

# DAA 1000: FUNDAMENTALS OF DANCE | SPRING 2025

## COURSE INFORMATION

**Day:** M/W | **Time:** 12:50-2:45pm  
**Place:** Stephen O'Connell Center (SOC) 2205  
**Instructor:** Brianna Taylor  
**Office Hours:** by appointment on Zoom or before class  
**Email:** [btaylor@arts.ufl.edu](mailto:btaylor@arts.ufl.edu)

**Note:** Classes in the O'Connell Center often get moved due to events. Please check your Canvas announcements frequently to get alerts on room changes.

**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/>

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

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

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

**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. Class announcements, course schedule and timeline will also 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).

**Course Content Attestation:** Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor. The instructor is only responsible for these instructional materials.

## COURSE INTRODUCTION AND DESCRIPTIONS

Welcome! I am excited to dance with you and co-create our learning community! In this class I will offer movement practices and explorations inspired by my eclectic dance training and movement history, along with complimentary projects, readings and videos to uplift your learning of the scope of concert dance. A typical class will include a few moments for community check in and personal centering, grounding and warming practices, along with learning movement as well as discussions in relation to the style of dance we are focused on. We will occasionally watch videos in class, work collaboratively, and hopefully have fun! We will work together to create a space that honors our community and collaboration, celebrating the uniqueness each of us brings, supported by deep listening to self and others, physical rigor, focus, playfulness, and the desires of each of YOU as part of the learning community.

**CATALOGUE DESCRIPTION:** Practice and principles of fundamentals and stylistic characteristics common to dance styles from what is considered the western canon such as ballet, concert jazz, and modern as well as other popular, commercial, and social dance forms. **3 credits**

**Fundamentals of Dance** is designed to provide accessibility to the world of dance for all students - novice or pre-professional. Along with learning the principles of the dance techniques, you will discover the rich heritage, challenging discipline, diverse aesthetic, as well as your place in the vast spectrum of dance. There is truth in advertising – as once you are successful in this class, these fundamentals become the basis for achieving excellence in higher levels and making informed connections with how this art interacts with your life. The following objectives provide the direction for the course:

## COURSE OBJECTIVES AND TEACHING STRATEGIES

## COLLEGE OF THE ARTS MISSION STATEMENT:

This course aims to meet the call of the College of the Arts Mission Statement.

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.

## COURSE OBJECTIVES:

- To provide students with the history, basic techniques, and contemporary references relevant to accessing a basic understanding of dance.
- Enhance the mind/body connection through the application of sound biomechanical principles as they relate to dance, such as practicing proper alignment, learning basic human anatomy, and learning of alternative approaches to movement study. This knowledge will be directly applied to the various styles of dance learned in class.
- Practice elements of performing and explore performance quality, discovering your own potential and personal style while developing your kinesthetic memory.
- Experience, discuss and write about dance performances.

## TEACHING STRATEGIES:

*To facilitate and promote the Course Objectives, as the instructor I will:*

1. Design a class order, progression, and exercises that develop and support said learning objectives.
2. Encourage a sustainable and compassionate class community where students can take risks and make mistakes free from unneeded stress, judgment or harsh criticism.
3. Demonstrate and embody class material as clearly as possible attending to specific details and qualities I would like to see.
4. Explain concepts and answer questions thoroughly.
5. Observe your daily work in class and make recommendations for improvement in achieving learning goals through group and individual assessments.
6. Provide honest and specific assessment and clear communication in class and through email and Canvas correspondence.
7. Provide space and time in class for questions and working through concepts including practicing peer assessment and verbal reflections.
8. Be available for individual appointments in which we may discuss your learning efforts and progress in class.

**CLASSROOM CULTURE OF CARE:** I invite that we integrate a culture of care in this class (and beyond). For me dance holds so much possibility for connection and growth, as it provides a frame to hold the eclectic nature of our lived embodied experience, both in various styles of dance, and as a moving being in the world. I am interested in your lived embodied experience, as much as I'm excited to share with you mine. I am invested in creating a classroom culture where we learn from and with each other, hold each other with care, as well as with accountability to respect each other and the space we occupy. While we hold specific roles as teacher/student in this context, I'd like to consider myself always a student, recognizing I have as much to learn from you as you from me. Together we will create community agreements, where we all 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.

## **COURSE ASSESSMENT AND ASSIGNMENTS**

Your proficiency with the learning goals to the degree appropriate for this course will provide the primary basis for

calculating your final letter grade. Your attendance record, daily class work, written assignments/reflections and overall progress will also contribute to your final grade.

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

1. **Classwork and Participation (45 points):** Your active participation and engagement is expected and essential to your learning in this course, will make up the majority of your grade. Students are expected to be fully present in class unless they are unwell. **Participation is a demonstration of involvement and commitment to learning, a willingness to be on time and present in class, and to contribute in class discussions and group work. Being prepared to discuss readings in class is a part of this grade as well.** As we cultivate our studio practice, we will critically evaluate our thoughts, opinions, and assumptions. As a learning community, I ask that we collectively invest in an environment in which all class members feel empowered to physically and intellectually take risks, ask questions, experiment, and grow.
  - **LATE POLICY-** If a student arrives to class after the start time, the student will be considered tardy. Each tardy will result in a 1-point deduction. If a student is more than ten minutes late for a movement-based class, they should receive instructor permission to observe class.
  - **ATTENDANCE POLICY-** 2 absences allowed. See more details below.
  - **OBSERVATION PAPERS-** Observing class is only acceptable if the student is ill, injured, or more than 15 min tardy and gets instructor permission. If the student is observing class, they should take observation notes to receive participation credit, due by the end the class period in person or via email. **These notes should not be a regurgitation of the steps performed in class but rather observations of what you learned as a witness to dance.** ONE observation day is allowed (\*extenuating circumstances, illness or injury will be discussed on a case by case basis).
2. **Introduction Letter or Video (3 points):**
  - A 1-2 page reflection/letter to me OR a video response, sharing information about your movement history, interests and goals for this class. Details to be provided on Canvas.
3. **Discussion Forums (12 points):**
  - Four Canvas discussions (3 points each) reflecting on course readings, videos and prompts, in support of your learning of concepts in this course. Details to be provided on Canvas.
4. **Reading Quizzes (10 points):**
  - Two quizzes (5 points each) covering course reading materials. Details to be provided on Canvas.
5. **Midterm (10 points):**
  - Movement study/choreography project and 2-3 page reflection/assessment paper. We will also meet one-on-one for midterm conferences (required). Some class time will be offered. More details to be given at mid-term.
6. **Concert Attendance and Performance Review (5 points):**
  - Attend ONE live dance performance and write a thoughtful reflection (approx. 1-2 pages) highlighting what stood out to you about the movement, performance, and overall presentation, in relation to concepts and your learning in this course. Be prepared to share something you learned and/or were inspired by in class following the performance you view (some options listed on the calendar below).
7. **Final (15 points):**
  - Research and Group Choreography project, and 3-4 page research and reflection paper. Some class time will be offered. More details to be given on Canvas.

**ONGOING ASSIGNMENTS 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 work in class.
- Fully attend to movement material presented and maintain a willingness to experience and explore new ways of moving.
- Be present in the classroom at all times through practice, exploration and observation. It is important to note that we can learn a great deal from observing others.
- Use each class period as a laboratory, and an opportunity to discover more about yourself and your learning process.
- Please respect the studio, your classmates and the space you are occupying. The classroom is a community 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 score may be affected by your attendance record.**

## **IMPORTANT DATES | COURSE CALENDAR**

### Course Calendar Outline | DAA 1000 | Spring 2025

*\*\*this calendar reflects my current plans. Subject to change if necessary to support the flow of our collective learning.*

<p><b>Week 1:</b></p> <p><b>Introductions, Creating Community and Dance Foundations</b></p>	<p><b>Monday 1/13</b></p> <p>Introductions Syllabus/Class Details Community Agreements Movement Explorations</p>	<p><b>Wednesday 1/15</b></p> <p>What is Dance? The elements of Dance + The Body in motion: Discussion + Practice</p> <p>Personal Movement culture/history</p> <p><b>Homework: Beginning of semester video or paper due Monday 1/20 by 11:59pm</b></p>
<p><b>Week 2:</b></p> <p><b>Dance Foundations: The elements of Dance + The Body in Motion, Improvisation + Exploration   Intro to Concert Dance</b></p>	<p><b>Monday 1/20</b></p> <p><b>MLK DAY: NO CLASS</b></p> <p><b>Homework: reading for class discussion and practice 1/22 (<i>Dance Fundamentals Handbook Ch. 1</i>)</b></p>	<p><b>Wednesday 1/22</b></p> <p>What is Dance? The elements of Dance + The Body in motion: Discussion + Practice, Intro to Concert Dance mini-series   Discuss Ch. 1</p> <p><b>Homework: Reading for class discussion 1/27 (<i>Dance Fundamentals Handbook Ch. 2</i>)</b></p>
<p><b>Week 3:</b></p> <p><b>Intro to Modern Dance</b></p>	<p><b>Monday 1/27</b></p> <p>The Body in Motion, Ballet reflections + Modern dance basics   Discuss chapter 2</p> <p><b>Homework: reading for class discussion and practice 1/29 (<i>Dance Fundamentals Handbook Ch. 3</i>)</b></p>	<p><b>Wednesday 1/29</b></p> <p>The Body in Motion + Modern dance basics   Discuss chapter 3</p> <p><b>Homework: reading for class discussion and practice 2/3 (<i>Dance Fundamentals Handbook Ch. 4</i>)</b></p>
<p><b>Week 4:</b></p> <p><b>Modern Dance + Somatics</b></p>	<p><b>Monday 2/3</b></p> <p>Intro to Somatics, Bartenieff Fundamentals and floorwork   Modern Dance Practice</p> <p>Discuss Ch. 4</p>	<p><b>Wednesday 2/5</b></p> <p>Somatics   Bartenieff Fundamentals   Ideokinesis   Modern Dance Practice, Conditioning</p> <p><b>Homework: Discussion #1 due Sunday 2/9 by 11:59pm (Modern Dance History part 1)</b></p>
<p><b>Week 5:</b></p> <p><b>Modern Dance</b></p>	<p><b>Monday 2/10</b></p> <p>Modern Dance Practice</p> <p>Discuss Discussion #1 in class</p>	<p><b>Wednesday 2/12</b></p> <p>Modern Dance Practice</p> <p><b>Homework: Discussion #2 due Sunday 2/16 by 11:59pm (Modern Dance History Part 2)</b></p>
<p><b>Week 6:</b></p>	<p><b>Monday 2/17</b></p>	<p><b>Wednesday 2/19</b></p>

<b>Modern Dance History + Practice</b>	Modern Dance History + Practice, What and When is Contemporary Dance?	What and When is Contemporary Dance? Practice, improvisation, composition
<b>What and When is Contemporary Dance?</b>	Discuss Discussion #2 in class Midterm Intro	<b>Reading Quiz #1 due Sunday 2/23 by 11:59pm (On Canvas)</b>
<b>Week 7:</b>	<b>Monday 2/24</b>	<b>Wednesday 2/26</b>
<b>Contemporary Dance, Improvisation, Composition and Midterm Prep</b>	Contemporary Dance + Improvisation  Midterm Prep: Composition Workshop	Midterm Prep: work on midterms in class  <b>Midterm conferences (in person)</b>
<b>Week 8:</b>	<b>Monday 3/3</b>	<b>Wednesday 3/5</b>
<b>Midterm</b>	Midterm Prep: work on midterms in class <b>Midterm conferences (in person)</b>	<b>Midterm presentations in class</b> <b>Midterm reflection papers due Sunday 3/9 by 11:59pm</b>
<b>Week 9:</b>	<b>Monday 3/10</b>	<b>Wednesday 3/12</b>
<b>Aesthetics: European vs. Africanist</b>  <b>Intro to West African Dance</b>	Intro to West African Dance  <b>Homework: Read <i>The Five Premises...</i> + Watch Onye Ozuzu's Ted Talk for class discussion 3/12</b>	Discuss Ted Talk + Five Premises  West African Dance
<b>Week 10:</b>	<b>Monday 3/17</b>	<b>Wednesday 3/19</b>
<b>Spring Break</b>	<b>Spring Break: NO CLASS</b>	<b>Spring Break: NO CLASS</b>
<b>Week 11:</b>	<b>Monday 3/24</b>	<b>Wednesday 3/26</b>
<b>Contemporary African and African Diasporic Dance Practices: Jazz</b>	Contemporary African and African Diasporic Dance Practices: Jazz Dance  <b>Homework: Discussion #3 due due Tuesday 2/25 by 11:59pm (Jazz History Part 1)</b>	Discuss Discussion #3 in class  Jazz Dance Practice  <b>Homework: Discussion #4 due Sunday 3/30 by 11:59pm</b>
<b>Week 12:</b>	<b>Monday 3/31</b>	<b>Wednesday 4/2</b>
<b>Jazz Dance</b>	Discuss Discussion #4 in class  Jazz Dance Practice	Jazz Dance Practice  <b>Homework: Reading for class discussion and practice 4/7 (Ballet history)</b>
<b>Week 13:</b>	<b>Monday 4/7</b>	<b>Wednesday 4/9</b>
<b>Ballet / Final Intro</b>	Ballet history discussion + practice	Ballet practice   <b>Final Intro</b>  <b>Reading Quiz #2 due Sunday 11/17 by 11:59pm</b>
<b>Week 14:</b>	<b>Monday 4/14</b>	<b>Wednesday 4/16</b>
<b>Ballet Final Prep</b>	Ballet practice	Ballet / Final Prep
<b>Week 15:</b>	<b>Monday 4/21</b>	<b>Wednesday 4/23</b>
<b>Final Prep / In Person Final</b>	<b>Final Prep in class</b>	<b>LAST DAY OF CLASS—In person Final</b>
<b>Week 16:</b>		<b>Final papers due on Canvas by 4/30, 10am (earlier is great too!)</b>
<b>Final Paper due</b>		

### SOTD DANCE AND UFPA PERFORMANCE CALENDAR:

*\*\*tentative and subject to change*

## January

13 – First day of classes

14 – Auditions for Prof. Onye Ozuzu's new work for *Spring Into Dance*, 5-7p, G-6

20 – NO CLASSES, MLK DAY

21 – UFPA: Cirque Kalabanté, 11:15a, G-6

UFPA: *Cirque Kalabanté*, 7:30p, Phillips Center

24 – BFA auditions for UF regular admission – all day G-6 and varied SoTD spaces

27 – UnShowing and ACDA adjudication for BFA Showcase choreographers only, 6:30-8:30p, G-6

## February

7 – SoTD Macbeth – opening night (runs through 16<sup>th</sup>)

8 – UFPA: Dance Alive, *Dangerous Liaisons*, 7:30p, Phillips Center

11-13 – UFPA: *Riverdance*, 7:30p, Phillips Center

13 - Museum Nights: *Arts Across Africa*, Harn 6-9pm

19 & 21 – BFA Dance Showcase, Prog A 7:30-9:00p, G-6

21 – UFPA: Niyaz presents The Fourth Light Project, 7:30p, Phillips Center

20 & 22 – BFA Dance Showcase, Prog B 7:30-9:00p, G-6

23 – BFA Dance Showcase, Prog A 1:30-3:00p, Prog B 4:00-5:30pm, G-6

UFPA: Sun Country Dance Theatre presents 17<sup>th</sup> Annual Spring Youth Concert featuring *Hansel and Gretel*, 2:30p, Phillips Center

24 – DARK DAY for Dance Majors—no technique classes

## March

3 or 4 – BA Spring Social and Info Session (TBC)

6-9 – American College Dance Association (ACDA), regional conference at College of Charleston, SC

7 – SoTD *The Importance of Being Earnest* – opening night (runs through 14<sup>th</sup>)

11 – UFPA: *The Peking Acrobats*, 7:30p, Phillips Center

15-23 – SPRING BREAK

## April

1 – UFPA: *The Great Gatsby Ballet* by the World Ballet Company, 7p, Phillips Center

5 – *Harn Museum of Dance*, tech rehearsal 9a-noon, performance 1-3p

UFPA: Dance Alive, *Romeo and Juliet*, 7:30p, Phillips Center

10-13 – *Spring Into Dance* performances, 7:30p Th-Sat, 2p Sun, Black Box Theatre (Strike Sunday)

14 – DARK DAY for Dance majors—no technique classes

17-18 – SoTD Staged Reading *The Conference of the Birds*, 7:30p, Black Box Theatre

19 – UFPA: *Limón Dance Company*, 7:30p, Phillips Center

23 – Last day of classes

24-25 – Reading Days

26-30 – Finals

## May

1-2 – Finals

2-4 – Commencement

## **COURSE POLICIES**

### DRESS POLICY:

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

## STUDIO POLICIES:

- No eating or drinking in the studio, besides water
- Please bring a water bottle to every class
- Personal belongings should be pushed to the sides and out of the usable dancing space
- **Silence your cell phones and notifications completely before class begins, and refrain from using them during class time. If there is a reason you need to check your phone during class time, please communicate that with me.**

## 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 participation portion of your 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 or in person class options, 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.**

**\*\*Barring the above circumstances, students are expected to be in attendance daily and to be on time. Excessive lateness or leaving early will add up to an absence and could affect your grade.**

## DANCE TECHNIQUE CLASS MAKE-UP POLICIES:

- 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 and prior arrangement.
- 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.
  - **Two make-ups will be allowed if needed. A list of possible make-up options will be shared on Canvas.**

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.

**CLASS OBSERVATION POLICY:** There might be a situation where you're not feeling well or injured but are well enough to come to class to observe. In general, ONE observation day is allowed. In case of unforeseen circumstances, observation days will be discussed on a case by case basis. **If a student is observing:** you are required to take notes on what you're witnessing, and reflect on how observing is supporting your physical learning in class. Notes are to be turned in at the end of the class period (you may either give me hand written notes, or email digital notes).

**STUDENT ONLINE EVALUATION POLICY:** 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/>.

**A NOTE ON PHYSICAL TOUCH:** The nature of our work as dancers involves an intimate relationship with our bodies and sometimes the bodies of dancers around us. We will likely engage in some partnering work involving touch as points of initiation or weight sharing. In addition, although I mainly offer verbal feedback, there may be times when physical feedback is useful to aid with alignment or movement guidance. If you are uncomfortable with ANY of the above, please don't hesitate to talk with or email me so we can come up with a solution together.

**CONTENT WARNING:** In this course, we may cover content and materials that some might find difficult. It is important that in an artistic discipline course we do not shy away from engaging with materials that may be controversial or challenging. 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.

**\*SYLLABUS NOTE/DISCLAIMER:** This syllabus represents my current plans and objectives. The constitution of the class cohort, unforeseen events, and schedule changes may dictate shifts. Any amendment to the syllabus will be emailed to you, updated on Canvas, and be clearly stated and available.

## 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.

### NETIQUETTE/COMMUNICATION COURTESY:

All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. An email is not a text message nor a DM. Please begin emails with a formal greeting and avoid unprofessional colloquialisms. For UF guidelines on "netiquette": <http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf>



## **UF ABSENCE POLICIES:**

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.

## **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

## **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/>
- Dean of Students: <http://dso.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). Or go to <http://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, or anything else, don't hesitate to ask me at any time during the semester. I'll do my best to answer or to guide you to someone who can. I look forward to co-creating and learning together this semester!

