet in Friday's class to discuss, work with, and analyze our assignments; and, on several occasions, you will have the chance to meet with selected guest professionals who will share key specialties (i.e Dr. Pattie Tripp for dancer wellness; Counseling Center for Mindfulness training; the Career Resource Center for presentation and job hunting, etc.). You will also research and reach out to working choreographers in the field and analyze their careers and bring their wisdom into your toolbox. Since we actively assess assignments **IN CLASS**, you are to **BRING** in written assignments in **HARD COPY** on class day.

Canvas/Facebook group: to be discussed as students preference

YOUR COURSE OBJECTIVES

To build your professional foundation, you will:

1. Practice professionally presenting yourself in 54 seconds; and networking with others from a professional standpoint using "feel good" questions (Elevator Speech about who you are as an up-and-coming professional; Long and One-Page Resume Skills; Online Profile Development/Awareness).
2. Analyze your self-awareness regarding the ever-changing needs of your self-care (Illness/Injury requirements; Alignment; Strength; Aerobic Fitness; Flexibility; Nutrition; Sleep; Taking time for fun and recuperation from work and stress).
3. Compare and build upon best practices for success you have learned about (Career in Dance professional class talks; research a range of dance artists; individual artist interviews).
4. Research professional opportunities: such as, preparing for auditions (i.e., learn and post dance style from video sample); or applying to graduate school (Artistic Statement), and other (Sample Auditions).

COURSE POLICIES

ATTENDANCE POLICY

On in-class meeting days, attendance is mandatory. Upon entering the classroom, share your most recent assignment with a colleague and review theirs for strength and weaknesses; and fully prepare yourself to participate. Your alert and prepared focus contributes to the progression of the class. You are to speak with awareness, listen deeply to others' point of view, and engage in substantive discussion.

In the case of illness or other circumstance that affects the quality of your class participation, please advise me immediately so I can assist you. When possible, notify Bridget Madden before any absence so that class activities may be adjusted via email. If you have not previously notified me, contact me within 24 hours of your absence. Religious holidays are excused upon prior notification as per UF policy, for details, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

MAKE-UP POLICY

You are entirely responsible for material missed due to any absence. Requests for acceptance of late assignments may be considered if your submitted documentation of extenuating circumstances is acceptable according to UF policy.

EXAM POLICY

The class culminates in the creation of your "website." Unless otherwise stated written portions of the class will be presented via hard copy to the class.

ASSIGNMENT POLICY

Unless otherwise stated (FB assts. are exceptions), written portions of assignments must be emailed to Bridget Madden.

CLASS DEMEANOR

You are expected to be prepared, present, and ready to engage. Demonstrate your full attention and genuine interest in yours and others' ideas and work. Be open, curious, imaginative, and seek out opportunities to see and think from a newly informed point of view. Rather than seek to prove yourself "right" or "justified" in your earlier ways of thinking, exercise your ability to "think differently." Expand your "professional" lens and practice seeing from multiple perspectives.

Phones are to be turned off and stored out of sight; in-class text or other messaging is not allowed; technology will be used in class exclusively as specified by the instructor. Likewise, a respectful, considerate, and professional tone is the UF standard for class discussion, class related communication (oral and written), and all email messages. Students must be aware that they are practicing building continuing professional relationships with their peers and professors, in all communications, including when writing an email.

UF POLICIES

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES

Students seeking accommodation for disabilities are to register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). You must submit this documentation to the instructor to request accommodation; and before submitting assignments or taking quizzes or exams.

Accommodations are not applied retroactively, therefore, students should contact the office as early as possible in the term they are seeking accommodations.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should carefully review and be sure that they understand the UF Student Honor Code posted at <http://www.dso.ufl.edu/students.php>.

UNIVERSITY POLICY ON ONLINE EVALUATIONS

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two to three weeks of the semester: students will be given specific times when they are open. Summary results of these assessments are available to the students at <https://evaluations.ufl.edu/results>

GETTING HELP

ASK FOR ASSISTANCE

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to me when requesting accommodations. Provide me the accommodations letter as early as possible in the semester.

To improve your class and/or overall performance please contact me in person, or by cell, text, or email. I am ready to help you; and/or to guide you to the many services we have available for students at UF. Alternatively, you may wish to reach out directly to the following services:

- Counseling and Wellness resources: <http://www.counseling.ufl.edu/cwc/>
- UF Student Health Center: <https://shcc.ufl.edu/>
- Dean of Students Office: <https://www.dso.ufl.edu/>
- Disability resources: <https://www.dso.ufl.edu/drc/>
- Library Help Desk support:
<http://guides.uflib.ufl.edu/content.php?pid=86973&sid=686381>

- Dropping Courses and Withdrawals:
<https://catalog.ufl.edu/ugrad/current/regulations/info/drops.aspx#withdraw>

GRADING POLICIES

I. QUALITY PARTICIPATION AND PREPARATION IS A CLASS PREREQUISITE

ATTENDANCE IS MANDATORY, FULL CLASS PARTICIPATION, MEANINGFUL CONTRIBUTIONS, INTEGRATE CLASS CORRECTIONS AND SUGGESTIONS.

Your quality preparation for each class meeting and/or assignment is essential to the delivery of the curriculum. Your alert, fully engaged, and focused participation is required. The class is structured to include preparation and recuperation time; any lack of preparation or “presence” on your part, detracts from the class structure and the experience of your peers. The student who is open, teachable, attentive, prepared, honestly investigating, and generously contributing to the class welcomes and integrates corrections and suggestions.

II. ACADEMIC HONESTY

The student demonstrates the highest standards of integrity by taking responsibility for learning and the discovery of new knowledge. The student is to honestly cultivate their finest work to improve the quality of their impact on the living community of the class. The university’s policies regarding academic honesty, the honor code, and student conduct related to the honor code will be strictly enforced. Please familiarize yourself with the policies at:

<https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx>.

III. GRADE PROPORTION, SCALE, and VALUE

See also: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Major Assignments Grade Proportion	Grade Scale	Grade Value
Website with all assigning factors will culminate the portion of 50% of the class mark.	100-93=A	A=4.0
Portfolio building and all elements associated (ie. Resume, networking development) will culminate a 50% portion	92-90=A-	A-=3.67
	89-86=B+	B+=3.33
	85-82=B	B=3.00
	81-79=B-	B-=2.67
	78-75=C+	C+=2.33
	75-72=C	C=2.00
	71-69=C-	C-=1.67
	68-66=D+	D+=1.33
	65-62=D	D=1.00
	61-60=D-	D-=0.67
	59-0=E	E=0.00

STUDENT LEARNING OUTCOMES

For the Bachelor of Fine Arts in Dance:

Content

1. Demonstrates competency in diverse somatic/choreographic practices and dance studies.

Critical Thinking

2. Conducts and examines choreographic inquiry using diverse creative, historical, social, and/or cultural perspectives.

Communication

3. Articulates an original voice in choreographic production and analysis.

For the Bachelor of Arts in Dance Studies:

Content

1. Develops competency in the terminology, concepts, methodologies, and theories of dance studies, and knowledge of varied applications of dance.

Critical Thinking

2. Analyzes and fosters dance studies inquiry in correlation with diverse creative, historical, social, cultural perspectives, and/or other disciplinary perspectives.

Communication

4. Develops and articulates—in writing and/or practice—applications of dance studies.

COURSE SCHEDULE

Week One

Friday, Jan. 12

In-Class Meeting, Course overview and class orientation; Announce Visitors this semester.

First Assignment: Create a Vision Board / Read through Dance Guidelines

Week Two

Friday, Jan. 19

Present your vision boards in class. In-Class Meeting, Website research discussion—elements of words and visuals; discussion of building “website” (check out wix.com or other site). Review your current online presence. (* start to craft your elevator speech)

Week Three

Friday, Jan. 26

BFA Auditions (only BA's in class)

Class presentations on elevator speeches

Start working on Jury form/Resume: Task collect all the information you have.

Week Four

Friday, Feb. 2

In-Class Meeting, Artist Research on a minimum of THREE suggested or other choreographers to build knowledge and start to craft 'Feel Good' questions that can be asked and looking at CV.

Discuss organisations for summer internships

Week Five

Friday, Feb. 9

(Bridget will be out this day but online submission will be compulsory)

Links to LinkedIn/ Finalised CV / Work on each page of your website

Week Six

Friday, Feb. 16

In-Class Meeting. Bring in hard copies on website pages complete.

Craft and send out the emails for the Interviews / Start to build the website

Week Seven

Friday, Feb. 23

In-Class Meeting with visitors from the UF Career Resource Center.

Looking at funding applications – break out into subgroups and come up with a project

Week Eight

Mar. 2

In-Class: Present your proposals

Assignment: over the next 2 weeks keep a wellness diary. Track nutrition / water intake / additional exercise / rest / sleep patterns.

Week Nine

Friday, Mar. 9

No Class; Spring Break

Week Ten

Friday, Mar. 16 In-Class Meeting, Dr. Pattie Tripp wellness for the dancer.

***Bring in the wellness diary to review**

Sat., March 17 The Harn Museum of DANCE YOUR PARTICIPATION IS REQUIRED

Week Eleven

Friday, Mar. 23 ***BFA LOAD-IN TODAY***

Finalise all elements of the portfolio/ discussion groups and break out sessions to refine personal work

Week Twelve

Friday, Mar. 30 In-Class Meeting. Bring in all materials for the portfolio: “Website”: JURY form and Portfolio review in HARD COPY AND online presentation of work (video/photo, etc.); narratives: unique materials.

Bridget’s final day with the class so all documentation needs to be submitted

Week Thirteen

Friday, April 6 In Class: Career resource Center meeting to chat about resources and what UF has to offer the students

Week Fourteen

Friday, Apr. 13 In-Class Meeting, graduate and professional school considerations, a guest visit to be scheduled.

Please note

All UF syllabi are subject to change. This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to clarify or enhance the class learning opportunity; it is your responsibility to stay up to date with changes announced in class, CANVAS or by email.

Thank you.

