

DAN 4959: BFA Senior Project – Choreography SPRING 2024

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

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

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.

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 showing and feedback process to receive feedback from faculty mentors and peers.
- The Senior is provided with the opportunity to work with a faculty mentor to help you explore the full potential of your choreographic voice.
- The Senior is provided with the opportunity to finalize and articulate your creative process through the final paper.

Expectations:

- As your mentor, I would like to attend one rehearsal before your next UnShowing. Please apprise me of your adapted Spring rehearsal schedule. If not possible, I want to attend one nearly immediately after.
- I am available to discuss any questions about feedback and any other aspects of the work (music, costuming, props, sound, etc.) as needed.
- As soon as you get your tech schedule, please let me know so I can arrange to be there if needed. I am happy to help with lighting process and ideas.

Evaluation

Spring Semester – SP mentor is responsible for 60/100 points

<i>Points</i>	<i>Area</i>	<i>Supervisor</i>
<i>(deductions only)</i>	Attendance	Coordinator
20	Choreographic Project Completion	Mentor
40 pts	Senior Project Paper	Mentor
40	Showcase Overall	Coordinator
<i>100 pts</i>	<i>Total</i>	<i>Grade submitted by Coordinator</i>

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

Consider the following to write paper:

	SATISFACTORY	UNSATISFACTORY
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.

STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

Attendance

Attendance at cohort meetings is expected. Absences will affect your grade but also possibly perceptions of your professionalism and collegiality. Showcase Director is responsible for this grade.

Choreographic Process/Project

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.

Choreography Rubrics					
<i>Structure</i>					
	1	2	3	4	5
Choreographic structure is coherent.					
Choreographic idea is clearly articulated.					
Principles of composition are used.					
<i>Artistry</i>					
Performers are engaged in execution.					
Choreography shows adequate level of movement invention.					
Choreography is engaging and nuanced.					

Senior Project 'Thesis' Paper

The Senior Project paper is the final phase of your Senior Project, is the articulation of your research, and should include the following:

- Abstract
- Introduction
- Review of Literature
- Methodology

- Conclusion: Outcomes, Reflections, and Future Directions

Spring 2024 Paper Deadlines*:

February 2 – Abstract and Introduction are due by 11:59pm.

March 1 – Review of Literature is due by 11:59pm

March 29 – First Draft of paper is due by 11:59pm

April 19 – Final Draft of paper is due by 11:59pm

Thesis Paper Rubrics					
<i>Content</i>					
	1	2	3	4	5
Paper shows adequate level of research.					
Paper clearly describes how research supports choreographic work.					
Paper clearly presents student's ideas, perspectives, and points of view.					
<i>Format</i>					
Paper presents sections as determined in Research Paper Format.					
Paper follows MLA writing style.					
Paper uses adequate level of grammar and punctuation.					

*Mentor may discuss any alterations on deadlines with you due to extenuating circumstances.

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. This usually requires adapting or reconfiguring a portion of your creative research into a focused research topic. Typically, the Senior Project paper, by itself, is not acceptable for this level of consideration. High/Highest honors papers also require a faculty mentor, as well as a second reader. If you are interested in this process, the first, adapted draft of your Honors Thesis would need to be due MUCH SOONER than this timeline. I am happy to discuss.

RESEARCH PAPER REQUIRED FORMAT

1. Formatting and Style

- Use MLA Formatting and Style Guide
- Two great online resources for MLA formatting:
 - <https://owl.english.purdue.edu/owl/resource/747/01/>
 - <http://content.easybib.com/citation-guides/mla-format/>
- Please note for them that for the paper you will have additional requirements beyond MLA, including title page, acknowledgments, etc.

2. Required Components

- **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) (optional)
- **Acknowledgements** (roman numeral iii). Whose help, support, or guidance helped you complete this project? Acknowledge those people here.
- **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 (start numeral 1)
- *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) - Demonstrate your knowledge of what has been done before related to this topic.
- Two-page **Methodology** section describing the research process you undertook
- 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.
- Two-page **Outcomes, Reflections, and Future Directions** section, summarizing the most salient outcomes of your project and possible future directions of your research/project.
- 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?
- Optional: Visual Resources
- Works Cited in **MLA** (Note you will use simple in-text citations as per **MLA**; place extra explanatory notes in endnotes)

Spring '24 Dance Calendar – tentative and subject to change. Faculty meetings & retreats, Open Discussions, and CRA dates still to be determined.

JANUARY

- 8 – 1st Day of classes, welcome back meeting @ 6:30pm, G6
- 9 – Spring into Dance Auditions from 6:30-9:30pm, G6
- 15 – MLK Day, no classes
- 22 – UnShowing #1, 6:30-9:30pm in G6
- 23 – Parsons Dance @ Phillips Center, 7:30pm
- 26 – BFA Auditions
- 29 – UnShowing #2, 6:30-9:30pm in G6

FEBRUARY

- 5 – Possible Dance Open Conversation, 6:30-8:00 in G6
- 16 – Masterclass visit with Bharatanatyam artists (CAME)
 - SoTD Town Hall, 10:45am-12:15 pm on Zoom
- 11-13 – BFA Showcase Spacing rehearsals
- 14-16 – BFA Showcase Tech rehearsals
- 18-20 – BFA Showcase final Tech and Dress rehearsals
- 21-25 – BFA Showcase
- 23 – 12:50-2:45: Halifu Osumare guest lecture (during Dance History)
- 26 – Dark Day – NO DANCE MAJOR CLASSES
- 27 or 29 – Bagels and Ballet, 10-11 AM (tentative)

MARCH

- 4 – Possible Dance Open Conversation, 6:30-8:00 in G6
- 5 – Step Africa @ Phillips Center, 7:30pm (alumnus Ariel Dykes is in the company!)
- 11-14 – ACDA in Brenau University, Gainesville, Georgia
- 9-17 – SPRING BREAK
- 19 – Adia Whitaker Master Class, 3:00pm G6
- 25 – UnShowing #3, 6:30-9:30pm in G6

APRIL

- 1 - All classes and rehearsals in G6 move to Constans Stage
- 7-10 – Spring Into Dance Spacing Rehearsals
- 11 – Crew Watch Spring Into Dance
- 12 – Spring Into Dance Tech #1
- 14-15 – Spring Into Dance final Tech rehearsals
- 16 & 17 – Spring Into Dance Dress Rehearsals
- 18-21 – Spring Into Dance
- 22- Dark Day – NO DANCE MAJOR CLASSES
 - All classes and rehearsals resume in G6
- 23 – Ballet Trockadero de Monte Carlo @ Phillips Center, 7:30pm
- 24 – Last Day of Classes
 - Senior Circle, 12:10-12:30pm in G6 [TBD]
 - SoTD Convocation, 4-5pm in Black Box Theater
 - Final UnShowing/ BA Senior Project Symposium, 6:30-9:30pm in G6
- 29 - CRAs – Graduating Seniors – Times TBD (tentative)

Critical Response Appointments for Fall Semester TBD (will be communicated later in the semester):

BFA seniors graduating and all Dance majors: it is your responsibility to know your schedule. These are required meetings.

UF POLICIES

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.

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 gatorevals.ua.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 via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

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 911 for emergencies.

Netiquette: 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, 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/ 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>

ADDITIONAL MENTAL HEALTH RESOURCES:

1. UF has an Equal Access Mental Health Clinic that has a Free Therapy Night every Monday night that UF is considered open. Here is the FB page through which one can book appointments as well: <https://www.facebook.com/equalaccessclinic/>

2. The UF School of Medicine Equal Access Clinic website is here and has the above mental health services as well as specialized Women's and LGBT medicine: <https://equalaccess.med.ufl.edu/specialty-clinics-classes/>

3. Alachua County Crisis Center web site: <https://alachuacounty.us/depts/css/crisiscenter/pages/services.aspx> Offers Crisis Counseling as well as a Mobile Response Unit that attends to severe mental health crises.

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 <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/>

Note on 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 guest 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.