General Education Course Requests

March 2021

Approve	Conditionally Approve	Recycle
GEO 3334: Managing for a Changing Climate		
IND2635: Environment and Behavior for Designers		
IDS 2935: Statistics and the Physical World (Q2)		
IDS 2935: Europe's Food Environment (Q2)		
IDS 2935: The Future of Tropical Rain Forests (Q2)		
IDS 2935: Wealth and Poverty in Today's World (Q2)		
IDS 2935: Linguistic Prejudice (Q2)		
IDS 2935: What if there was no Stigma in MH? (Q2)		
IDS 2935: People, Planes, and the Planet (Q2)		

Non-Quest Courses

Course: IND 2635: Environment and Behavior for Designers   **[~~CA~~][A]**
Requesting: Decrease from 6000 to 2000 words
Submitter: Sheila Bosch
Link: https://secure.aa.ufl.edu/Approval/reports/15316
Comment:

- ~~Please provide more detail regarding the following:~~
    - ~~How are "reading assignments and related activities" assessed? What are the point values, number of assignments, due dates, rubrics, etc?~~ [Information for the wayfinding exercise (50 pts) and trend reports (3 x 30 pts each) have been included in the syllabus. Total of 4 assignments. Trend reports total 600 words. Email, 3/1/21]
    - Please include due dates for all reading assignments in the course schedule. [Dates for these 4 assignments have been added to the course schedule]
- ~~Please update all policy language and required statements in the syllabus. Some are outdated or have incorrect information such as; Writing studio location, language for DSO, etc.~~ [Policy language and required statements have been updated, per UF Syllabi Policies dated Aug 04, 2020.]
- ~~Recommend having an additional writing workshop day closer to the large paper deadline.~~ [A 1-hour writing workshop has been added in Week 8, to follow presentation]

Course: GEO 3334: Managing for a Changing Climate   [~~CA~~][A]
Requesting: P, N
Submitter: Esther Mullens
Link: https://secure.aa.ufl.edu/Approval/reports/15192
Comment:

- ~~Please include the specific SLO statements for Physical Sciences and International in the syllabus as required by current General Education syllabus requirements.~~ ~~https://approval.ufl.edu/media/undergradaaufledu/General-Education-Course-Syllabus-Approval-Checklist.pdf~~ ~~.~~ [Updated, 3/1/21]
- ~~Late/Make-up work: Please consider adding a statement about the possibility to do make-up work in the case of excused/documented absences. Also, the policy of deducting points should not apply in case of documented/excused absences.~~ [This is my policy in general, but now has been explicitly stated in the syllabus.]
- ~~Committee Member response: Insight on setting a prerequisite of sophomore standing, "Most incoming students at UF today are already sophomores through some combination of test credits, AP, AICE, IB, or transferred courses, so it is likely a moot requirement for most students. If what you are most concerned with is that those prior credits be in writing and communication skills specifically, then requiring that they have completed a prior writing course such as ENC1102 (or test/transfer equivalent) would accomplish that task more effectively."~~ [This is my policy in general, but now has been explicitly stated in the syllabus.]
- ~~Please update the submitted syllabus to include the necessary information provided in the additional documents.~~

Quest Courses

Course: IDS 2935: The Future of Tropical Rain Forests (Q2)   [A]
Requesting: B, N, temporary course number/Quest
Submitter: Emilio Bruna
Link: https://secure.aa.ufl.edu/Approval/reports/15310
Comments:

- None

Course: IDS 2935: Europe's Food Environment (Q2)   [~~CA~~][A]
Requesting: S, temporary course number/Quest
Submitter: Agata Kowalewska
Link: https://secure.aa.ufl.edu/Approval/reports/15302
Comments:

- ~~The Social and behavioral SLO's content area statement is missing some of the verbiage - it has... Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used. But is missing the verbiage... "and social institutions, structures and processes". Please update.~~ [updated in the syllabus. Posted as an updated document titled Kowalewska_A_Quest_2_Syllabus_revised_Feb27. Email, update, 2/27/21]
- ~~Please include specific objectives for the course in the syllabus. Consider something such as the phrase, "by the end of this course, students will be able to XYZ..." or something more explicit like, "The objective of this course is to..." For example: The objective of this course is to explore how the foodways affect nutrition-linked aspects of health, by introducing research methods used in the discipline of nutritional sciences.~~
    - [Added: Course objectives
    By the end of this course, students will be able to:
    Discuss the physical environment of Europe considering elements of climate, hydrology, and soil diversity.
    Evaluate factors affecting agriculture.
    Critique how different technologies, economies, and governance styles affecting a country's ability to produce food.
    Describe connections between food, nutrition, and health.
    Analyze the ethical facets of human research.
    Organize and describe food customs and nutritional challenges of Europe's regions.
    Describe characteristic food-related customs of selected European countries.
    Plan and conduct research with a specific population, including informal interviews and analysis of available published data.
    Organize and communicate gained knowledge.]

Course: IDS 2935: Wealth and Poverty in Today's World (Q2)   [~~CA~~][A]
Requesting: S, N, temporary course number/Quest
Submitter: Renata Serra
Link: https://secure.aa.ufl.edu/Approval/reports/15309
Comments:
- ~~Please provide more detail regarding how international perspectives/knowledge is incorporated into the course through out the semester.~~ [I modified the language in the Syllabus throughout and particularly:
    - Course description (section 1): language expanded in the last few sentences of the course description.
    - Titles and descriptions of the weekly topics (section 2) changed to reflect and describe better the international perspective/knowledge
    - A sentence has been added at the end of section 7 (experiential learning component) to emphasize the importance of international knowledge/experiences in shedding light on local activities.

- o A sentence has been added to section 8 (self-reflection component) which highlights that one of the objective of the assignment is to compare one's own experience to the international lived experiences learned during the course.
  - o I rephrased entirely the pressing questions (section 9) to reflect the role and value of international experiences and knowledge. Email update, 2/26/21]
- ~~Will students be provided rubrics for the assignments such as constructed narratives and projects?~~ [Yes, I tend to have quite detailed guidelines and rubric in Canvas -Assignment sections. I have now added a sentence at the top of the table in section 1 (List of Assignments) that reads: "(Detailed Rubrics will be provided for each Assignment in Canvas)"]
- ~~Minor typo – "We will compare and contrast historical examples of countries/time periods exhibiting inclusive institutions and those *exhibing* extractive institutions."~~

Course: IDS 2935: Linguistic Prejudice (Q2)   [~~CA~~][A]
Requesting: S, D, temporary course number/Quest
Submitter: Caroline Wiltshire
Link: https://secure.aa.ufl.edu/Approval/reports/15293
Comments:
- ~~The group project consists of students choosing their own groups. Is there a mechanism in place for those students who don't have a group to join~~? [New wording:
  Groups of 3-4 students will identify a set of speakers targeted by linguistic prejudice and some documented negative outcome of linguistic discrimination and propose steps towards mitigation. [I will provide a list of possible topics, and students will sign up for their preferred topics for me to organize into groups. Groups of students may also propose their own topics, with my approval].
  Original wording: "Groups of 3-4 students will identify a set of speakers targeted by linguistic prejudice and some documented negative outcome of linguistic discrimination and propose steps towards mitigation. [I will provide lists of possible topics but groups may also propose their own]."Email, 2/27/21]
- Small editing detail: remove the word "optional" on page 15 of the syllabus next to point 9. [Updated]

Course: IDS 2935: Stigma and Mental Health (Q2)   [~~CA~~][A]
Requesting: S, D, 2000 words, temporary course number/Quest
Submitter: Jacqueline Swank
Link: https://secure.aa.ufl.edu/Approval/reports/14672
Comments:
- ~~The course title is very similar to one of the required video assignments, is this intentional~~? [Title updated. 3/1/21]

Course: IDS 2935: Statistics and the Physical World (Q2)   [~~CA~~][A]
Requesting: P, temporary course number/Quest

Submitter: Lawrence Winner
Link: https://secure.aa.ufl.edu/Approval/reports/15298
Comment:

- ~~Please provide separation between different grade levels, i.e. is 92% an A or A-?~~ [Updated, 3/1/21]
- ~~Please remove all "Edit this…." Portions from the syllabus.~~

Course: IDS 2935: ~~Aeromobilities~~ People, Planes, and the Planet (Q1)   **[~~CA~~][A]**
Requesting: S, N, 4000 words, temporary course number/Quest
Submitter: Clarence Gravlee
Link: https://secure.aa.ufl.edu/Approval/reports/14702
Comments:

- ~~The assignment list in section II.1 specifies that 100 pts is assigned to attendance and class participation, which gives the impression that students will get points by attending class. Later, in section III.3, however, it becomes clear that attendance grade is subtractive (2pt penalty for missing class beyond 4 personal days), whereas the class participation grade is additive (100 pts). Students may be better served if these two grades were clearly separated throughout the syllabus.~~ [I appreciate the reviewer pointing out the subtractive nature of the original attendance scheme. Reading it again, this policy seemed too punitive to me. I have eliminated the attendance requirement as a separate element of the grade, focusing only on participation as a positive contribution to be rewarded. Since participation requires attendance, grading both is redundant. Email response, 3/4/21]
- ~~Please specify which assignments are meant to satisfy the word count~~. [Weekly writing assignments count toward the writing requirement. That point is now specified in Section 3a. I changed the range of word counts per assignment to either 300–500 or 500–700 words. I also eliminated the writing assignment scheduled during the week of the midterm exam. The new range is 4900–7500 words. Although this range exceeds the 4,000 minimum, it does not necessarily warrant 6000-word credit. It also builds in some cushion for students who miss a writing assignment but still earn a grade of C or higher.]
- ~~Minor note: Section II.2 states that 14 weekly writing assignments account for 500 pts. Section VI indicates that each weekly assignment counts for 36 points. Therefore, the weekly assignment point total is 504, not 500.~~ [I changed the list of graded work to show percentages rather than points to avoid rounding problems and give students a more intuitive way of understanding the weight of each component of the course.]
- ~~Please consider a more descriptive title, the current title may not provide enough detail for freshman or sophomores exploring Quest courses~~. [updated to "People, Planes, and the Planet"]