

## DAA 3108: Contemporary Dance Practice 3

Fall 2025 | Section: 2308 | M / W 10:40a – 12:15p | CON G006

**Instructor of Record:** Alex Springer  
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**Office Location:** Room 233, Nadine McGuire Theatre + Dance Pavilion  
**Office Hours:** T/R 9-10a or by appointment.  
**Office Phone:** 352-273-0511

**Syllabi** can be found here <http://arts.ufl.edu/syllabi/>

**Lab Fees** can be located at <http://aa.ufl.edu/policies/material-and-supply-fees/>

**Canvas (e-learning):** <http://elearning.ufl.edu>

**Email Policy:** Use ONLY your UFL.EDU email account for e-mail correspondence related to class.

### DAA 3108: CONTEMPORARY DANCE PRACTICE 3 COURSE CATALOG DESCRIPTION:

Experience in intermediate level technique, readings, observations, and movement exploration exercises. Credits: 2; Prereq: audition.



## COURSE DESCRIPTION

Contemporary Dance Practice 3 aims to develop a rigorous movement practice from which we can experience dynamic creative expression. This course is a continuation of the concepts taught in other movement classes and will build upon the foundations each student brings to the contemporary form. Contemporary denotes a “now-ness” and will take shape around the community gathered. Warm-up exercises focus on weight shift, broad kinesthetic awareness, generating heat for endurance, strength, and stability, and intelligent anatomical alignment and engagement in preparation for complex phrase material. These and all exercises draw upon Springer’s experiences within the contexts of post-modern concert dance, release technique, improvisation, partnering, West African dance, Hip Hop, Bartenieff, Qi Gong, and Yoga. Personal improvement will be assessed individually based on comfort with movement material, expression, willingness to take risk, and creative investigation. Collectively, we will honor and welcome what each person in the space brings to the community’s experience. This class is meant to be a time for play, exploration, and sharing each other’s many wisdoms.

**Recommended Equipment:** knee pads, water bottle, notebook

**Required Reading:** TBA; all materials will be made available on Canvas.

## COURSE OBJECTIVES

Upon completion of this course, students will have gained:

- Foundational understanding of alignment, conditioning, and kinesthetic awareness for reliable and efficient dancing.
- Sense of proprioception and attention on full body integration.
- Increased flexibility, strength, and range of motion.
- Awareness of musicality, rhythm, dynamics, and varied quality in movement.
- Higher proficiency in learning, retaining, and performing movement material.
- Sensitivity to music, environment, and imagery as they pertain to movement investigation.
- Ability to rigorously explore creative expression and individuality in all exercises.
- Experience collaborating with fellow students in a variety of contexts.
- Confidence to contribute to class discussion regarding the collective practice.
- Sensitivity to the community in practice together.
- An understanding of dance as a part of everyday life and culture.

## STUDIO PROCEDURES

**Proper Attire:** You should come dressed ready for class and able to move freely and comfortably. Long pants are best and knee pads are highly suggested. It is recommended that you do not wear jewelry that will impede your ability to move or put you or others at physical risk.

**Water + Food:** Be sure to bring a water bottle to class. Make sure you eat a well-balanced meal or snack before and after class. Please do not eat while in class or chew gum.

**Device Usage:** The studio is a place for focus and engagement, a precious time to be screen-free. Please leave your cell phones, tablets, computers, iPads, Apple Watches, etc. in your bags and on silent unless we are using them for classwork. If you need to be reachable by phone for any reason, let me know in advance of class.

**Lateness and leaving early** are also detriments to your progress. If you are late or leave early, it is your responsibility to communicate with the professor accordingly before/after class. Chronic tardiness or early departure will require an individual meeting with the instructor to discuss strategies moving forward. See attendance policy below.

### RESPECTFUL LEARNING ENVIRONMENT

In order for us all to have a transformative, energetic, and generous experience, we will agree to *participate* in creating a respectful environment. We do so by:

- Showing up for yourself and others.
- Listening fully to each other at all times.
- Taking time to reflect before responding or reacting.
- Demonstrating personal motivation and lifting up those around us. Offer positive feedback to each other.
- Asking questions and contributing to class discussion.
- Collaborating equitably.
- Showing gratitude for community.
- **Communicate.** Please email me with any *and all* concerns, questions, and needs as they arise.
- + *YOUR SUGGESTIONS!* We will create, discuss, and compile community agreements specific to our group. We enter this space with various experiences and perspectives, together seek to create the safest space possible to learn, thrive, and grow.



### CULTURE OF CARE:

I propose we adopt a **culture of care** in all our endeavors. Care affects how we interact with ourselves, one another, and the space we share. Care invites more patience and generosity. Care can ensure our personal and collective safety, well-being, and development. I invite us to practice radical empathy and hospitality to cultivate an atmosphere where we can all feel welcome to enter and participate.

*"Not causing harm requires staying awake. Part of being awake is slowing down enough to notice what we say and do."*  
-Pema Chödrön

## COURSE EXPECTATIONS + GRADING

### (1) PROJECTS + RESPONSES (40% or 400 points)

- **Contemporary dance statement** (25 points): write a 2-page statement about how you currently define contemporary dance.
- **Responses #1-4** (15 points each / 60 total): create responses via different modalities (writing, speaking, drawing, moving, etc) to various contemporary performances and readings we encounter together.
- **Discussion boards #1-2** (15 points each / 30 total): make a post and dialogue with your peers in response to discussion thread.
- **Self-evaluations** (10 points each / 20 total): fill out the self-evaluation rubric and complete a self-reflection essay.
- **Midterm Project** (100 points): augment a base phrase in reflect an assigned choreographer's essence. You will also be required to submit a short research paper on your artist.
- **Peer revision** (15 points): read and offer feedback on one of your colleague's Contemporary Dance statements.
- **Contemporary dance statement revision** (75 points): write a 2-page statement about what contemporary dance is to you.
- **Final** (75 points): Perform the final movement phrase in-class (25 pts), at the CDP Culture share (25 pts), and submit a video of a contemporized version of it.

## (2) CONTINUOUS ASSESSMENT OF GROWTH + DEVELOPMENT (60% or 600 points)

You will receive two Growth + Development scores, each worth 300 points (600 total), at midterm and end of semester. The following areas are used by faculty to assess student progress throughout the semester:

- **Artistry:**
  - *Musicality and Rhythm*—Student understands timing in movement and movement phrasing
  - *Performance Quality*—Student can execute movement with confidence
- **Embodiment:**
  - *Kinesthetic Awareness*—Student demonstrates an understand a foundational level of anatomical/kinesiological approaches in movement practice, including a comprehension of proprioception, spatial awareness, healthful alignment, and personal range of motion.
  - *Movement Execution*—Student can safely and accurately execute movement of simple to moderate complexity.
  - *Energy and Conditioning*—student can utilize and develop a foundational level of strength, flexibility, endurance, and muscular stabilization and support.
- **Communication:** Student exhibits an ability to speak from the self and their own experience, while being respectful of others and demonstrates the ability to articulate questions with clarity.
- **Community Engagement:** student takes care of the space as outlined in handbook/syllabus; demonstrate commitment to a collaborative learning environment by expanding one's willingness to work with all classmates versus a select few as the course progresses.

### EXTENSIONS FOR ASSIGNMENTS:

Please do your best to submit work on time. I understand that there will be extenuating circumstances and ask that you contact me at least **24 hours in advance** of the due date to arrange for an extension. I respect you and your time and know that sometimes flexibility is needed to do your best work. Please respect me by honoring these timeframes which will allow me adequate time to review your work and give thorough individual feedback.



### ATTENDANCE/PARTICIPATION

It is your responsibility to be an active participant in this course. Be generous, inquisitive, and motivated. Speak up and be an eager contributor to conversations and peer to peer discussions.

While “active engagement” can hard to quantify, demonstrated engagement with the readings and regular constructive contributions to class discussions will improve your grade; absence, disruptive behavior, or lack of participation will count against your grade; **three late arrivals will count as one absence.**

Remember that a) you cannot participate if you are not in class and b) attendance alone does not constitute active participation; if you have difficulty speaking up in class, talk to me privately about this early in the semester.

**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 third 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 other classes and/or 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.

**Lateness and leaving early** are also detriments to your progress. If you are late or leave early, it is your responsibility to communicate with the professor accordingly before/after class. Chronic tardiness or early departure will require an individual meeting with the instructor to discuss strategies moving forward.

If you must **observe** class due to injury or illness, you will be required to write an observation analysis that must be submitted at the end of class.

In addition to attending all classes, attendance is required at the following performances. You will provide proof of attendance within one week after viewing the production via response assignments.

- *Pilobolus*: Oct 14
- *YDW Welcome Concert featuring Urban Bush Women @ SF Fine Arts Hall*: Oct 23
- *Agbedidi*: Nov 20-23

## GRADING GUIDELINES FOR DANCE TECHNIQUE COURSE *\*Developed in part by Jan Erkert, University of Illinois*

**A or A- (Excellent):** The student's work demonstrates technical advancement that excels and pushes results beyond what is requested. Excellent is for students who demonstrate an enthusiasm and commitment to learning and a willingness to take movement risks and integrate corrections. Excellent students demonstrate their best at all times and exceptional growth in the objectives of the course. An excellent student is capable of dancing at a legibly higher level at the end of the semester than when the semester began, working to the best of their ability, class after class.

**B+, B, B- (Good):** The student's work fulfills the expected goals indicated in the syllabus, handouts, and in-class instructions. Good is for students who do their work consistently and with care, show dedication and a willingness to take new steps, show concentration and strong work habits. These students demonstrate increased accomplishment of some skills during the semester.

**C+, C, C- (Average):** The student's work fulfills most of the expected goals indicated in the syllabus, handouts, or in-class instructions. Average is for students who do their work and actively participate in class, but rarely push themselves to a new level. Even though present in class, a C student does not command to be seen. Having accomplished some skills during the semester, both the student and the teacher know that their work could be better. Work habits are inconsistent. An average student can accomplish more.

**D+, D, D- (Poor):** The student's work fulfills few of the expected goals and shows little understanding of the process. Poor is for students who have not done their work regularly. Lacking the necessary energy or rigor for the course, this student shows very little improvement. Consistently coming late or often absent, a poor student is not interested in improving their dancing.

**E (Failing):** The student's work fails to demonstrate an understanding of the goals or the process involved. Failing is for students who miss many classes, are regularly tardy, and/or who sit out so much that there is no basis from which to grade. Failing students regularly display disinterest in the material as presented by the instructor and/or lack mature work habits and therefore achieve little success class after class.

### PERCENTAGES

Continuous Assessment of Growth and Development	60%
Projects + Readings	40%
<b>TOTAL</b>	<b>100%</b>

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

### LETTER GRADES

A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
F	Below 63

# COURSE SCHEDULE

WEEK	MONDAY	WEDNESDAY	ASSIGNMENT - Due Sundays at 11:59p
2	<b>Aug 25 - Alex away on research</b> Watch <a href="#">video</a> and upload response	<b>Aug 27 - Alex away on research</b> Guest class (TBA)	Write Contemporary Dance Statement. Get tickets for <a href="#">Pilobolus @ UFPA</a> and <a href="#">Urban Bush Women @ SF-FAH</a>
3	<b>Sept 1 - Labor Day No Class</b>	<b>Sept 3</b>	Read <i>When is Contemporary Dance?</i> by SanSan Kwan. Post on Discussion Board #1
4	<b>Sept 8</b>	<b>Sept 10</b>	Response #1: TBA
5	<b>Sept 15</b>	<b>Sept 17</b>	Submit Contemporary Artists to Discussion Board #2
6	<b>Sept 22</b>	<b>Sept 24</b>	Self Evaluation: Video
7	<b>Sept 29</b>	<b>Oct 1</b>	Self Evaluation: Survey
8	<b>Oct 6</b>	<b>Oct 8</b> Midterm Meetings	work on Midterm project
9	<b>Oct 13</b> Midterm Presentations in-class	<b>Oct 15</b>	Response #2: <i>Pilobolus</i>
10	<b>Oct 20</b>	<b>Oct 22</b>	Response #3: <i>Urban Bush Women YDW Welcome Concert</i>
11	<b>Oct 27</b> Guest class with Bates Dance Festival	<b>Oct 29</b>	Midterm reflection papers
12	<b>Nov 3</b>	<b>Nov 5</b>	Begin work on Final and complete Contemporary dance statement revision.
13	<b>Nov 10</b>	<b>Nov 12</b>	Begin work on Final and complete Contemporary dance statement revision.
14	<b>Nov 17</b>	<b>Nov 19</b>	Complete peer revisions, work on Final. Response #4: <i>Agbedidi</i>
15	<b>THANKSGIVING</b>	<b>BREAK</b>	Revised Contemporary Dance Statement and Final
16	<b>Dec 1</b> Share Final movement phrase in-class	<b>Dec 3</b> CDP Class Culture Shares	Submit revised Contemporary Dance Statement and video of final phrase by 12/8.



# DANCE CALENDAR – FALL 2025

Anything in **RED** is required for this course. Failure to attend an event will result in a 2% reduction in your grade. How you show up matters!

## August

- 21 First day of classes  
SoTD Convocation / 4-5pm in Reitz Auditorium  
**Welcome Meeting + Incoming Student Orientation @ 6:30pm in G6**
- 25 Agbedidi Auditions @ 6:30pm in G6 / UBW Co-Lab Submissions Due
- 27 Drop/Add Deadline
- 29 BFA Senior Concert + Student Projects Auditions / 6:30pm in G6

## September

- 1 Labor Day – NO CLASS
- 10 BA Welcome Meeting
- 24 Gathering Scores / 12pm at CAME: [More Information](#)
- 27-Oct 3 Shakia Barron Auditions + Residency (TBD)

## October

- 11 Harn Museum of Dance (TBD)
- 14 **Pilobolus at the Philips Center**
- 17 Homecoming – NO CLASSES
- 20 **Fall Senior UnShowing #1 (BFA Seniors)**
- 21-23 Urban Bush Women Collab Lab Residency
- 21 UBW Collab Lab 7:10-9:40p Rehearsal at UF
- 22 UBW Collab Lab 5-7:30pm Rehearsal at Santa Fe
- 23 **YDW Welcome event hosted by UBW at 8pm with Collab Lab Performance**
- 24-25 Young Dancers Workshop classes at UF (9a-4p)
- 25 Young Dancers Workshop Showcase performance at SF
- 27 **Fall Senior UnShowing #2 (BFA Seniors)**

## November

- 7 BFA Dance Area Auditions
- 8 Harn Museum of Dance Alternate Date (TBD)
- 11 Veteran's Day / No Classes
- 12 Agbedidi Tech Rehearsals begin
- 20, 21, + 23 **Agbedidi**
- 24-28 Thanksgiving Break / No Classes

## December

- 1 Global Dance Perspectives Mini-Conference @ 8:30am in G6 + 219  
ACDA Adjudication @ 6:30pm in G6
- 2 CBP + CAADDP Class Culture Sharings (during class periods)
- 3 Last day of classes  
Global Dance Perspectives Mini-Conference @ 8:30am in G6 + 219  
**CDP Class Culture Sharing (during class period)**  
**Final UnShowing (creative classes; research projects; WIPs) @ 6:30pm in G6**
- 4-5 Reading Days
- 8 CRAs with first-year dance majors (transfers included)

# UF POLICIES

## 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/](http://ufl.bluer.com/ufl/). [Summaries of course evaluation results are available to students here.](#)

## 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.

## 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.

## IN-CLASS RECORDING:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

# 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 + WELLNESS RESOURCES

- *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](#).
- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

### CONTENT WARNING:

In this course, we will cover content and materials that some may find difficult. It is important that in an artistic practice course we do not shy away from engaging with materials that may be controversial or challenging. I will do my best to give you advance notice when specific materials or content covered may contain images, language, or perspectives that some may find difficult, and I encourage you to reach out to me if you are struggling with the course materials. In class, if you need to step away for a period of time as we are covering particular content, you may do so without penalty, but I ask that you remember that you are responsible for any information covered in your absence.

***\*THIS SYLLABUS IS SUBJECT TO CHANGE\****

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