

## **CASS 1011**

**Miller Arts Scholars Discussion (1 Credit Hour), Spring 2024**

**Meeting Times:** Wednesdays, 2-2:50 PM

**Place:** Culbreth, Room 217

**Prerequisite:** CASS 1010, Instructor Permission Required

**Instructor of Record:** Michael Rasbury, Director

**Additional Leadership:** Cecilia Huang, MAS President



## **CONTACT**

Appointments can be scheduled by email at [mr2xk@virginia.edu](mailto:mr2xk@virginia.edu).

## **COURSE DESCRIPTION**

CASS 1011 is a discussion course for sharing ideas, building community, programmatic development, cross-disciplinary exploration, and meeting professional artists.

## **COURSE GOAL**

This course seeks to stimulate cross disciplinary discussion and connections between the disciplines represented by our students in Miller Arts Scholars. This semester is largely student driven and opens the door for us to consider how individual practices can interact with, serve, and thrive within the ecology of the arts community.

## **In particular we will:**

- Conduct student and guest artist led discussions covering topics of immediate concern to emerging artists.
- Meet and discuss with working artists in the local community and beyond.
- Explore cross-disciplinary collaboration and discussion.
- Conduct personal reflection.

## **OUTCOMES**

Upon successful completion of this course, a student will be able to:

- Envision new connections between the respective artistic disciplines.
- Potentially expand professional network with new connections to community artists.
- Better articulate our thoughts about artistic topics and/or process.
- Develop action items towards improving our arts programs and communities on grounds.

## **GRADING**

### **Collaboration/Discussion** **40%**

The quality of discussion and collaboration is impacted by the unique viewpoints, diverse thoughts, and level of engagement contributed by each member of a group. Therefore, your level of engagement with our discussions and collaborations during each of our meetings will be graded. Your participation grade for each class meeting is worth 100 points and is based the two categories of promptness and engagement/focus (see rubric at website.) These will be averaged and weighted for a possible 100 points in this category. Unexcused absences will receive zero points.

### **Journaling** **25%**

By midnight on each date on the calendar of due dates below, upload journal responses and questions to the course Canvas site. Before each guest visit, research their body of work to create three questions or thoughts relating to the coming visit. Uploaded documents must be named using the convention "lastfirst\_j#.pdf" (ex. rasburymichael\_j1.pdf). Good journals should be a minimum of 200-300 words and submitted in pdf format. See rubrics at our website.

Each journal/questions set is worth 100 points. These 8 journal grades will be averaged and weighted for a total possible 100 points in this category. Missing sets of questions and/or journal responses receive zero points.

### **Work Journal** **15%**

A more comprehensive journal will be due on March 29, reflecting on the intense work conducted in previous meetings. The journal should include reflections on teamwork (ongoing activities, conflicts, resolutions, etc.), processes regarding achieving initial team goal (evolutions from original idea to current, steps taken, etc.), and any objectives the team may be lacking (identify personal improvements, team improvements, etc.) Uploaded

documents must be named using convention “lastfirst\_workjournal.pdf” This work journal should be minimum of 400-500 words, single space and is worth 100 points.

Work Journal	10%	(22-40 %)	(41-60 %)	(62-82 %)	(82-100 %)
Criteria	Entry is poorly written; no examples are provided or is purely run-ons.	Entry is below 400 words, poorly written; few or no examples are provided.	Entry is between 400-500 words, moderately well-written, some examples are provided.	Entry is between 400-500 words, includes reflections of teamwork, well-written, and ample examples are provided.	Entry is between 400-500 words, includes reflection on teamwork, process regarding achieving initial team goal, and the things that the team is lacking. Examples are provided for each point and there are no run-ons.

Here are the 8 sets of journals/questions with due dates:

Due Date	Journal	Journal Response	3 Thoughts/Questions/Examples concerning...
January 19	1	Meeting 1 General reflections concerning Leadership Committee and provide evidence of preliminary research for coming group work.	Katelyn Hale Wood’s coming visit
January 26	2	Katelyn Hale Wood visit	Expectations for your group including community agreement
February 9	3	Overview of Collaborative Work 1 and 2	Kim Brooks Mata’s coming visit
February 16	4	Kim Brooks Mata’s visit	Examples of your ongoing research concerning coming group work.
March 29	*	Special Work Journal (See Above)	Coming presentations
April 5	5	Reflections on Presentations	Amendments and Documents
April 12	6	Overview of Group’s Amendments and Endorsement Plans	Expectations for seeking endorsements
April 19	7	Endorsement outcomes	Overall collaborative process
April 26	8	General reflections concerning our process	Ways to keep Group’s document moving forward
April 26		Final Reflective Report (if not applying for Arts Award, see below)	

### Final Reflective Report

20%

Participants in the course who do not also apply for rising third and fourth-year arts awards this semester must submit a final report reflecting on their participation in the Arts, the Arts Scholars Program, and the University for the academic year. This information is vital to the development of the program and should be a maximum of two, double spaced, pages using a 12-point font. The uploaded document should be named using the convention “lastfirst\_report.docx” (ex. rasburymichael\_report.pdf.) Well-written and informative final reports will be worth 100 points. Those who applied for rising third or fourth-year arts awards can send their existing document from the application process.

### Late Work Policy

- Less than 24 hours late: Maximum of 90% of the grade can be earned.
- Less than 48 hours late: Maximum of 75% of the grade can be earned.
- More than 48 hours late: Automatic 0 on the assignment.

### GRADING SCALE:

A+ = 100, A = 94-99, A- = 90-93, B+ = 89, B = 84-88, B- = 80-83, C+ = 79, C = 74-78, C- = 70-73, D+ = 69, D = 64-68, D- = 60-63, F = 59 or less

**Schedule (created with Cecilia Huang, Miller Art Scholars President)**

1/17	Meeting 1	<p><b>Introduction: DEI and Transcript Designation</b></p> <ol style="list-style-type: none"> <li>1. Overview of the syllabus, including the opening of Miller Arts Scholar Leadership Committee Application (10-20 minutes)</li> <li>2. Introduction and Game (15 minutes)</li> <li>3. Write down preferred group</li> </ol>
1/24	Meeting 2	<p><b>Guest 1: Katelyn Hale Wood</b></p> <ol style="list-style-type: none"> <li>1. Katelyn’s visit: what is Diversity, Equity, and Inclusion, and why is it important...</li> <li>2. Last ten minutes come together in a group and get to know each other, have a group chat...</li> </ol>
1/31	Meeting 3	<p><b>Collaborative Work 1:</b></p> <ol style="list-style-type: none"> <li>1. Set your group statement and community agreement (30 minutes)</li> <li>2. Discuss the general orientation of the project: who/what is the target group; what would be some general ideas; or why is it important to you? (15 minutes)</li> <li>3. Come together and ask questions (5 minutes)</li> </ol>
2/7	Meeting 4	<p><b>Collaborative Work 2:</b></p> <ol style="list-style-type: none"> <li>1. <i>DEI GROUP:</i> Come up with about 10-20 action items/guidelines to propose in the final statement and outline their importance. Write them down and address the following points for each: <ol style="list-style-type: none"> <li>1. Why is it important?</li> <li>2. Why do we need it now?</li> <li>3. How would it benefit the arts student body in the future?</li> <li>4. What are some ideal outcomes of such actions, and what are the deadlines for each project?</li> <li>5. Who will be involved in implementing these actions or supervising their implementation?</li> <li>6. Steps to implement it.</li> </ol> </li> <li>2. <i>TRANSCRIPT GROUP:</i> Generate about 10-20 instructions to earn an exclusive scholar title on the transcript. Write them down and include the following details: <ol style="list-style-type: none"> <li>1. What are the requirements for each instruction? (e.g., GPA &gt;= 3.75 or of similar value. Requirements: students must have a major GPA of 3.75 and an accumulated GPA of xxx. Students with a GPA of 3.5 can be considered with explanatory essays...)</li> <li>2. Why are each of these important to earn the title?</li> <li>3. Is there a process or an application to earn this title? Write down the details.</li> <li>4. Who will be the review committee?</li> <li>5. What steps will we take to propose this to UVA?</li> <li>6. Why is this important to Miller Arts Scholars and the arts departments?</li> </ol> </li> </ol> <p><i>Applications Due, February 9, 5PM</i></p>
2/14	Meeting 5	<p><b>Guest 2: Kim Brooks Mata</b></p>
2/21	Meeting 6	<p><b>Collaborative Work 3:</b></p> <ol style="list-style-type: none"> <li>1. Continue with work from previous Collaborative Work 2.</li> </ol>
2/28	Meeting 7	<p><b>Collaborative Work 4:</b></p> <ol style="list-style-type: none"> <li>1. Continuation with previous Collaborative Work 3.</li> <li>2. Each group should wrap up all ideas by the end of this class and start compiling the document. If the group has already finished the ideas on Feb 21, here are the general structures for the document. Note that changes are allowed.</li> </ol> <p><i>DEI GROUP:</i></p> <ol style="list-style-type: none"> <li>1. Group title: Miller Arts Scholar, drafter</li> <li>2. One to two paragraphs of introduction—could address the importance of the proposed statements and why they're being proposed now.</li> </ol>

		<p>Directly address the potential signatories and committees/institutions at UVA that might review it.</p> <ol style="list-style-type: none"> <li>3. Proposed guidelines, including: <ul style="list-style-type: none"> <li>• Statement of action</li> <li>• Explanation of its importance or its direct action related to implementation</li> <li>• The individual or group responsible</li> <li>• Deadline</li> </ul> </li> <li>4. Short concluding statement—could ask people to sign and detail what they can do.</li> <li>5. Signature sections</li> </ol> <p><i>TRANSCRIPT GROUP:</i></p> <ol style="list-style-type: none"> <li>1. Group title: Miller Arts Scholar, drafter</li> <li>2. One to two paragraphs of introduction—could explain the significance to Miller Arts Scholars and the broader arts communities. Directly address the statement's readers.</li> <li>3. Application qualifications (including title requirements and detailed explanations), process, and deadline.</li> <li>4. Review committee details and notification process for applicants.</li> <li>5. Point of contact for student questions.</li> <li>6. Short concluding statement and signature section.</li> </ol>
3/13	Meeting 8	<p><b>Collaborative Work 5:</b></p> <ol style="list-style-type: none"> <li>1. Continue to complete the final statement. <i>Arts Award Intent Letter Due, March 15, 5PM</i> <i>Awards Outcome Reports Due, March 17, 5PM</i></li> </ol>
3/20	Meeting 9	<p><b>Collaborative Work 6:</b></p> <ol style="list-style-type: none"> <li>1. Wrap up Final statement and start preparing a short presentation of your statement and everything you've talked about. The presentation should be about 10-15 minutes.</li> <li>2. Send your final statement for the other group to review.</li> </ol>
3/27	Meeting 10	<p><b>Collaborative Work 7:</b></p> <ol style="list-style-type: none"> <li>1. Wrap up the preparation for presentation.</li> <li>2. Review the other group's final statements and think about possible suggestions and questions. <i>Arts Award Proposals Due, March 29, 5PM</i></li> </ol>
4/3	Meeting 11	<p><b>CLASS PRESENTATIONS</b></p> <ol style="list-style-type: none"> <li>1. Present and document reflections from the other group.</li> </ol>
4/10	Meeting 12	<p><b>Collaborative Work 8:</b></p> <ol style="list-style-type: none"> <li>1. Final amendments according to suggestions.</li> <li>2. Come up with the endorsement plan.</li> </ol>
4/17	Meeting 13	<p><b>Collaborative Work 9:</b></p> <ol style="list-style-type: none"> <li>1. Come up and implement the endorsement plan to get signatures.</li> </ol>
4/24	Meeting 14	<p><b>GROUP DISCUSSION:</b></p> <ol style="list-style-type: none"> <li>1. General reflections concerning our process.</li> <li>2. Last meeting.</li> </ol>
4/28	<b>SHOWCASE</b>	<b>Helms, 4-8PM with 6PM Showtime.</b>

#### ATTENDANCE POLICY

Arts Scholars must be present at each discussion period. Excused absence is permitted if the instructor is contacted before the absence and provided with an official written notification after the absence. Excused absences include unforeseen emergency, extreme sickness, etc. All other absences are unexcused.

### **ARTS SCHOLARS RESPONSIBILITIES**

Participants of the Miller Arts Scholars program are expected to meet certain requirements during their first year of participation to be eligible for third and fourth-year research support. During their second year of study in the College (first year of Miller Arts Scholars participation), students must attend the weekly Miller Arts Scholars Seminar (CASS 1010, Wednesdays, 2-2:50) where they are personally introduced to a cross-section of our faculty. Participants are also expected to attend our spring discussion meetings, Miller Arts Scholars Discussion (CASS 1011). After that, participants are expected to attend one seminar or discussion course each year. Our scholars should prove measurable engagement with the arts at the University and within their discipline throughout their academic career. Participants will attend outcome presentations and/or performances by fellow third and fourth-year Miller Arts Scholars each April. Additionally, Arts Scholars are required to enroll in a minimum of four, credit-bearing art courses within their respective nominating department between their second and fourth year of study. In Studio Art and Drama, one of these courses should be at 3000 level or above. In Dance, two of these courses should be at the 3000 level or above selected from two distinct areas: Movement Practice, Creative Process, Critical or Somatic Studies. In Music, two of these courses should be at the 3000 level or above, including at least one MUSI course. Applicants must have also remained in the College and have a minimum GPA of 3.4 in all arts classes and 3.2 at the University. Participants should major or minor in the College to remain in the program. Each participant is required to read and understand our evolving [program design/description document](#), found on the about page at our website.

### **IMPORTANT DATES TO NOTE**

**January 31**, Last Day for Adding New Courses

**January 31**, Last Day to Elect the AU (Audit) Option, and Last Day to Change to or from “Credit/No Credit” Option.

**Feb 1**, Last Day to Drop a Class.

**March 13**, Last Day to Withdraw from a Course.

Students needing special accommodations are encouraged to discuss the need with the professor as soon as possible.

*The syllabus and/or each rubric is subject to change at any time, without prior notice, and it is the responsibility of the student to keep informed of changes, new material, or missed content.*