

DAA 2410: CONTEMPORARY BALLET PRACTICE 4

SPRING 2025 | TR | 8:45-10:15am | SOC 2205

with: Xan Burley (pronouns: she/her/hers)
email: xburley@arts.ufl.edu
office hours: Mondays 1-2pm / Thursdays 3-4pm (subject to change)
office: room 232 / Nadine McGuire Theatre and Dance Pavilion
lab fees: <http://aa.ufl.edu/policies/material-and-supply-fees/>

→ course introduction + description

COURSE DESCRIPTION

In this class, I will offer a Contemporary Ballet movement practice that primarily applies ballet to the contemporary dancer's professional experience. I teach a *simple* ballet class, which is not the same as "easy." I believe that returning to the foundations of ballet at a more "advanced" level allows us to deepen more fully and find pathways in ballet that support healthy development in the form.

In addition, I offer a variety of assignments designed to get you thinking more critically about Ballet and to ground your movement practice in historical, social, and cultural contexts. This allows you to situate yourself as a practitioner and researcher in the field more broadly.

CLASS FORMAT

Each class will begin, as mentioned above, with a check-in. After that, you can expect a grounding exercise such as yoga, meditation, core work, body work, improvisation, breath work, etc. I believe it is important to lightly warm-up before heading to the barre in ballet. Barre will consist of familiar exercises, often approached in a "contemporary" way. In the first few weeks of class, we may not move off the Barre in order to ease into the practice. The Center, similar to the Barre, will consist of mostly familiar exercises often approached in a contemporary way.

STUDIO EXPECTATIONS:

- > Wear form fitting, comfortable clothing (no need to wear a leotard or other traditional ballet attire, just be sure I can see your body enough to support your development).
- > Wear ballet slippers, socks with good traction, or feel free to dance barefoot if desired (except for turning).
- > Phones and other devices:
 - o **Please silence your devices and leave them in your bags** for the entirety of class.
 - o In addition, wearable technology, like fit-bits and apple watches, create unnecessary distraction and draw from the focused and intentional practice I expect in this class.
 - o *Should you need to be reached during our class time for any reason, you may wear these items on a case-by-case basis and should clear it with me first. If you are using these items for a health-related reason and need to keep it on, I ask that you turn off notifications and refrain from looking at it during class, as well as clear it with me in advance of class.*
- > Please treat each other and me with respect. Listen when others are speaking. Offer words of affirmation to each other. Respect that everyone is at a different point on their journey with ballet practice. Look upon each other with kind and caring eyes, rather than judging eyes.
- > Have fun!

COMMUNICATION

We will use Canvas (<http://elearning.ufl.edu>) as our home-base for communicating, compiling assignments, and collaborating. In addition, please only use your **UFL.EDU** for any email correspondence. Please be sure to **communicate** with me as the semester progresses. **Knowing how you're doing in this class helps me support you!!!** Also, in an effort to protect my time with my family, know that **I will not respond to emails after 4pm during the week or on the weekend.** You can expect a response from me within 48 hours otherwise. If something is urgent, I will attend to it as quickly as possible.

MEETINGS + OFFICE HOURS – I will schedule one individual meeting mid-semester with each of you to check in and discuss your progress in class. In addition, my office hours are **Mondays 1-2pm + Thursdays 3-4pm.** Please take advantage of those times and come visit my office (Room 232) or connect with me on Zoom (<https://ufl.zoom.us/j/3081353535>)!

→ course objectives

In this course, we will:

- Learn about ballet dance and experience it personally.
- Develop our attention and curiosity.
- Utilize anatomical and kinesthetic awareness to execute movement efficiently and safely.
- Access **healthful** alignment, strength, flexibility, range of motion, balance, and use of space.
- Practice learning material quickly and thoroughly.
- Explore the expressive/qualitative range of ballet.
- Become more analytical with regard to movement apprehension and performance.
- Collaborate with each other.

- Examine the role of ballet in our current world and develop an informed view of its application.

As the facilitator of this course, I will:

- Share my expertise with you.
- Listen to and center your needs as an individual.
- Create opportunities for you to grow, improve, and be challenged.
- Ask you to be open to new and different ways of moving, thinking, and creating.
- Respect your values, expertise, and boundaries.

→ course expectations

(1) GROWTH + DEVELOPMENT (50% or 50 points)

⇒ ARTISTRY (15 pts)

- Musicality and Rhythm: student demonstrates clear timing in movement and movement phrasing, demonstrates clarity of rhythmic patterning, demonstrates precise and appropriate response to musical stimulus
- Performance Quality: student performs movement with confidence, demonstrate the ability to explore dynamic range with distinct clarity.

⇒ EMBODIMENT (15 pts)

- Kinesthetic Awareness: students are able to integrate a high level of anatomical/kinesiological approaches to the body and movement practice, including the use of proprioception, spatial awareness, healthful alignment, and range of motion. In addition, students are able to use vocabulary in musculoskeletal description of self and other bodies.
- Movement Execution: Students are able to safely and accurately execute movement of high complexity, paying attention to weight transfer and detail.
- Energy and Conditioning: Students are able to utilize and develop a high level of strength, flexibility, endurance, and muscular stabilization and support, as well as energetic modulation and groundedness.

⇒ COMMUNICATION (10 pts)

- Student demonstrates an ability to articulate ideas with clarity and express critical thought.
- Student demonstrates an ability to listen to themselves and others, with respect for differing opinions.

⇒ COMMUNITY ENGAGEMENT (10 pts)

- Student takes care of the space as outlined in handbook/syllabus;
- Students 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;
- Student shows active engagement physically, including volunteering to show/demonstrate/lead;
- Student commits to individual and shared responsibility for class/group based work.

(2) ASSIGNMENTS (50% or 50 points)

All information necessary to complete the assignments will be provided in detail on Canvas.

ATTENDANCE

You are required to attend every class meeting for this course. Being present and supportive of your peers, and being engaged in our work together regularly is integral. **Two (2) unexcused / undocumented absences are allowed.** Beyond those absences, documentation is required to be considered excused. Each unexcused absence beyond the two lowers your grade 5%. Once you reach 3 absences (excused or unexcused), we will have a meeting to discuss your progress and to ensure that you can complete the coursework. If you are absent more than 6 times (excused or unexcused), we will need to discuss whether you can pass the class.

I recognize and respect that each person navigates self-care differently. If you feel sick, overwhelmed, or simply need to rest, you should stay home and take an absence. **Being absent is not wrong.** Your two unexcused absences are there to support your overall well-being. Use them wisely. **When you listen to and respect your body's needs, you are acting with maturity and intelligence.**

→ course + events calendar

You will be able to access an up-to-date course calendar and Spring 2025 events calendar on Canvas.

→ grading procedures

PERCENTAGES

Growth and Development	50 points
Assignments	50 points
TOTAL	100 points

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

A note about deadlines: let's face it, deadlines are both a burden and a necessity. The best learning you can do is ongoing, it's a process that has no outcome or due date. That said, I assign deadlines so that I have enough time to provide feedback on each assignment. I space out deadlines so that you can spend time putting meaningful thought into the assignments. But...LIFE HAPPENS and you may be delayed in completing work. If you email me before a deadline to communicate an assignment's lateness, you will be granted an automatic **48-hour extension**. Further extensions will be decided on a case-by-case basis.

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

→ statements

THE USE OF ARTIFICIAL INTELLIGENCE IN THIS CLASS

The assignments in this course are designed to help you develop writing, analytical, and critical thinking skills. As a course requirement, it is expected that you will perform work for this class without the assistance of any artificial intelligence (AI) technology such as ChatGPT. Therefore, if you submit assignments that have utilized an AI generator (in whole or part) you will be treated as having engaged in academic dishonesty.

In an effort to be abundantly clear, while AI technology is new and constantly evolving, please know that using ChatGPT or any other AI text generator to assist in writing your papers, or completing other written assignments, is construed as plagiarism and will be treated as such. Those found to have engaged in such academic misconduct may be subject to any additional sanctions listed in the student code.

The only instances in which you are allowed to use ChatGPT are indicated in the assignments themselves. In all other cases, refrain from using AI text generators, as per the statement above.

ACCESSIBILITY STATEMENT

This statement is not my own, but is verbatim from a sample syllabus from a professor at Smith College, with relevant adaptations made for my class. The author is unknown, but their words speak directly to my beliefs.

My take on accessibility starts with a simple statement. I trust you. You are a University of Florida student who has worked hard to be here. You are in this particular classroom because you have an interest in dance. My goal is to create a classroom environment that communicates my trust and that allows each of us, myself included, to learn as much as possible and produce the best work we can by semester's end. To that end, I want to make my classroom, my office visits, our email exchanges and your experience of this course as accessible as possible. As I see it, communication between you and me is the key to achieving that goal. I also realize that my insight into what accessibility means is limited and therefore any statement I make will likely remain a work-in-progress for the duration of the semester.

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.

→ student 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 [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.

ADDITIONAL MENTAL HEALTH RESOURCES:

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

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.
- *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](#).

→ 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.bluera.com/ufl/. [Summaries of course evaluation results are available to students here](#).

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT:

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Honor Code](#). Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

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.



THIS SYLLABUS AND COURSE CONTENT IS SUBJECT TO CHANGE

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

Syllabi are posted here: <http://arts.ufl.edu/syllabi/>