

Cover Sheet: Request 15289

THE 1XXX Autobiographical Literature & Performance (Q1 Permanent)

Info

| | |
|------------------------|---|
| Process | Course New/Close/Modify Ugrad Gen Ed Quest Perm |
| Status | Pending at PV - University Curriculum Committee (UCC) |
| Submitter | Jerry Dickey jdickey@ufl.edu |
| Created | 9/24/2020 5:29:48 PM |
| Updated | 1/11/2021 2:44:00 PM |
| Description of request | During the current Fall 2020 semester, this course is being offered for the third time under temporary approval for Quest 1/General Education. This proposal requests permanent approval status for the course to continue to fulfill Quest 1, Humanities, Diversity, and WR 2000 General Education requirements. |

Actions

| Step | Status | Group | User | Comment | Updated |
|---------------------------------------|-----------|--|-----------------|---|------------|
| Quest Director | Commented | PV - Quest Director | Andrew Wolpert | Please add a narrative letter. This is a brief statement (200-350 words) in which you explain what changes you have made to the course as result of your experience offering it during the trial phase. | 9/24/2020 |
| 1908_Dickey_Q1_Survey.pdf | | | | | 9/24/2020 |
| Quest Director | Approved | PV - Quest Director | Andrew Wolpert | | 9/29/2020 |
| cover letter_course modifications.pdf | | | | | 9/29/2020 |
| Department | Approved | CFA - Theatre and Dance 13040000 | Peter Carpenter | | 10/27/2020 |
| No document changes | | | | | |
| College | Approved | CFA - College of Fine Arts | Jennifer Setlow | | 11/20/2020 |
| No document changes | | | | | |
| Quest Curriculum Committee | Approved | PV - Quest Curriculum Committee | Andrew Wolpert | | 12/10/2020 |
| No document changes | | | | | |
| University Curriculum Committee | Pending | PV - University Curriculum Committee (UCC) | | | 12/10/2020 |
| No document changes | | | | | |
| General Education Committee | | | | | |
| No document changes | | | | | |
| Statewide Course Numbering System | | | | | |
| No document changes | | | | | |
| Office of the Registrar | | | | | |
| No document changes | | | | | |

| Step | Status | Group | User | Comment | Updated |
|---------------------------------|--------|-------|------|---------|---------|
| Student Academic Support System | | | | | |
| No document changes | | | | | |
| Catalog | | | | | |
| No document changes | | | | | |
| College Notified | | | | | |
| No document changes | | | | | |
| Quest Director Notified | | | | | |
| No document changes | | | | | |

Course|Gen_Ed|New-Close-Modify|Quest-Perm for request 15289

Info

Request: THE 1XXX Autobiographical Literature & Performance (Q1 Permanent)

Description of request: During the current Fall 2020 semester, this course is being offered for the third time under temporary approval for Quest 1/General Education. This proposal requests permanent approval status for the course to continue to fulfill Quest 1, Humanities, Diversity, and WR 2000 General Education requirements.

Submitter: Jerry Dickey jdickey@ufl.edu

Created: 12/8/2020 2:35:10 PM

Form version: 3

Responses

Recommended Prefix

Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:

THE

Course Level

Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.). Quest 1 courses may only select 1 & Quest 2 courses may only select 2.

Response:

1

Course Number

Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:

XXX

Category of Instruction

Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Quest courses may only select Introductory at this time.

Response:

Introductory

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

None

Course Title

Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles.

Response:
Autobiographical Literature & Performance

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Autobiographical Lit & Perf

Degree Type

Select the type of degree program for which this course is intended. Quest courses may only select Baccalaureate.

Response:
Baccalaureate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus, Online

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic

Quest courses may not be rotating topics at this time. Please select "No" to confirm this course will not be a rotating topics course.

Response:
No

Repeatable Credit

At this time Quest courses are not being offered as repeatable credit. Please select "No" to confirm this is not a repeatable credit course.

Response:
No

Amount of Credit

Quest courses may only be offered for 3 credit hours at this time, please confirm that this course is a 3 credit hour course.

Response:
3 credits

S/U Only?

UF Quest/General Education courses may not be offered as S/U. Please select no for S/U.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
3

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.

Response:
The course explores the ways in which modern and contemporary American artists and writers have utilized self-examination as the basis for artistic creation. Often merging the factual with the theatrical or dramatic, autobiographical performance and literature personalizes the values, incidents and relationships that shape human experience and give life meaning.

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course. Courses level 3000 and above must have a prerequisite.

Response:
none

Completing Prerequisites on UCC forms:

- Use "&" and "or" to conjoin multiple requirements; do not use commas, semicolons, etc.
- Use parentheses to specify groupings in multiple requirements.
- Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
- Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
- "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and major/minor in PHHP should be written as follows:
HSC 3502(C) & (HSC 3057 or HSC 4558) & (HP college or (HS or CMS or DSC or HP or RS minor)

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
n/a

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:

Undergraduate students fulfill the UF Quest 1 requirement and satisfy three credits of the General Education requirement in the Humanities by successfully completing one Quest 1 course. Some Quest 1 courses may also fulfill the Diversity or International requirement and/or count toward the Writing requirement.

Quest 1 courses are lower-division, multi-disciplinary courses in the arts and humanities that explore essential questions about the human condition: 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?

These questions ground a range of courses organized under five overarching themes: (1) The Examined Life, (2) Identities, (3) Justice and Power, (4) Nature and Culture, and (5) War and Peace. Faculty also have the option of developing a course that may not fit under any one of the pre-existing five themes (i.e., the "wildcard" option).

Unlike typical first-year offerings, Quest 1 courses extend beyond any one discipline. They are not a survey of or an introduction to a field. Instead, they invite students to ask the kinds of questions that may not be easy to answer but are difficult to ignore.

At the same time, Quest 1 courses are firmly grounded in the academic rigor developed by the humanities disciplines that are the focus of these courses. Students are expected to create arguments and draw on evidence as appropriate for the fields of study in which instruction is provided and are assessed accordingly.

While their content will vary, Quest 1 courses share Objectives and Student Learning Outcomes. In addition, they seek to inspire students to investigate the arts and humanities actively. Each class offers an opportunity to participate in experiential learning activities at relevant sites around the UF campus and in the Gainesville community.

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:

At the conclusion of this Quest 1 course, students will be able to:

1. Identify, describe and explain the social and historical contexts, themes and methodologies used in an examination of self and the human condition, with attention to how they characterize diversity as a dynamic concept related to human difference. (Content SLOs for Gen Ed Humanities & Diversity & Quest 1)
2. Analyze and evaluate autobiographical literary texts and performances by a diverse group of artists and writers that depict how social inequities and constraints of different groups are constructed and mediated in the United States. (Critical Thinking SLOs for Gen Ed Humanities & Diversity)
3. Identify, describe and explain the methodologies of literature, film and theatre as they affect the use of autobiography in American performance and literature from mid-twentieth century to the present. (Critical Thinking SLOs for Gen Ed Humanities & Quest 1)
4. Analyze and evaluate the effectiveness of performance and literary techniques for conveying meaning and purpose to human experience. (Critical Thinking SLOs for Gen Ed Humanities & Quest 1)
5. Relate the use of autobiographical literature or performance to one's student experience at UF and after. (Connect SLO for Quest 1)
6. Create a short literary or stage narrative based on an examination of personal experience. (Critical Thinking SLO for Quest 1)
7. Formulate and present clear and organized responses to course material in both written and oral formats relevant to the humanities disciplines employed in the course. (Communication SLOs for Gen Ed Humanities & Quest 1)

Course Textbook(s) and/or Other Assigned Reading

Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course.

Response:

Required:

Books (any edition of these books is acceptable):

1. Sandra Cisneros, *The House on Mango Street* (New York: Vintage, 2009)
2. Lisa Kron, *Well* (New York: Theatre Communications Group, 2006)
3. Tim O'Brien, *The Things They Carried* (New York: Houghton Mifflin Harcourt, 1990)
4. Tennessee Williams, *The Glass Menagerie* (New York: New Directions, 1999)

Films (available free online and/or through streaming services):

1. Jason DaSilva, *When I Walk*, ASX Lab, Inc. (84 minutes)
2. Sarah Polley, *Stories We Tell*, Lionsgate (108 minutes)
3. Spalding Gray, *Swimming to Cambodia* (87 minutes; filmed solo stage performance), Shout

Factory/MGM, and Spalding Gray: a Life in Progress (27 minutes)

Shorter readings/viewings are available via the Canvas course website (see "weekly schedule of topics" section of this proposal).

Attendance at a campus or local live theatre performance: or film/literary event. is required as part of an experiential learning activity. Free or low-cost events are prioritized based on presentations schedules of local arts organizations. (Note: In the event this course is offered online due to UF covid-19 precautions, an appropriate online, live event will be substituted.)

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:

Week 1 Topic UNIT 1: INTRODUCTIONS

Course overview. The examined life—introspection, self-indulgence: Socrates, Narcissus

Summary: An overview of the course goals and activities and an introduction to the overriding theme of "the examined self." Exploration of the creative impulse. Introduction to the concepts of the "autobiographical pact" and "autofiction."

Readings/Works: Eudora Welty, "Finding a Voice" in *One Writer's Beginnings*, pp. 79-83, 91-3, 95-8

Assignment: Complete syllabus quiz as part of in-class participation. 1/10

Week 2 Topic UNIT 2: AUTOBIOGRAPHICAL THEMES—Rites of Passage

Summary: An introduction to the first of several autobiographical themes examined in the course: the rite of passage from adolescence into adulthood. An analysis of a literary style and narrative structure intended to be widely accessible to a popular readership. First exploration of issues related to diversity in U.S. society.

Readings/Works: Sandra Cisneros, "'Introduction: A House of My Own,'" *The House on Mango Street*, pp. xi-xxvii; and *The House on Mango Street*, pp. 3-110

Assignment: Post responses to assigned readings on Discussion Board; discuss assigned readings in class, including in breakout groups

Week 3 Topic THEMES—Family

Summary: This theme examines the roles played by family in helping shape an individual's values and awareness of identity and diversity. This week's theme is explored through the artistic forms of literature and theatre, including an analysis of specific techniques inherent to each form. An analysis of the role of memory in autobiographical writing.

Readings/Works: Rebecca Walker, excerpts from *Black, White and Jewish: Autobiography of a Shifting Self*, pp. 1-25; Tennessee Williams, *The Glass Menagerie*

Assignment: Post responses to assigned readings on Discussion Board; discuss assigned readings in class, including in breakout groups

Week 4 Topic THEMES—Family (cont.)

Summary: This theme is explored through an auto-documentary film, including an analysis of specific techniques inherent to that artistic genre. An examination of the effectiveness of multiple points-of-view in narrative structure, especially in communicating family dynamics.

Readings/Works: Viewing: Sarah Polley, *Stories We Tell* (108 mins.)

Assignment: Quiz #1

Week 5 Topic THEMES—Social Equity and Diversity

Summary: Analysis of works of autofiction and memoir that depict how social inequities and constraints of different groups are constructed and mediated in U.S. society. An examination

of group identity formation.

Readings/Works: Saul McLeod, "Erik Erikson's Stages of Psychosocial Development"; Ralph Ellison, "Prologue," *Invisible Man*, pp. 3-14; Sherman Alexie, "Forty Knives," *You Don't Have to Say You Love Me: a Memoir*, pp. 3-19; Sherman Alexie, *The Absolutely True Diary of a Part-Time Indian*, excerpt, pp. 44-73

Assignment: Post responses to assigned readings on Discussion Board; discuss assigned readings in class, including in breakout groups

Week 6 Topic THEMES—Violence & Trauma

Summary: An examination of the impacts of violence and trauma on self-identity. An analysis of the role of imagination in helping shape memories and an understanding of truth.

Readings/Works: Tim O'Brien, "The Things They Carried" (pp. 1-25), "Spin" (pp. 30-6), "On the Rainy River" (pp. 37-58), "How to Tell a True War Story" (pp. 64-81), and "Good Form" (pp. 171-2), *The Things They Carried*

Assignment: Short Essay #1

Week 7 Topic THEMES—Violence & Trauma (cont.); THEMES—Illness and (Dis)ability

Summary: An exploration of the power of storytelling to provide perspective and healing. An analysis of the techniques of metatheatrical writing in autobiographical writing for the theatre.

Readings/Works: Tim O'Brien, "The Lives of the Dead" (pp. 213-33), *The Things They Carried*; Lisa Kron, *Well*

Assignment: Quiz #2

Week 8 Topic THEMES—Illness and (Dis)ability (cont.); Reflective creative writing

Summary: Discussion of performer-audience dynamics in interactive theatre, as presented in Kron's play, *Well*. Relate the study of autobiographical literature and performance to one's personal experience.

Readings/Works:

Assignment: Preparation for and completion of In-class creative writing exercise (Parts A & B)

Week 9 Topic THEMES—Illness and (Dis)ability (cont.)

Summary: Analysis of works depicting social attitudes by and towards those with illness and (dis)ability. An examination of arts advocacy as it relates to disability awareness and social action.

Readings/Works: Nancy Mairs, "Young and Disabled," *Waist-High in the World: a Life Among the Nondisabled*, pp. 124-45; Viewing due: Jason DaSilva, *When I Walk* (84 mins.); Jason DaSilva vlogs and film trailer/interview for *When We Walk*

Assignment: Discussion board post as part of participation assignment

Week 10 Topic THEMES—Confessional Solo Performance I: Humor & Self-deprecation

Summary: An examination of the types and techniques of standup comedy and their relationship to autobiographical performance. An analysis of the function and outcomes of self-deprecation in standup comedy.

Readings/Works: Stephen Rosenfeld, excerpts from *Mastering Stand-Up*, pp. 3-5, 153-7, 207-21; Viewing due: video performance excerpts linked via Canvas; Paula Poundstone, "Introduction" (pp. 1-3) and "The Get Over Here and Help Experiment" (pp. 242-67), *The Totally Unscientific Study of the Search for Human Happiness*

Assignment: Identify potential topics for final paper

Week 11 Topic THEMES—Confessional Solo Performance II: The Personal and the Political

Summary: Examine the historic and artistic contexts for the emergence of the confessional monologist in contemporary theatre in the U.S.

Readings/Works: Christopher Grobe, "Just Talk: Writing Media, and Confessional Monologue in the 1980s"; Viewing: Spalding Gray, *Swimming to Cambodia* (87 mins.) and *Spalding Gray: a Life in Progress* (27 mins.)

Assignment: Experiential learning activity: class attendance at a local performance or film presentation

Week 12 Topic THEMES—Intimacy: Life writing—journals, diaries, letters

Summary: Class discussion of experiential learning activity. An examination of personal and intimate forms of life writing, including their roles in self-reflection.

Readings/Works: Richard Nordquist, “Keeping a Diary”; “10 Revealing Diary Entries of Famous Figures”; “Letters of Note” (online selections TBA and by individual student choice)

Assignment: Discussion board post as part of Participation grade

Assignment: Short Essay #2

Week 13 Topic UNIT 3: REFLECTIONS FROM AN EXAMINED LIFE—Failure; Final Project Topic Presentations

Summary: Discussion of the range of autobiographical literature and performance through brief student presentations of final project topics. Introduction of the final unit of the course that examines the value of examining critical moments in one’s life experience.

Readings/Works: Pat Conroy, “Prologue” (pp. 1-10, 14), Chapter 13 excerpt (pp. 181-90), and “Epilogue” (pp. 393-400), *My Losing Season*

Assignment: 3-minute presentations of final projects topics

Week 14 Topic UNIT 3: REFLECTIONS FROM AN EXAMINED LIFE—Failure (cont.) & REFLECTIONS FROM AN EXAMINED LIFE—Fulfillment

Summary: Continued analysis of the value of examining critical moments in one’s life experience, especially as related to failure and fulfillment.

Readings/Works: Maya Angelou, “Further New Directions” (pp. 79-81) “At Harvesttime” (pp. 91-2); “Living Well, Living Good” (pp. 61-6), “Power of the Word” (71-6), *Wouldn’t Take Nothing for My Journey Now*; James Hollis, “Live the Examined Life: Live the Questions, Not the Answers,” *Living an Examined Life: Wisdom for the Second Half of the Journey*, pp. 115-18

Assignment: Quiz #3

Week 15 Topic Course summary

Summary: Summary of key concepts of course. Discussion of the ways the course material might be applicable to one’s student experience at UF and after. Individual meetings with students on final paper project, as scheduled.

Readings/Works: Individual readings for final paper project

Assignment: Reflection paper due

Assignment: Complete course evaluation and Quest 1 student questionnaire.

Final Final paper due during university-scheduled date/time for final exam. Individual feedback provided using the Gen Ed Writing Assessment Rubric and the Canvas grading system.

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades.

Response:

Grading

Statement on Attendance and Participation

Prompt arrival and attendance and engagement throughout each class are expected. Three unexcused absences are permissible. Each unexcused absence beyond the third will result in a 20-point reduction in the class participation score (e.g. 95 total points will become 75 and so on).

Only those absences deemed excused according to UF policy will be exempted from this policy.

Appropriate documentation is required for excused absences. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed. The full UF policy on absences, including religious holidays, illness policy, and the 12-day rule, may be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

If absent, it is your responsibility to obtain information about missed course content (study partners or small study groups are recommended). If an assignment is missed due to an excused absence, the assignment will be due by the next class period following the excused absence.

Tardiness: Attendance will be recorded at the beginning of each class period and reinforced through in-class polls. Arrivals after the attendance poll will be considered tardy; students must confirm a tardy arrival with the instructor. Three instances of tardiness count as one absence.

PARTICIPATION GRADING RUBRIC:

Participation Area/Criteria Exemplary (90-100%), Proficient (80-89%), Developing (70-79%), Unsatisfactory (0-69%)

Frequency of Participation--

Proactively and regularly contributes to class discussion; initiates discussion on issues related to class topic (Exemplary)

Sometimes contributes proactively to class discussion; asks questions and responds to direct questions (Proficient)

Rarely contributes to class discussion; seldom volunteers but responds to direct questions (Developing)

Never contributes to class discussion; fails to offer relevant responses to direct questions (Unsatisfactory)

Preparation--

Consistently well-prepared with all assignments completed; demonstrated preparation with notes, observations, & questions (Exemplary)

Arrives fully prepared with some frequency; partially prepared at other times; inconsistent demonstration of preparation through notes, observations & questions (Proficient)

Demonstrates infrequent completion of assignments and readings; often has not completed assignments or prepared notes or observations (Developing)

Exhibits little evidence of having read or thought about assigned material (Unsatisfactory)

Listening Skills--

Listens attentively when others present material & perspectives, as indicated by polls & detailed comments that incorporate & build on others' remarks (Exemplary)

Listens and appropriately responds, as indicated by polls & basic comments or questions in reaction to others' remarks (Proficient)

Listens very infrequently and without attention to concept or detail, as indicated by polls & comments that are often loosely related to others' remarks (Developing)

Rarely listens when others talk, as indicated by polls/comments; interrupts or makes inappropriate/disrespectful comments; engages in activity unrelated to class topic (Unsatisfactory)

Quality & Relevance of Contribution--

Comments always insightful & constructive, balanced between general impressions, opinions, & thoughtful analysis; uses appropriate terminology (Exemplary)

Comments mostly insightful & constructive, occasionally too general or not relevant; mostly uses appropriate terminology (Proficient)

Comments are sometimes insightful & constructive, with occasional signs of insight; comments often general and rarely use appropriate vocabulary (Developing)

Comments are uninformed and counter-productive; almost never uses appropriate vocabulary; heavy reliance on uninformed opinion & personal taste (Unsatisfactory)

- NOTE: If you have personal issues that prohibit you from joining freely in class discussion,

e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.

GENERAL EDUCATION WRITING ASSESSMENT RUBRIC

SATISFACTORY (Y) UNSATISFACTORY (N)

CONTENT

Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources. (Y)

Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources. (N)

ORGANIZATION AND COHERENCE

Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas. (Y)

Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader. (N)

ARGUMENT AND SUPPORT

Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments. (Y)

Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis. (N)

STYLE

Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline. (Y)

Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly. (N)

MECHANICS

Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points. (Y)

Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility. (N)

To receive writing requirement credit: 1) The student must earn a grade of C or better in the course, AND (2) The student must earn an S (satisfactory) evaluation on the writing requirements of the course.

WRITING RESOURCES

The UF Writing Studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. The Writing Studio is staffed by consultants with extensive writing backgrounds. Most have graduate degrees, and many teach in the University Writing Program or English Department. Visit the Writing Studio online at <https://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall, (352) 846-1138, for one-on-one consultations and workshops.

GRADING SCALE

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A 94 – 100% of possible points

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 <60

Instructor(s)

Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:

Jerry Dickey, Professor, UF School of Theatre and Dance

Permanent Quest and General Education Approval

Please confirm that this new course request is for permanent Quest and General Education designations. Only courses which have already gone through the Temporary process may request Permanent approval.

Response:

Yes

Previous Temporary Approval

Please enter the 5 digit request number of the temporary Quest/General Education request that has previously been approved. If you are the previous submitter, this number may be found by accessing the [Requests Submitted by You](#) webpage and copying the relevant number in the "Request" column.

Response:

13681

Which level of Quest will this course be offered under?

Response:

Quest 1

Approved Colleges - Quest 1

Only faculty from the following colleges are eligible to propose courses for Quest 1 at this time. Please confirm that you are submitting a request through an approved college by making the appropriate selection.

Response:

College of the Arts (CoTA)

Quest 1 Theme

Quest 1 courses should fall naturally within one of the five themes and examine essential questions relevant to that theme.

Select the appropriate theme for this course, more information on Quest 1 themes can be found at the following website: [Q1 Themes and Essential Questions](#)

Response:
The Examined Life

Quest 1 Objectives

Please confirm that you have read and understand the [Quest 1 Course Objectives](#) and that these objectives are incorporated into the proposed course. These items must be included in the submitted syllabus.

Objectives:

- *Address the history, key themes, principles, terminologies, theories, and methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition.*
- *Present different arts and humanities disciplines' distinctive elements, along with their biases and influences on essential questions about the human condition.*
- *Explore at least one arts or humanities resource outside their classroom and explain how engagement with it complements classroom work.*
- *Enable students to analyze and evaluate essential questions about the human condition clearly and effectively in writing and other forms appropriate to the discipline.*
- *Analyze the role arts and humanities play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs and lives after college.*

Response:
Yes

Quest 1 Student Learning Outcomes

Please confirm that you have read and understand the [Quest 1 Student Learning Outcomes](#) and that these outcomes have been incorporated into the proposed course. These items must be included in the submitted syllabus.

Student Learning Outcomes:

- *Content: 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. *
- *Critical Thinking: Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course. *
- *Communication: 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. *
- *Connection: Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond . *

Response:
Yes

Requested GE Classification for Quest 1

Indicate the requested General Education subject area designation(s) requested for this course. International and Diversity designations may only be applied to a course in conjunction with another designation.

Quest 1 courses may only select from the following General Education Subject Area designations.

You may not select both International and Diversity for a single course.

Response:
H - Humanities, D - Diversity

Requested Writing Requirement Classification

Indicate the requested Writing Requirement designation requested for this course. Quest courses may only select 2000 or 4000 words.

Response:
E2 - 2000 words

Type of writing skill feedback provided

Response:
Grade, Correction, Draft

Course Updates: Temporary vs Permanent requests

Please list any substantive changes which were made to the course since temporary Quest/General Education approval was assigned. Include a rationale for each change.

Examples:

- *Course Content*
- *Assessments*
- *Learning objectives*

Response:

Course Content:

A few assigned readings have been substituted since temporary Quest/General Education course approval (one Sherman Alexie story substituted for another; short essays by Maya Angelou substituted for others; writings by Anne Lindbergh substituted for chapter excerpts from Pat Conroy; and some assigned viewing on Spalding Gray substituted for video excerpts on stand-up comedy in the "solo performance" section of the course). Two short writings have been added (Rebecca Walker memoir excerpt and Nancy Mairs essay on (dis)ability). These changes were made to improve reading selections related to issues of diversity, solo performance, and the theme of failure/fulfillment. New readings were selected to address areas of student interest.

Assessments

The specific focus of Short Essay #2 has been refined to address more specifically issues of diversity..

Learning Outcomes

Student learning outcomes have not changed.

Attendance & Make-up

Please confirm that you have read and understand the University of Florida Attendance policy.

A required statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

- *Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:*

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Response:

Yes

Accommodations

Please confirm that you have read and understand the University of Florida Accommodations policy. A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

- *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.*

Response:

Yes

UF Grading Policies for assigning Grade Points

Please confirm that you have read and understand the University of Florida Grading policies. Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

- <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Response:

Yes

Course Evaluation Policy

Please confirm that you have read and understand the University of Florida Course Evaluation Policy. A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

- *Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/public-results/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.*

Response:

Yes

Default Report

Dickey_ Quest 1 Student Survey

December 16, 2019 12:08 PM MST

Q2 - What aspects of this UF Quest class have you enjoyed the most? What made you excited about coming to class?

What aspects of this UF Quest class have you enjoyed the most? What made yo...

I liked to open conversations and the exploration of a diverse amount of materials

I enjoyed the fact the class introduces a wide range of material and dissected the intentions behind the artist's decisions. I was most excited to hear my classmate's opinions about the works of writing we read before each class and the instructor's explanation for the material.

I liked the books/plays we read and the films we watched, so it was always exciting to come into class ready to discuss them. The performance we all went to as a class was also one of the highlights of the course.

This was the only class I took this semester which I did not miss a single period. I was genuinely excited to come to class each day, and I completed required readings and viewings not for a grade but for enjoyment. This class was truly enjoyable, and Professor Dickey is a wonderful instructor. I most appreciated the breadth of our coursework, whose contents were diverse in format, authorship, and media. This made doing work for class exciting.

What made me excited and what I enjoyed the most in this class was hearing the professor's explanations and guiding questions on the material. They were always just inviting enough to keep class engagement high. Plus, it was nice to get my mind off an exam for a moment, three times a week, by reading and discussing the human experience. It reminds you of what's important and destresses in constructive ways.

I liked the small classroom size and the class's emphasis on the arts and humanities; I liked coming to class as I enjoyed hearing different interpretations of various works and sharing the different ways in which these works affected us emotionally.

The things I enjoyed most about the class were the in class discussions which helped gain new perspectives on the readings. Another thing that I enjoyed about the class was the professor, who clearly enjoyed the material he was teaching.

Our in class discussions, on the works we would read or watch both inside and outside of class, were incredibly thought provoking and insightful. The discussions were never the same and that made them interesting, gave us a reason to be excited for our next class. A lot of that had to do with the material we covered being so varied, but it also came down to Dr. Dickey's leading of each discussion and how he would guide us to questions and answers we did not know we even had.

Throughout this course, I have studied works of literature and films in ways I had never done. I was introduced to concepts I had never really focused on and learned about how many different ways there are to tell one's story. I learned how each way can convey extremely different messages even when they may appear to be saying the same things. What made me excited to come to class was mainly just the atmosphere of the class itself. The professor, Dr. Dickey, and TA, Keifer MacDonald, were kind and engaging, the other students in the class also seemed to react to this energy and whenever someone would speak, they would give them their full attention. Overall, I felt comfortable in the class while also learning a lot about a relatively new subject for me.

I very much enjoyed the structure of the class. There was a flow to the pieces that we read and watched with general topics and themes. I also liked the size of the class. Being a smaller class allows others opinions to join the conversation and not just hold the professor or TA's point of view. I was most excited when coming to class because of my professor who made me feel comfortable and welcomed in this environment. There was always an understanding of this is a judgement free zone and you could speak your mind.

The aspects of this class that I have probably enjoyed the most are being able to view a variety of different works and analyzing them in class. I have really enjoyed viewing all new more that I had never heard of before and finding new creators to follow, as well as getting a variety of themes through autobiography.

What aspects of this UF Quest class have you enjoyed the most? What made yo...

The in-class discussion guided by Dr. Dickey makes the class extremely enjoyable. The course's literary and artistic selections were all quite interesting, and it never felt like work to come to this class.

For this class, I really enjoyed learning about the American autobiographical works and their connections to our personal lives. What I always looked forward to was discussing the literary techniques employed while also being able to connect to our lives on an autobiographical level. In this class, I felt I can make time for myself to live in the moment, and there were some activities in this course that helped me set aside time to just be in the moment with myself and I really enjoyed that.

The thing I enjoyed the most about this class were the different works of literature, film, and presentation that I watched and analyzed and figuring out how those works reflected the author's life. I was most excited about coming into class and talking about the works of literature as well as the professor's insight on how to really self-examine life itself.

I really enjoyed the diverse topics and works that we've covered in class. We've discussed a wide range of topics that have changed my outlook and perspective on certain things. This class is all about self-examination and I feel like taking this course has helped me do that. The fruitful class discussions made me excited to come to class. I loved hearing other people's analyses and thoughts on the different works we looked at.

I enjoyed discussing the works that we did. I never thought autobiographical work would be relevant, nonetheless interesting because I did not think reading about other people's lives would be of interest to me. I was startled by how engaging I found the works and how easily I was able to connect to each of these works even though each work varied so greatly from the others. So, I really enjoyed coming to class and hearing other people's feedback and finding that they found the work as enjoyable and relatable as I. The class interaction about the works was definitely a large portion of what made this class so enjoyable. I looked forward to every class and never found myself zoning out, as everyone offered insight that added to my understanding of what it is to be human.

I enjoyed the assigned readings and performances, they were all very interesting and it made me want to come to class to discuss what we read/saw.

In this UF Quest class, I have loved having the opportunity to express myself and share my ideas in a supportive classroom environment. I loved the wide range of books and films we analyzed and how each one had a different lesson to teach us. I was most excited to come to class because of the passion Professor Dickey and our TA, Keifer, had about the course and their openness to listening to all of my thoughts and opinions.

I absolutely loved the conversations we had in class! They were very thought-provoking and opened my mind to new ideas about what it means to live. Jerry Dickey and Keifer were amazing! They clearly loved what they were teaching about and encouraged in us the same passion.

This course provided me the opportunity to explore the manners in which American literature, art, theatre, and film reflect the self, while also developing analytical skills which might be applied to all art forms, cultures, and classes. The course not only exposed me to new pieces of literature, but to a wide variety of communicative mediums in general – all promoting the cultivation and refining of an autobiographical lens with which to study the shaping of my own and others' human experiences. It also allowed for me to gain new/fresh perspective on works already studied. Both the professor and TA were fantastic – very student-oriented and enjoyed the subject.

I enjoyed reading the different texts for this course and getting to see different people's perspectives on their own lives. The atmosphere of the class was always welcoming which made me excited to go to class.

I really appreciated both my TA and Professor (Keifer Macdonald and Jerry Dickey) due to their commitment to the class as well as supportive role in my first year at UF. For example, Professor Dickey would start off each class by asking how we were doing and asking for any announcements anyone wanted to make. I also loved the content they chose for our course. We covered many autobiographical works and they were very diverse; as a result, I could find myself relating to at least one of the works very personally.

I enjoyed the variety of material that was presented in the class and partaking in class discussions related. I found the learning experience engaging and entertaining, yet informative. I was excited to come to class to have wholesome discussions about the readings and how it related to personal stories/experiences.

In this class we read very intriguing works of literature that I really enjoyed. The class discussions were always insightful and the professor was very open-minded and accepting.

What aspects of this UF Quest class have you enjoyed the most? What made yo...

I have enjoyed the ability to be exposed to a variety of material from a diverse set of American authors/artists. The ability to have time to do more reading and artistic consumption allowed me to step away from the stresses of my everyday life. What made me most excited about coming to class was the amazing instruction by Dr. Dickey and his assistant Keifer and the opportunity to reflect on my life and the life of others and evaluate what is important to me.

I have enjoyed dissecting each autobiography and understanding what elements of each story influenced them in certain ways. I would always come to class excited to hear the opinion of my class mates as well.

The ability to express myself in a classroom environment in a more personal manner than is usually on topic. This goes for my classmates as well as learning about people in such a manner is a good way to open up as a freshman.

I enjoyed the vast array of material we covered in the class. We didn't focus on just one type of autobiographical work, we saw all different mediums of works. The various videos we watched which were very interesting made me excited to come to class.

The discussion aspect of the class was what I found most engaging and personally enjoyable.

I enjoyed working with Professor Jerry Dickey a lot and everything he presented to us material-wise. The works we looked at were entertaining and offered many perspectives, and the messages were all relevant to my personal life.

Being a pre-med student, my schedule is filled with science courses. It's nice to have a class that allows me to be more creative. I enjoy having to analyze and film and texts that we watch or read in class. It makes me realize that every little detail has significant meaning to it. And I'm always excited to go to class for this reason and also because I enjoy learning from Professor Dickey.

I enjoyed reading a variety of works from authors of different backgrounds, as well as the incorporation of different forms of autobiography such as comedy shows and films.

This course allows for multiple understandings of a certain writing or film, developing many different perspectives that students share with one another and that is one of the aspects that I enjoyed most about this class.

I most enjoyed the readings covered in this class. They all provided interesting insight into many different people's lives. I looked forward to hearing about other classmates' thoughts from each reading.

I liked the laid back nature of the class and the material that we were required to explore. It was interesting to work with many different types of works, such as film and theatre performance. I liked coming to class because Dr. Dickey and Kiefer were really bright and caring.

Through my time at UF, I will embrace the value of telling my own stories. The period we spend getting to write our hearts out was therapeutic. I had never experienced the feeling of someone wanting to read what I had written about myself. I will continue this practice in a journal as much as I can. In addition, I will use the analytical skills I have to analyze autobiographical works that I encounter past this course. I appreciate the dedication and encouragement from Dr. Dickey to expose my generation to the importance of self-examination.

The aspect of the UF Quest course that I enjoyed the most would be the readings. There were new readings for each class and I loved the variety of them. I would have never read some of the articles and I was able to be exposed to new perspectives.

I liked the discussions that we had in class. It was nice to hear others differing opinions and views on similar topics.

I enjoyed the discussion and the readings as well as my professor and TA.

As a freshman, I have begun to create a four-year graduation plan, which consists of almost entirely heavy science-based courses. This IDS course was an enjoyable break to think abstractly rather than concretely. I went in believing that I would be taking a filler course in order to receive the necessary credits. However, I was pleasantly surprised for much I enjoyed the curriculum.

What aspects of this UF Quest class have you enjoyed the most? What made yo...

The full name of this course is Autobiography in American Performance and Literature. The keyword is "Autobiography." It represents and symbolize the self- examination. All those autobiographies show how the culture, the background, the incident shape the personality of the person. I think this course would give me long impact on my life at UF and later. As an international student, it is hard to fit in a completely new environment in a short time. During the first semester, I cannot help asking myself "Who am I?" I was a little lost at that time because of the shock of American culture. However, after this course, I know that no matter what happened, no matter where I am, my heart belongs to China. At the same time, the course teaches me a lesson is that the story they told you are not the whole story and it is subjective. Every story has multiple sides. Thus, in the future, I would not only hear one-side of story.

The course always provided new engaging stimulus and interesting works

I enjoyed going to the theater show the most. I was excited to come to class because of the people inside the class.

The topics being discussed and the assignments given to help aid discussions.

Q3 - Describe the course in terms of difficulty or rigor. What aspects of the class (e.g., amount of work, nature of the work) contribute to your perception of how rigorous it was?

Describe the course in terms of difficulty or rigor. What aspects of the cl...

It was open to interpretation and the workload was measured based on how much effort you put forth.

I would say that the class is not demanding in the amount of homework or assignments but, I would say that it is mentally challenging because it requires an individual to be emotional and intuitive intelligence.

I didn't find it incredibly difficult. The amount of work was a lot less than I expected, and even the hardest of it, the essays, were fun to write with the amount of freedoms in choice of topic.

This course was approachable on the level of work required. Readings were frequent, and we encountered a large number of works throughout the semester, but never did I feel "bogged down" by this course. Because of this, I found myself enjoying this course for that exact reason. I was able to learn, grow, and think through the class, coming to appreciate the topics out of interest, not requirements. I will touch on the content of quizzes, however. They felt antithetical to our coursework, evaluating our memorization of facts versus looking into our synthesis of ideas.

While it is admittedly nice to relax in the midst of mainly STEM classes, the course was perfect to keep garnering my attention in a way that wasn't intrusive but effective enough to gather some of the themes of the course. Our reading assignments were short but made for good discussion material in class the next day. The quizzes were objective but not made overly difficult and accomplished its purpose of checking that the readings were done in line with the course. Made it feel effortless while being quite reflective which, I think, is the purpose of the course. It did really well with it.

In terms of rigor, I'd consider it adequately rigorous but not overly difficult if one put in time and effort into reading, analyzing and writing; I think the nature of the works, which ranged from a wide variety of topics including cultural pluralism and diversity, contributed to my perception of the course's rigor.

The class was not particularly difficult, but not quite an easy A. There were some days during which the reading may have been a little long, but it wasn't a problem if you start early. There were also a number of essays that were difficult to complete required a lot of thought and consideration, but they graded leniently. Many of the assignments offered many opportunities to put in our own unique perspectives which made them enjoyable to complete.

The course was not difficult so long as you put the effort into it. The amount of work was relatively minimal, but the work we had was mostly writing based and required thoughtful assessments of works we had seen or read, or our in-class discussions, which required planning and patience to work out into an essay. The final project is much bigger and requires more work, but Dr. Dickey gave us ample time to work on it and the individual meetings help tremendously with the planning aspect of the paper.

I found this course to be very manageable yet also rigorous in some aspects. Dr. Dickey was very good at explaining the course work and the topics we were to learn and be tested on. The rigor more so lied in keeping up with all the readings. There was a new story every week or so and if you fell behind, it would be tough to catch up. Keifer or Dr. Dickey would work with you to ensure that you caught up, but it would be on you to make sure you were ready for the next assignment or test. Overall, I think the amount of tests and essays we were given was fair for the nature of the course and the amount of material we were taught on.

The course was fairly on par to what I thought it would be. The amount of work was enough to keep you engaged and not too much to feel like you are drowning in work. The work itself was not overly difficult from my perspective because I had previously been enrolled in a class similar to this one in my high school. Some of the works had overlapped, making the nature of the work easy to comprehend.

The course has not been too difficult and I have been able to balance it well alongside my other coursework this semester. The relatively small amount of homework and tests in the course contribute to this perception, as the fewer assignments made the class feel more relaxed and enjoyable compared to a more rigorous course.

Describe the course in terms of difficulty or rigor. What aspects of the cl...

The class felt to be an appropriate level of difficulty. The amount of reading or viewings assigned were not overwhelming in any way. I think this was important to the class, as this encouraged most students to actually digest the material before discussion. If the workload were increased, students would just avoid reading since this is not a critical course for anyone. Discussion was thoughtful and fruitful because everyone was on the same page.

What was the most rigorous were the class assignments, other than that, the course itself was not difficult in nature. The assignments were very doable, it just takes some personal effort to contribute.

On a scale of 1-10 with 1 being not rigorous/difficult and 10 being very rigorous and difficult, I felt the work load was a solid 6. The reading and writing of essays might take a while to do, but there was always enough time to do them. Other than that, the class was mainly discussing works we were assigned to read and occasional quizzes here and then which are not that bad.

I think that this class has the right amount of rigor. In terms of workload, the amount of work we were expected to do on our own wasn't that much. Sometimes it could be as much as 20 pages of readings or watching a 90-minute documentary. However, I didn't find that too difficult. The hardest part about this class was the papers that we had to write and the quizzes that we had to take.

The class itself was not very difficult. While the works we read were engaging, I did not find them so easy that I lost interest or so difficult that I felt discouraged. The aspect of essays for me is the only thing that really contributes to the difficulty, because essays are just a daunting task in general. I also found myself wanting to participate in class, which added a level of challenge for me as I wanted to say something intelligent, so I was always pushing myself to think deeply about what we were discussing and not just sit torpidly through the class and daze off.

I don't think it was very difficult. There were a lot of assigned readings but every one was so interesting that it never felt like a chore or homework. The writing assignments were also not difficult at all, and I was used to writing a lot in other classes so this one was not bad at all in comparison. The writing prompts weren't very clear which added some difficulty, but still it wasn't too bad.

I believe this course was the perfect amount of course work. We had enough assignments in the grade book to keep us busy, but never feeling overwhelmed. We have quizzes every three weeks and those quizzes encouraged me to always be listening to be prepared for an upcoming assessment. Most of the course work relied on us doing the reading for the class and being prepared to have a thoughtful discussion on the work we were analyzing.

I think that the class had a very appropriate work load. The reading material was well spread out over the course of the semester with a little bit of reading to do before each class. The books and videos were engaging and opened the door to excellent conversation. The writing assignments were excellent as they gave us the opportunity to share about the incredible things we had uncovered in the material.

This course was not difficult at all; that being said, the professor definitely challenged students to think outside of the box in class discussion and essay content - make connections, provide examples, etc. The essay were all of reasonable length, and the professor evaluated all works fairly (provided constructive feedback). There is a large final assignment; but no final exam. It is a class to relax and enjoy, not to stress.

The course had relatively few assignments for grades, and focused more on the readings and understanding the context and applications of the works studied rather than focusing on how many grades could be given. This made it seem both more and less rigorous, more because each assignment was weighted more, but also less because instead of worrying about a bunch of tiny grades, I got to focus on the works, and focus on the actual class and learning.

I would say this course is manageable. It is rigorous in the sense that there is a lot of outside reading and watching required of the student. However, most of the in depth analysis is done in class, thus lightening the work load.

I would not consider the class to be very difficult or rigorous. There were assigned readings for each class and minimal outside assignments. I found the work enjoyable and low-stress, but effective in presenting the material.

This course was not rigorous for me. I am a Micro biology major and I have much harder classes. With that being said, however, this class did require a lot of reading and we did have to watch a few films outside of class. The essays we had to write were not difficult.

I didn't find the course very difficult, though there was a lot of reading. But the pacing of the reading allowed for us to evaluate more works as a class and provided more material to write upon on our essays.

Describe the course in terms of difficulty or rigor. What aspects of the cl...

This class was not all too difficult. As long as you keep with the due dates and do your readings this class is simple. This opinion is influenced by how each discussion was based on specific parts of the works we read, and the fact that I had some bad experiences with due dates.

The course was well balanced I never felt like that I had to much or to little to do. Even though it was writing which usually takes up a lot of time the way it was structured made it never feel like I had to arduous of a task to do.

This class was adequately rigorous, the amount of work was fair. The quizzes were based on the material we learned in class, and the essays we wrote took a moderate amount of analytical skills.

The course was on the low side in terms of rigor. We did have assignments that required effort but nothing too difficult.

The class was not overly rigorous. We had work of course, but I never felt overwhelmed. We usually had a reading due, there were a few quizzes, and we have written 3 essays.

I thought that the amount of work that was required for the class was not that bad. I think it's the perfect amount, especially for a class that's required by the university for all freshmen to take.

The workload for the course was definitely manageable throughout the semester. The readings tended to be spread out evenly and were comprehensible in the times we were given to read them.

This course not only developed my writing skills but enhanced the way I viewed autobiographies. There were a handful of assignments such as quizzes and short essays, which seemed like an appropriate number. It is not a difficult course but rather insightful.

The course was not very difficult as long as you were able to keep up with the assigned readings. Falling behind in the readings could make you lost and unable to contribute to discussion.

The difficulty was not challenging. The most difficult aspects were the quizzes.

The rigor of the course was moderate. The amount of work was fair for a humanities course that requires reading. This was very manageable and crucial to understanding discussion in class.

There was usually a reading once a class due, a paper once a month, three quizzes throughout the semester, and one going out and learning experience. This was a perfect amount of work for the class.

I thought the course work was very manageable in terms of homework, in class assignments, and quizzes.

I thought the class was not extremely difficult but also not easy. It was the perfect in between which made it easy to want to participate and keep up with the assignments.

The workload is quite manageable and not mentally taxing. I found it quite light.

I think this course is a little bit hard. I would like to consider it as a writing class. The class content is super fun. But the quiz and the grading of the essay is rigor, especially for a international student like me.

The course did not have a tremendous workload which made it enjoyable and allowed the students to actually take the time to enjoy what they studied

The topic of the essays given in class.

Not that rigorous, just enough to help aid discussion.

Q4 - Quest courses extend beyond any one discipline to examine complex questions about our place in the world. Describe the ways in which the course accomplished this multidisciplinary goal.

Quest courses extend beyond any one discipline to examine complex questions...

It completed this by examining multiple-pieces from many different perspectives, cultures, and ideologies. Often, in the class, I would relate the material to other classes that did examine literature because the material was so diverse.

The course brought up several questions most of which were reflected in the themes encountered throughout the course. Examples include Identity, Family, Illness/Wellness..etc.

There is a universal human experience whose thread weaves itself into all of our stories: emotion. The stories we explored, highly cathartic for their creators, promoted emotional responses from their audiences, too, giving evidence for the merits of autobiographical storytelling. By hearing someone else's story, we find parts of ourselves. Dickey's course explored how the mechanisms of autobiographical storytelling relate to the exploration of the self; he accomplished just that, inviting us to explore these works and, by extension, our own stories.

As this is a course in analyzing how autobiography manifests itself beyond the dry written and historical fact, our readings showed how various authors chose to examine, define, or process their life story whether it be through the lens of disability, social inequity, trauma, or family. These were very personal, vulnerable stories and this is a theme I took to heart.

It accomplished this by incorporating works from a wide variety of background, from a diverse range of writers, some of which most students are unfamiliar with, and by challenging students to comprehend and analyze things they haven't necessarily experienced; this builds a sense of empathy and appreciation for the struggles of individuals from all different walks of life.

Many of readings we have done are about people who are attempting to frame their own lives in a way that they can understand and attempt to contextualize their own place. Furthermore, this class explored works by people who encountered a variety of difficulties that disrupted the speaker's understanding of their place in the world. This includes the loss of a loved one, illnesses, and war. This class also touched on how the humanities can be used to explore our place in the world

The course extended beyond any one discipline by examining all kinds of works, from stand-up comedy to films, novels and plays, and examined them for different themes, from the question of what gives life meaning to the idea of morality in the actions we take.

Autobiographies, in my opinion, have a way of making the readers and viewers look inward to themselves more than they look into the character. They make you think about your life and your actions in ways that you may not have thought of before. When examining the stories, I found it inspiring to see other's stories from other aspects of life I would never thought of. The way that Dr. Dickey would explain each story and ask us to look at things from others perspectives really helped emphasize the multidisciplinary goal of the course.

This course accomplished the multidisciplinary goal of examining complex questions about the world around us by looking at others perspectives in life. Everyone has an understanding of the world or a consensus based on their experiences and this class allows students to open their mind and learn more about the world overall. Gaining new perspective can change your own and allow you to grow as a person.

I think the course accomplished its interdisciplinary goal through the variety of students present as well as the different works we viewed in class. Class discussion allowed for many points of view from people across many disciplines and with many different approaches to analyzing and interpreting the questions posed by the works, giving a wide range of answers to them.

The course obviously touched on the nature of autobiographical works and the techniques used in their creation. Beyond this, it primarily addressed various aspects of identity that fit with the "diversity" aspect of the curriculum. This was done by selecting autobiographical works from diverse points of view and discussing experiences and challenges relevant to different minority classes.

Quest courses extend beyond any one discipline to examine complex questions...

Within autobiography, we discussed the importance of the examined life, which is a complex question addressed in philosophy. When authors come up with their autobiographical texts, they do so by examining their own lives first, and integrating that into their literature. In this course, there were a couple of works of literature that paralleled with the author's personal life so I feel this theme of the examined life helps connect autobiography and our place we have in the world. When you examine your life, you take the time and effort to gather your thoughts is crucial, and I learned this from our in-class writing exercise as well. I recollected some aspect of my life and took the time for myself to write and cherish the moment I had to myself and this really brought me joy. I plan on putting time for myself while studying here at UF and beyond, and I am glad that this course helped me discover the importance of examining my life.

The goal was accomplished by analyzing works of literature from different time periods and generations, as well as looking at the works of authors from various backgrounds. With insight to different backgrounds and cultures, we are able to somehow relate to the experiences one has expressed in their works.

I think that the variety in the types of work that we looked at helped accomplish that goal. Not only did we look at autobiographical writing, but we also looked at autobiographical documentaries and solo performance.

I think this course is probably one of the most unique ways that this idea could have been approached. At first, I was uncertain and skeptic about how much the course would contribute to my overall introspection but I found that it encouraged me to relate to others and consider my own place in the world as these authors did.

In this course we talked and read about authors who wrote about trying to fit in within their surroundings. We encountered lots of perspectives from varying backgrounds to answer those fundamental questions.

The course accomplished this multidisciplinary goal because in all of our discussions we always brought into class our personal stories and talked about how what we are learning can apply to our futures as students. This quest course allowed me to understand other peoples stories as well as discovering new things about myself.

This course encouraged me to evaluate the meaning of my own life. It helped me to process through my own personal struggles and showed me many different ways that other do the same. This course highlighted the importance of every life and that every person has a story to tell.

Given the trial-run nature of this course, I feel it necessary to highlight the courses' adherence to its goals both as a Quest Course and an Autobiography class. As a Quest Course, it is expected that the class challenges students to grapple with interdisciplinary questions related to future challenges and coursework – translated: the coursework should be applicable to all subjects (and life in general, I suppose). Autobiography in American Performance and Literature fits this definition perfectly, as evidenced by my personal experience. Interestingly, my schedule this first semester includes music, Spanish, and business courses. More interestingly, I've been able to apply the skills developed throughout this course to these other subjects: explanations of plot vs narrative, "story" vs "happening" truths, and the reliability of a narrator, are just a few examples. The course also strongly emphasizes the importance of self-examination and mindfulness, which extend beyond coursework into mental and social health.

This course looked at books, plays, movies, and performances to get a full scope of how art tied into the themes of autobiographical works, and the works came from people of all different backgrounds and experiences.

In all, I believe the themes of this course have helped me understand the importance of self-reflection as well as realize the many ways in which self-reflection can be conveyed to larger audiences. After taking this course, I feel that I will be better able to approach autobiographical works in my future learning endeavors at UF as well as life in general. I will use these tools and methods of self-evaluation for the rest of my life.

The course allowed me to have a new awareness of diversity and sympathy for others with different life perspectives from my own. I feel as if it well equipped me for the workforce and in my future Business career.

This class examined the lives of others and it helped me examine my life. We studied people with disabilities, people who face inequality and people who face other hardships and family issues. This class was very diverse and had a large scope.

This course allowed us to view works of literature, plays, documentaries, and solo performance in order to examine the self and how art can allow for that reflection.

This course accomplished this by looking into how other people looked at their purpose in life and hence causing us, the readers to wonder about these things.

Quest courses extend beyond any one discipline to examine complex questions...

This course accomplished this by not being tied to one specific medium or discipline. The course is about life seen through different lenses as such it has to be multidisciplinary by nature.

This humanities course expanded upon who we are as people, how our relationships with others and ourselves impact our lives, side by side with learning about autobiographical works and their authors.

This course has prompted me to examine my own life and how I live it.

We looked at autobiographies so we learned what is the best way to tell our stories. Reflecting on this question unveils of purpose and how we address life's conflicts.

In this class, I've analyzed numerous texts and films and learned a lot about their creators. Each autobiography is written by a different person with a different background. It's interesting getting to hear and learn about the different cultures and life experiences that people have had.

We focused on how different people tackle the genre of autobiography and how their culture or identity often influenced their writing. We also discussed the historical context behind some of the works, such as the Vietnam war in Tim O'Brien's *The Things They Carried*.

I was always big on writing and this course helped strengthen not only my writing skills, but analytical skills as well. It allowed for self-examination.

This course accomplished this multidisciplinary goal by showing us how autobiographic expression can be an outlet for people to come to terms with serious questions and regrets in their life.

The course covered topics such as diversity, disability, wellness, etc. and was always tied to daily life. It was interesting and useful to learn about such aspects as they are so relevant to daily life. Also, there was a large focus on the "examined life" which especially made us reflect on our place in the world.

This course incorporated many aspects of the human experience. From relationships to self discovery and disability I learned about the many facets of what it means to live the human experience.

The course I took was able to have readings from people with all different socioeconomic status, background, and future goals. I was really exposed to lots of new perspectives I would have never been exposed to if I did not take this class.

We saw a lot of films and read a lot of text about other people evaluating their place in the world so it became a lot more introspective after reflecting on the assignments.

I think the class really exposed me to the idea that there are so many people out there that have similar thoughts and feelings and that anyone can express themselves in any way they want.

Previous to the class, I had a very limited view of what works could be considered autobiographical; however, the course forced me to abandon this mindset in favor of a broader definition and come to class each day with an open mind.

This course help me thinking about who am I and why I even exist.

We studied works from various forms of media, literature, film, live performance. We developed the skills to work with different types of autobiography

This course brought multiple themes onto us students which helped us examine who we are and what we were meant to do.

It helped changed my view on others in situations similar to those we had discussed.

Q5 - How did the course prompt you to reflect on the ways the course content and issues raised in the class are relevant in your own life?

How did the course prompt you to reflect on the ways the course content and...

I would say that because the class was based on autobiography it often caused me and my classmates to examine our own lives and how we relate to the author of the art piece.

One of the main ways this course impacted me is it forced me to think more about Identity. During one of the discussions a question was posed or it occurred to me because of something that was said, and it occurred to me to question what makes me get out of bed, what pushes me to try my best and work hard? There are other questions I'm left with that I'm still working on answering as well

I have talked about myself this semester more than ever—between interviews and introductions, presentations and panels, the thoughts and stories in my head had to find their ways out. Since taking this course, the methods with which I structure my words are much less spontaneous, drawing inspiration from streams of consciousness in *Invisible Man* and frequent, unorthodox punctuation in *The House on Mango Street*. There is a time and a place for both styles, and first-hand interactions with each syntactic technique in required readings showed how each has its own, unique set of powers which I employ when speaking and writing. The same thinking applies to other techniques: embellishment, point-of-view, and the like. When speaking about one's self, whether subconsciously or consciously, techniques of delivery offer a specific flavor to the stories we tell, thereby affecting the audience's perspective and digestion of narratives. Throughout this course, I became actively aware of the mechanisms of storytelling, more so than before, and I will take this new perspective when examining and exploring other works of literature and myriad conversations.

One play we read, *Well* by Lisa Kron, had many surprising parallels to my relationship with my parents. It was quite accurate and had me thinking about the way the characters deal with a similar situation and what I can implement in my own life.

It did this by allowing me to find similarities between the author's struggles and my own struggles, showing that different people may have similar values or goals in life.

By exploring techniques that artists use to express and reflect on their experiences in their works. By learning about these techniques, I can now reflect on learn from my past experiences in a health way. Furthermore, this class' unique take on perspective has changed the way that I approach literature.

By examining the many ways authors and performers have examined their own lives, and discussing how that impacted them and their stories, I was inspired to be critical of my own life, to examine it and live it for myself.

When reading or watching an autobiography, I often find myself looking at the characters while thinking to myself about how I would feel in their situation. How I would handle something they were faced with? While I also look at the character's journey as a whole, I am more often drawn to comparing what they did or feel to what I would do or feel if I was in their shoes. One question that reigns true for me whenever I watch or read an autobiography is would I have the strength to share my story with the world? Being so vulnerable to the world, as these authors are, is a scary thought. Yet, they find the courage to share their stories. After being exposed to so many different stories through out this course, it has made me want to find the courage and the strength to tell my story.

There were lots of opportunities to self reflect during the course. One in particular that I remember was the drawing exercise where we drew what home meant to us. It allowed us to connect to the literature in a physical and visual way.

Seeing aspects of my own life through the autobiographical works we discussed in the course helped to reflect on some of the same issues in my life. Seeing the conflicts in the lives of the authors made me consider some of the problems and changes that have also been happening in my life and made me think about those issues.

The works selected were phenomenal, and so easily touched the reader or viewer even if they were not immediately relevant to that person's life. Dr. Dickey additionally was very adept at guiding discussions with a particular focus on the relevance of chosen works to students' lives.

Within autobiography, the themes we discussed in this course included family and the examined life. Family is something we can all relate to, and when we discussed autobiographical works related to family, I could feel it connect to my own life. For family, I realized the importance of self-examination and taking the time for yourself to reflect on your role within your family unit. This course really brought direct ties relevant to my own life.

How did the course prompt you to reflect on the ways the course content and...

One quote I remember being discussed in the class is Socrates, "an unexamined life is not worth living." It prompted me to take a break and really think about the way I have been living. The course also made me think about how the works of literature, performance, and film people make were created by the creator taking the time to reexamine their life. It made me consider making my own works.

With the typical "hustle and bustle" of life, we tend to overlook things like taking the time to read books or watch and analyze films. This class has given me the opportunity to not only deconstruct the works we've discussed in class but my view on life. Although that seems like a big claim, I truly believe that this class has helped me in terms of self-examination: the central aspect of everything we've repeatedly touched on. Tackling topics and themes of struggling with identity, race, disability, wellness, and relationships with others and yourself has allowed me to reflect on how I deal with these subjects in my own personal life. I plan to carry this with me as I progress in my journey at UF and beyond.

The course required us to read autobiographies of people who were struggling to find their place in the world. Obviously, this is relevant to us as college freshman. Each work dealt with a different aspect of life, many of which I had never actively thought contributed to my sense of self. Reading things made me reflect on what makes me a person, what makes me passionate, and where I stand in relation to everything else.

Since the class was mostly focused on autobiographies, it made me reflect on the stories I tell people, how I tell those stories, and why I tell those stories.

This course prompted me to reflect on issues in my own life through writing essays and doing in class writing exercises that allowed me to tell my own story in a form of autobiographical writing.

This course taught me the significance of storytelling. It showed how this can take many different forms and it helped me to establish my own.

Autobiography in American Performance and Literature, in essence, analyzes self-examination on behalf of the reader and the author. I find that autobiography provides authors/directors with the creative outlet necessary to express the figurative nature of emotions and the human experience (rather than the literal); therefore, providing one with the tools necessary to examine the inner workings of their own experiences. In doing so, these creators challenge others to grapple with the same emotions and challenges, ultimately applying the narrators' experiences to one's own life – as is the nature of the UF Quest Course!

Multiple of the themes explored in this class affect my daily life as a student who has multiple marginalized identities that tie into who I am. Looking at these identities from the point of view of others who share that identity was interesting and not something I have necessarily encountered in other classes.

Since taking this course I have started reading an autobiographical work entitled, "Americana." If I hadn't taken the class I probably would have been more skeptical of the novel and the stories that seem fabricated; however, I now realize that the author of the novel has intentionally written her story in a hyperbolic manner at times to further a specific point she is trying to make. I find that my overall experience of the novel has been enhanced by this course as I'm able to identify its reflective nature and apply it to my own life and experiences living as a child of a Latin American immigrant and an American citizen.

I was able to reflect through class discussions and essays/in-class assignments on ways in which the material directly related to my life. Through talking to peers with similar struggles and experiences as me, I was able to find peace and lessen anxiety about events in my own life.

Although I could not relate to some of the works that we read or watched for this class, I had empathy for them and their struggles helped me to target and overcome mine. The individuals that we learned about faced many more daunting challenges than I do, so if they can overcome obstacles, so can I.

The course made me realize that I enjoy writing and performing as a way to reflect upon myself and my life, and see how my views actually matter. I was able to learn that asking questions about my daily life is important and that is also ok not to get answers.

Some of the issues struck home in terms of things that I could relate to in the stories as I could see commonalities between them and my own life.

The course deals directly with self reflection and as such accomplishes its goal by making it the forefront issue that is dissected and pondered throughout the class. That given with the unique mediums given as a way to view self reflection it is quite easy to begin to self reflect.

The universal themes covered in the works we viewed, such as coming of age and relationships were easy to relate to and had me reflect upon my own life while viewing an author's personal experiences.

How did the course prompt you to reflect on the ways the course content and...

I like to think of the course as a collection of case studies of how other people have examined their own lives. Through those case studies, we learn to examine our own lives.

We had many discussions about how stories can reflect who we are, what is our purpose, etc. It inspired me to be more self-reflective in all areas of life.

My class is about autobiography, so the course content allows me to strengthen my communication and story-telling skills. I meet so many people each day and I think it's a valuable skill to be able to share a story about oneself. After all, that's how relationships form.

It prompted me to reflect upon on my life and look at some of the decisions and actions I have personally taken, as many of the authors reflected upon their own lives in this manner.

This also goes into self-examination. When choosing a work to analyze, one will most likely pick a subject of interest whether it may be something they already know or something completely unexplored. Personally, reading many autobiographical works and analyzing them left room for self-examining my privileges and my experiences, comparing them with the author's.

The course prompted me to be more aware of the problems going on in the lives of those around me. I was unaware of many hardships faced by others before taking this course.

The themes discussed in this course are relevant to my daily life and I expect them to remain relevant in the future. Specifically, the curriculum that we have covered on disability and illness has positively changed my perspective on many aspects of life. After watching *When I Walk* by Jason DaSilva, I have a better understanding on the everyday struggles that people with disabilities face. DaSilva's struggles in performing daily tasks, especially those that I am fortunate enough to be able to complete without trouble, has provided me with a better understanding of the true challenges that having a disability might cause. Also, Nancy Mairs' *Young and Disabled* has furthered my knowledge of the struggles of those with disabilities. Mairs exposes some of the wrongful perceptions that society has on those with disabilities, which has taught me about the negligence that society often displays when it comes to the proper way to treat a person that has a disability. Specifically, Mairs includes some of the negative experiences that others have had due to their disabilities, including problems in relationships, the workplace, and daily encounters. By shedding light on these situations, Mairs expresses how a society should treat the disabled "as intelligent and responsible" people. Overall, the works that we have discussed in this class on disability and illness have enhanced my ability to compassionately treat a person with a disability, something that is essential here at the University of Florida and in the future. Furthermore, the theme of diversity has been prevalent in many of the works that we have examined, strengthening my understanding on the need for inclusion in society. Sherman Alexie's *The Absolutely True Diary of a Part-Time Indian* especially expresses the theme of diversity. Alexie composes a witty "diary" from the perspective of a Native American kid who is unfairly treated in a society that lacks diversity and the acceptance of others. The work expresses some of the negative treatment that Alexie faced growing up simply because he was Native American, which shows how minorities often receive negative treatment in society for reasons that are out of their control. Alexie's story proves the need for diversity, acceptance, and inclusion in society, which is something that will remain with me for the rest of my life here at the University of Florida and beyond.

I expected to learn more about the authors and performers rather than learning about myself. Through careful examination of the texts and performances, I gained an appreciation for others telling their own stories and realized that telling my own story has merit as well.

There were many issues that were brought up that I would have not reflected on prior. For example, there was one book we read that was based in the city where I was from. Since the city is so big, I was not able to explore it fully before I left. This book helped to show me new perspectives even where I was born and raised.

We had a lot of in class discussions where we were given the opportunity to relate the situations of characters and authors back to ourselves.

This course allowed me to examine my own life more and inspire deeper thought and reflection which can benefit me throughout my future.

I was forced to look at nearly everything around me differently and consider why and how we speak and display our emotions and stories. Most of the time we do not do this through the clear cut use of words, but through images, sounds, and other methods highlighted throughout the course. Through this realization, I began to deeply appreciate the thought behind autobiographical pieces

How did the course prompt you to reflect on the ways the course content and...

The full name of this course is Autobiography in American Performance and Literature. The keyword is "Autobiography." It represents and symbolize the self- examination. All those autobiographies show how the culture, the background, the incident shape the personality of the person. I think this course would give me long impact on my life at UF and later. As an international student, it is hard to fit in a completely new environment in a short time. During the first semester, I cannot help asking myself "Who am I?" I was a little lost at that time because of the shock of American culture. However, after this course, I know that no matter what happened, no matter where I am, my heart belongs to China. At the same time, the course teaches me a lesson is that the story they told you are not the whole story and it is subjective. Every story has multiple sides. Thus, in the future, I would not only hear one-side of story.

The entire class is about introspection and this part became personal when we had to write our own autobiographical piece

The course brought up similar situations to what I have gone through or are currently going through which helped it be relevant in my own life.

It caused me to reconnect with an old friend of mine, who I reached out to after watching one of the assigned documentaries.

Q6 - What would you tell a friend who is thinking about taking this class?

What would you tell a friend who is thinking about taking this class?

Yes, I would because it is a class that is multidimensional and surprisingly very entertaining/ mentally challenging.

The class is a lot less work than you would expect, and you come to enjoy writing the essays when you find a work to write about that you like. The professor is also great; he talks at a bit of a low volume, so try to sit in the front, but it's still audible.

I actually convinced a friend to enroll in this class next semester. An anthropology major, whose interests are in storytelling and screenwriting, it sounded perfect for her, and she agreed. The readings are frequent, but not cumbersome, allowing the course to expose its students to a broad area of American autobiographical works. Now this isn't to say that this class is only suitable for a population; I am a chemical engineering major, and this was my favorite class this semester. For once, a class is intellectually stimulating but not unnecessarily difficult.

My sister has already signed up to take the next course offering of this specific section of the Quest Program next semester. I told her about the comfortable level of commitment, the professor who really made the course as enjoyable as it was.

I would advise them to take it if they have a passion and/or interest for writing, reading and analyzing; STEM majors especially should take it, as it is important to broaden one's horizons and to grow an appreciation for the arts and humanities.

I would strongly recommend that they take this class. It covers its topic in a manner that is interesting and engaging. Furthermore, it is unique in the way that it explores perspective in literature.

It is a course that examines the very idea of autobiography and discusses it's elements over multiple interesting works while seeing how authors represent all aspects of their lives, from secrets to disabilities, all the while learning how and why people examine their lives.

I would say 100% take it. Very rewarding course, very intriguing, amazing professor, overall a great course.

I would tell my friend that it is a great course that allow you to look into others lives and get a new perspective on life. It is really an eye opening course and because of the things I've heard about good life, it is well suited for people who are very invested in reading and discussion classes.

I would recommend this class to a friend considering taking it, and would probably tell them about the fairly light course work as well as the interesting works read in the class.

I would recommend this to anyone, as it is quite an enjoyable and thought-provoking class.

I would definitely recommend this course to a friend. The in class discussions were very engaging to me and I loved it when the professor would include his own input and lecture about autobiographical themes. This course made me happy as it was a stress-free environment where I would not be penalized for my point of view on things. I loved that small bits of informal aspects here and there because it gave me time to reflect on myself which I feel as a college student, you do not typically get, so I really appreciated that.

I would recommend this class greatly to anyone considering taking the class. I would say that they will enjoy the reading and discussions and to just make sure they engage in the activities and discussions.

I would tell them that they should come ready to not only analyze works but themselves as well. This class isn't just about reading books or watching films/videos; it's about looking into yourself and the world for answers to moral and ethical dilemmas that we all face.

I would tell them that the professor is excellent. He makes what could be a very dull course enjoyable and you actually learn a lot from the class, and I have heard that in the actual What is The Good life class a lot of people hate it and find it useless. I did not think this was the case for this class.

I would definitely recommend it. It is interesting, and not super time consuming which is always a plus.

What would you tell a friend who is thinking about taking this class?

I would tell a friend that they should definitely consider taking this class because the instructors are passionate about what they are teaching as well as the course material is very enjoyable and encourages us to learn new things about different forms of artistic expression.

I have actually encouraged many to take this class and several now are! I tell them that the material is fascinating and that the class is engaging. It has been my favorite class of the semester!

I would definitely recommend it. The material is engaging, but not overwhelming. Additionally, it counts toward your word count!

Take it, it is interesting and engaging. The readings are never too difficult, and the professor makes sure to answer any questions you may have.

I would take them to 100% take the class!

I would recommend this class to anyone interested in broadening their understanding and awareness of diversity. It was low-stress, enjoyable, and entertaining and I feel as if it was a perfect representation of what Quest is trying to accomplish.

I highly recommend this class to my friends. This class is enjoyable, fun, but challenging and the professor is great.

This class is an amazing alternative to IDS1161 and allows for one to read great pieces of art, while making great friends and interacting with a wonderful professor.

definitely take it, it covers many different sorts of topics, and it hits many of the requirements you need to hit in terms of college.

I have told my friends to take this class and at least two tried to sign up, scheduling forced them to be unable. This class is wonderful and I would tell anyone else that this class has a unique and interesting topic handled a good way that makes a class that you will want to go to every time available.

I would tell them to definitely take this class. Not only is it interesting, but Professor Dickey has been one of the most personable, thoughtful professors I have ever had.

I definitely do not regret taking it and I think it's better than the alternatives. It's a good class. It explored art and literature and culture, and the impacts of such on our own life, which is important.

I would tell them to take it because while it may seem like it'll be boring or irrelevant to the path your life is taking the opposite is actually true and it'll surprise you.

I'd definitely recommend this class. In fact, I already have! This class is not too difficult but not too easy either. It really makes you stop and reflect about your life, something that one doesn't do very often because of the fast pace world we live in today.

I would tell them that it is definitely a worthwhile class and that both the professor and the TA are very passionate about the subject material and are compassionate in their teaching.

Autobiography in American Performance and Literature was a course that I was not expecting at all. I came into this class unsure of what exactly this course had to offer and to be truthful, I had only picked it because a previous course was not available. Fortunately, I was immediately intrigued with this course on the first day of class. It's extremely interesting to learn about different people and different perspectives.

I would tell a friend that it is an interesting and not overly difficult class that I would recommend.

This class is truly an interesting class and it is not a burden to get to class everyday because it is a very low-stress environment.

I would absolutely encourage them to take this course. The texts and films are interesting and Dr. Dickey has a unique sense of tying a thread through all of them and relating back to the idea of autobiographies.

What would you tell a friend who is thinking about taking this class?

If I knew a friend taking this class I would tell them they made a good choice. The professor is very passionate about the course and makes you involved in the stories and the works being talked about. I truly loved this class and would recommend it to everybody.

I really enjoyed the class and would definitely recommend to others, especially those interested in literature.

I would tell him to take it for sure

The course title is very deceiving and implies a very boring, dry course. The material covered is quite interesting and can be applied to any major or personal interests.

Taking this class if you want to learn something deep.

I would tell them it is much more enriching than the GoodLife course, and far more interesting, at least personally

I would tell them to take the class because it was a fun class and was not too hard.

I would tell them to take it. It is not too difficult but it is still interesting and engaging.

Q7 - Compared to your other courses this term, describe your level of engagement in this course. What's responsible for that feeling of engagement (e.g., intellectual rigor, interesting topics, personal connection with instructor)?

Compared to your other courses this term, describe your level of engagement...

I would say the general level of engagement is high however because it is such a small group it is less intimidating to engage vocally and mostly intellectually with the class. Also, the class allows for much more engagement and conversation outside of the class.

I was very engaged in this course. It started with the Preacher Lawson stand up performance and then when we read *The Glass Menagerie*, one of my favorites. I also found a work that I absolutely love to write my Final Project essay on, so that's fun

As I explained previously, I found myself approaching classwork and homework out of enjoyment, not because of a grade looming over my head. The topics and works we explored were so diverse, yet approachable sizes, causing me to get excited to jump into something new every day. This class had a perfect amount of rigor.

Certainly, the commitment was not as rigorous as some other 3 credit classes I'm taking. The interesting topics and readings we went over, all diverse in language, themes, and even the strong content at times, brought out voluntary commitment and discussion in the class. The professor is the main reason for that level of engagement for sure.

I had a relatively high level of engagement due to the intellectual rigor and interesting topics in the course.

This was my favorite class so far at UF. I found that it covered a variety of interesting topics. Furthermore, this class was successful in developing a sense of intellectual rigor.

Of all my courses this was the course I was most engaged with during class, and that is entirely due to the energy and excitement of both Dr. Dickey and Keifer, the interesting discussions they lead and the works we covered.

I felt very engaged in this course. The small class size allowed for a more intimate feel and made it much easier to express my opinions without feeling uncomfortable.

Compared to other courses this term, this one is my favorite to come to. I only missed one class because I was travelling but I wish I were able to make it. I think that I was more engaged in the beginning of the course when everything was more balanced in my personal life. I mostly stayed engaged by taking notes on my laptop based on what people said, however, if it were not a discussion, I would not have paid attention. I also felt like my professor truly cared about me even though it was a class of about 40-50 people.

I think that I feel much more engaged in this class compared to others I had this term, as the class was much smaller and we were all able to talk directly with the professors and among ourselves about the class.

This class was not as important to me as those of my major, but I nevertheless put my full energies into it. The workload was appropriate so as not to make the class feel like a chore, and that encouraged both myself and other students to engage with the material at hand. Additionally, nobody wants to disappoint such a lovely professor who has clearly poured his soul into the course.

The intellectual rigor was not tough, it was very manageable, doable, and sometimes enjoyable. Even though this course has no connection with my major, the topics covered were very interesting and I found myself engaging with the professor more than I thought I would. The professor was very approachable so I had no difficulty asking questions related to the course.

The level of engagement in this course is that you need to know what you are talking about during the discussions in class.

Compared to your other courses this term, describe your level of engagement...

I was very engaged in this course. I loved that we weren't just reading books, but we were also watching videos and movies. The topics we discussed (race, disability, family, etc.) were also very interesting to me and kept me enthralled.

My level of engagement is pretty high. While this course didn't demand I stay up till 2 am every night working on assignments, it asked enough of me to hold my attention.

This class ended up being the smallest class that I have, so compared to my other classes I definitely felt the most connected to my instructor and peers.

I always was given the opportunity to share my thoughts in class and was able to ask a question to the instructor if needed. I was passionate about the topics we were discussing and the coursework encouraged me to be engaged in class.

Every Monday, Wednesday, Friday I looked forward to the class excited to see what we would talk about that day. I was never disappointed. The class felt like a family and we were encouraged to share our own thoughts and views. The class promoted love for ourselves and others.

This was one of my favorite courses, especially since it applied to all of the other courses I was taking this semester. I also really writing, and appreciate the manner in which the course focuses more heavily on developing and understanding personal thoughts than grammatical conventions. The professor was extremely kind and student-oriented, and used a plethora of real-life examples to engage his students.

The interesting topics and a professor who tried to make the course something other than a just read and discuss or read and test course made the course engaging for me.

I feel very engaged in this course due to the interesting topics, engaging (as well as caring) professor, and personal connections to the topics discussed.

I feel as if my engagement in this course was far greater than my other current courses. This is due mainly to the small classroom size and relationship developed with my peers. I also found the topics discussed different than my field of study, which made the material fun to learn.

I found the topics very interesting and the class was not overly difficult.

This was the class that I was most engaged in this semester, as it was my only class that I had three times a week, which allowed me to feel more invested into UF and have a purpose in my studies.

I was very engaged, the purpose of that being the act that I had to sit down every day and read each work, and naturally that led me to be interested in the class itself.

It's an interesting topic and the instructor was lively and wonderful at teaching making the course more engaging and personal.

I felt as though I was very engaged in this course, Professor Dickey constantly asked thought provoking questions as well as kept a constant conversation going about the material we were analyzing.

I would say that because it wasn't one of the most academically rigorous courses I had this semester, I didn't focus too much on it. Nevertheless, it was still an interesting class.

My level of engagement is greater for this course. I have to work more in my chemistry class but this seems more relevant to life itself. The professor is also great.

I like the small course size, the engaging instructor, and the interesting topics that are brought up in class.

I felt more engaged in this class than I did for a lot of my other classes because of Dr. Dickey's teaching style and how considerate he was towards his students.

Compared to your other courses this term, describe your level of engagement...

I felt completely engaged. Most of our classes always included open discussions with one another and sharing our thoughts about a specific work or interesting topics.

I felt more engaged by my instructor in this course more than any of my other instructors. He provided interesting lectures and often times humorous approaches to topics that kept me engaged.

Interesting topics and engagement in the curriculum. I felt especially engaged when we met outside of class to watch a comedy performance that tied to the themes of the course.

My level of engagement compared to my other courses is the most in this course. The discussions are fascinating and the content is very relevant to me.

With this course I was very engaged. I made sure to annotate all the readings before coming to class so I would have something to talk about in either the whole class or group discussions. Even if you did not understand the reading fully there were always people or the professor available to talk about the story and what it meant to them.

I would say this is one of the courses I enjoyed the most and was the most interested in. I enjoyed the instructor and the way the course was taught and I liked the size of the class. It also challenged you to think without being too difficult and all of the books and films were interesting.

My engagement level was pretty high in the course as I did all the readings and assignments as well as participated in the discussion. For some of that engagement it was interesting topics but for the other parts it was intellectual rigor.

I found myself constantly thinking about the course material in a very complex way but never being mentally drained as a result. I would say I engaged rather heavily in class and thus developed a connection with the instructor. The size and nature of the course allows for much more conversational lectures as opposed to sitting and listening as seen in many of my other larger courses.

I am pretty engaged in this class. The discussion topics are interesting.

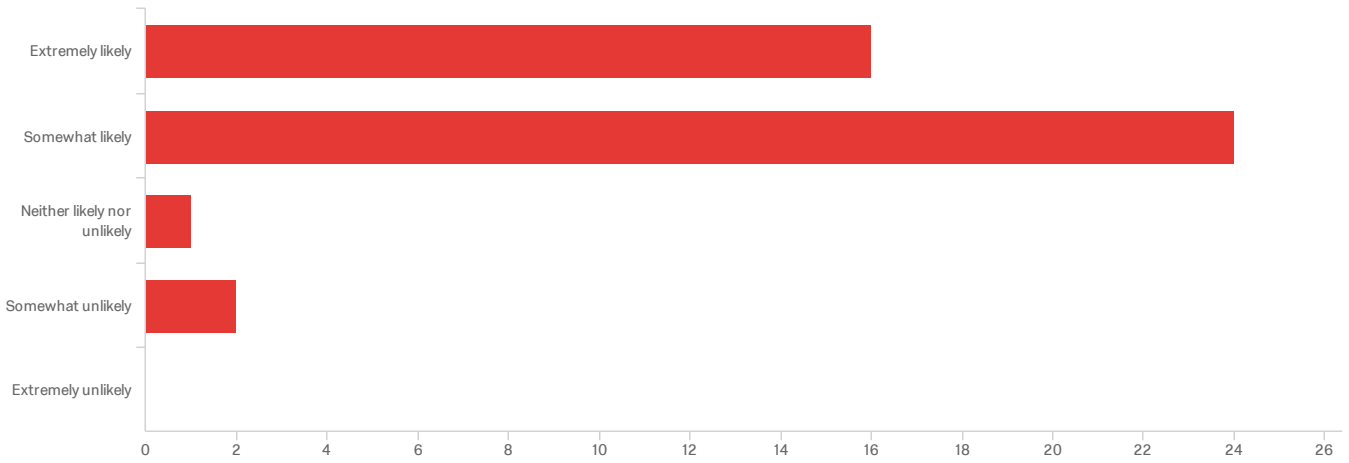
I may not have as much work as my other classes and it may not be as difficult but it is certainly more engaging and far more personal.

I was definitely more engaged in this course most probably due to our professor being the person he is. His nature and his way of teaching was exceptional.

The topics were interesting and the professor was passionate and definitely cared about his students and what they thought.

Q8 - If a visitor shows up to your class unannounced, how likely is it that they would

observe ALL STUDENTS to be engaged?

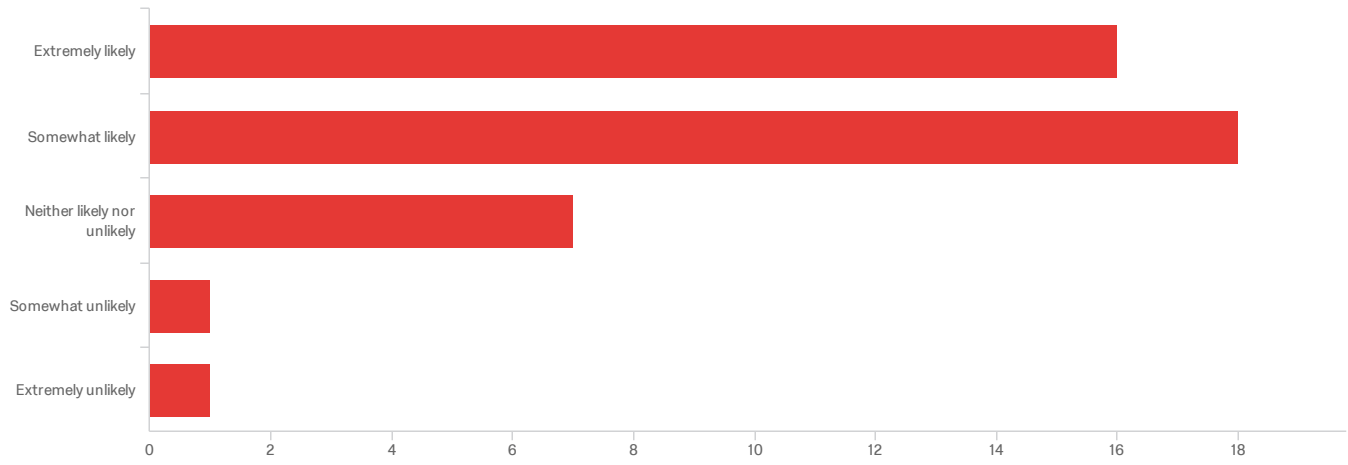


| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|---|---------|---------|------|---------------|----------|-------|
| 1 | If a visitor shows up to your class unannounced, how likely is it that they would observe ALL STUDENTS to be engaged? | 1.00 | 4.00 | 1.74 | 0.72 | 0.52 | 43 |

| # | Field | Choice Count |
|---|-----------------------------|--------------|
| 1 | Extremely likely | 37.21% 16 |
| 2 | Somewhat likely | 55.81% 24 |
| 3 | Neither likely nor unlikely | 2.33% 1 |
| 4 | Somewhat unlikely | 4.65% 2 |
| 5 | Extremely unlikely | 0.00% 0 |
| | | 43 |

Showing rows 1 - 6 of 6

Q9 - If you had the opportunity, how likely would you be to take another Humanities class?



| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|---|---------|---------|------|---------------|----------|-------|
| 1 | If you had the opportunity, how likely would you be to take another Humanities class? | 1.00 | 5.00 | 1.91 | 0.91 | 0.83 | 43 |

| # | Field | Choice Count |
|---|-----------------------------|--------------|
| 1 | Extremely likely | 37.21% 16 |
| 2 | Somewhat likely | 41.86% 18 |
| 3 | Neither likely nor unlikely | 16.28% 7 |
| 4 | Somewhat unlikely | 2.33% 1 |
| 5 | Extremely unlikely | 2.33% 1 |
| | | 43 |

Showing rows 1 - 6 of 6

Q11 - What is your major?

What is your major?

Nursing

Exploratory

Chemical Engineering

Exploratory but thinking of majoring in Chemistry

Telecommunications

Biology

Computer Engineering

Psychology with emphasis in Behavior Analysis

Sustainable development

Computer Engineering

Russian

Biology

Mechanical Engineering

Biochemistry

zoology

Environmental Science

Political Science

Communication Sciences and Disorders

Spanish/Marketing

Telecommunications

International Studies

Business

What is your major?

Mircobiology

Biology

microbio

Computer Science

Psychology

Computer Science

health science

Biology

Geography

Journalism

Biology

Finance

Microbiology and Cell Science

Nursing

animal science

Mechanical Engineering

Marine Sciences

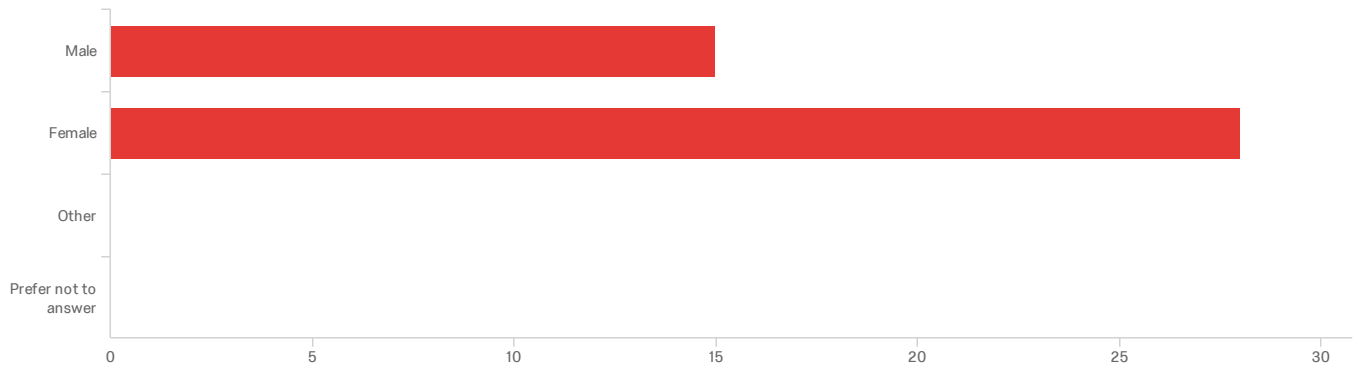
advertising

Computer Science

bio

Engineering

Q12 - Gender



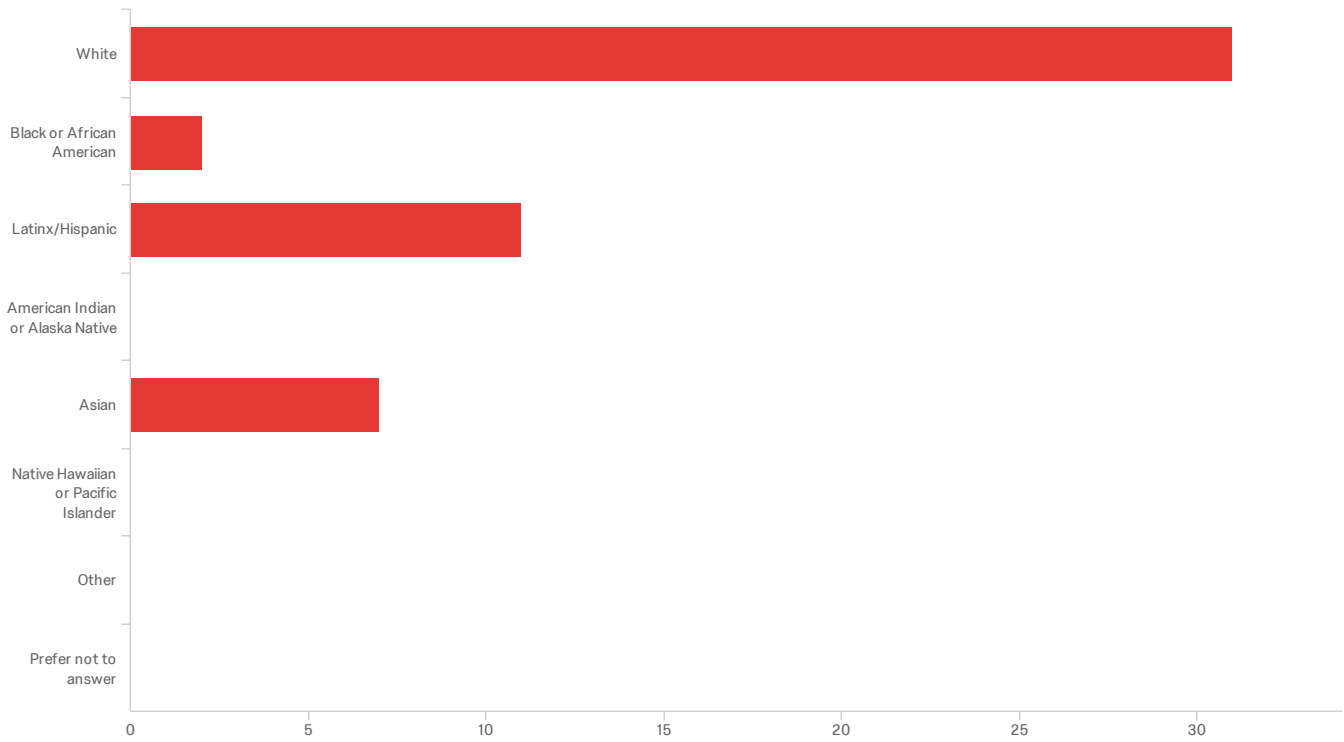
| # | Field | Minimum | Maximum | Mean | Std Deviation | Variance | Count |
|---|--------|---------|---------|------|---------------|----------|-------|
| 1 | Gender | 1.00 | 2.00 | 1.65 | 0.48 | 0.23 | 43 |

| # | Field | Choice Count |
|---|----------------------|--------------|
| 1 | Male | 34.88% 15 |
| 2 | Female | 65.12% 28 |
| 3 | Other | 0.00% 0 |
| 4 | Prefer not to answer | 0.00% 0 |

43

Showing rows 1 - 5 of 5

Q13 - Race/Ethnicity (Check all that apply.)



| # | Field | Choice Count |
|---|-------------------------------------|--------------|
| 1 | White | 60.78% 31 |
| 2 | Black or African American | 3.92% 2 |
| 3 | Latinx/Hispanic | 21.57% 11 |
| 4 | American Indian or Alaska Native | 0.00% 0 |
| 5 | Asian | 13.73% 7 |
| 6 | Native Hawaiian or Pacific Islander | 0.00% 0 |
| 7 | Other | 0.00% 0 |
| 8 | Prefer not to answer | 0.00% 0 |

51

Showing rows 1 - 9 of 9

End of Report

September 28, 2020

Dear Curriculum Review Committee:

During Fall 2020, I am teaching this Quest 1 course under temporary approval for the third time. While all course objectives and SLO's have remained the same as in the original course proposal, this letter provides a brief overview of course modifications and their rationale.

Course Content:

1. One Sherman Alexie story ("The Lone Ranger & Tonto Fistfight in Heaven") substituted for excerpt from Alexie's memoir (*You Don't Have to Say You Love Me*);
 - a. Rationale: to deepen the analysis on issues of diversity;
2. Short essay by Maya Angelou ("Further New Directions") substituted for another by Angelou ("A Day Away");
 - a. Rationale: new essay directly addresses new unit theme of "Failure/Fulfillment." This theme looks at how writers retrospectively examine the role of failure in their lives, as well as their self-definitions of fulfillment and satisfaction. This theme was added in response to students' expressed pressures regarding academic and career success, both external and internal.
3. Essay by Anne Lindbergh ("The Beach at My Back") substituted for short chapter excerpts from Pat Conroy memoir (*My Losing Season*);
 - a. Rationale: directly addresses new theme of Failure/Fulfillment
4. Viewing assignment on solo, confessional performance (Spalding Gray) condensed to allow for addition of viewings excerpts of stand-up comedy;
 - a. Rationale: to expose students to another form of solo, confessional performance and to respond to students' interests and knowledge of popular performance;
5. Two short writings have been added (an excerpt from Rebecca Walker's memoir, *Black, White & Jewish*, and Nancy Mairs essay on (dis)ability, "Young & Disabled");
 - a. Rationale: these readings contextualize and deepen analysis related to themes of diversity, specifically in regard to racial/ethnic identity and physical (dis)ability.

Assessments

1. Short Essay #2 has been revised with a more specific focus on issues of diversity.
2. The in-class creative writing activity has been split into two parts to allow for revision and refinement of initial draft.

Learning Outcomes

1. No changes.

I would be happy to address any questions you might have. Thank you for your consideration.

Jerry Dickey

THE 1XXX Autobiographical Literature & Performance

Quest 1

I. Course Information

Quest 1 Theme: The Examined Life

Spring 2021

Meeting Day/Time: Monday, Wednesday & Friday, period 6

Location: [TBA]

Primary General Education Designation: Humanities

Secondary General Education Designation (if seeking): Diversity (D)

Writing Designation (if seeking): Writing Designation (WR) 2000 words

A minimum grade of C is required for general education

Instructor

Jerry Dickey – jdickey@arts.ufl.edu

Office location: McGuire Pavilion 224

Office hours: TBA (and by appointment)

Phone: (352) 273-0501

Teaching Assistant

TBA – gradstudent@ufl.edu

Office location: TBA

Office hours: TBA (and by appointment)

Phone: (352) XXX-XXXX

Course Description

Catalog Description

The course explores the ways in which modern and contemporary American artists and writers have utilized self-examination as the basis for artistic creation. Often merging the factual with the theatrical or dramatic, autobiographical performance and literature personalizes the values, incidents and relationships that shape human experience and give life meaning.

Summary Overview

Why do we tell stories, and why do we enjoy having them imparted to us? It is perhaps one of the most basic human desires to examine experiences, provide form to them, and relate them to others. It may be posited that the digital era has provided individuals with greater access to storytelling and narrative—in all its variant forms and delivery mediums—than ever before. This era has also seen the increased positioning of Self as the subject of dramatic narratives, ranging from the loosely autobiographical to the openly confessional. The course places special emphasis on autobiographical works exploring issues related to diversity and identity.

This course will explore such questions as:

- What social or cultural factors provide the context for the autobiographical exploration?
- How have writers and artists expressed their own and others' understandings of themselves in an increasingly diverse U.S. society?
- What risks and rewards does an artist or writer take in placing herself as subject of a public work?
- While a Socratic form of self-examination is a life-long process, what situations or life events may lead to an intensified period of introspection?
- Is there a difference in experiencing an intensely autobiographical work as part of a live, collective audience as opposed to a solitary reading?
- Does autobiographical work encourage self-examination on the part of the viewer/reader?
- What narrative techniques have artists and writers used to relate personal experience, and what are their effects?

These questions and others will be examined through an analysis of specific literary and performance works, short critical essays, class and small group discussion, formal analytical writing, less formal reflective writing, and an out-of-classroom experiential encounter with live theatre performance.

Required & Recommended Course Materials (to purchase/rent)

Required books for the class are available through the UF Bookstore. Shorter assigned readings are available through the class Canvas website.

Required:&/

Books:

1. Sandra Cisneros, *The House on Mango Street* (New York: Vintage, 2009)
2. Lisa Kron, *Well* (New York: Theatre Communications Group, 2006)
3. Tim O'Brien, *The Things They Carried* (New York: Houghton Mifflin Harcourt, 1990)
4. Tennessee Williams, *The Glass Menagerie* (New York: New Directions, 1999)

Films (available free online or through streaming services):

1. Jason DaSilva, *When I Walk*, ASX Lab, Inc. (84 minutes)
2. Sarah Polley, *Stories We Tell*, Lionsgate (108 minutes)
3. Spalding Gray, *Swimming to Cambodia* (87 minutes; filmed solo stage performance), Shout Factory/MGM, and *Spalding Gray: a Life In Progress* (27 minutes; free online)

Experiential Learning Activity, Attendance at Theatre/Film Performance: The specific performance will be identified just close to the start of the semester once theatre schedules are finalized. The performance will be chosen from theatre venues on the UF campus or surrounding community. (Note: this performance will be selected from an online platform if in-person attendance is not possible due to coronavirus restrictions currently in place at the time of this course submission.)

Text and film options for the final project may be reviewed via free online sources, UF Libraries, or purchased through any retailer or streaming service.

Recommended:

Writing and style manuals:

- o Print: Diana Hacker and Nancy Sommers, *A Pocket Style Manual*, 8th ed. Bedford/St. Martin's, 2017.
- o Free online: Purdue University OWL, https://owl.purdue.edu/owl/research_and_citation/resources.html (MLA, APA, or Chicago Manual style preferred)

Materials and Supplies Fees: n/a

II. Coursework & Schedule

1. List of Graded Work

| Assignment | Description | Requirements | Points |
|------------------------|---|--|--------|
| In-class participation | In-class participation includes: attendance and promptness; demonstrated completion of assigned readings, activities and in-class polls; comments and questions that convey reflection on course content; demonstrated engagement with large and small group discussions; respect for the opinions held by others; posts on discussion boards on Canvas; completion of the syllabus quiz. See below, "Rubric for Evaluation of In-Class Participation." | See rubric below | 100 |
| Quizzes, 3 | Convey a clear understanding of concepts, analytical techniques, themes, subjects and characters in assigned readings and class discussions. The format is largely objective in nature. 3 Quizzes @ 50 points each. | Complete 3 quizzes online via Canvas | 150 |
| Short Essay #1 | Summarize and explain one specific approach to developing autobiographical point of view in a dramatic or literary narrative. Identify how point of view is developed in one specific work discussed in class, | 500 words, <u>counts</u> toward the UF Writing | 150 |

| | | | |
|---|---|--|-----|
| | including a focus on difference as presented through the relationship between the principal subject and one secondary character. | Requirement of 2000 words | |
| Short Essay #2 | <p>Focusing on ONE of the prompts provided, develop a 500-word essay in response to Jason DaSilva's film, <i>When I Walk</i>, or his videos and trailer for <i>When We Walk</i>. Do not feel compelled to address every question posed within your chosen prompt. Construct your essay so that your topic and thesis is clearly stated without resorting to copying the wording from your prompt.</p> <p>In developing your essay, you may find it very useful to consult the Americans With Disabilities Act "Guidelines for Writing About People With Disabilities," (link provided on Canvas).</p> <p>SAMPLE Topic Prompts (Choose ONE):</p> <ul style="list-style-type: none"> Identify specific techniques in which the plot of <i>When I Walk</i> is developed, such as an inciting incident (or "trigger event"), motivation/obstacle, complication, moral or ethical choices, repetition, reversal, crisis/climax, and resolution. Does the structure of the work appear to promote an emotional release (catharsis) on the part of the viewer/reader? Do one or more of the plot techniques advance a theme of the work? In a previous class meeting, we discussed some differences between <i>sympathy</i> and <i>empathy</i>. Sympathy, we noted, involves our intellectual understanding of another's experience, perhaps involving a shared understanding of what that experience entails. Empathy, on the other hand, may include an involuntary response to another's experience—the sort of experience that Tim O'Brien described as "gut instinct," something that "makes the stomach believe." Identify specific moments in the film that elicited your feelings of sympathy and empathy. How were they presented in order to evoke such responses? | 500 words, <u>counts</u> toward UF Writing Requirement of 2000 words | 150 |
| In-class creative writing exercise, Parts A & B | Write a short monologue or narrative passage that has some basis in personal experience. You will be provided with an image and/or phrase to incorporate into your narrative as seamlessly and truthfully as possible. Develop a clear point of view toward your subject | 500-700 words; does <u>not</u> count toward UF Writing Requirement of 2000 words | 50 |

| | | | |
|---------------------------------|---|--|------|
| | matter. Part B involves revision of the writing exercise, including an alteration of the narrative voice/POV. | | |
| Experiential Learning component | All Quest 1 classes include an experiential learning component in which students engage with a UF or community resource. Normally, this component would include attendance at a live event or performance at UF or the surrounding community. Due to complications arising from COVID-19, however, this component may include experiential learning via an online performance and group discussion. An example from a previous pilot offering of the course included attendance at a live standup comedy performance at the Phillips Center. | Group viewing of a live event or performance & in-class discussion | 50 |
| Reflection essay | Articulate how the themes of this course may be relevant to your personal and intellectual development at UF and after. Identify works of performance or literature that you found especially impactful and explain why. In what ways might autobiographical writing or performance invite self-examination on the part of the reader/viewer. While this reflective paper is informal in nature, it should be clearly organized and written, reflecting a clear understanding of course themes and techniques of analysis. | 400 words; does <u>not</u> count toward UF Writing Requirement of 2000 words | 100 |
| Submission of final paper topic | Provide a brief summary of an American autobiographical writing or film not encountered for class that you wish to examine in your final paper. Include a short overview of the author or originating artist, as well as the subject of the work. Identify specific analytical techniques and class works you will draw upon for your analysis. Present a 3-minute overview of your chosen topic in class. | 200 words; does <u>not</u> count toward UF Writing Requirement of 2000 words; present a 3-minute overview in class | 50 |
| Final paper | Analyze an American autobiographical writing or film of your choosing. Identify the cultural context in which the work is set, as well as the context in which the work was presented (e.g. a contemporary work that sets the narrative in another place or moment in time). Discuss the themes of the work, especially as they may relate to the artist's or writer's process of self-examination, including any factors contributing to an awareness of difference. Identify specific techniques used to develop point of view and narrative and evaluate their effectiveness. Provide a brief but clear comparison with one work encountered for class. | 1000 words; <u>counts</u> toward UF Writing Requirement of 2000 words. | 200 |
| TOTAL | | | 1000 |

2. Weekly Course Schedule

| Week/ Date | Activity | Topic/Assignment (Question/Subject) | Assigned Work Due |
|----------------------|----------------|--|----------------------|
| Week 1 Jan 6 - 10 | Topic | UNIT 1: INTRODUCTIONS Course overview. The examined life—introspection, self-indulgence: Socrates, Narcissus | |
| | Summary | An overview of the course goals and activities and an introduction to the overriding theme of “the examined self.” Exploration of the creative impulse. Introduction to the concepts of the “autobiographical pact” and “autofiction.” | |
| | Readings/Works | Eudora Welty, “Finding a Voice” in <i>One Writer’s Beginnings</i> , pp. 79-83, 91-3, 95-8 | |
| | Assignment | Complete syllabus quiz as part of in-class participation. | 1/10 |
| | | | |
| Week 2 | Topic | UNIT 2: AUTOBIOGRAPHICAL THEMES—Rites of Passage | |
| | Summary | An introduction to the first of several autobiographical themes examined in the course: the rite of passage from adolescence into adulthood. An analysis of a literary style and narrative structure intended to be widely accessible to a popular readership. First exploration of issues related to diversity in U.S. society. | |
| | Readings/Works | Sandra Cisneros, “Introduction: A House of My Own,” <i>The House on Mango Street</i> , pp. xi-xxvii; and <i>The House on Mango Street</i> , pp. 3-110 | |
| | Assignment | Post responses to assigned readings on Discussion Board; discuss assigned readings in class, including in breakout groups | |
| | | | |
| Week 3 | Topic | THEMES—Family | |
| | Summary | This theme examines the roles played by family in helping shape an individual’s values and awareness of identity and diversity. This week’s theme is explored through the artistic forms of literature and theatre, including an analysis of specific techniques inherent to each form. An analysis of the role of memory in autobiographical writing. | |

| Week/ Date | Activity | Topic/Assignment (Question/Subject) | Assigned Work Due |
|------------|----------------|--|----------------------|
| | Readings/Works | Rebecca Walker, excerpts from <i>Black, White and Jewish: Autobiography of a Shifting Self</i> , pp. 1-25; Tennessee Williams, <i>The Glass Menagerie</i> | |
| | Assignment | Post responses to assigned readings on Discussion Board; discuss assigned readings in class, including in breakout groups | |
| | | | |
| Week 4 | Topic | THEMES—Family (cont.) | |
| | Summary | This theme is explored through an auto-documentary film, including an analysis of specific techniques inherent to that artistic genre. An examination of the effectiveness of multiple points-of-view in narrative structure, especially in communicating family dynamics. | |
| | Readings/Works | Viewing: Sarah Polley, <i>Stories We Tell</i> (108 minutes) | |
| | Assignment | Quiz #1 | 1/31 |
| | | | |
| Week 5 | Topic | THEMES—Social Equity and Diversity | |
| | Summary | Analysis of works of autofiction and memoir that depict how social inequities and constraints of different groups are constructed and mediated in U.S. society. An examination of group identity formation. | |
| | Readings/Works | Saul McLeod, “Erik Erikson’s Stages of Psychosocial Development”; Ralph Ellison, “Prologue,” <i>Invisible Man</i> , pp. 3-14; Sherman Alexie, “Forty Knives,” <i>You Don’t Have to Say You Love Me: a Memoir</i> , pp. 3-19; Sherman Alexie, <i>The Absolutely True Diary of a Part-Time Indian</i> , excerpt, pp. 44-73 | |
| | Assignment | Post responses to assigned readings on Discussion Board; discuss assigned readings in class, including in breakout groups | |
| | | | |
| Week 6 | Topic | THEMES—Violence & Trauma | |
| | Summary | An examination of the impacts of violence and trauma on self-identity. An analysis of the role of imagination in helping shape memories and an understanding of truth. | |

| Week/ Date | Activity | Topic/Assignment (Question/Subject) | Assigned Work Due |
|------------|----------------|---|----------------------|
| | Readings/Works | Tim O'Brien, "The Things They Carried" (pp. 1-25), "Spin" (pp. 30-6), "On the Rainy River" (pp. 37-58), "How to Tell a True War Story" (pp. 64-81), and "Good Form" (pp. 171-2), <i>The Things They Carried</i> | |
| | Assignment | Short Essay #1 | 2/10 |
| | | | |
| Week 7 | Topic | THEMES—Violence & Trauma (cont.); THEMES—Illness and (Dis)ability | |
| | Summary | An exploration of the power of storytelling to provide perspective and healing. An analysis of the techniques of metatheatrical writing in autobiographical writing for the theatre. | |
| | Readings/Works | Tim O'Brien, "The Lives of the Dead" (pp. 213-33), <i>The Things They Carried</i> ; Lisa Kron, <i>Well</i> | |
| | Assignment | Quiz #2 | 2/21 |
| | | | |
| Week 8 | Topic | THEMES—Illness and (Dis)ability (cont.); Reflective creative writing | |
| | Summary | Discussion of performer-audience dynamics in interactive theatre, as presented in Kron's play, <i>Well</i> . Relate the study of autobiographical literature and performance to one's personal experience. | |
| | Readings/Works | | |
| | Assignment | Preparation for and completion of In-class creative writing exercise (Parts A & B) | 2/26, 2/28 |
| | | | |
| Week 9 | Topic | THEMES—Illness and (Dis)ability (cont.) | |
| | Summary | Analysis of works depicting social attitudes by and towards those with illness and (dis)ability. An examination of arts advocacy as it relates to disability awareness and social action. | |

| Week/ Date | Activity | Topic/Assignment (Question/Subject) | Assigned Work Due |
|------------|----------------|--|----------------------|
| | Readings/Works | Nancy Mairs, "Young and Disabled," <i>Waist-High in the World: a Life Among the Nondisabled</i> , pp. 124-45; Viewing due: Jason DaSilva, <i>When I Walk</i> (84 minutes); Jason DaSilva vlogs and film trailer/interview for <i>When We Walk</i> | |
| | Assignment | Discussion board post as part of participation assignment | 3/13 |
| | | | |
| Week 10 | Topic | THEMES—Confessional Solo Performance I: Humor & Self-deprecation | |
| | Summary | An examination of the types and techniques of standup comedy and their relationship to autobiographical performance. An analysis of the function and outcomes of self-deprecation in standup comedy. | |
| | Readings/Works | Stephen Rosenfeld, excerpts from <i>Mastering Stand-Up</i> , pp. 3-5, 153-7, 207-21; Viewing due: video performance excerpts linked via Canvas; Paula Poundstone, "Introduction" (pp. 1-3) and "The Get Over Here and Help Experiment" (pp. 242-67), <i>The Totally Unscientific Study of the Search for Human Happiness</i> | |
| | Assignment | Identify potential topics for final paper | 3/20 |
| | | | |
| Week 11 | Topic | THEMES—Confessional Solo Performance II: The Personal and the Political | |
| | Summary | Examine the historic and artistic contexts for the emergence of the confessional monologist in contemporary theatre in the U.S. | |
| | Readings/Works | Christopher Grobe, "Just Talk: Writing Media, and Confessional Monologue in the 1980s"; Viewing: Spalding Gray, <i>Swimming to Cambodia</i> (87 minutes) and <i>Spalding Gray: a Life in Progress</i> (27 minutes) | |
| | Assignment | Experiential learning activity: class attendance at a local performance or film presentation | 3/21 |
| | | | |
| Week 12 | Topic | THEMES—Intimacy: Life writing--journals, diaries, letters | |

| Week/ Date | Activity | Topic/Assignment (Question/Subject) | Assigned Work Due |
|------------|----------------|--|----------------------|
| | Summary | Class discussion of experiential learning activity. An examination of personal and intimate forms of life writing, including their roles in self-reflection. | |
| | Readings/Works | Richard Nordquist, "Keeping a Diary"; "10 Revealing Diary Entries of Famous Figures"; "Letters of Note" (online selections TBA and by individual student choice) | |
| | Assignment | Discussion board post as part of Participation grade | 3/23 |
| | Assignment | Short Essay #2 | 3/25 |
| | | | |
| Week 13 | Topic | Final Project Topic Presentations UNIT 3: REFLECTIONS FROM AN EXAMINED LIFE—Failure | |
| | Summary | Discussion of the range of autobiographical literature and performance through brief student presentations of final project topics. Introduction of the final unit of the course that examines the value of examining critical moments in one's life experience. | |
| | Readings/Works | Pat Conroy, "Prologue" (pp. 1-10, 14), Chapter 13 excerpt (pp. 181-90), and "Epilogue" (pp. 393-400), <i>My Losing Season</i> | |
| | Assignment | 3-minute presentations of final projects topics | 3/30, 4/1 |
| | | | |
| Week 14 | Topic | UNIT 3: REFLECTIONS FROM AN EXAMINED LIFE—Failure (cont.) & REFLECTIONS FROM AN EXAMINED LIFE—Fulfillment | |
| | Summary | Continued analysis of the value of examining critical moments in one's life experience, especially as related to failure and fulfillment. | |
| | Readings/Works | Maya Angelou, "Further New Directions" (pp. 79-81) "At Harvesttime" (pp. 91-2); "Living Well, Living Good" (pp. 61-6), "Power of the Word" (71-6), <i>Wouldn't Take Nothing for My Journey Now</i> ; James Hollis, "Live the Examined Life: Live the Questions, Not the Answers," <i>Living an Examined Life: Wisdom for the Second Half of the Journey</i> , pp. 115-18 | |
| | Assignment | Quiz #3 | 4/10 |

| Week/ Date | Activity | Topic/Assignment (Question/Subject) | Assigned Work Due |
|------------|----------------|--|----------------------|
| | | | |
| Week 15 | Topic | Course summary | |
| | Summary | Summary of key concepts of course. Discussion of the ways the course material might be applicable to one's student experience at UF and after. Individual meetings with students on final paper project, as scheduled. | |
| | Readings/Works | Individual readings for final paper project | |
| | Assignment | Reflection paper due | 4/13 |
| | Assignment | Complete course evaluation and Quest 1 student questionnaire. | 4/15 |
| | | | |
| | Final | Final paper due during university-scheduled date/time for final exam; individual feedback provided using Gen Ed Writing Assessment Rubric and via Canvas grading system | 4/20 |
| | | | |

III. Grading

3. Statement on Attendance and Participation

Attendance and Participation:

Prompt arrival and attendance and engagement throughout each class are expected. Three unexcused absences are permissible. Each unexcused absence beyond the third will result in a 20-point reduction in the class participation score (e.g. 95 total points will become 75 and so on). Only those absences deemed excused according to UF policy will be exempted from this policy.

Appropriate documentation is required for excused absences. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed. The full UF policy on absences, including religious holidays, illness policy, and the 12-day rule, may be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

If absent, it is your responsibility to obtain information about missed course content (study partners or small study groups are recommended). If an assignment is missed due to an excused absence, the assignment will be due by the next class period following the excused absence.

Tardiness: Attendance will be recorded at the beginning of each class period and reinforced through in-class polls. Arrivals after the attendance poll will be considered tardy; students must confirm a tardy arrival with the instructor. Three instances of tardiness count as one absence.

Participation Grading Rubric:

| Rubric for Evaluation of Class Participation | | | | |
|--|--|--|--|--|
| Participation Area/Criteria | Exemplary (90-100%) | Proficient (80-89%) | Developing (70-79%) | Unsatisfactory (0-69%) |
| Frequency of Participation | Proactively and regularly contributes to class discussion; initiates discussion on issues related to class topic | Sometimes contributes proactively to class discussion; asks questions and responds to direct questions | Rarely contributes to class discussion; seldom volunteers but responds to direct questions | Never contributes to class discussion; fails to offer relevant responses to direct questions |
| Preparation | Consistently well-prepared with all assignments completed; demonstrated preparation with | Arrives fully prepared with some frequency; partially prepared at other times; inconsistent | Demonstrates infrequent completion of assignments and readings; often has not completed | Exhibits little evidence of having read or thought about assigned material |

| | | | | |
|-------------------------------------|--|--|--|---|
| | notes, observations, & questions | demonstration of preparation through notes, observations & questions | assignments or prepared notes or observations | |
| Listening Skills | Listens attentively when others present material & perspectives, as indicated by polls & detailed comments that incorporate & build on others' remarks | Listens and appropriately responds, as indicated by polls & basic comments or questions in reaction to others' remarks | Listens very infrequently and without attention to concept or detail, as indicated by polls & comments that are often loosely related to others' remarks | Rarely listens when others talk, as indicated by polls/comments; interrupts or makes inappropriate/disrespectful comments; engages in activity unrelated to class topic |
| Quality & Relevance of Contribution | Comments always insightful & constructive, balanced between general impressions, opinions, & thoughtful analysis; uses appropriate terminology | Comments mostly insightful & constructive, occasionally too general or not relevant; mostly uses appropriate terminology | Comments are sometimes insightful & constructive, with occasional signs of insight; comments often general and rarely use appropriate vocabulary | Comments are uninformed and counter-productive; almost never uses appropriate vocabulary; heavy reliance on uninformed opinion & personal taste |

- **NOTE:** If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.

3a. WR Statements and Grading Rubric

GENERAL EDUCATION WRITING ASSESSMENT RUBRIC

| | SATISFACTORY (Y) | UNSATISFACTORY (N) |
|----------------|--|--|
| CONTENT | Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources. | Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources. |

| | | |
|-----------------------------------|---|---|
| ORGANIZATION AND COHERENCE | Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas. | Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader. |
| ARGUMENT AND SUPPORT | Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments. | Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis. |
| STYLE | Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline. | Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly. |
| MECHANICS | Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points. | Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility. |

To receive writing requirement credit: 1) The student must earn a grade of C or better in the course, AND (2) The student must earn an S (satisfactory) evaluation on the writing requirements of the course.

WRITING RESOURCES

The UF Writing Studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. The Writing Studio is staffed by consultants with extensive writing backgrounds. Most have graduate degrees, and many teach in the University Writing Program or English Department. Visit the Writing Studio online at <https://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall, (352) 846-1138, for one-on-one consultations and workshops.

4. Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

| | | | | |
|----|------------------------------|--|----|----------|
| A | 94 – 100% of possible points | | C | 74 – 76% |
| A- | 90 – 93% | | C- | 70 – 73% |
| B+ | 87 – 89% | | D+ | 67 – 69% |
| B | 84 – 86% | | D | 64 – 66% |
| B- | 80 – 83% | | D- | 60 – 63% |
| C+ | 77 – 79% | | E | <60 |

IV. Quest Learning Experiences

5. Details of Experiential Learning Component

All Quest 1 classes include an experiential learning component in which students engage with a UF or community resource. Normally, this component would include attendance at a live event or performance at UF or the surrounding community. Due to complications arising from COVID-19, however, this component may include experiential learning via an online performance and group discussion. An example from a previous pilot offering of the course included attendance at a live standup comedy performance at the UFPA Phillips Center. The specific performance or event will be selected once performance schedules have been set by producing organizations.

6. Details of Self-Reflection Component

Reflection Essay: Students will articulate how the themes of this course may be relevant to their personal and intellectual development at UF and after. Students will identify works of performance or literature that they found especially impactful and explain why. Students will articulate the ways autobiographical writing or performance might invite self-examination on the part of the reader/viewer. While this reflective paper is informal in nature, it is expected to be clearly organized and written, reflecting a clear understanding of course themes and techniques of analysis.

V. General Education and Quest Objectives & SLOs

7. This Course's Objectives—Gen Ed Primary Area and Quest

Humanities + Quest 1 + Course Objectives

| Humanities Objectives → | Quest 1 Objectives → | This Course's Objectives → (This course will....) | Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...) |
|---|---|--|---|
| 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. | Address the history, key themes, principles, terminologies, theories, and methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition. | Identify, describe and explain the social and historical contexts, key themes and theories used in an examination of self and the human condition, with attention to how they characterize diversity as a dynamic concept related to human difference. | Examining representations of self and diversity through lectures and in-class discussions of autobiographical works of American literature, film and theatre from the mid-twentieth century to the present. |
| Students will learn to identify and to analyze the key elements, biases and influences that shape thought. | Present different arts and humanities disciplines' distinctive elements, along with their biases and influences on essential questions about the human condition. | Identify, describe and assess the methodologies of literature, film and theatre as they affect autobiographical artistic expression in the U.S. | Lectures and focused discussions in small and large group formats on assigned readings and viewings. |
| | Explore at least one arts or humanities resource outside their classroom and explain how engagement with it complements classroom work. | Relate the use of autobiographical literature or performance to one's student experience at UF and after. | Class attendance at and discussion of a live theatre, film or literary event emphasizing an examination and representation of self; reflection essay. |

| Humanities Objectives → | Quest 1 Objectives → | This Course's Objectives → (This course will....) | Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...) |
|---|--|--|--|
| These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives. | Enable students to analyze and evaluate essential questions about the human condition clearly and effectively in writing and other forms appropriate to the discipline. | Formulate and present clear and organized responses to course material in both written and oral formats relevant to the humanities disciplines employed in the course. | Readings, viewings, in-class discussions, breakout group discussion, writing assignments, and a creative writing activity. |
| | Analyze the role arts and humanities play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs and lives after college. | Examine and assess connections between course themes of the representation of self and students' intellectual and professional development and life values. | In-class discussion, reflection essay, experiential learning activity, and creative writing activity. |
| | | | |

8. This Course's Student Learning Outcomes (SLOs)—Gen Ed Primary Area and Quest

Humanities + Quest 1 + Course SLOs

| | Humanities SLOs → Students will be able to... | Quest 1 SLOs → Students will be able to... | This Course's SLOs → Students will be able to... | Assessment Student competencies will be assessed through... |
|--------------------------|---|--|--|--|
| Content | Identify, describe, and explain the history, underlying theory and methodologies used. | 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. | Identify, describe and explain the social and historical contexts, key themes and theories used in an examination of self and the human condition, with attention to how they characterize diversity as a dynamic concept related to human difference. | Writing assignments, quizzes, and participation in class discussions of autobiographical works of American literature, film and theatre from the mid-twentieth century to the present. |
| Critical Thinking | 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. | Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course. | Identify, describe and assess the methodologies of literature, film and theatre as they affect autobiographical artistic expression in the U.S. | Two short essays, final project paper, quizzes, participation in class discussions, posts on discussion boards |

| | Humanities SLOs → Students will be able to... | Quest 1 SLOs → Students will be able to... | This Course's SLOs → Students will be able to... | Assessment Student competencies will be assessed through... |
|----------------------|--|--|--|--|
| Communication | Communicate knowledge, thoughts and reasoning clearly and effectively. | 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. | Formulate and present clear and organized responses to course material in both written and oral formats relevant to the humanities disciplines employed in the course. | In-class discussions of assigned readings and viewings, breakout group discussion, writing assignments, and a creative writing activity. |
| Connection | N/A | Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond. | Examine and assess connections between course themes of the representation of self and students' intellectual and professional development and life values. | In-class discussion, reflection essay, experiential learning activity, and creative writing activity. |
| | | | | |

9. Secondary Objectives and SLOs (Optional)

Diversity Objectives (for D co-designation)

| Diversity Objectives → | This Course's Objectives → (This course will....) | Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...) |
|--|--|---|
| Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. | Identify, describe and explain the social and historical contexts, key themes and theories used in an examination of self and the human condition, with attention to how they characterize diversity as a dynamic concept related to human difference. | Written assignments and class discussions over readings/viewings by a wide range of artists focusing on but not limited to race, gender, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. |
| Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. | Analyze and evaluate autobiographical literary texts and performances by a diverse group of artists that depict how social inequities and constraints of different groups are constructed and mediated in the United States. | An essay focusing on the construction of social inequities and their impact on self-realization and identity, as well as sustained discussion of assigned readings/viewings centered on the mediation of difference in the United States. |
| Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society. | Develop and present well-organized responses to essential questions of diversity and self-identity in oral and written formats. | Writing assignments, discussion board posts, small and large group discussions, creative writing activity. |

Diversity Student Learning Outcomes (for D co-designation)

| | Diversity SLOs → Students will be able to... | Course SLOs → Students will be able to... | Assessment Student competencies will be assessed through... |
|--------------------------|--|--|---|
| Content | Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability. | Identify, describe and explain the social and historical contexts, key themes and theories used in an examination of self and the human condition, with attention to how they characterize diversity as a dynamic concept related to human difference. | Written assignments and class discussions over readings/viewings by a wide range of artists focusing on but not limited to race, gender, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. |
| Critical Thinking | Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society. | Analyze and evaluate autobiographical literary texts and performances by a diverse group of artists that depict how social inequities and constraints of different groups are constructed and mediated in the United States. | Writing assignments, discussion board posts, small and large group discussions, creative writing activity, final project paper. |
| | | | |

VI. Required Policies

10. Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

11. UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

12. 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 or TAs in this class.

13. 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.

14. The 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 Hall for one-on-one consultations and workshops.