

Cover Sheet: Request 13660

IDS2xxx Fairy Tales and Identity

Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending at PV - General Education Committee (GEC)
Submitter	Rori Bloom ribloom@ufl.edu
Created	2/22/2019 2:03:07 PM
Updated	4/29/2019 1:53:10 PM
Description of request	I am proposing a course for Quest 1 Trial 2 and am requesting that it receive GenEd Humanities and Writing Requirement (4000 words) designation.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Languages, Literatures and Cultures 011686001	Youssef Haddad		2/25/2019
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		2/25/2019
No document changes					
General Education Committee	Commented	PV - General Education Committee (GEC)	Casey Griffith	Added to May agenda	4/17/2019
No document changes					
General Education Committee	Pending	PV - General Education Committee (GEC)			4/17/2019
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Gen_Ed|New-Close-Modify for request 13660

Info

Request: IDS2xxx Fairy Tales and Identity

Description of request: I am proposing a course for Quest 1 Trial 2 and am requesting that it receive GenEd Humanities and Writing Requirement (4000 words) designation.

Submitter: Casey Griffith cgriffith@aa.ufl.edu

Created: 3/21/2019 4:21:33 PM

Form version: 2

Responses

Course Prefix and Number

Response:
IDS2xxx

Enter the three letter prefix, four-digit course number, and lab code (if applicable), as the course appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog). If the course has been approved by the UCC but is still pending at SCNS, enter the proposed course prefix and level, but substitute XXX for the course number; e.g., POS2XXX.

Course Title

Enter the title of the course as it appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog, or as it was approved by the UCC, if the course has not yet been approved by SCNS).

Response:
Fairy Tales and Identity (Quest 1)

Delivery Method

Please indicate the delivery methods for this course (check all that apply). Please note that content and learning outcome assessment must be consistent regardless of delivery method.

Response:
Classroom

Request Type

Response:
Change GE/WR designation (selecting this option will open additional form fields below)

Effective Term

Enter the term (semester and year) that the course would first be taught with the requested change(s).

Response:
Fall

Effective Year

Response:
2019

Credit Hours

Select the number of credits awarded to the student upon successful completion. Note that variable credit courses are not eligible for GE or WR certification.

Response:
3

Prerequisites

Response:
None (this would be a Quest 1 course)

Current GE Classification(s)

Indicate all of the currently-approved general education designations for this course.

Response:
None

Current Writing Requirement Classification

Indicate the currently-approved WR designation of this course.

Response:
None

Requesting Temporary or Permanent Approval

Please select what type of General Education Approval you desire for this course. Selecting 'Permanent', will request a permanent General Education designation. You may also select a temporary General Education assignment for 1, 2, or 3 semesters.

Response:
3 semesters

Requested GE Classification

Indicate the requested general education subject area designation(s) requested for this course. If the course currently has a GE designation and the request includes maintaining that designation, include it here.

Response:
H - Humanities

Requested Writing Requirement Classification

Indicate the requested WR designation requested for this course. If the course currently has a WR designation and the request includes maintaining that designation, include it here.

Response:
E4 - 4000 words

Subject Area Objectives

Please visit the General Education "Subject Area Objectives" webpage. Review and select the appropriate designation(s), then copy the verbatim statement and designation and paste it into the box below. Inclusion of the verbatim statements for designation(s) is a required component of GE courses and syllabi.

Be sure to include the specific designation(s) name (i.e.; Biological Sciences B) above the verbatim statement in the text box

Response:
Humanities (H)

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Accomplishing Objectives

Please provide an explanation of how the General Education Objectives will be accomplished in the course. A numbered list is the recommended format (see example GE syllabus). Inclusion of this explanation is a required component of GE courses and syllabi.

Response:
Reflecting the curricular structures of Quest 1 and these Gen Ed designations, after taking Fairy Tales and Identity students will be able to:

1. Identify the representation of identity (class, gender, etc.) in literary texts and films.
2. Analyze how the choice of medium (text or film) impacts meaning in works of art.
3. Evaluate how historical and social contexts inform works of art.
4. Identify the main idea and argumentative structure of scholarly essays.
5. Present clear and effective responses to essential questions in oral and written forms appropriate to the relevant humanities disciplines incorporated into the course.
6. Transfer communication skills developed in this course to other classes at UF.
7. Connect critical thinking skills developed in the course to other texts, films, and works of art, especially when such works pertain to the representation of human identities.

Student Learning Outcomes

Please visit the Student Learning Outcomes section of the General Education webpage, find the Subject Area Student Learning Outcomes (SLOs) which are associated with the requested General Education designation(s), then copy and paste them into the space below with the appropriate headings: Content, Critical Thinking, and Communication. Inclusion of the verbatim statements for each of the three SLOs is a required component of GE courses and syllabi.

Response:
Humanities

- 1) Identify, describe, and explain the history, underlying theory and methodologies used.
- 2) Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.

3)Communicate knowledge, thoughts and reasoning clearly and effectively

Content: Explanation of Assessment

Please provide an explanation of how the General Education Content SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:

Brief responses: State in 1-2 sentences how your assigned fairy tale fits the theme of the week as per the syllabus (2 points). Select a passage that corresponds to the theme, identifying (by underlining) 2-3 key words in the passage that correspond to the theme. Explain why you chose your key words. (3 points)

This assignment advances student learning objectives by encouraging students to identify the representation of human identities (class, national, gender, etc) in a work of art, to draw on evidence by locating the representation of identity in a passage in a text or scene in a film, and to develop and present clear and effective responses in oral and written forms.

Critical Thinking: Explanation of Assessment

Please provide an explanation of how the General Education Critical Thinking SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:

Article summary: Explain the main idea of the article and provide an overview of its structure in a 3 sentence introduction (3). For each major section of the article's argument (try to divide the article in either 2 or 3 main sections), write a 3 sentence summary (6 points). In conclusion, evaluate the interest of this article by quoting the most striking sentence and then explain why it intrigued you (1 point)

This assignment advances student learning objectives by encouraging students to identify, describe and explain the theories and methodologies used in this course (specifically through a close reading of scholarship in literary criticism) and to present clear and effective responses in written form.

Communication: Explanation of Assessment

Please provide an explanation of how the General Education Communication SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:

Comparative essay: (mid-term and final papers)

- Introduction: The introduction should present the texts and provide a thesis statement that goes beyond a superficial observation of likeness to state how the chosen works are similar and different. In addition to the thesis, there should be a clear indication of the steps of the argument to follow. 5pts
- Structure: A topic sentence at the start of each body paragraph should express the paragraph's main idea. 5pts
- Supporting evidence: Direct quotation from the texts must be provided as supporting evidence. (at least 6 direct quotations; for films use specific references to a scene or other filmic element).6pts
- Analysis of Quoted passages. Quoted passages must correspond logically to the main idea of the paragraph. Indicate which words in the quoted paragraph are most important and why. 6 pts
- Conclusion: The conclusion should contextualize the argument within a general understanding of the structures and features of fairy tales. 3pts
- Quality of thought: The paper must go beyond a superficial comparison of plot points. In addition to a clear argument, the paper should show close analysis of the author's or director's language. 5pts

This assignment advances student learning objectives by encouraging students to create arguments, draw on evidence and articulate ideas about the ways in which identities are represented in works of art, specifically evaluating how people are identified as belonging to various groups according to their class, nationality, gender, etc.. The comparison may examine how past societies understood the construction of identity and how identities may be represented in different ways at different times. Students will use the principles, terminology, and methodology of literary and/or film studies and will incorporate theoretical concerns from psychoanalysis, feminism, and other approaches evoked in class as they present clear and effective responses in written form.

For each writing assignment, points will be deducted for poor use of English grammar and style (1 point for shorter pieces, 2 points for longer pieces).

Course Material: General Education Discussion

Please provide a concise explanation of how the General Education designation(s) content is incorporated into the course throughout the semester. Please keep in mind that while this may be abundantly clear to you, the submitter, the General Education Committee will need to be able to readily see the appropriateness of the requested General Education designations.

Response:

Using approaches from literature, history, film studies, and gender studies, this course conducts a cross-disciplinary examination of fairy tales to discover how these stories dramatize the construction of human identities. We will analyze classic fairy tales and contemporary adaptations of them in order to explore representations of human relationships: between children and adults, men and women, princes and peasants, humans and animals. Students will discover the historical contexts that produced classic European fairy tales but they will also learn how contemporary cultural movements – including surrealism, psychoanalysis, environmentalism, and feminism -- have repurposed fairy tales in innovative ways.

Incorporation of General Education Subject Areas

Please provide a concise explanation of how General Education subject area objectives will be incorporated consistently throughout the course during the semester. You are encouraged to keep in mind the General Education subject area objective descriptions AND Student Learning Outcomes for those subject area objectives when compiling this information.

It is recommended this explanation be based off of any one/combination/all of the following as a frame work (formatting is up to submitter):

- *Course Schedule of Topics (strongly recommended)*
- *Lectures*
- *Assignments/Tests/Essays*
- *Class Discussions*
- *Group Work*
- *Miscellaneous*

Response:

Our fairy-tale readings will be organized around the following thematic units: Peasants and Princes; Childhood and Adulthood; Humans and Animals; National Identity; Gender. Lectures will provide historical contextualization of texts that date from the 17th through the 21st centuries. Students will work on close readings in brief responses to primary texts and acquire critical approaches by writing summaries of scholarly essays. Class discussions will review primary and secondary texts but also lay the groundwork for mid-term and final papers where students will compare 2 versions of a story by examining primary texts, incorporating information about context, and applying critical methods learned in class.

Fairy Tales and Identity
UF Quest 1/Identities IDS####
General Education: Humanities, Writing (4000 words)
[Note: A minimum grade of C is required for General Education credit]
FALL 2019, M/W/F Period 4

Class resources, announcements, updates, and assignments will be made available through e-learning

Instructor: Dr. Rori Bloom (ribloom@ufl.edu)
Office: 238 Dauer Hall; Telephone: (352)273-3769
Office Hours: TBD

Course Description

Using approaches from literature, history, film studies, and gender studies, this course conducts a cross-disciplinary examination of fairy tales to discover how these stories dramatize the construction of human identities. We will analyze classic tales and contemporary adaptations of them in order to explore representations of human relationships: between children and adults, men and women, princes and peasants, humans and animals. Students will discover the historical contexts that produced classic European fairy tales but they will also learn how contemporary cultural movements – including surrealism, psychoanalysis, environmentalism, and feminism -- have repurposed fairy tales in innovative ways. Through close readings of fairy-tale texts and films as well as scholarly studies of them, students will learn that these familiar stories contain multiple meanings and offer myriad possibilities for reinterpretation. In this small class, students will benefit from opportunities for face-to-face discussion and individualized feedback as they learn how to craft sound arguments supported by textual evidence.

Quest 1 and Gen Ed Descriptions and Student Learning Outcomes

QUEST 1 DESCRIPTION: Quest 1 courses are multidisciplinary explorations of truly challenging questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world, Quest 1 students use the humanities approaches present in the course to mine texts for evidence, create arguments, and articulate ideas.

o **QUEST 1 SLOs:**

- Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
- Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
- Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).
- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Critical Thinking).

HUMANITIES DESCRIPTION: Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general.

Students will learn to identify and to analyze the key elements that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

○ HUMANITIES SLOs

- Identify, describe, and explain the history, underlying theory and methodologies used in the course. (Content)
- Analyze key elements that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking)
- **Communicate knowledge, ideas, and reasoning in written or oral forms appropriate to the subject area. (Communication)**

WRITING DESCRIPTION: The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The writing course grade assigned by the instructor has two components: the writing component and a course grade. **To receive writing credit a student must satisfactorily complete all the assigned written work and receive a minimum grade of C (2.0) for the course.** It is possible to not meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.

○ WRITING EVALUATION:

- This course carries 4000 words that count towards the UF Writing Requirement. You must turn in all written work counting towards the 4000 words in order to receive credit for those words.
- The instructor will evaluate and provide feedback on the student's written work with respect to content, organization and coherence, argument and support (when appropriate), style, clarity, grammar, punctuation, and other mechanics.
- More specific rubrics and guidelines for individual assignments may be provided during the course of the semester.

Student Learning Outcomes for *Fairy Tales and Identity*

Reflecting the curricular structures of Quest 1 and these Gen Ed designations, after taking *Fairy Tales and Identity* students will be able to:

1. Identify the representation of identity (class, gender, etc.) in literary texts and films.
2. Analyze how the choice of medium (textual or film) impacts meaning in works of art.
3. Evaluate how historical and social contexts inform works of art.
4. Identify the main idea and argumentative structure of scholarly essays.
5. Present clear and effective responses to essential questions in oral and written forms appropriate to the relevant humanities disciplines incorporated into the course.
6. Transfer communication skills developed in this course to other classes at UF.
7. Connect critical thinking skills developed in the course to other texts, films, and works of art, especially when such works pertain to the representation of human identities.

Required Texts

Books: Required books for class and the recommended writing guide are available at the UF Bookstore. Other assigned readings will be available through e-learning. Students are required to bring the day's assigned reading to class either on a page or on a screen.

Required books for class:

Perrault, Charles. *The Complete Fairy Tales*. Trans. C. Betts. Oxford : Oxford University Press, 2009.
Carter, Angela. *The Bloody Chamber and Other Stories*. New York : Penguin, 2015.

Films: This course requires you to view two films. You may watch them on closed reserve at Library West; request them from the circulation desk. You may also find these films on streaming sites.

Required films for class:

Jean Cocteau, *Beauty and the Beast (La Belle et la bête)*
Jacques Demy, *Donkeyskin (Peau d'âne)*

Recommended Texts:

The Allyn & Bacon Guide to Writing, 7th Ed, by JD Ramage, JC Bean, and J Johnson. Pearson-Longman, 2014.

Week 1: Introduction

Introduction: Who was Mother Goose (Charles Perrault)?
Perrault, Hop o' My Thumb and Bettelheim, *The Struggle for Meaning*
Tournier, *Tom Thumb Runs Away*

Week 2: Peasants and Princes

Perrault, *The Ridiculous Wishes* and Darnton, *Peasants Tell Tales*
Perrault, *Little Red Riding Hood*
Grimm, Thurber, Dahl and folk versions of *Little Red Riding Hood*

Week 3: Childhood to Adulthood

Bettelheim, *Little Red Riding Hood*
Carter, *The Company of Wolves*

Week 4: Humans and Animals

Propp, *Morphology of the Folktale* (excerpt) and Marin, *Power of Signs, Signs of Power*
Perrault, *Puss in Boots*
La Fontaine, *Fables* (selections)

Week 5: Fairy Tales and National Identity

Préchac, *Prince Peerless*
Murat, *The Savage*

Week 6: Fairy Tales and National Identity
Grimm, The Four Feathers, Rapunzel
D'Aulnoy, The White Cat

Week 7: Fairy Tales and Gender ([Masculine and feminine happy endings](#))
Perrault, Cinderella and Zipes, Breaking the Disney Spell
D'Aulnoy, Finette Cendron
Jones, Thoughts on Heroism **ARTICLE SUMMARY DUE BY THE START OF CLASS**

Week 8: Fairy Tales and Gender **MID-TERM PAPER DUE** ([Literary history and women authors](#))
Harries, Twice Upon a Time (excerpts) and Villiers, Conversations on Fairy Tales (excerpts)
D'Aulnoy, The Island of Happiness (with excerpts from Murat: The Elf Prince and The Island of Magnificence)
[Experiential learning opportunity at SMATHERS LIBRARY SPECIAL COLLECTIONS: A presentation by librarian Suzan Altieri of the Baldwin Collection of Historical Children's Literature will familiarize students with the libraries' holdings of first and rare editions of children's books and show them what kinds of information may be gleaned from examining physical books instead of electronic editions. Students will be required to complete an assignment analyzing the illustrations of a volume of fairy tales. A rubric for this "library response" assignment is provided on page 5 of this syllabus.](#)

Week 9: Fairy Tales and Gender **RESPONSE TO LIBRARY VISIT DUE** ([Beauty, ugliness, and cross-dressing](#))
Perrault, Ricky with the Tuft
Bernard, Ricky with the Tuft
Lhéritier, Marmoisan

Week 10: Fairy Tales and Gender ([Abusive spouses: Marriage and Violence](#))
Perrault, Blue Beard and Tatar, The Attractions of Blue Beard
Sade, Faxelange
Carter, The Bloody Chamber

Week 11: Fairy Tales and Gender ([The Origins of "Beauty and the Beast"](#))
Apuleius, Cupid and Psyche
D'Aulnoy, Gracieuse and Percinet

Week 12: Fairy Tales and Gender ([Gender roles in "Beauty and the Beast"](#))
D'Aulnoy, The Great Green Worm
Beaumont, Beauty and the Beast

Week 13: Fairy Tales and Gender ([Gender roles in "Beauty and the Beast"](#))
Warner, From the Beast to the Blonde (excerpts) and Carter, The Tiger's Bride
Cocteau, Beauty and the Beast

Week 14: Fairy Tales and Gender ([Domesticity and the abject feminine](#))

Perrault, Griselda

Perrault, Donkeyskin

Duggan, Women Subdued- **ARTICLE SUMMARY DUE BY THE START OF CLASS**

Week 15: Conclusion **FINAL PAPER DUE** ([Surrealism meets queer aesthetics](#))

Demy, Donkeyskin (Peau d'âne)

Assigned Work

- **Class participation:** = 5%
- **2 critical responses to a fairy tale** to be submitted on a powerpoint slide one hour before the class in which they are due. Due dates TBA. (2x100=200 words) **2x5%=10%**
- **1 critical response to our Library Special Collections** visit. 200 words. =5%
- **2 article summaries.** 2x500 words=1000 words =**2x10%=20%**
- **2 papers**, each comparing 2 versions of the same story. 2x1300 words=2600 words =**2x30%=60%**
- **Please note: There is NO FINAL EXAM/PAPER in this class. Paper 1 (due week 8) and Paper 2 (due week 15) are of equal weight.**

Note on participation: Students will receive full participation points if they are actively working on small group prompts in class and if they respond to direct questions in class when asked. Students who show consistent engagement as described will earn 1 point for each month (August, September, October, November, December). Many ice-breaker prompts at the start of class will promote self-reflection by asking students to compare a version of the story that they know from a children's adaptation or popular film with the literary version they will have read for class. ~~(NB I have moved the attendance requirements to another part of the syllabus to differentiate participation and attendance)~~

Rubric for brief responses: State in 1-2 sentences how your assigned fairy tale fits the theme of the week as per the syllabus (2 points). Select a passage that corresponds to the theme, identifying (by underlining) 2-3 key words in the passage that correspond to the theme. Explain in 1-2 sentences why you chose your key words. (3 points) **You must write 100 words NOT including the quoted passage. Please e-mail me your slide so that I may provide feedback via email.**

This assignment advances **student learning objectives** by encouraging students to identify the representation of human identities (class, national, gender, etc) in a work of art, to draw on evidence by locating the representation of identity in a passage in a text or scene in a film, and to develop and present clear and effective responses in oral and written forms.

Rubric for library response. Choose an illustration from a fairy tale collection, identify it and describe it for the reader. Why do you think the editor asked the visual artist to create this image? (2 points) Does it reflect something about the time in which it was made (as opposed to the time when the story was written)? (2 points) [Does it correspond to your vision of the text?](#) (1 point)

This assignment advances **student learning objectives** by encouraging students to connect course content with the resources of the UF Libraries, to identify the representation of identities across

disciplines (by comparing a text to an illustration), to identify the impact of historical context on the creation of the work of art (if created in a period distinct from that of the text), and to present clear and effective responses in written form. [It also promotes self-reflection by asking students to compare their mental image of a work with an illustrator's rendering of a character or scene.](#)

Rubric for article summary: Explain the main idea of the article and provide an overview of its structure in a 3 sentence introduction (3). For each major section of the article's argument (try to divide the article in either 2 or 3 main sections), write a 3 sentence summary (6 points). In conclusion, evaluate the interest of this article by quoting the most striking sentence and then explain why it intrigued you (1 point)

This assignment advances **student learning objectives** by encouraging students to identify, describe and explain the theories and methodologies used in this course (specifically through a close reading of scholarship in literary criticism) and to present clear and effective responses in written form.

Rubric for comparative essays (mid-term and final papers)

- Introduction: The introduction should present the texts and provide a thesis statement that goes beyond a superficial observation of likeness to state how the chosen works are similar and different. In addition to the thesis, there should be a clear indication of the steps of the argument to follow. 5pts
- Structure: A topic sentence at the start of each body paragraph should express the paragraph's main idea. 5pts
- Supporting evidence: Direct quotation from the texts must be provided as supporting evidence. (at least 6 direct quotations; for films use specific references to a scene or other filmic element).6pts
- Analysis of Quoted passages. Quoted passages must correspond logically to the main idea of the paragraph. Indicate which words in the quoted paragraph are most important and why. 6 pts
- Conclusion: The conclusion should contextualize the argument within a general understanding of the structures and features of fairy tales. 3pts
- Quality of thought: The paper must go beyond a superficial comparison of plot points. In addition to a clear argument, the paper should show close analysis of the author's or director's language. 5pts

This assignment advances **student learning objectives** by encouraging students to create arguments, draw on evidence and articulate ideas about the ways in which identities are represented in works of art, specifically evaluating how people are identified as belonging to various groups according to their class, nationality, gender, etc.. The comparison may examine how past societies understood the construction of identity and how identities may be represented in different ways at different times. Students will use the principles, terminology, and methodology of literary and/or film studies and will incorporate theoretical concerns from psychoanalysis, feminism, and other approaches evoked in class as they present clear and effective responses in written form.

For each writing assignment, points will be deducted for poor use of English grammar and style (1 point for shorter pieces, 2 points for longer pieces).

~~I will grade according to my rubric and add a brief comment on final papers which students may pick up from my office on the Monday that grades are due or in the first week of the following semester.~~

Each assignment will be returned to students with a grade and comments that address the students' writing skills. Comments will be provided throughout in addition to a completed rubric. Feedback on Paper 2 will be provided electronically by the end of finals.

Grading Scale

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
E	0-59

More information on UF grading policy is available at <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradingpolicies>

Policies

Class Attendance

Class attendance is expected. Students are allowed five discretionary absences (see “Attendance” under “Graded Work” above) to cover excused and unexcused absences. Additional absences that meet the standard of “excused” per UF’s policies may be allowed. **After 5 absences, 1 point will be deducted for every additional absence**

Making Up Work

Work is due as specified in the syllabus. Late work is subject to a 1/3 grade penalty for each 24 hour period it is late (e.g., a paper that would’ve earned an A if turned in in class on Monday becomes an A- if received Tuesday, a B+ if received Wednesday, etc, with the weekend counting as two days). To be excused from submitting work at the assigned time, you must give 24 hours advance notice and/or meet the UF standards for an excused absence.

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing UF’s standard online evaluations (summary results will be available to students here) as well as a course-specific evaluation that focuses on course content and the experience of the Quest curriculum. Class time will be allocated for the completion of both evaluations.

Class Demeanor

Students are expected to arrive to class on time, stay the full class period, and behave in a manner that is respectful to the instructor and to fellow students. Electronic devices should be turned off and placed in closed bags. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be kept to a minimum.

Materials and Supplies Fees

There are no additional fees for this course.

University Honesty Policy

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 (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. 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.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington for one-on-one consultations and workshops.