

# DAA 2610: Dance Composition One (BFA) | Fall 2021

**Day:** T/Th | **Time:** 12:50-2:45pm

**Physical Meeting Place:** SOC 2205 (O'Connell Center)

**Virtual Meeting Place:** Zoom (link shared on Canvas)

**Instructor:** Brianna Taylor (\*\*and Dr. Joan Frosch after 9/27)

**Office Hours:** by appointment on Zoom

**Email:** [btaylor@arts.ufl.edu](mailto:btaylor@arts.ufl.edu)

\*Email Policy: Use ONLY your **UFL.EDU** email account for e-mail correspondence related to class. Please include your name & class in the subject line or within the body of all correspondence.

**\*\*Please note:** Dr. Frosch will assume instructional responsibility for this course on 9/28 and this syllabus is subject to change at that time. All changes will be clearly communicated with as much advanced notice as possible.

## COURSE INFORMATION

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**Required Texts:** All required readings and video viewings will be posted to Canvas.

**Required Performances:** You are required to see two SoTD Dance performances, the BFA Showcase and Agbedidi, as well as Dance Area works-in-progress showings ("Unshowings"). Dates are listed below.

**Canvas:** This course is set up on Canvas (e-learning). All students must have access to Canvas on a regular basis to successfully complete the course. Assignments will be due via Canvas submission, as well as in person/on zoom (choreographic studies). Course schedule and timeline will be posted on Canvas. For help with Canvas, contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

**Statement on Materials and Supplies Fees:** None

### DAA 2610/DANCE COMPOSITION ONE COURSE CATALOGUE DESCRIPTION:

Introduces improvisation and composition with emphasis on process and movement elements. Solo choreography.

### INSTRUCTOR COURSE DESCRIPTION:

This course introduces ideas and possibilities for approaching dance making. I believe that choreography is a vast world that holds many pathways and opportunities for creative expression, and that there is no right or wrong way to make a dance. And, there are many tools to approach this process. I believe choreography is a practice, and that the more we make, the more we learn and grow. We will utilize improvisation as a practice and process towards connecting deeper to our authentic movement expression and creative voice. I will offer videos and readings to support our learning and locating ourselves in a greater history of choreographic practice and process. This class is also an opportunity to learn more about observing dance, to be able to describe it with statements of meaning and offer compassionate and constructive feedback to your peers. The goal is for you to complete the semester with a set of tools to carry with you on your dance making journey, and hopefully a deeper connection to your personal artistic voice and vision.

### CLASSROOM CULTURE

I believe dance, and dance making holds rich possibility to connect deeper to ourselves and to others, by way of expressing our lived experience as moving humans in the world. Dance, and dance making can also

be extremely intimate, personal, and vulnerable. Dance also often intersects with difficult and at times violent histories, and present experiences of inequalities related to race, gender, sexuality, class, ability and more,\* and can bring up feelings of discomfort as these complexities layer our collective learning. Discomfort can be an important part of our learning, and, needs to be held with compassion and respect. I am invested in creating a classroom culture that is compassionate and caring, supports deep listening and presence, and that feels safe for each of us to take risks to support our learning. Mutual respect and openness are paramount. I believe in co-creating our learning space, where we learn from and with each other. While we hold specific roles as teacher/student in this context, I consider myself always a student, recognizing I have as much to learn from you as you from me. And, as I teacher I also recognize my role to provide structure and support to uplift your learning process. It is important to me as an educator that we make community agreements, where we hold each other in mutual respect and accountability. I share some of my expectations here in this syllabus. I look forward to hearing about yours, and to co-creating our classroom community agreements and culture together.

\*\* (Gratitude to Rachel Carrico for her language to express these ideas.)

### **INSTRUCTOR STATEMENT:**

I carry with me a rich movement and dance making history that contemporary dance holds as a frame, which has also been deeply enriched by many forms such as West African and Afro-Cuban dance, Salsa, Flamenco, Butoh, Tai Chi, and Yoga. My teaching reflects an eclectic blend of my moving history, and I honor all of the teachers who I've had the privilege to learn from along the way. I will name these teachers where appropriate through our process, to the best of my ability.

**Syllabus Note/Disclaimer:** This syllabus represents my current plans and objectives. As we are navigating uncharted territory in light of COVID-19, there is a very real possibility for shifts and changes. The constitution of the class cohort, unforeseen events, and schedule changes may also dictate shifts. **Any amendment to the syllabus will be emailed to you, updated on Canvas, and be clearly stated in class.**

### **COURSE PURPOSE and STUDENT LEARNING OBJECTIVES:**

***During and upon completion of this course, students should be able to:***

1. Demonstrate the ability to engage in the creative work process of choreography through exploring, experimenting, improvising, abstracting, synthesizing, structuring, evaluating, editing, and refining.
2. Demonstrate the ability to create original/authentic movement appropriate to the concept/idea of the dance study/composition.
3. Identify and utilize tools of choreographic process and creative practice.
4. Connect to and develop a personal choreographic voice.
5. Engage in critical discussion/dialogue about choreographic works and be able to offer constructive feedback to peers.
6. Develop the ability to evaluate and assess your own creative efforts/investment and choreographic process.
7. Craft dances which demonstrate an understanding of concepts such as choreographic structure, dynamics, spatial design, rhythm/time and development of movement material.

### **TEACHING STRATEGIES:**

***To facilitate the Course Purpose and Student Learning Outcomes, as the instructor I will:***

1. Design a class progression that supports said learning objectives.
2. Provide instruction about choreographic ideas and possibilities through readings, discussion, video, and class activities/assignments/studies.
3. Observe your daily work in class and provide reflection for deepening your understanding of the

- learning goals as appropriate.
4. Offer honest feedback and assessment of classwork, choreographic studies, writings and discussions.
  5. Provide opportunities for experimentation and exploration.
  6. Provide opportunities for peer discussion and reflection.
  7. Encourage a compassionate class community where students can feel safe to take risks and make mistakes free from unneeded stress, judgment or harsh criticism.
  8. Be open and receptive to your feedback of my teaching, and ways I can better support your learning.
  9. Be available for individual appointments to discuss your learning efforts and progress in class.

## **COURSE ASSIGNMENTS AND ASSESSMENT**

*The expected learning outcomes for the course will be assessed through:*

### **Participation, Engagement and Co-Creation of Class Community (50%):**

Your active participation and engagement is **expected and essential** to your learning in this course. Active participation is based on the **continuous assessment** of the following:

- Showing up fully in body and mind
- Commitment to your creative process and projects, taking risks, stepping out of your comfort zone
- Active listening, participation in discussions, and giving/receiving feedback

### **Class assignments also fall under this category and will include:**

- Choreographic Studies
  - Investigative studies exploring different choreographic ideas/tools. More details to be provided. To be cultivated in and outside of class, shared in real-time or via video.
- Choreography Journal
  - You will keep a written and/or digital journal of your choreographic process, including reflections on topics discussed in class, feedback on your work, inspirations for your studies, etc. This may be in the form of stream of consciousness writing, drawings/doodles, poems, images, links to music/inspirational videos, newspaper articles, podcasts, etc., anything that inspires your work and your thoughts about your creative process.
  - To be collected throughout the semester.
- Concert and UnShowing Attendance

**Midterm (20%):** A deeper investigation of your first two choreographic studies, and 2-3 page reflection/assessment paper. More details to be given at mid-term.

### **Final (30%): Proposal/Worktime/Presentation/Reflection**

- A deeper investigation of your one or several of your choreographic studies, and 4-5 page reflection/assessment paper on your creative process. More details to be given at final.

**\*\*PLEASE NOTE:** The details of these grading policies will likely change slightly upon Dr. Frosch's return. Thank you in advance for your patience and understanding as we navigate her absence.

## **ONGOING ASSIGNMENTS, GENERAL GRADING CRITERIA AND GUIDELINES FOR SUCCESS:**

- Attend all classes in both body and mind and be fully present and engaged in the class.
- Maintain a positive, focused attitude towards your and others work in class.
- Fully attend to material presented and maintain a willingness to explore new ideas.
- Maintain a willingness to stretch beyond your comfort zone, take risks, and be open to new possibilities of choreography.

- Use each class period as a laboratory, and an opportunity to discover more about yourself, your learning and your creative process.
- Please respect the studio, your fellow dancers and the space you are occupying. The classroom is a community of learners and you should feel pride in enhancing the growth of that community through your awareness.

### GRADE SCALE

**Total: 100 percentage points**

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

**\*\*Your overall grade may be affected by your attendance record.**

### COURSE CALENDAR AND SCHEDULE

**\*\*\*a detailed calendar with assignment due dates will be provided separately and on Canvas**

#### IMPORTANT DATES:

**Monday August 23**

6:30pm-7:30pm | Dance Welcome Meeting

**Wednesday August 25**

6:30pm-8:30pm | Faculty Audition

**Thursday August 26**

6:30pm-8:30pm | BFA Seniors Audition

**Monday September 27**

6:30-8:30pm | Unshowing #1 (Tentative)

**Tuesday September 28**

11:15am-12:30pm | SoTD Town Hall (Zoom)

**Monday October 4**

6:30pm-8:00pm | Dance Open Conversation (Zoom) or

6:30pm-8:00pm | Unshowing # 2 (Tentative)

**Wednesday November 3**

1:30pm-2:45pm | SoTD Town Hall (Zoom)

**Wednesday November 3—Sunday November 7**

11/3-11/6 - 7:00pm BFA Showcase

11/7 2:00pm

**Monday November 8**

6:30pm-8:00pm | Dance Open Conversation (Zoom)

**Thursday November 11**

Veteran's Day, no class

**Thursday November 25**

Thanksgiving, no class

**Friday December 3—Sunday December 5**

12/3-12/4 7:00pm Agbedidi

12/5 2:00pm

**Monday December 6**

6:30-8:30pm | Final Unshowing  
**Tuesday December 7**  
Last day of class

## **COURSE POLICIES**

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### **Dress Policy:**

- Attire which is suitable for movement
- Hair needs to be out of the dancer's face (unless that is a specific choreographic choice)
- No hats (unless specific to choreographic study)
- No large jewelry, necklaces & watches
- No chewing gum

### **COVID-19 PRECAUTIONS AND INFORMATION:**

UF has increased in-person class offerings for the Fall 2021 semester and The School of Theatre + Dance (SoTD) welcomes more students back to campus. At the same time, COVID-19 cases are surging because of the new delta variant and the large numbers of people who are unvaccinated, setting new local and state records for hospitalizations. As a result, our methods for realizing classroom activities and productions will continue to look different. Below is a list of practices that the school is implementing to safely connect. The practices align with UF's Fall 2021 plan (<https://coronavirus.ufl.edu/>) and they will evolve as our community needs shift in response to the virus.

- **All people inside of UF facilities are expected to wear masks** in community spaces in buildings, including common areas in our office suites, when we are not in our individual offices or workspaces, **even if you are vaccinated.**
- **Your ONE.UF account must show a "Cleared for Campus" status** in order to attend in-person. I will check my roster before each class meeting.
- **Until Sept 10, this course will be offered in a synchronous hybrid modality (simultaneously on Zoom and in person).** You may attend via Zoom as much or as little as you want/need to until that date. After September 10th, we will reassess the need for this.

Students, Faculty, and Staff are trusted to foster healthy SoTD class and creative environments through adherence to the following guidelines:

- If you are not vaccinated, get vaccinated. If possible, **students should aim to be fully vaccinated but if unable, should strive to have at least one shot of the Pfizer or Moderna vaccine no later than August 22.** Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine wherever they are currently can still receive their second dose on campus.
- Students are welcome to use hand sanitizer or wash hands at the top of each class, rehearsal or production activity in shared spaces.
- 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.
- Participate in UF Health's Screen, Test, and Protect initiative by completing health screening questionnaires and by scheduling testing when prompted through One.UF.edu. Additional testing information is available at: <https://coronavirus.ufhealth.org/screen-test-protect-2/screen-test-protect-plans-spring-2021/>

- Wipes and sanitation supplies will be available to sanitize individual props, costumes, chairs, ballet barres, music stands, tables, individual projects etc.
- Dispose of personal trash in appropriate bags/containers.

**To accommodate students who must be online:**

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.**

**\*\*Barring the above circumstances, students are expected to be in attendance (either remotely or in-person) daily and to be on time.**

**SOTD ATTENDANCE POLICY:**

***For classes that meet two times a week:***

Students can take 2 absences with no penalty; no documentation is required for the first 2 absences as they are automatically excused. If the third absence is unexcused, it will result in 5% deduction from the final grade. Excused or unexcused, on the third absence, a meeting is required with the instructor and/or area faculty to assess the student's continued participation in the course. If the fourth absence and all subsequent absences are unexcused, each will result in an additional 5% deduction from the final grade. Opportunities to make up missed material for unexcused absences is up to the instructor's discretion and will be made available through virtual classes or online assignments.

**Any absence from class for the following reasons must be supported by official acceptable documentation to avoid a grade penalty:**

- Illness—doctor's note must be on official letterhead with address and phone number, noting the date and time of visit and diagnosis verifying that an absence from class is warranted, doctor name and signature
- Serious family emergencies
- Special curricular requirements (e.g., judging trips, field trips, professional conferences)
- Military obligation
- Severe weather conditions
- Participation in official university activities such as music performances, athletic competition or debate
- Court-imposed legal obligations (e.g., jury duty or subpoena)

**To help organize accommodations, students should inform the instructor by the end of the second week of classes of religious observances of their faith that will conflict with class attendance this semester.**

**UF Absence Policy**

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies, as follows:

**Source:** <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

- Students are responsible for satisfying all academic objectives as defined by the instructor. Absences count from the first class meeting.

- In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Other reasons also may be approved.
- You cannot participate in classes unless you are registered officially or approved to audit with evidence of having paid audit fees. The Office of the University Registrar provides official class rolls to Instructors.
- If you do not participate in at least one of the first two class meetings of a course or laboratory in which you are registered, and you have not contacted the department to indicate your intent, you can be dropped from the course. You must not assume that you will be dropped, however.
- The university recognizes the right of the individual professor to make attendance mandatory. After due warning, professors can prohibit further attendance and subsequently assign a failing grade for excessive absences.

#### **DANCE TECHNIQUE CLASS MAKE-UP POLICY:**

- You are responsible for all material covered during any absence
- There are no makeup options for absences for which you have not communicated with the professor.
- Absences from Written Exams, Quizzes, Mid-Terms, and/or Finals may only be made up with approved documentation
- To earn credit (amount of credit determined by the instructor) for an excused absence you must do two things:
  - Immediately after your return to class, turn in approved/legal documentation to instructor. If you need the original documentation, the instructor will accept copies.
  - Make-up the class with an approved assignment submitted on the required date. If the assignment is to attend another class as a make-up, it must be the same technical level, or lower; student must request permission of that instructor.

In the UF Dance Program, three unexcused absences will reduce your grade one-letter grade (i.e., from B to C). Each subsequent unexcused absence lowers your grade by half letter grade (i.e., from C to C-). Five unexcused absences may result in automatic failure of the course. A student with medical documentation may apply to UF for Medical Withdrawal.

Please consult the following sites for UF's physical and mental health resources:

<http://shcc.ufl.edu/> (Student Health Care Center)

<http://shcc.ufl.edu/forms-records/excuse-notes/> (excuse note policy)

<http://dso.ufl.edu/> (Dean of Students)

#### **STUDENT INJURY AND ILLNESS POLICY:**

The Dance Area of SoTD believes that dance student's physical and mental well-being is paramount to success in all arenas of their dance training, from class to the stage. In the case of injury, fostering a productive and holistic response insures a speedy and effective recovery.

**FIRST:** Please contact the Dance Wellness Clinic through the Canvas site. The protocol for accessing appointments is here: [https://ufl.instructure.com/courses/414412/discussion\\_topics/2671475](https://ufl.instructure.com/courses/414412/discussion_topics/2671475)

Also: email Kirsten kcunha@ufl.edu for assistance

If the dance student becomes ill or injured to the degree that they cannot attend and participate in dance classes, SoTD sponsored rehearsals, or performances, the 5 steps of the dance student injury and illness policy are to be followed:

1. The student is required to see a health care professional immediately.



2. If the illness or injury prevents the student from participation in dance class, rehearsal, or performance, the student is to request documentation from the health care professional that explicitly projects the duration of the injury, and/or the amount and type of activity recommended for the welfare of the student.
3. Following the appointment with the health care professional, the student is required to bring medical recommendations and related documentation to the attention of his or her instructor(s), choreographer(s), or director(s) as the basis for discussion.
4. Unless otherwise medically advised, the student is prohibited from active participation in all related UF dance activities, classes, events, performances, etc. The student may not personally select one activity as having a higher priority over another. The student is not to dance in any events, activities, performances or rehearsals if the student is not in dance class. If the infirmity culminates in a medical withdrawal, this is also a withdrawal from all performance related activities.
5. The student is never allowed to sacrifice classroom participation for the demands of a performance. The student will not be allowed to participate in a performance if they miss dance class due to an injury. The student is expected to follow the student injury and illness policy even if performances take place beyond the scope of SoTD, as with another UF, professional, or community performing group, etc.

### **STUDENT ON-LINE EVALUATION PROCESS**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. 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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### **UF POLICIES AND RESOURCES:**

#### **UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES:**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure 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 (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. 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.

#### **COUNSELING AND WELLNESS CENTER CONTACT INFORMATION:**

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

#### **ETIQUETTE/COMMUNICATION COURTESY:**

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats.



**Getting Help:**

If applicable: For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at: (352) 392-HELP (352-392-4357) - select option 2, <http://helpdesk.ufl.edu/>

**Please take advantage of these services:****Campus Resources:**

- 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 <https://umatter.ufl.edu/> to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit [counseling.ufl.edu/](http://counseling.ufl.edu/) 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 <https://shcc.ufl.edu/>
- University Police Department: Visit <https://police.ufl.edu/> 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; <http://ufhealth.org/emergency-room-trauma-center>

**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 <https://career.ufl.edu/>
- Library Support: <https://cms.uflib.ufl.edu/> ask 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. <https://teachingcenter.ufl.edu/>
- Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>
- Student Complaints On-Campus: <https://sccr.dso.ufl.edu/>
- On-Line Students Complaints: <https://distance.ufl.edu/student-complaint-process/>

\*\*\*If you have **ANY** questions about the syllabus don't hesitate to ask me at any time during the semester. I look forward to co-creating and learning