

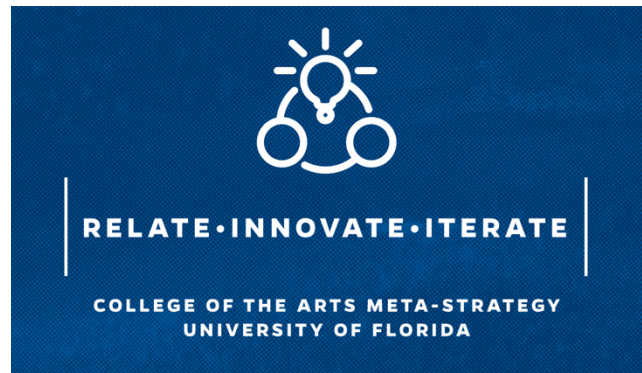
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office hours zoom link: on Canvas
lab fees: <http://aa.ufl.edu/policies/material-and-supply-fees/>

COLLEGE OF THE ARTS: MISSION

The University of Florida College of the Arts intends to be a transformative community, responding to and generating paradigmatic shifts in the arts and beyond. We do so by:

- ⇒ Embracing the complexity of our evolving human experience and seeking to empower our students and faculty to shape that experience fearlessly through critical study, creative practice, and provocation.
- ⇒ Collaborating effectively with the forces of change.
- ⇒ Preparing students to access and unsettle centers of power in a radically changing world.
- ⇒ Facilitating an arts education that will position emerging artists and researchers as catalysts for equity on local and global levels.

COLLEGE OF THE ARTS META-STRATEGY



SENIOR PROJECT (CHOREOGRAPHIC) SUMMARY

The dance program has provided the student with an exceptional and supportive opportunity/experience that requires them to combine her/his skills as a choreographer, producer, and writer to achieve success; a culmination of the training you have received in the program that has prepared you for this capstone course. The focus of the Senior Project is the creative process/research behind an original dance that will be adjudicated for inclusion in the fall showcase. The actual work is to be a *group piece* (usually four or more performers), with a running time of no more than *eight-minutes* (final performance time). You work *as a class* to produce the showcase simultaneously while you work on your creative project. Please note that all works adjudicated for the showcase will be performed together in the venue established by the dance program/director. Finally, you will articulate your creative research in a thesis-style paper.

The emphasis is on creative process/research. It is important to recognize that even with the best planning and creative determination, some projects may not be adjudicated (accepted) into the showcase. This does not indicate failure of the course. To the contrary, depending on how you utilize the situation and continue to contribute to the showcase and finish your writing process, it is an opportunity to grow and mature as an artist and scholar.

OBJECTIVES OF THE SENIOR PROJECT

- The Senior is provided with the opportunity to create an original dance (group piece w/guidelines)
- The Senior is provided with the opportunity to collaborate within a group of your artistic peers to produce a showcase of quality and substance
- The Senior is provided with the opportunity to participate in the UnShowing process to receive feedback from the UF dance community
- The Senior is provided with the opportunity to work with their faculty mentor(s) to help you explore the full potential of their choreographic voice
- The Senior is provided with the opportunity to finalize and articulate their creative process through the paper

EXPECTATIONS + GRADING PROCEDURES

Casting Guidelines and Responsibilities

- All performing members of your cast are required to be UF students and enrolled in an approved UF SoTD dance course. Course must be a technique class, so courses (alone) like Dance Comp, Yoga, etc. will not count.
- It is up to the choreographer to insure that your dancers are only in a total of three (3) dances per concert (not program).
- It is the choreographer's responsibility to inform/remind their cast of all UnShowing times, tech times, call times, show times, load-in and strike responsibilities, as well as rules for attendance of warm-up, notes, etc.
- Choreographer should also be sure their cast has a clear calendar for the performance, as we will not make individual adjustments to the performance order or schedule.

Evaluation

<i>Points</i>	<i>Area</i>	<i>Supervisor</i>
<i>(deductions only)</i>	Attendance	Director
20 pts	Creative Leadership	Mentor
20 pts	Producing Assignment	Director & SP Class
10 pts	Showcase Overall	Director
50 pts	Senior Project 'Thesis' Paper	Mentor
100 pts	<i>Total</i>	<i>Grade submitted by Mentor</i>

Attendance

Attendance will follow dance area attendance policy (please refer to modern syllabus for details). Unexcused absences are deductions on the total amount of points the student receives.

Creative Leadership

Points are given for the preparedness of the choreographer to implement her/his choreography, how well the concept was communicated to the dancers, and how well the choreographer guided their dance through the rehearsal process into performance. It can also reflect the quality of communication the choreographer had with their mentor.

Producing Assignment

Each person will be assigned a role in producing of your showcase. Even if you are working jointly with another senior, you are still responsible for the successful completion of the assignment related to the successful running of the show. Ultimately everyone is responsible for getting the job done.

Assignments may include:

- Costumes
- Technology Czar
- Tech Czar
- Poster/PR
- Program
- Lobby
- Props

Showcase Overall

These are points given by the director for overall demeanor towards the fulfillment of the production through the beginning of the process through to strike. It can reflect the preparedness of the choreographer through the production process, such as techs, costuming deadlines, sound deadlines, etc.

PERCENTAGES

Creative, Collaborative, and Performance Development	40%
Participation	40%
Workbook	20%
TOTAL	100%

LETTER GRADES

A	93-100
A-	90-92
B+	86-89
B	83-85
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
E	59 and below

[Link to the university grades and grading policies](#)

CALENDAR OF EVENTS—FALL 2020:

Aug 31	6-7:30p	Dance Area Welcome Meeting
Sept 8	6:30-8:30p	Faculty Auditions
Sept 9 + 10	6:30-8:30p	Fall BFA 2020 Showcase Auditions
Oct 9	TBA	BFA Program Audition
Oct 12	6:30-8:30p	UnShowing #1
Nov 9	6:30-8:30p	UnShowing #2
Nov 19-21	7:30p	BFA Showcase
Nov 22	2p	BFA Showcase
Dec 4 & 5	7:30p	Agbedidi
Dec 6	2p	Agbedidi
Dec 7	6:30-8:30p	Final UnShowing

SENIOR PROJECT THESIS PAPER

The Senior Project paper is the final phase of your Senior Project and the articulation of your research. It is expected that you will use the following format in the writing of your Senior Project paper. The format is similar to what you will utilize for your research paper in Dance History next semester.

Fall 2020 Paper Deadlines*:

- To be determined by adviser and mentee.

Date of Final Draft TBD after feedback and editing incorporated. To be completed by graduation!

*Advisor may discuss any alterations on deadlines with you due to extenuating circumstances. If there are changes to the final deadline, please contact your advisor.

RESEARCH PAPER REQUIRED FORMAT

NOTE: USE MLA STYLE GUIDELINES TO WRITE PAPER

A GREAT and EASY-TO-USE site for **MLA STYLE GUIDELINES**:

<http://content.easybib.com/citation-guides/mla-format/>

MLA Formatting and Style Guide

<https://owl.english.purdue.edu/owl/resource/747/01/>

Please note for them that for the paper you will have additional requirements beyond MLA, including title page, acknowledgments, etc.

- ⇒ **Title Page**, with title of paper, your name, date submitted, class name and number, and professor (no page number) See:

<http://content.easybib.com/citation-guides/mla-format/how-to-cite-a-scholarly-project-mla/>

- ⇒ **Dedication** (roman numeral ii)
- ⇒ **Acknowledgements** (roman numeral iii)
- ⇒ **Abstract** succinct overview of the paper (Write—or rewrite—*after* you have completed your paper) (roman numeral iv). An abstract summarizes the paper and is used by prospective readers to decide whether or not to read the entire text. Make it compelling and powerful reading (100-250 words maximum).
- ⇒ **Table of Contents** (roman numeral v). Use exact title of section on left and 1st page number of the section on right: include page numbers for dedication, acknowledgments, abstract, and section headers (but do not cite page numbers for title page or Table of Contents).
- ⇒ One-page **Introduction** to topic (pages 1 and 2)
 - *Problem and Purpose Statement: who or what are you proposing to discover, challenge, understand, illuminate. Purpose of paper and what you seek to achieve in this writing.*
 - *Rationale: what is important about this exploration? What contribution does it make to the field of dance?*
 - *Personal Statement: Why is the subject important to you? Is there a personal connection to the subject; or a connection you would like to make?*
- ⇒ Two-page **Discussion of the Literature** and other resources you researched (written, visual, media) (pages 3 and 4)
 - Demonstrate your knowledge of what has been done before related to this topic.
- ⇒ One-page describing the **Scope of Project** and its parameters (page 5)
 - What limits did you specifically impose to create a manageable project?
 - What significant events or discoveries occurred in the process to further define the scope of the project—for example, changed course, specifics of time management, process issues, translation, limited primary resources, limited secondary resources, limited geographical access).
- ⇒ Two-page **Methodology** section describing the research process you undertook (pages 6 and 7)
 - Detail ideas and approaches showing WHAT you actually did.
 - You may include HOW you made unique connections across (or unique use of) your selected “literature” (written, visual, media, etc.) and questions it prompted.
- ⇒ Four-page narrative on your **Inquiry** (pages 8, 9, 10 and 11)
 - This is the “body” of the paper where you unfold the story/meaning/life of the research.
 - Explore and examine the themes that emerged in the work, the ideas within them.
 - This is where you will use your theory and data entries and other findings.
- ⇒ One-page **Conclusion** *which is a reflection on the smaller and the larger picture of your work* (page 12)
 - The critical findings, results, or conclusions of the research, including strengths and weaknesses.
 - What further questions do you have or what directions for research
 - What are the *larger* implications of your findings?
- ⇒ Visual Resources (page number 13, etc.)
- ⇒ Works Cited in **MLA** (Note you will use simple in-text citations as per **MLA**¹; place extra explanatory notes in endnotes) (page numbers...)

(Depending on your approach to your creative research, as well as you GPA, it is possible that this Senior Project paper can be converted into a research paper that will put you in good stead for graduation with high or highest honors should your GPA warrant such recognition. Your Dance History paper could also be used. This usually requires adapting or reconfiguring a portion of your creative research into a focused research topic. Typically, the Senior Project paper, by itself, would not be acceptable for this level of consideration. High/Highest honors papers also require a faculty mentor, as well as a second reader.)

¹ For helpful information see the following: <http://cooperseng101.wordpress.com/syllabus-part-2-course-outline/mla-guidelines-for-quoting/>

DANCE PROGRAM FALL 2020 COVID PROTOCOLS:

Excerpted and adapted from: *Coronavirus SoTD Fall 2020 Class & Production Practices* from Jenny Goelz and Peter Carpenter

For hybrid/in person courses, protocols for all faculty and students should be as such:

- Wear a facemask or cloth face covering during all indoor/in person classes... If activities are located outdoors, then masks are only necessary when individuals are unable to maintain a 6-foot distance. Comfort levels vary and no one in the SoTD community is required to refrain from wearing a mask under any outdoor/indoor circumstance.
 - A properly worn facemask covers both nose and mouth. The fitted Ng5 mask is most effective and disposable surgical, and multi-layered cloth masks have also been tested to be effective. (Article: <https://olv.duke.edu/news/researchers-created-a-test-to-determine-which-masks-are-the-least-effective/>. Duke University published study here: <https://advances.sciencemag.org/content/early/2020/08/07/sciadv.abd3083>)
 - **If a student attempts to attend class without a facemask, as per UF protocol, the instructor will ask the student to wear a mask or leave the classroom/studio. If the student refuses to wear a mask, the instructor will report the student to the Student Affairs COVID-19 Education Office.**
- Use hand sanitizer or wash hands at the top of each class in shared spaces. Re-sanitization is needed if individuals use restroom facilities, touch their face, sneeze, or cough.
- Stay home and seek medical help for COVID-19 symptoms or exposure (persistent cough, fever 100.4+, new loss of taste or smell, muscle pain/headaches, shortness of breath, sore throat, chills, diarrhea, or feeling generally ill). **The culture of hiding illness or the "show must go on" mentality must be avoided.**
- Students will be asked to sanitize and strike individual chairs, ballet barres, etc. Instructor of record will specify protocols for each room cleaning supplies will be provided.
- Immediately dispose of personal trash in appropriate bags/containers. Do not leave tissues, paper towels, bandaids, tape, water bottles, or any other personal refuse on the floors or in the space.
- For everyone's understanding: **avoid touch/skin to skin contact in staging, choreography, costume fittings, and during other class and production activities.** In our field, it is hard to refrain but for the safety of others and ourselves, until it's safer, the most loving thing we can do is continue to provide ample distance to lessen viral spread.
- Students are asked to depart class promptly at the end of class and avoid lingering following outdoor and indoor rehearsals. Instructors of record will provide specific class protocols for arriving, departing class, and class breaks.
- Bring shelf-stable lunches and snacks to enjoy on your breaks outside. **The SoTD Breakfast Room, break area in the Costume Studio, SoTD Atrium, and studio space hallways are no longer available (no Dance Area carpet).** There are food options for purchase in the Reitz Union and there will be some limited available study areas in the lower Atrium lobby level.
- Class schedules will be affected by the need to lengthen breaks to air out rooms, encourage hydration (it is hard to keep hydrated with a mask on), and allow adequate time for socially distanced bathroom breaks/hand washing. Staggered breaks will be avoided to ensure that all involved are able to have a moment of rest.

For in studio hybrid technique courses, movement limitations include:

- No lying down
- No rolling
- No traveling across the floor
- 10' x 10' (or similar) taped areas will delineate the student's area of personal space. All movement must stay within these limits.

Class attire and preparation:

- SoTD Dressing rooms are not accessible. For studio classes in McGuire, please come to class dressed to dance. In the O'Connell building and other alternative spaces, public bathrooms are available but should not be considered alternative dressing rooms. All use of public bathrooms should remain socially distanced with masks as per UF mandate.
- Masks are to be worn for the entirety of the class. If masks need to be removed for any reason, please exit the studio/class area and find the nearest *out door* space.
- Intact socks (no holes) should be worn in technique classes in substitution for ballet shoes or bare feet. NO street shoes in any dance spaces.

STUDENT RESOURCES

ACADEMIC RESOURCES:

- *E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- *On-Line Students Complaints:* [View the Distance Learning Student Complaint Process.](#)

HEALTH AND WELLNESS:

- *U Matter, We Care:* If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- *University Police Department:* [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website.](#)

UF POLICIES + STUDENT RESOURCES

ONLINE PRIVACY STATEMENT:

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

COURSE EVALUATIONS:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner.](#) Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluer.com/ufl/. [Summaries of course evaluation results are available to students here.](#)

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center.](#) It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT:

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Honor Code.](#) Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

THIS SYLLABUS IS SUBJECT TO CHANGE

Students will be notified in advance of important changes that could affect grading, assignments, etc.

Syllabi are posted here: <http://arts.ufl.edu/syllabi/>