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## 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.

## 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**

Attend ALL Monday night meetings before and after UnShowings for BFA Showcase. You must also plan to attend all production meetings and technical rehearsals.

### **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, Tech, 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.

## 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

# 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 2021 Paper Deadline:

- By October 22 (Friday): You will have initiated a conference with your assigned advisor about paper by this date. Complete outline, abstract draft and finalized bibliography due to assigned mentor/reader.
- November 12 (Friday): First draft due to assigned advisor 5:00PM.
- December 3 (Friday): Second draft due to assigned advisor and any other mentor by 5:00PM. Third draft: If your advisor needs further edits, this would be accomplished during a timeline established between you and your advisor.
- December 10 (Friday), 2020: Final Paper turned in electronic copy to mentor and e-copy and presentable hard-copy to Dance Coordinator by 5:00PM.

\*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 1<sup>st</sup> 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**<sup>1</sup>; place extra explanatory notes in endnotes) (page numbers...)

(Depending on your approach to your creative research, as well as your 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.)

*\*\*NOTE FROM MENTOR: It is my intention to provide you with creative and scholarly support as you develop your Senior Thesis Project. To that end, please reach out to me via email or Canvas at any time to schedule meetings. Send me any video of your embodied research and/or writing that you wish to receive feedback on. Share your resources with me: what you are reading, watching, listening to, etc. Lastly, I invite you to view your choreographic work as the core research program of this project. The paper also plays a vital role in developing this research. Consider the two entities as collaborators. They intersect, interdigitate, and are in dialogue with each other consistently. Enjoy the process!*

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

# 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](mailto: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](mailto: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.bluera.com/ufl/](http://ufl.bluera.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/>