EXPANDED COURSE DESCRIPTION
DANCE
School of the Arts, Media, Performance and Design
Dance Department
FA / DANC 4400 9.0 SECTION A
SENIOR PROJECTS
FALL 2019 / WINTER 2020

Last Modified Date: 09/25/2019

COURSE CALENDAR DESCRIPTION
Students develop one or a series of self-directed interlinked projects, which may consist of research or field studies on a topic of interest (theoretical or creative) leading to a major piece of writing, a performance, an internship or some combination of these activities. Adjudication of the credit weighting of each project will be made by the department, based on the proposal. A supervisory committee may be established for projects involving more than six credits. Prerequisite: Fourth-year standing.

INSTRUCTOR(S)

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<tr>
<th>Name</th>
<th>Section / Format / Term</th>
<th>Contact Email</th>
<th>Contact Phone</th>
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<tbody>
<tr>
<td>Jimenez, Jennifer</td>
<td>Sec. A / SEMR / Y</td>
<td>j <a href="mailto:jimenez@yorku.ca">jimenez@yorku.ca</a></td>
<td>York Ext. 22482</td>
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SPECIAL FEATURES

Course Instructor: Jennifer Jimenez, 325 ACE, (416) 736-2100 x 22282, jjimenez@yorku.ca
Voicemails will be checked during office hours only. Emails will be replied to within 1-3 business days.

Course Consultation Hours: Tuesdays 2:00-3:00 pm, Thursdays 12:00-1:00pm, or by appointment.
Whenever possible, please email at least 24 hrs in advance, to book a visit during consultation hours.

Course Time and Location: Monday 10:30 am – 1:30 pm, ACE 311

Central Questions: What kind of dance professional do you want to be? What knowledge, experience, and/or skill will you need to meet your goals? What can you do between now and graduation to gain it? In other words, what can you do now that will serve as a stepping stone into your future?

Developing a senior project provides upper-level dance students with an opportunity for self and professional development as they build from proposal to project to presentation over the course of the school year. This course encourages dance students to dream, plan, and to decide what they most want to learn before leaving York. For those who have not yet decided on a career path, this course can provide time in which to explore different professions, issues and topics as a means of finding a future profession.

Senior projects typically involve a mentor who often is a working dance professional. As a result, this course offers valuable opportunities to build professional networks that can assist with the transition from undergraduate studies to professional work. In this way, students’ projects help connect the York Dance Department to the professional dance community, expanding on the experiential education opportunities we provide.

The only minimum requirement for all projects is that they must matter; students are expected to develop projects that hold personal meaning for them. Projects can vary widely, and might include internships (dance company, festival, arts organisation), website development, choreographic projects, kinesiology projects, oral history projects, etc. The size of each project will correspond with the number of credits to be earned; 3 credits will roughly equal 5 hours of work each week, 6 will equal 10, and so on.
TOPICS AND CONCEPTS

Course Meeting Schedule:
September 9  Introductions, Exploration of Ideas, SMART Goal Setting

September 16  Discussion of possible projects, methods, and introducing a simplified logic framework. (article reflection due)
  • Higdon, Rachel Delta and Jayne Stevens. “Redefining employability: student voices mapping their dance journeys and futures.” Research in Dance Education 18:3 (September 2017), 301-320.

September 30  Review and Discussion of Research Methods (article report due)

October 21  Discussion of Ethics and EE protocols. Discussion of potential projects and placements.

October 28  Small group meetings, Logic Framework draft due.

November 11  Project proposal drafts due. In-class sharing of ideas.

November 25  Feedback on proposals.


January 6  Project Launches. Updates on placements; discussion of challenges; Considerations for Rubrics.

January 20-February 3  Individual Meetings to be scheduled.

February 10  In-class updates; Progress Report due.

February 24-March 2  Individual Meetings.

March 9  Discussion of Presentation Plans.

March 30  Presentation Day.

April 6  Submission of Final Papers/Projects and Course Wrap-up.
LIST OF LEARNING OUTCOMES AND EXAMPLES OF

The purpose of this course is to introduce students to an experiential education learning experience and research project within a dance community or placement of their choice. In addition to gaining insight into the challenges and successes encountered by the selected community or profession, students will critically assess the link or gap they experience between theory and practice. The concurrent goal of developing written and oral communication skills will be pursued through in-class discussion of course materials, in-class reports and presentations, and the submission of written assignments.

Course Learning Outcomes:

By the end of this course, students will:

Identify, relate, and integrate a range of methodologies (Research, Action Learning, Project Management) to design a developmental strategy and implement an independent project over the span of an academic year.

Identify, recall, and discuss current debates, practices and issues within a specific dance community or dance profession, through in-class discussions/reporting, presentations and written assignments.

Demonstrate personal and interpersonal skills, relevant to the nature and needs of a specific dance community or profession, including oral and written communications, through in-class reports, presentations, and written assignments.

Demonstrate critical assessment of the links or gaps experienced between theory and practice through written assignments, project proposal and developmental assessments.

Assume responsibility to build professional contacts and relationships with a local dance community and/or dance professional(s).

Show a continual desire for personal development and growth by identifying, and developing goals related to their future in dance.

GRADED ASSESSMENT

Evaluation:

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Article reflection</td>
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<tr>
<td>Article report</td>
<td>10%</td>
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<tr>
<td>Project proposal</td>
<td>15% (including EE paperwork)</td>
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<tr>
<td>Ethics protocol</td>
<td>5%</td>
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<tr>
<td>Developmental Assessments</td>
<td>15% (Progress/In-class reports, Discussions)</td>
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<tr>
<td>Final paper/project</td>
<td>35%</td>
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<td>Final presentation</td>
<td>10%</td>
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IMPORTANT COURSE INFORMATION FOR STUDENTS:

Academic Honesty and Integrity

York students are required to maintain the highest standards of academic honesty and they are subject to the Senate Policy on Academic Honesty (http://secretariat-policies.info.yorku.ca/policies/academic-honesty-senate-policy-on/). The Policy affirms the responsibility of faculty members to foster acceptable standards of academic conduct and of the student to abide by such standards.

There is also an academic integrity website with comprehensive information about academic honesty and how to find resources at York to help improve students’ research and writing skills, and cope with University life. Students are expected to review the materials on the Academic Integrity website at - http://www.yorku.ca/academicintegrity/
Access/Disability

York University is committed to principles of respect, inclusion and equality of all persons with disabilities across campus. The University provides services for students with disabilities (including physical, medical, learning and psychiatric disabilities) needing accommodation related to teaching and evaluation methods/materials. These services are made available to students in all Faculties and programs at York University.

Students in need of these services are asked to register with disability services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Please note that registering with disabilities services and discussing your needs with your professors is necessary to avoid any impediment to receiving the necessary academic accommodations to meet your needs.

Additional information is available at the following websites:

Counselling & Development Services - http://cds.info.yorku.ca/
Accessibility, Well-Being and counselling at Glendon - https://www.glendon.yorku.ca/counselling/
Student Accessibility Services https://accessibility.students.yorku.ca/
York Accessibility Hub - http://accessibilityhub.info.yorku.ca/

Ethics Review Process

York students are subject to the York University Policy for the Ethics Review Process for Research Involving Human Participants. In particular, students proposing to undertake research involving human participants (e.g., interviewing the director of a company or government agency, having students complete a questionnaire, etc.) are required to submit an Application for Ethical Approval of Research Involving Human Participants at least one month before you plan to begin the research. If you are in doubt as to whether this requirement applies to you, contact your Course Director immediately.

Student Conduct in Academic Situations

Students and instructors are expected to maintain a professional relationship characterized by courtesy and mutual respect. Moreover, it is the responsibility of the instructor to maintain an appropriate academic atmosphere in the classroom and other academic settings, and the responsibility of the student to cooperate in that endeavour. Further, the instructor is the best person to decide, in the first instance, whether such an atmosphere is present in the class. The policy and procedures governing disruptive and/or harassing behaviour by students in academic situations is available at - http://secretariat-policies.info.yorku.ca/policies/disruptive-and-or-harassing-behaviour-in-academic-situations-senate-policy/

ADDITIONAL INFORMATION

Important University Sessional Dates (classes start/end dates, reading/co-curricular week, add/drop deadlines, holidays, etc.): http://registrar.yorku.ca/enrol/dates/

York University Grading System:

Grading, Assignment Submission, Lateness Penalties, and Missed Tests:

The grading scheme for courses conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ - 7, C+ = 5, etc.). Assignments and tests will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.) An average piece of work in university is about a C+ or B. Grades go up or down from there depending on the attention and effort applied as well as evidence of tangible change.
The Senate Grading Scheme and Feedback Policy stipulates that (a) the grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) be announced, and be available in writing, within the first two weeks of class, and that, (b) under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter, or Summer Term, and 30% for full year courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade.

Assignment Submission/Lateness Penalty:
Proper academic performance depends on students doing their work not only well, but on time. Assignments must be received on the due date specified and are to be handed in at the beginning of class. No electronic submissions will be accepted. Assignments received later than the specified due date will be penalized one-half letter grade per day. There are exceptions to this lateness penalty for valid reasons such as illness, compassionate grounds, etc. but require supporting documentation (e.g. a doctor’s letter).

N.B. Final course grades may be adjusted to conform to Program or School grades distribution profiles. Once final grades have been posted, the full breakdown will be available and can be discussed in an appointment with the Course Director or Chair of the department.

"20% Rule": No examinations or tests collectively worth more than 20% of the final grade in a course will be given during the final 14 calendar days of classes in a term. The exceptions to the rule are classes which regularly meet Friday evenings or on Saturday and/or Sunday at any time, and courses offered in the compressed summer terms.

Last date to drop a full year (Y) course without receiving a grade: February 3, 2020
Last date to drop a Fall term (F) course without receiving a grade: November 8, 2019
Last date to drop a Winter term (W) course without receiving a grade: March 13, 2020

Course Withdrawal Period: (withdraw from a course and receive a grade of “W” on transcript)
Last date for full year (Y) course: February 4 to April 5, 2020
Last date for Fall term (F) course: November 9 to December 3, 2019
Last date for Winter term (W) course: March 14 to April 5, 2020

Please note that financial deadline dates differ from add/drop deadlines.

Department of Dance Video Guidelines:
The Department of Dance has developed these guidelines in order to raise awareness of expected behaviour regarding recording/videotaping curricular work, and to foster a culture of respect for intellectual and creative property, as well as for individual privacy.

While the Department recognizes the democratizing effect of the internet, the Department requests that students do not post curricular work publicly to the internet, unless by express permission of the Chair of the Department, and waivers signed by all concerned. Work is to be shared only via private file-sharing access. This applies to documentation made by the Department and/or by individual students for their own archives.

Department of Dance Guidelines For Scented Products:
York University endeavours to provide an indoor environment that supports the University community at work and study. Some people experience severe health problems from exposure to chemicals contained in scented products including aftershave lotions, hair spray, deodorants and fragrances. In consideration of those who are affected by such chemicals, use unscented products only.

Department of Dance Guidelines For Physical Demands of the Program:
Courses in the Department of Dance may include elements that are physically demanding. Prior injuries can be aggravated by strenuous exercise so check with your physician and inform the Course Director before beginning the course. Be sure to share with the Course Director any changes in your injury or health that may affect your participation.

Courses in the Department of Dance may also include the possibility/likelihood of human contact (i.e., correction of alignment or technical execution as well as the possibility of collision with colleagues). Students uncomfortable with the use of touch are requested to relay feelings to the Course Director as soon as possible.

**Department of Dance Guidelines For Safety and Wellbeing:**
Should an accident occur in studio, there is a very clear protocol for reporting. This information is posted in every studio. Faculty members and staff are well versed in the protocol. For the various minor issues that come up in your day-to-day life as a dancer, it is recommended that you carry a well-stocked personal first aid kit in your dance bag. Programs Assistant Flannery Muise and faculty member Claire Wootten are the department’s certified first-aid reps.

**Department of Dance Attendance and Participation Policy:**
Students are expected to participate in every dance class, both studio and lecture courses. Under exceptional circumstances they may miss, without penalty, half the number of classes per term as the class meets in the week. (i.e., If your class meets two times a week, you may miss ONE class over the entire course without penalty.)

**For all classes:**
- In the event of an absence or limited participation, all missed material is to be learned prior to returning to class.
- In the event of an injury or illness preventing full participation for more than 1 class in a term, it is the student’s immediate responsibility, in consultation with the Course Director, to devise a plan for make-up work. The sooner this is done, the less stress you will experience from the uncertainty of the situation. If you are injured or ill, obtain and submit a hard copy doctor’s note. The doctor’s note will allow you to arrange for appropriate make-up work. **Grade penalties can still apply**, but the documentation assists in gauging the amount of penalty and make-up work needed.
- As detailed in the Injury Guidelines in the Department of Dance, students must complete a minimum of 60% of the studio work to receive course credit.
- Finally, in consideration of all participants, if you are ill, stay home and/or see your healthcare provider. You will recover faster and, should your illness be contagious, you will have shown others consideration by limiting their exposure. Do NOT come to class if you are ill!

**Department of Dance Technical Evaluation Policy:**
It is the Department’s responsibility to ensure that every dance major experiences optimal training and educational conditions. This is especially important in physical practice where safety is a pedagogical imperative. To that end, all students enrolled in dance technique courses (i.e. Contemporary Modern and/or Contemporary Ballet) participate in technical level evaluation at the beginning of the Fall term. Dance faculty conduct evaluations in a traditional group class setting. Students who have successfully completed the pre-requisite courses, have maintained an appropriate level of fitness, and have continued with technical training over the spring and summer months normally proceed to the next level. **It must be noted that a satisfactory grade in the pre-requisite course does not guarantee placement in the next level of technique.** Some students may be required to remain at the previous level to safely develop additional technical skill. Extended illness, injury, or insufficient technical skill are some of the factors that lead to such a decision.

The study of dance as a physical and artistic practice requires a commitment to **year-round** technical training, body conditioning, and cross training. Students are, therefore, expected to independently seek out and maintain an appropriate training regimen all 12 months of the year.
York University Academic Senate Policies and Information:
All students are expected to familiarize themselves with the Policies and Regulations information, which can be found on the 2019/20 Academic Calendars page:
http://calendars.students.yorku.ca/2019-2020/programs/dance

We recommend carefully reviewing all three sections; About, Degree Requirements, and Faculty Rules. Important information is explained here including the Policy on Academic Honesty, Academic Responsibility and Student Responsibility, and Academic Standing. Further details are available on the Secretariat Policies website, http://secretariat-policies.info.yorku.ca/, which covers the following topics:

- Academic Accommodation for Students with Disabilities:

- Religious Accommodation:
  http://calendars.students.yorku.ca/2019-2020/policies-and-regulations/academic-policies-and-regulations/religious-accommodation

- Code of Student Rights and Responsibilities:

- Academic Honesty:
  http://calendars.students.yorku.ca/2019-2020/policies-and-regulations/student-conduct/academic-honesty

- Academic Integrity Tutorial:
  https://www.yorku.ca/tutorial/academic_integrity/

- Ethics Review Process:
  http://secretariat-policies.info.yorku.ca/policies/ethics-review-process-for-research-involving-human-participants-policy/

- Alternate Exams/Tests:
  http://altexams.students.yorku.ca/

- University Secretariat:
  http://secretariat.info.yorku.ca/senate/

Many courses utilize Moodle, York University’s course website system. If your course is using Moodle, click here to access it.

Moodle @ York University