

Current Information:

- I. A.) DEPARTMENT NAME: _____
- B.) COURSE NUMBER, and TITLE: _____
- C.) CREDIT HOURS: _____ D.) PREREQUISITES: _____
- E.) CURRENT CLASSIFICATION
1. General Education Code: B C D H M N P S None
 2. Writing Requirement: E2 E4 E6 None
 3. Math Requirement: M None

Requests:

II. GENERAL EDUCATION

- A.) Requested Classification: B C D H M N P S
- B.) Effective Date: Fall Spring Summer _____(year)
- Or
- 1-time Approval Fall Spring Summer _____(year)

III. WRITING REQUIREMENT

MATH REQUIREMENT

- A.) Requested Classification E2 E4 E6
- B.) Effective Date: Fall Spring Summer _____(year)
- Or
- 1-time Approval Fall Spring Summer _____(year)
- C.) Assessment:
- 1.) What type of feedback will be provided to the student (in reference to writing skill)?
 _____Grade _____Corrections _____Drafts _____Other
 - 2.) Will a published rubric be used? _____

IV. ATTACH A DETAILED SYLLABUS

V. SYLLABUS CHECKLIST

Courses that offer students General Education and/or Writing Requirement credit must provide clear and explicit information for the students about the classification and requirements.

For courses with a **General Education** classification, the syllabus **must** include:

- Instructor contact information (and TA if applicable)
- Course objectives and/or goals
- Student Learning Outcomes
- Required and optional textbooks
- Methods by which students will be evaluated and their grades determined
- Weekly course schedule with sufficient detail (including topics, assigned readings, assignments, due dates) that the General Education Committee may determine the appropriateness of the General Education classification requested.
- A statement related to class attendance, make-up exams and other work such as: *“Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.”*
- A statement related to accommodations for students with disabilities such as: *“Students with disabilities requesting classroom 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 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.”*
- A statement informing students of the online course evaluation process such as: *“Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <http://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.”*
- Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

It is **recommended** that syllabi contain the following information:

- Critical dates for exams and other work
- Class demeanor expected by the professor (e.g. tardiness, cell phone usage)
- The university's honesty policy regarding cheating, plagiarism, etc.
Suggested wording: 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 (<http://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.
- Phone numbers and contact sites for university counseling services and mental health services: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575, University Police Department 392-1111 or 9-1-1 for emergencies.

The University's complete Syllabus Policy can be found at:

http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf

For courses with **Writing Requirement (WR)** classification, the syllabus **must** include:

- "The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning."
- "Course grades now have two components: To receive writing credit, a student must receive a grade of "C" or higher and a satisfactory completion of the writing component of the course."
- A statement or statements indicating that the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization
- Assignment word counts, page lengths, submission deadlines and feedback dates

Additionally, the syllabus must clearly show that the course meets the WR to

- Evaluate [2,000/4,000/6,000] written words in assignments during the semester
- Provide all feedback on assignments prior to the last class meeting

Important note: The following types of writing assignments **CANNOT** be used to meet the WR: teamwork, exam essay questions, take-home exams, and informal, ungraded writing assignments.

VI. SUBMISSION AND APPROVALS

Department Contact:

Contact Name: _____

Phone _____ Email _____

College Contact:

College Name: _____

College Contact Name: _____

Phone _____ Email _____

General Education Committee Meeting

September 5, 2014

Meeting was called to order at 8:30am.

Present: Bernard Mair, Elif Akcali, Timothy Brophy, Eva Czarnecka, Creed Greer, Christopher Hass, David Julian, Tanya Koropecykj-Cox, John Krigbaum, Andrew Ogram, Lynn O'Sickey, Heidi Radunovich, Jennifer Rea, Alison Reynolds, Vicki Sarajedini, Brenda Smith, Lisa Spiryda, Shannon Cochrane

Guests: Anne Greene, Rajeeb Das

Absent: Suzanne Colvin, Mario Poceski

1. Welcome and Introduction of Committee Members

Bernard Mair began the meeting by welcoming everyone to a new semester and a new school year. He gave a special welcome to the new members of the committee. Introductions of committee members and guests were made. He stated that important focuses of the committee this year would be assessment and shaping the development and implementation of Grand Challenges Core.

2. Election of Senate Co-Chair

Creed Greer and Alison Reynolds tied in votes for the Senate Co-Chair. They agreed to share the responsibilities by having Greer serve in the Fall 2014 semester and Reynolds in the Spring 2015 semester.

3. Minutes from the May 2nd meeting were approved.

4. Writing Requirement Grading Proposal

- A change in the Writing Requirement policy language was proposed in order to clarify that writing requirement can only be obtained once for each course; that repeating the course will not result in any additional writing credit. However, the committee agreed that students may be granted writing requirement credit multiple times for qualified courses, such as ENC 3254, that cover multiple topics. Mair agreed to investigate how to implement the proposed changes to allow for that flexibility. It observed that the same paragraph containing the proposed changes included language that allows WR courses to have different word counts in different sections.
- The committee discussed the implementation of the recently approved policy that requires all sections of a qualified course to offer the same amount of writing requirement credit and how this might affect course enrollment. It was agreed that offering two sections of a course, one with writing and one without, would give students the most options to meet their needs. Bernard Mair and David Julian will research possible solutions.
- The committee also discussed possible changes to the policies regarding Writing Requirement credit granted for an AP or IB course. Creed Greer and Lynn O'Sickey will review the language of the policies to ensure they are being properly implemented.

5. 2015 General Education Program

Bernard Mair presented the 2015 and 2016 General Education Program plan to the committee.

6. Courses for Review:

Course#	Title	Current GE & WR	Request	Status
LIT 2000	Introduction to Literature	---	H	Recycle
FOR 2662	Forests for the Future	S	E6	Tabled
ENC 3453	Writing in the Health Professions	---	C, E6	Tabled
ENC 3464	Writing in the Social Sciences	---	C, E6	Tabled
ENC 3465	Writing in the Law	---	C, E6	Tabled

LIT2000: *Introduction to Literature*, Recycled. The syllabus needs instructor information. The syllabus needs to include verbatim statement of the general education objectives for the Humanities designation area as well as a verbatim statement of the student learning outcomes. The syllabus needs to clearly articulate how the student learning outcomes will be assessed. The prerequisites for the course should include ENC1102. The committee is concerned by the overall structure of the course, including the integrity of the take-home exams, how no assignments are due after Week 11, and the lack of specificity in the reading material. The portion of the syllabus related to attendance and participation needs to be clarified regarding how the students will earn the allotted 10% of their grade. The committee also had concerns that the assigned blog posts could not be adequately assessed and require further information on how the assignments will be evaluated.

Due to time constraints FOR 2662, ENC 3452, ENC 3464, and ENC 3465 were tabled.

Meeting adjourned at 10:00am.

**LIT 2000 INTRODUCTION TO LITERATURE
SYLLABUS
Fall 2015**

INSTRUCTOR INFORMATION:

Instructor	Mary Watt
Office	237 Dauer Hall
Phone	(352) 392 8149
Office Hours	MWF Period 4
E-Mail	marywatt@ufl.edu

COURSE INFORMATION:

Time	MWF Period 5
Location	TBA

COURSE PRE-REQUISITE: ENC 1102

COURSE DESCRIPTION AND OBJECTIVES:

This course examines the unique and changing role literature has played in individuals' lives and in society. It is centered on three deceptively simple questions: What is literature? Why do we write literature? And why do we read literature? It introduces students to a range of literary genres, from different countries and historical periods.

Among the primary aims of this course is to help students develop the critical skill of analysis and interpretation. Students will also learn how formal and stylistic elements as well as historical context shape the meaning and significance of literature. By becoming more skillful readers of literature and its contexts, students become better readers of the worlds that literature addresses, develop their ability to decipher meaning from language, and better understand their own interactions with science, technology, media, commerce, and politics.

In addition to gaining a deeper appreciation of the expressive potential of language and the varieties of literature, students will develop a broader cultural literacy and an understanding of the changing definition and role of literature in society.

Therefore, by the conclusion of the course it is expected that students will be able to:

- Demonstrate knowledge of the content of specific literary works and the structures and conventions of different literary genres.
- Produce original, critical readings of literary texts, using different methods of interpretation and analysis, while identifying and interpreting formal and genre-related elements in the texts.
- Critically assess the variety of roles that literature has played historically and continues to play in the human experience.
- Draw connections between literary texts and their biographical, historical, and cultural contexts of authorship and reading.

GENERAL EDUCATION INFORMATION: LIT 2000 counts for three (3) hours of the University of Florida's General Education Requirement in the Humanities (H) area by providing instruction in the key themes, principles and terminology of a humanities disciplines. Course with the Humanities (H) designation reflect the following objectives: Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives. See: <http://gened.aa.ufl.edu/subject-area-objectives.aspx>

STUDENT LEARNING OUTCOMES: Students will acquire a basic understanding of literary analysis and learn to apply this knowledge and develop their own reading. Students will pursue these goals across the following three categories:

- **CONTENT:** Students will demonstrate competence in the terminology, concepts, methodologies and theories used in the literary humanities.
Assessment by exams, written assignments and in discussion.
- **COMMUNICATION:** Students will communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the literary humanities.
Assessment by written assignments and in discussion.
- **CRITICAL THINKING:** Students will analyze information carefully and logically from multiple perspectives, using methods specific to the literary humanities and developing reasoned solutions to interpretive problems.
Assessment by written assignments and in discussion.

REQUIRED MATERIALS:

The following texts should be purchased at the University Bookstore:

1. Shakespeare, *The Merchant of Venice*
2. Primo Levi, *Survival in Auschwitz*
3. Dostoevsky, *Crime and Punishment*
4. Jonathan Swift, *Gulliver's Travels*
5. Carlo Levi, *Christ Stopped at Eboli*
6. Marjane Satrapi, *Persepolis*

A coursepack is also required. This should be purchased at the University Bookstore.

GRADE DISTRIBUTION:

Summary of grading

- Attendance & participation/in-class discussion (10%)
- Participation in Course Wiki, blog, or discussion board (20%)
- 1 Close Reading of a literary text or passage (15%)
- 1 Critical Analysis paper (25%)
- 2 in-class exams (15% each—30%)

COURSE ASSIGNMENTS

1. Attendance & Participation, 10%

Attendance: Attendance is mandatory and will be assessed by class roll or sign-up sheet. Students will lose 1% from their final grade for every unexcused absence. Absences will be excused in accordance with UF policy. Acceptable reasons include illness, religious holidays, military obligation, and the twelve-day rule (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>). Should you miss a class for any reason, you are responsible for informing yourself as to what was covered in class.

Participation: Students are expected to review the assigned readings before class. Each week will begin with a series of basic questions on the contents of the assigned readings. If students are unable to answer these questions, it will be assumed that they have not prepared the homework and will lose .5% from their participation on each occasion that this occurs. Consistent participation in class discussions will also contribute to this portion of the final grade. Attention will be paid not only to the quantity of your contributions to in-class discussion but also to the quality.

Participation Rubric:

Outstanding	Satisfactory	Unsatisfactory
<ul style="list-style-type: none">Consistently thorough preparation of readings as evidenced by ability to answer introductory questionsDiscussion contributions manifesting mastery of concepts, terminology, methodologies, and intellectual nuances of material	<ul style="list-style-type: none">Predominantly thorough preparation of readings as evidenced by ability to answer introductory questionsDiscussion contributions manifesting basic though not necessarily sophisticated understanding of concepts, terminology, methodologies, and intellectual nuances of material	<ul style="list-style-type: none">Generally incomplete preparation of readings as evidenced by ability to answer introductory questionsDiscussion contributions manifesting inaccuracy or confusion in understanding of concepts, terminology, methodologies, and intellectual nuances of material

2. Participation in Course wiki, blog, or discussion board, 20%

Before each discussion section, students are required to contribute a question and/or answer to on an online discussion forum. This assignment will run throughout the semester with the exception of those weeks where there is a scheduled exam. Instructor will read and assess student questions and/or answers on a weekly basis in order to determine a grade based not only on the quality and regularity of contributions made by the student but also on their quality.

TIPS: *Interpretive* (or *Critical*) questions are open-ended and are concerned with textual meaning. They ask for opinions on themes, figurative language and symbolism within the narrative. They also ask for judgments regarding the period, history, politics and ethical questions that are relevant to the text. The open-endedness of Interpretive and Critical questions—which often use phrases such as "do you think" or "why do you suppose"—indicates that there may well be neither simply "right"

nor simply “wrong” answers; the success of a response is based on the evidence and reasoning students employ to support their analysis and judgment.

Wiki/Discussion Board Rubric:

Outstanding	Satisfactory	Unsatisfactory
<ul style="list-style-type: none"> • Submits contribution before each discussion section • Contributions conform to the methodologies of literary analysis as outlined above and constitute a nuanced and productive reflection of the concepts and/or styles under discussion 	<ul style="list-style-type: none"> • Submits contribution before the majority of discussion sections • Contributions manifest a basic understanding of the methodologies of literary analysis as outlined above and offer a modest development of the concepts and/or styles under discussion 	<ul style="list-style-type: none"> • Fails to submit contribution before the majority of discussion sections • Contributions do not conform to the methodologies of literary analysis as outlined above and are analytically unproductive

3. Close Reading Assignment: 750 words, 15%

This assignment will test student skills in close reading, especially as that skill pertains to works of poetry and short fiction. Students will be expected to analyze a text carefully and develop an argument regarding the whole of the text through a close reading. No outside sources may be used for this assignment.

The Close Reading assignment is due during the 7th week of the semester

4. Critical Analysis Paper: 1,500 words, 25%

This assignment asks students to combine close reading skills with critical concepts or historical information introduced in one of the supplemental readings. The goal is for students to produce a strong conceptual argument supported by textual and contextual evidence.

The Critical Analysis assignment is due during the 9th week of the semester.

These papers will be graded on a point scale of 1 to 10: 9-10, excellent; 8-8.9, good to very good; 7-7.9 average to good; 6-6.9, below average; below 6 is not a passing grade. All students, whatever their grade, will have the option to rewrite the essay.

5. 2 Exams (15% each—30%)

Method of assessment will be 2 exams (each exam is worth 15%, or together, 30% of the total grade). The exams will be comprised of short answer *and short essay* questions based on readings, lectures and discussion sections.

Exams are scheduled for week 6 and week 15 of the semester.

CLASSROOM POLICIES:

- **Makeup Policy:** Except in the case of certified illness or other UF accepted excuse (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>), there will be no make-up option for missed exams or late assignments. Where possible, make-ups should be arranged by email or in person prior to the expected

absence. In case of illness, student should contact instructor on his or her return to classes.

- **Late Policy:** A class roll will be passed around at the beginning of class. If a student is late, he or she will have to sign the roll after class. Such lateness distracts other students and the instructor and will affect the student's final participation grade. Students will lose 0.5% from their final grade each time they arrive late.
- **Cell phone policy:** Students must turn cell phones to silent before coming to class. Each time a student's cell phone rings or each time that a student texts during class, 1% will be deducted from that student's final grade.

Grading Scale (& GPA equivalent):

A 100-93 (4.0)	A- 92-90 (3.67)	B+ 89-87 (3.33)	B 86-83 (3.0)	B- 82-80 (2.67)	C+ 79-77 (2.33)	C 76-73 (2.0)	C- 72-70 (1.67)	D+ 69-67 (1.33)	D 63-66 (1.0)	D- 62-60 (0.67)	E 59- (0)
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Note: A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:

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

<http://www.isis.ufl.edu/minusgrades.html>

Academic Honesty: Students are required to be honest in their coursework, may not use notes during quizzes or exams, and must properly cite all sources that they have consulted for their projects. Any act of academic dishonesty will be reported to the Dean of Students, and may result in failure of the assignment in question and/or the course. For University of Florida's honor code, see

<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

Accommodations for Students with Disabilities Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center (<http://www.dso.ufl.edu/drc/>) for information about available resources for students with disabilities.

Counseling and Mental Health Resources: Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352 392-1575; <http://www.counseling.ufl.edu/cwc/>).

Online Course Evaluation: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

CLASS SCHEDULE

Students should note that the schedule is a guideline and may change

UNIT I – WHAT IS LITERATURE?

- WEEK 1 **INTRODUCTION:** The Borders of Literature?
Reading: King, “I have a dream” speech Text and audio:
<http://www.americanrhetoric.com/speeches/mlkihadream.htm>
“Introduction: What is literature?,” Terry Eagleton, *Literary Theory: An Introduction* (1983), pp. 1-15
- WEEK 2 **Drama**
Reading: Shakespeare, *The Merchant of Venice*
- WEEK 3 **Epic:**
Reading: Dante, *Inferno*, Cantos I & XXVI
- WEEK 4 **Poetry**
Reading: Walt Whitman, “Song of Myself”
- WEEK 5 **Short Story:**
Reading: Frank O’Connor, “My Oedipus Complex”
- WEEK 6 **REVIEW**
TEST 1 WILL TAKE PLACE DURING CLASSTIME ON FRIDAY

UNIT II – WHY DO WE WRITE?

- WEEK 7 **Self-Expression/Self-Construction:**
Reading: Primo Levi, *Survival in Auschwitz*

CLOSE READING EXERCISE DUE ON WEDNESDAY OF WEEK 7

- WEEK 8 **World Making (Cosmopoiesis)**
Reading: James Joyce, “The Dead”
- WEEK 9/10 **Shaping Citizens: Moral Instruction**
Reading: Dostoevsky, *Crime and Punishment*

CRITICAL ANALYSIS EXERCISE DUE ON WEDNESDAY OF WEEK 9

UNIT III – WHY DO WE READ?

- WEEK 11 **Exploration & Discovery:**
Reading: Jonathan Swift, *Gulliver’s Travels*

WEEK 12

Moving Beyond the Self

Reading: D. H. Lawrence, "Fish"

WEEK 13

Finding New Selves

Reading: Carlo Levi, *Christ Stopped at Eboli*

WEEK 14

New Ways of Seeing

Reading: Marjane Satrapi, *Persepolis*

WEEK 15

REVIEW

TEST 2 WILL TAKE PLACE DURING CLASSTIME ON FRIDAY

WEEK 16

Conclusion: Where to now?

Reading: Does Great Literature Make Us Better? Gregory Currie.
http://opinionator.blogs.nytimes.com/2013/06/01/does-great-literature-make-us-better/?_r=0