



Canadian College of Performing Arts
2024-2025 Student Handbook
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Table of Contents

Where to go if you have a question or need help.....	3
Student Life	4
Student Representatives	4
Peer Mentorship	4
Professional Development Credits (PDC) Program	5
Student Council.....	6
Social Events.....	7
Scheduling	7
Community Performances	7
Non-CCPA Performances.....	7
External Auditions	7
Professional Engagements.....	8
Housing.....	8
Telephones and Email.....	8
Student Health and Wellbeing.....	9
Student Assistance	9
Mental Health Resources	9
Medical Insurance and Health Care.....	9
What to do if Injured	10
Financial Assistance	12
Scholarships (Internal)	12
Bursaries.....	12
Student Assistance Fund	12
Campus Work Positions.....	13
Other Financial Assistance Available	13
Student Accounts.....	14
Optional Expenses.....	14
Library Missing Books Fee.....	14
Fees for Student Services	15
Student Academic and Guidance Support.....	16
Accommodated Learning Support.....	16
Academic Writing Advice	17
Researching Your Writing Work (Essay)	21
Referencing Your Research Sources	21

Where to go if you have a question or need help

Peer Mentor or Year Rep:

- Mentor: If you are a First Year student and need some general advice/help with studies at CCPA or where to find information.
- Year Rep: If you have an issue arising within the group that needs to be communicated to a Course Instructor or Director of Education.

Course Instructor:

- If you have a question about a specific course's content, assessment, or need extra help with the taught skills.

IBPOC/International Student Support:

- Contact Raugi Yu (ryu@ccpacanada.com) for a tutorial if you are in need of a chat, some general advice, or a confidential ally.

General Student Support:

- Contact Dawn Dancing Otter (dawn@ccpacanada.com) for a tutorial if you are in need of general academic advice/help, or guidance on a wellbeing matter.

Director of Education:

- If you have spoken to your Course Instructor or Student Support Lead and still have an academic question that could not be answered.
- If you have been referred by one of the above people.

Student Life

Student Representatives

Student Representatives act as a liaison between the student body and the Director of Education. Each year, two representatives per year group from the Diploma, Certificate, and Studio Ensemble programs are elected to represent their peers and student body in the following ways:

- Attend student assemblies
- Informal update meetings with the Director of Education
- Report back to the year group any actions taken as a result of feedback to the Director of Education
- Attend the Student/Staff/Faculty Liaison Committee if requested

Student Representative duties include:

- Act as liaison between the student group and the Director of Education/Department Chairs regarding urgent arising matters such as: teaching on the program, assessment and feedback, academic support, program/course organization & management, learning resources (library).
- Report any arising year group issues to the Director of Education.
 - Consider 'what is going well' and 'what could go better'.
- Attend CCPA events when requested to represent the student body.
- Experienced representatives will pass on any valuable information or guidance to incoming representatives.

Student Reps will receive two Professional Development Credits focusing on CCPA Service Duties.

Peer Mentorship

The CCPA peer mentorship initiative trains Year II students to advocate and support Year I students as they begin their first year at CCPA. Peer mentors are considered ambassadors of CCPA. They represent the College and help welcome new students into the CCPA community. They also offer knowledge about student life, advice, and support; providing resources and information that may enhance the overall wellbeing and academic success of incoming students.

Four mentors will be chosen each year to co-lead, in pairs, two groups of Year I students. They must apply prior to the start of the school year to ensure adequate time for training.

Peer mentors will be required to:

- Understand all guidelines provided in the CCPA student handbook
- Meet and greet Year I students
- Provide ½ hour introductory tours of the CCPA facility
- Engage in meetings with Year I students approximately once a month
- Refer to the student handbook for resources and/or wellness support
- Refer the student to the Director of Education or Student Support Lead for any serious concerns

Peer mentors will receive two Professional Development Credits focusing on CCPA Service Duties.

Professional Development Credits (PDC) Program

CCPA values developing active, engaged citizens and theatre professionals.

Professional Development Credits (PDCs) are designed to nurture you in your role as a cultural leader by contributing to the College and the community as a whole. PDCs will apply for any event that is not part of your Performance grade.

Students must acquire a minimum of twelve (12) PDCs each year. One (1) PDC is equal to one (1) shift of volunteer time in the areas listed below. PDCs cannot solely be acquired in one area. Students must diversify the source of their PDCs based on each year's requirements as assigned. Students will receive a PDC log to keep track of their credits. Within two weeks of completing the task students must have the appropriate member of the staff or faculty initial their log as proof of work completed. The PDC log is to be returned to the Registrar on or before the last day of classes.

PDCs are awarded in the following categories:

Teacher Assistant / College Service Duties

3 PDCs required; up to 4 accepted

- College service – cleaning, projects, campus activities
- Teacher assistant – as requested & approved by the Director of Education
- Peer mentorship for incoming students

Marketing / Promotions / Front of House

PDCs required; up to 4 accepted

- Marketing/PR – posters, writing, phone calls, etc.
- FOH –ushering, box office, concession, etc.
- Events - decorating, setup, tear-down, etc.

Production (Wardrobe, Props, Tech, Sets)

PDCs required; up to 6 accepted

- Wardrobe/props – volunteering in shop or loft, assisting with production needs
- Tech – assisting with productions in the area of tech, videographer for shows

Reviews & Community Volunteering

2 PDCs accepted

- Additional theatre reviews (above and beyond the course requirement)
- Attend a dance, acting, or vocal workshop outside the school led by a professional in the field of performance
- Reading an additional Canadian play or acting text
- Volunteer for an arts community or social group in a meaningful way (must be pre-approved by the Director of Education, and requires e-mail verification from the organizer)

Student Council

The Student Council's primary focus is to plan social and fundraising events that benefit the student body, such as cabarets, dances, hot chocolate days, and the annual Valentine's Day card delivery. All events must be approved by the College Directors.

It is the option of the student body to elect a Student Council. The Student Council, if elected, will meet monthly with an administrative representative to discuss any student ideas or proposed events.

Student Council Treasurer & President must meet with the Finance Officer at the beginning of the year to discuss the Student Council budget and process for spending.

Active Council members (full year) will receive two Professional Development Credits focusing on CCPA Service Duties.

Social Events

The College provides opportunities to socialize and meet staff, faculty, and fellow students with social events during Orientation Week, such as the full-school welcome dinner and end of week garden lunch. Student Council and/or the College also organize student cabarets and dances throughout the year.

The College partners with its neighbour, the Church of St. Mary the Virgin, to provide community dinners. Additionally, College volunteers provide monthly "Soup Night" dinners for the student body.

Scheduling

Students are notified of schedules and special events through the annual school calendar; a weekly posted schedule of classes; plus weekly announcements and postings of master classes, guest speakers, theatre listings, and special events. All official correspondence and notifications will come in written notification, and generally through email or postings on notice boards. Students are advised to read the student notice board daily and check their e-mails frequently for updates. Attendance at General Assembly is mandatory.

Community Performances

Students have the opportunity to perform in public performances during the school year. External employment must be flexible to accommodate rehearsal and performance times.

Non-CCPA Performances

Students will ask permission from the Director of Education for external appearances or recordings they would like to make during the school year.

These activities must not impede or conflict with class attendance or course work.

A Performance Request Form must be approved by the Director of Education and submitted to the Registrar at least 7 days prior to the actual performance.

External Auditions

CCPA students may only audition for external companies if the production dates do not conflict with the dates of College studies and performances. CCPA does not act as an agent for student auditions. An Audition Request Form must be submitted at least seven (7) days in advance for permission to attend any audition. The Director of Education will discuss each request with the student and consider permission on a per case basis, taking into consideration the student's attendance, workload, course standings, and possible conflicts between the production and the CCPA calendar.

CCPA students may not audition for competitions (including but not limited to reality TV contests).

Professional Engagements

Students are asked to inform the Director of Education of any industry-related contracts they acquire during the year.

The College requests that all students notify the College of any professional engagements after graduation from CCPA. In addition to wanting to celebrate with and promote our alumni, the College keeps statistics of working graduates for governmental reporting purposes.

Housing

Students are required to arrange their own accommodation. The Registrar will post listings of housing options in the neighbourhood to the closed student social media group. This network for students also shares recommendations and roommate options. You are advised to have a written agreement with the landlord regarding all details of residency as well as how and when you may move in and out.

Useful information is available from the Residential Tenancy Branch of the provincial government. www.rto.gov.bc.ca

CCPA cannot intervene between landlords and students.

In order for CCPA to keep the student contact list accurate and up to date, please notify the Registrar with information about if/when/why you relocate.

Telephones and Email

Students must have a cell phone and an e-mail account for contact and college messages. In an emergency, a long-distance call may be placed through the front office with assistance from the Registrar. Students must ensure they have a strong and reliable internet service where they reside as there may be occasions where video conferencing is required for classes and meetings.

Student Health and Wellbeing

Student Assistance

Students are welcome to bring a peer counselor, friend or representative to any meeting with faculty, directors, or administration.

Students can be referred to off-campus health benefit services, such as massage, physiotherapy or counseling when required.

All teachers make themselves available for student consultation or tutoring. Please refer to the course outline for each teacher's process. Students are encouraged to request consultation or tutoring from their faculty.

Please refer to the "Key Contacts Booklet" for further listing of resources.

Mental Health Resources

If at any point you feel you need to consult professional medical mental health help, the 'Key Contacts Booklet' contains a comprehensive list of health support services you can access.

These include:

- Cascadia Counselling who will see CCPA students at a student fee rate. (cascadiaconsultation.com/counselling.html, 250 590 7050, info@cascadiacounseling.com)
- Here2Talk, a government provided 24/7 phone counselling service available to post-secondary students in British Columbia (Here2Talk.ca, 1 877 857 3397)
- The Victoria Foundry, which offers free counselling services to those under the age of 24 years.

There are many other additional services listed. If you need guidance, please speak to the Director of Education or Student Support Lead.

In addition to the above, the College also offers access to Maple, a medical service designed for urgent and long-term wellness needs. They offer you 24/7 access to virtual medical and mental health care. This saves you waiting times and travel time for accessing care when needed.

Medical Insurance and Health Care

Students are responsible for their own medical care on campus, tours, outings, at all College events, and off campus. There are medical clinics and a hospital a few blocks from the campus. Addresses and phone numbers are listed in the 'Key Contacts Booklet'. If you

are not currently covered by another provincial health plan or covered through your parents' private health insurance it is strongly advised that you sign up for the BC Medical Services Plan (MSP) as soon as you arrive, as the process takes 3 months. This will grant you access to free emergency care in hospitals and clinics while you live in BC.

- MSP Application form: <https://www2.gov.bc.ca/assets/gov/health/forms/101fil.pdf>
- Further information for MSP for international students:
<https://www2.gov.bc.ca/gov/content/health/accessing-health-care/health-fee-international-students>

As a CCPA student you can access Maple (www.getmaple.ca): virtual healthcare that provides free online medical consultation. Simply register via the link emailed to you in September.

The CCPA student Health Benefit Plan covers up to \$160.00 per academic year toward health services. Students are advised to have additional health coverage.

Health services or practitioners must be approved by the administration office. Submit receipts to finance@ccpacanada.com or the Finance office (Admin 5) for reimbursement.

See 'Key Contacts Booklet' for local medical and mental health services.

What to do if Injured

If a student is unable to participate in class due to injury, they are expected to audit the class and keep up with assignments.

Some medical or health related injuries/illnesses may require a doctor's letter stating the student can safely and responsibly participate in the rigors of program. If a physical injury causes an inability to participate in dance class for more than two (2) sessions, then they are advised to see a doctor or appropriate medical professional (e.g. physiotherapist, chiropractor, etc.) for diagnosis and treatment. A letter will be required outlining the following, and must be submitted along with the CCPA Injury Report Form (see Student Google Drive) by email to the Registrar, Director of Education, and ALL dance teachers you study with.

- The Injury/Complaint
- Date of Injury
- Medical Professional
- Prescribed Exercises
- Recovery Plan
- Anticipated Recovery Time per Medical Professional
- Date for Re-evaluation by Medical Professional

If a student must miss more than three consecutive classes/series of classes due to illness or injury, they must discuss with their teachers an alternate method of study or assignments and requirements for completion of the course and must follow the Attendance Policy. Any recommendations must be approved by the Director of Education and must be documented in writing and kept in the student's file.

A student who has an injury which deters them from completing any course will enter discussion with faculty and the Director of Education about an alternate form of study or the possibility of deferral or withdrawal.

Financial Assistance

Through fundraising and grants, the Canadian Heritage Arts Society is able to subsidize tuition for each Canadian student.

The College will provide letters of support to assist students applying for assistance from service clubs, foundations, and provincial or federal grants upon request.

Any disagreements with respect to a student award decision will be referred in writing to the Student Aid Committee, which will review the disagreement and respond in writing. Proven falsification of documents or information submitted in support of a financial aid application can be grounds for student dismissal.

The following financial aid programs apply to all CCPA programs (unless noted otherwise).

Scholarships (Internal)

CCPA has a number of internal and external donors who contribute to our scholarship program. Nominations are made based on specific criteria or submission by the student (for those requiring an essay). A scholarship panel reviews the nominations/essays and selects the successful recipients at the end of each year of study.

Bursaries

CCPA offers a limited number of bursaries for students needing financial assistance; there are two annual disbursements in autumn and winter.

To apply for a bursary the student must complete the Financial Assistance Application available from the Registrar. Incomplete applications will not be considered. The applicant may be requested to provide additional information.

Bursary recipient selection is done by the Student Aid Committee and based on demonstrated financial need. The Committee will not know the identity of the applicant.

Bursary awards will first be applied to any outstanding tuition. Any remaining amounts will be disbursed directly to the student at the completion of the year.

Should a student withdraw or be dismissed, the bursary award will be revoked.

Student Assistance Fund

CCPA maintains a Student Assistance Fund for the purpose of student aid in the event that a student is experiencing urgent and unexpected financial difficulties due to a large unforeseen event (I.e. excessive medical bills, a death in the family etc.) Students may apply to receive funds from the Student Assistance Fund by directly contacting either the Managing Director or Director of Education. Review and approval of urgent requests by the Student Aid Committee can often be done within 24-48 hours.

Campus Work Positions

Students have the opportunity to earn money through a campus work position program. To be considered for campus employment, you must complete the application form that will be provided in the Financial Information Package. The five employment groups are:

1. *Facility Monitors*: Opening or closing the College facilities at designated times in accordance with proper lock-up/open procedures.
2. *Student Librarians*: Computer sign-in and sign-out of books and music, maintenance of the library database, levying library fines, and ensuring library tidiness.
3. *Green Team*: Daily tidying and cleaning of studios and public/student areas including the student kitchen, washrooms, lounge, and change rooms.
4. *A/V Team*: Set-up and put away the video and audio system and other production equipment in classrooms and performance spaces as required each day, as well as ensuring the studio Google Meet is running and recording during classes.
5. *Student Marketing Assistant*: Using your own phone or equipment to capture photos/videos /reels of show rehearsals, fun student council events, and general content showcasing life as a student at CCPA and capturing classroom moments.

Other Financial Assistance Available

External scholarships: Information on scholarships available from sources other than CCPA is forwarded to all students when it is received by the College.

Student Loans: CCPA is designated by the Private Training Institutions Branch (PTIB) of the British Columbia Ministry of Post-Secondary Education and Future Skills and is designated for loans in all provinces and/or the Canada Student Loan program. The results of your student loan application are a requirement of your Financial Assistance Application form. Applications begin in June.

Passport to Education and BC Award Vouchers: BC students only, please submit to the Registrar for processing.

RRSP: Students may withdraw funds from their RRSP under the Life Long Learning Plan.

RESP, USC Education Savings Plan, Canadian Scholarship Trust Plan: Government and private education savings programs.

Student Line of Credit: Most financial institutions offer Student Line of Credit programs - contact your bank for details.

Provincial Arts Councils: Most provincial Arts Councils provide scholarships for post-secondary studies.

Additional funding may be available through community service organizations and the guidance/career education departments of various educational institutions.

Student Accounts

Students will be invoiced at the end of each unit, and unpaid balances may mean a student's account privileges will be suspended until the balance is paid.

Once all fees have been calculated at the end of the school year, any unused deposit will either be carried forward (for returning students) or refunded. The account balance must be paid in full to meet the qualifications for graduation.

Should a student's account fall into arrears during the school year, there may be consequences such as exclusion from audition and performance opportunities. Such consequences will be at the discretion of the Director of Education and in conversation with the student.

Optional Expenses

The following are optional expenses a student could anticipate in addition to the required expenses outlined in the student contract:

- Class photos
- College branded clothing
- Photocopying & Printing
 - Students are charged \$0.10 per page for copying/printing. Each student selects a confidential copy code and is responsible for all copies incurred on their code, therefore, be sure to press the "ACCESS" button to clear your code when you are finished. At the end of the school year the student's individual code count will be printed and forwarded to the Finance Department and charged to their student account.

Library Missing Books Fee

At the end of each month, the Student Librarians will post a list of un-returned or missing items. Students will have one week to return any missing items or be charged a replacement fee.

Fees for Student Services

- Student ID card replacement: \$15.00
- Official transcripts:
 - \$10.00 for processing within 5 business days
 - \$17.50 for priority processing in 1 business day
- Course outline production & transmission to other educational institutions: \$15.00
- Re-write/re-evaluation fee: \$75 per exam/evaluation

Student Academic and Guidance Support

Accommodated Learning Support

Accommodated Learning Statement

The College supports students who submit a documented, diagnosed disability in achieving their educational goals by coordinating reasonable and appropriate academic accommodations within the means of the institution. The College also strives to enable faculty and staff to create a more accessible learning environment.

Our work is guided by the [BC Human Rights Code](#) and we are committed to protecting the privacy of our students. Personal information regarding a student's disability is treated in accordance with the BC Freedom of [Information and Protection of Privacy Act](#) and the College's Privacy Policy.

How to Get Help:

Option 1: For any student who has submitted a Psych Ed Learning Assessment or secondary school Independent Learning Plan, the Director of Education and/or Student Support Lead will meet with the student to agree on reasonable learning accommodations that the College can support.

Option 2: If you do not have a formal assessment, but are concerned about learning challenges experienced, and wish to discuss possible accommodations please make an appointment with the Director of Education or Student Support Lead.

Reasonable learning accommodations may include, but are not limited to:

- More time for written work (including class notetaking, journal, essays/reports, exams). Up to 10 days extension will be given if the student applies based on the extenuating circumstances of learning needs.
- Use of laptop in class for notetaking/journaling
- Permission to record class lectures
- Handouts and text/script provided in advance of a class (must also be posted on the Student Google Drive)
- Instructions to aid with physical movement, such as the sock method

Academic Writing Advice

10 Steps to Essay Writing

You will be required to write an essay in your time at CCPA. This section outlines the expectations in respect of the essay. But this is just a starting point. Please ask your instructor for additional guidance.

Step 1: Give yourself time

Begin working on your essay soon after your instructor assigns it. All quality writing requires time to work through the reading, outlining, drafting, and editing processes.

Computer and printing problems are not considered as valid reasons for handing work in past the due date.

Step 2: Understand the question on your assessment brief

The purpose of writing an essay is to learn and think critically about a topic, and demonstrate to your instructor that you have developed an understanding of it. If you are uncertain about any part of the assignment description, please ask your instructor to clarify.

Step 3: Make detailed notes of classes, lectures, and workshops

One of the features of our work is the exploration of performing arts theory through practice. It therefore follows that while you practice, it is important to reflect on how your experience relates to the theory.

Sometimes there will be time to make notes within the sessions, and it's a great idea to make notes soon after your sessions while your memory is fresh.

Make notes that include:

- what you did and how you did it
- what you learned
- what you don't understand
- how you might develop ideas further
- points of difficulty

Useful questions to ask yourself in relation to your work:

- If something worked, why?
- If something didn't work, why?

Everything you are being taught is intended to help you succeed. Taking notes and asking questions of your tutor will help you to be active in your learning process.

Step 4: Reading

Reading resources include books and other academic material suggested by your instructor or discovered through research. Regular reading throughout the course will best support your essays and assignments. In regards to information found online, be aware that not all websites have accurate information. Look for multiple sources to improve the validity of your information. Consult your instructor if you are using online resources in your essay.

Step 5: Identify a number of themes/moments of significance you wish to discuss in your essay

Discuss these with instructors and peers if you wish to in advance so that you can formulate your ideas further. Your instructor will be offering you guidance in class on the topic you are asked to write about.

Step 6: Create an outline

1. *Introduction:* In your outline, draft a few opening sentences on how your themes are related to the topic of your essay.
2. *Themes:* Include a bullet point list for each theme section, outlining the context of your theme to the topic of your paper
3. *Conclusion:* One or two sentences or bullet points summarizing your discussion and final synthesis.

Step 7: Draft your essay

Regardless of the topic of your essay, it is advisable that you write what you find interesting about it. An essay is you bringing your reflections to the conversation of what is already known about the topic.

Each theme section should be developed in conversation with the others, which means they can be different themes that when brought together create a harmonious perspective and analysis of your essay question.

- Each theme section should include 1-2 paragraphs
- Begin with introducing the chosen theme and why it is relevant to the topic and essay question you are discussing
- References to theory (direct quotes or paraphrased)
- Your understanding of that theory of knowledge, your reflections of what it means
- Allow the theoretical references and your reflections to develop your theme

- Analyze: allow each component of the discussion to respond to the essay question
- Think of connecting all of the conversational points to the topic of inquiry and formulate a supported conclusion from the thematic discussion.

Step 8: Write your introduction and conclusion

Your introduction should prepare the reader for what your essay will discuss in depth. Your conclusion should provide a summary of the synthesis of your thematic discussion. Think of what you want your reader to take away from your essay.

Step 9: Ensure presentation format uses suitable academic conventions

Essays at CCPA are written using the MLA Style Guide.

1. Line spacing (1.5 or 2.0, check with instructor)
2. 12 point font, black type, in Times New Roman, Arial, or Calibri styles, but check with instructor as to their preferences.
3. Page numbers, in the top right corner of the page headers.
4. One inch margins on all sides
5. Spell check each draft, that way you will most likely catch all of your typos.

Step 10: Proofread your work

Proofreading and editing should take several rounds, and can often take as long as writing the essay (or longer).

Start with reading your paper out loud to yourself, and edit as you go to refine. It is often easier to hear any issues than it is to see them. It is advisable to pair up with someone in your class to proofread each other's work. Try reading out loud for each other as well.

Each round of proofreading and editing should focus on correcting one thing. Try this focus pattern for each round of editing:

1. Grammar
2. Punctuation
3. Capitalization and spacing
4. Formatting - such as proper headlines, paragraph indentation, page breaks, page numbers
5. References/citations - check that every reference is cited in the paper, and every citation has a reference in the list. Make sure the references are all properly formatted in MLA style on your reference page.

Key Words List

Starters

- Firstly...
- Primarily...
- Why/what/how....
- I suggest that...
- I think that...To begin with...
- I will explain why...
- Arguably, my opinion about....
- My point of view has several reasons, including
- I thought that....
- There are different reasons why...
- There are differing explanations as to...
- There are several reasons why...

Endings

- My conclusion is...
- Finally...
- Consequently...
- I think I have shown that...
- The literature shows that....
- So now it can be seen why...
- Despite contrary arguments, it seems that...
- Bearing all this in mind, I have come to the conclusion that...
- Despite other evidence, I argue that...
- As a result...
- To sum up...

Conjunctions

If	For	Since	Nevertheless
Unless	Yet	While	Notwithstanding
Because	And	That	
Until	Whether	But	
When	Though	Although	

Prepositions

Aboard	Over	By	Under
Through	Except	Among	Off
In	For	Upon	On
Into	Behind	Which	Down
Beside	About	Past	Around
Between	Above	From	At
Against	To	Below	Within
Along	Near	Beneath	
Up	Of	Across	
Opposite	Beyond	Towards	

Time Words

Before	To	Until	Past
During	After	About	Till
Since	Between	At	Beyond

Researching Your Writing Work (Essay)

The following should comprise the bulk of your research sources:

- Reference books
- Journals and periodicals
- Books
- E-books
- Online academic subject-specific databases (e.g. Drama Online)
- Approved websites from reliable sources

We suggest a minimum of 4-6 research sources for a 750-1000 word paper.

Referencing Your Research Sources

You will read the work of others and incorporate their ideas into your work. You will agree with some and should say why; you will disagree with some and should say why. **What you must never do is to attempt to pass off their work as your own** either by copying out their phrases and sentences and not acknowledging them, or by using their arguments and ideas as if they were your own. This applies to all printed/published material held in such places as books, journals, e-books, newspapers, websites, handouts or academic work submitted by other students, **and all work generated through A.I..**

Consider the writing from other sources as being in conversation with your own. You are using references to support your ideas, as well as to support critique or argument for literature with which you disagree.

Synthesizing your own ideas with the support of literature and other evidence will demonstrate that you understand the topics and have learned more about the subject.

Plagiarism

Anytime you are using the ideas, words, or forms of expression from anyone else, you must acknowledge the source through reference. If you do not reference your sources consistently and carefully, you risk committing plagiarism. If you copy or paraphrase anyone else's work without reference on purpose, that is plagiarism.

All plagiarism is against our educational and ethical standards, and there are serious consequences for committing plagiarism.

MLA Referencing Format Resources

CCPA requires all student to use the MLA referencing format for bibliographies and referencing all quotes and paraphrasing.

Easy to follow instructions for MLA referencing can be found:

- [MLA Referencing Formatting Guidance](#) (Purdue University)
- [MLA Style Guide](#) (UVic)

You will also receive advice from your course instructor.

Journal Advice

What to Consider in Your Journal Notes

Getting started:

- Find a bound blank book that suits you in terms of its size and texture of paper.
- Find a collection of different drawing and writing tools, i.e. pens, coloured pencils, charcoal, etc. and find a suitable case to carry them in.
- Always keep these with you in the studio and before a session begins take them out of your bag so they are close at hand!

Keep it going...When you feel stuck and you don't know what to note down, choose something from the following list to do every day:

- Get into the habit of writing things down; of noting, of observing, of putting a thought/an idea on to paper.
- Write things down as soon as you can after a practical session.
- As long as it does not disrupt the flow of the class, write things down during the session.
- When you write initially, don't edit or censor yourself. There are no rights or wrongs in this process. Try to be honest even if the experience provokes thoughts/feelings you would rather hide or not face up to.
- When you finally present your documentation you will need to edit, to select, to re-frame – but without losing the power and clarity of the original impulse.
- Writing need not be words - it can be colours, shapes, diagrams, images.
- Write sensations and feelings.
- Write about where/when it feels awkward or uncomfortable. Can you find a solution or change the exercises for better comfort?
- Write about how your body/voice feels different – before and after and during.
- Make a diagram, map or weather report of your sensations.
- Draw areas of the body/voice that have become more noticeable to you.
- Look at anatomy books and make your own drawings.
- Write a poem; a haiku; a piece of doggerel.
- Copy a found [existing] image into your documentation – one that 'connects' or speaks more strongly of your experience than your own writing might
- Copy an existing piece of text into your document – a line from a film, a play, a novel, etc. that somehow connects to/reminds you of what you have experienced in the session.
- How has your looking at things/objects/other people/yourself changed?
- Have particular movements provoked/ engendered particular emotions/ feelings/memories?
- Describe in as much detail as possible exactly what happened/what you did in a particular exercise. Do this orally to a friend, a relative, a lover, a stranger. Then try writing it down. Although your documentation must not consist entirely of description, it is sometimes very helpful to describe experiences without judgment or without attempting to explain or interpret them.
- Think music.... Does this experience provoke musical thoughts/sensations/ memories? Sometimes there are strange and interesting connections between movement and music.

- Think 'connections'. How a particular exercise or a comment by your teacher connect to things that other tutors have spoken of, or what you have read?
- Identify daily questions about what you've just done.
- Make a note of words that come up often in the sessions.
- Make a note of words you're not sure you understand.
- Look at class handouts and other examples