



Application Form for General Education and Writing/Math Requirement Classification

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.

A.) For courses with a **General Education** classification, the syllabus should include:

- Statement of the General Education Purpose of the Course with attention to the General Education Classification requested
- List of assigned General Education Student Learning Outcomes
- List of any other relevant Student Learning Outcomes
- List of required and optional texts
- Weekly course schedule with sufficient detail (e.g. topics, assigned readings, other assignments, due dates)

B.) For courses with **Writing Requirement (WR)** classification, the syllabus should 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

December 5, 2014

Meeting was called to order at 8:30am

Present: Elif Akcali, Shannon Cochran, Elayne Colon, Eva Czarnecka-Verner, Creed Greer, Christopher Hass, David Julian, Tanya Koropecykj-Cox, John Krigbaum, Hrishikesh Kumbhojkar, Bernard Mair, Lynn O’Sickey, Mario Poceski, Heidi Radunovich, Alison Reynolds, Brenda Smith, Lisa Spiryda

Absent: Timothy Brophy, Andrew Ogram, Jennifer Rea, Vicki Sarajedini

1. Minutes from the November 7th meeting were approved with the following correction:

- Use full terms instead of abbreviations in Status column of Courses for Review table

2. Example Syllabus

Julian and Cochran presented a revised example syllabus. The committee suggested adding the writing requirement syllabus requirements to the document and including “A minimum grade of C is required for general education credit.” below the grade scale. Julian requested that the committee review the document and submit additional changes or recommendations by email.

3. Courses for Review:

Course#	Title	Current GE & WR	Request	Status
THE 2000	Theatre Appreciation	H, D	Recertification	Conditionally Approve
MUL 2010	Introduction to Music Literature	H, N, E2	Review	Conditionally Approve
AMH 2020	United States Since 1877	H	S	Recycle
FOR 2662	Forests for the Future	S	E6	Conditionally Approve
REL 2174	Ethics in America	H	Review	Conditionally Approve

THE 2000: *Theatre Appreciation*, Conditionally Approved. The final sentence in the first paragraph should be revised to “This course fulfills humanities and diversity requirements for general education.” The heading “General Education Objectives” should be revised to “General Education Objectives for Humanities”. The attendance policy must clarify that only unexcused absences will negatively impact a student’s grade and provide correct information on what qualifies as an excused absence.

MUL 2010: *Introduction to Music Literature*, Conditionally Approved. A review of this course was triggered by the recent change in the course description approved by the UCC. The committee found that the course would easily satisfy the H and E2

requirements by minor changes to the syllabus but that the N designation would require significant changes to the content. To meet the E2 designation, the syllabus must include a writing assessment rubric and a more detailed explanation of the writing assignment since reaction papers that approximate free writing cannot contribute to the word count. The non-contemporary focus of the course does not meet the requirements of the International designation; therefore the content may need to be revised to align the course with International course objectives. Mair and Smith will work with the appropriate parties to determine what changes are necessary. The syllabus needs to be revised to address the issues regarding the N, H, and E2 designations during Spring 2015. Assuming those are satisfactorily addressed, the course will continue to be approved for the H, N, and E2 designations through Spring 2016, however, it will lose its International designation in Summer 2016 if the course is not revised and approved to meet that requirement by February 1, 2016.

In addition, there is no indication that the course focuses on music literature hence it is recommended that the course title be changed to more accurately reflect the content.

AMH 2020: *United States Since 1877*, Recycled. Syllabus is missing an explanation of how the Social and Behavioral Science objectives will be accomplished, as well as how the General Education Student Learning Outcomes will be assessed. The committee also needs more information on how the 4-6 page final essay is incorporated into the final grade.

FOR 2662: *Forest for the Future*, Conditionally Approved. The syllabus is missing the final sentence of the Social and Behavioral Science course objectives, “Students are expected to assess and analyze ethical perspectives in individual and societal decisions.” The explanation of how course objectives will be accomplished should thus include how the course will meet the ethical objective. Additionally, the syllabus is missing a required link to the university’s Writing Studio and must recommend a writing handbook or style manual.

REL 2174: *Ethics in America*, Conditionally Approved. The UCC’s approval of a change in the title of this course triggered an automatic review of its GE designation. The course is approved for Humanities designation. The course is not approved for Diversity designation, therefore the section on “General Education Diversity Student Learning Outcomes” should be removed from the syllabus.

4. Other items:

- **Additional requirement added to General Education Course Syllabus Policy**
The committee approved a motion to add the statement “A minimum grade of C is required for general education credit.” as a requirement on the General Education Course Syllabus Policy.

Meeting adjourned at 10:00am.

REL 3171: ETHICS IN AMERICA

Instructor: Anna Peterson
Office: 105 Anderson (Mailbox in 107 Anderson)
Tel. 392-1625, fax 392-7395
E-mail: annap@ufl.edu
Office Hours: TBA

Description

This class has a twofold purpose: to teach crucial ways of thinking about ethics as an academic discipline while also enabling students to reflect on and analyze ethical issues facing contemporary American society. We will focus in particular on the problems and opportunities created by the diversity in different areas of American cultural and religious life.

As a foundation for thinking about ethical dimensions of contemporary issues, the course will provide an overview of ethics as an academic discipline, including introductions to major ethical theories and thinkers. We will also examine particular case studies, focusing on religious, racial, and cultural diversity in the U.S. We will explore the ways that issues such as justice, integration, cultural autonomy, and the common good shape visions of an ethical society. We will also address various obstacles – cultural, economic, and political – that make those visions difficult to achieve.

General Education Course Objectives

This course helps to satisfy two University of Florida General Education requirements: Humanities and Diversity.

General Education Humanities Course 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. This class will accomplish these goals in the following ways:

1. We will examine the historical development and central issues, thinkers, and themes in social ethics.
2. Students will learn to identify ethical dimensions of arguments and to identify and analyze value claims in diverse contexts and multiple perspectives.
3. Students will improve their ability to express, in writing and orally, their own analytical arguments about ethical values and claims.
4. Students will identify and critique the ways that different factors shape the ethical claims made in diverse religious and philosophical positions.

General Education Diversity Objectives

Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. These courses encourage students to recognize how social roles and status affect different groups in the United States. Students are expected to analyze and evaluate their own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups. This class will accomplish these goals in the following ways:

1. We will identify and address the norms that underlie cultural differences within the United States, through an examination of specific issues including racial conflict and reconciliation, religious diversity, and diverse moral debates.
2. We will identify and analyze the ethical dimensions of specific social issues, including race, cultural and religious diversity and economic disparities.
3. We will examine diverse approaches to the study of ethics, including major religious and philosophical models, with an emphasis on the ways that diverse perspectives and value systems come into contact.
4. We will explore the ways that groups and individuals who hold different value systems can engage in constructive dialogue about ethical issues.
5. We will study some ways that ethical discussions about diversity and related issues influence social movements and policies.

General Education Student Learning Outcomes (SLOs)

Content: Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline.

Communication: Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline.

Critical Thinking: Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Student Learning Outcomes will be assessed in several ways:

Content knowledge will be assessed primarily through performance on the written assignments, including essays, exams, and occasional short in-class assignments. In these assignments, students will apply the information and ideas learned in the course reading, lecture, and discussions.

The *communication* outcome will also be assessed primarily through the writing assignments, in which students are required to reason well and convey their knowledge and ideas clearly. Communication will also be assessed through class discussions.

Critical thinking is fundamental to this course. This component will be assessed by measuring the degree to which papers effectively analyze information and develop reasonable explanations in a manner appropriate to social ethics and diversity in contemporary American society.

General Education Writing Requirement

This course fulfills General Education (Gordon Rule) Writing Requirement.

Writing requirement credit can only be obtained once for a course. If a student meets the writing requirement credit in a course, repeating the course will not result in additional writing requirement credit.

Detailed explanation of the evaluation criteria for written assignments is listed in the assignment details below. In addition, please consult the writing assessment rubric at the end of this syllabus, taken from <http://gened.aa.ufl.edu/sample-writing-assessment-rubric.aspx>.

For writing support, you may consult with the university's Writing Studio (www.writing.ufl.edu).

I will accept any standard format that is appropriate for Humanities disciplines. If you do not have a preferred style, please use MLA in-text citations. UF's Writing Studio offers advice and examples; please see http://bcs.bedfordstmartins.com/resdoc5e/RES5e_ch04_o.html.

Policies, Rules, and Resources

1. *Attendance and Participation*: Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies, found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Class attendance is required. Do not register for this class if you cannot arrive on time. Students should arrive on time and prepared to discuss the day's readings. Tardiness harms your understanding of the material and disrupts the class. After the first late arrival, the instructor reserves the right to mark you absent. The instructor will *not* provide notes or discuss material that has already been covered for students who arrive late, barring extraordinary circumstances (which do not include failing to find a parking place or sleeping in).

Please let me know about any planned absences (for religious holidays, athletic events, or other reasons) as soon as possible. For unplanned absences (due to illness or emergency), please let me know as soon as possible and please provide documentation (e.g, doctor's note) if possible.

2. *Make-up policy*: I will arrange for a make-up or early in-class exam only with sufficient notice. If you are out of town when an out-of-class assignment is due, you must email it to me on the date due and then provide a print copy when you return to Gainesville.

If you do not receive an extension from the instructor, assignment will be marked down a half grade (e.g., from B+ to B) for each day late.

3. *Completion of All Assignments:* You must complete all written and oral assignments and fulfill the requirement for class participation in order to pass the course. I will not average a grade that is missing any assignment or requirement.

4. *Handing in Assignments:* Place all papers in my mailbox in the Religion Department, 107 Anderson Hall. DO NOT slip them under the door or leave them on the door of my office, the main department office, or the teaching assistant's office. Please also keep a dated electronic copy of all your papers.

5. *Common Courtesy:* Cell phones and other electronic devices must be turned to vibrate during class (in order to be available for the UF emergency system). Students who receive or make calls during class will be asked to leave and will be marked absent (unexcused) for the day.

6. *Laptop and tablet use:* You may take notes on a laptop computer, although the instructor reserves the right to ask you to turn off the computer if circumstances warrant. The instructor also reserves the right to ask any student engaging in disruptive behavior (e.g., whispering, reading a newspaper) to leave the class. If that occurs, the student will be marked absent for the day.

7. *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 university specifically prohibits cheating, plagiarism, misrepresentation, bribery, conspiracy, and fabrication. For more information about the definition of these terms and other aspects of the Honesty Guidelines, see <http://www.chem.ufl.edu/~itl/honor.html>. Any student(s) demonstrated to have cheated, plagiarized, or otherwise violated the Honor Code in *any assignment* for this course will fail the course. In addition, violations of the Academic Honesty Guidelines shall result in judicial action and the sanctions listed in paragraph XI of the Student Conduct Code.

8. *Accommodation for 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.

9. *Counseling and Emergency Resources:* Resources available on-campus for students include the following:

- a. University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling;
- b. Student Mental Health, Student Health Care Center, 392-1171, personal counseling;
- c. Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling;
- d. Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

e. For security issues, please contact the University Police Department: 392-1111, or 911 for general emergencies.

10. *Software Use*: All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

Required Books

1. Anthony Weston, *A 21st Century Ethical Toolbox* (Oxford University Press, 2013).
2. James Cone, *Martin & Malcolm & America* (Orbis Books, 2012).
3. Robert Wuthnow, *America and the Challenges of Religious Diversity* (Princeton: Princeton University Press, 2007).

Required Articles and chapters (available on Sakai)

Robert Bellah, Richard Madsen, William Sullivan, Ann Swidler, and Steven Tipton, *The Good Society* (New York: Vintage Books, 1992), "Introduction: We Think Through Institutions," pp. 3-18.

Martin Luther King, Jr., "Letter from a Birmingham Jail,"
http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html

Requirements

Please Note: The 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>.

Also, please note that a minimum grade of C is required for general education credit.

1. Attendance and participation in class discussions, including timely and close reading of all assigned texts (10% of final grade).
2. Two short essays (3-4 pages each) (20% of final grade each, total 40%).

I will give you questions/prompts for these essays at least a week in advance of the due date. The essays will be based on course readings and discussions, and grades will be based on the accuracy of your understanding of the material; the organization and clarity of your writing; the persuasiveness of your arguments; and, not least, your focus on answering the questions as asked.

4. Midterm Exam (20% of final grade).

The exam will cover any and all material covered in the semester up to that date. It will include short answer and short essay questions. Grades will be based on the accuracy of your understanding of the material; the organization and clarity of your writing; the persuasiveness of your arguments; and, not least, your focus on answering the questions as asked.

5. Final exam (30% of final grade).

This exam will be cumulative. It will cover all course readings and discussions. It will include both short answer and short essay questions. Grades will, as always, be based on the accuracy of your understanding of the material; the organization and clarity of your writing; the persuasiveness of your arguments; and, not least, your focus on answering the questions as asked.

In addition: While it is not a requirement, 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>. Student feedback is very important and we appreciate your taking the time to provide it.

Grading Scale

A	93-100 (4.0)
A-	90-93 (3.67)
B+	87-89 (3.33)
B	84-86 (3.0)
B-	80-83 (2.67)
C+	77-79 (2.33)
C	74-76 (2.0)
C-	70-73 (1.67)
D+	67-69 (1.33)
D	64-66 (1.0)
D-	60-63 (0.67)
E	Below 60 (0)

For information on UF grading policies, please see:

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

Please note: A “C-“ will not be a qualifying grade for major, minor, General Education, Gordon Rule or College Basic Distribution credit. You must receive a “C” or better in order to receive that credit.

Schedule

Week/Date	Topic	Reading
1 M 8/25	Introduction to the class	
W 8/27	Defining Social Ethics	Weston, Ch. 1
F 8/29	Finding Ethics	Walker and Kerasote (in Weston)
2 M 9/1	Labor Day Holiday - No Class	
W 9/3	Social Ethics	Weston Ch. 2
F 9/5	The Good Society	Bellah, et al., <i>The Good Society</i> , "We Live Through Institutions"
3 M 9/8	Religious Ethics	Weston, Ch 3
W 9/10	Religious Ethics	Jamal Rahman, "Making Peace with the Sword Verse" (in Weston)
F 9/12	Taking Values Seriously	Weston, Ch. 4
	* First short essay due Friday 9/12 *	
4 M 9/15	Deontological Ethics	Weston, Ch 5
W 9/17	Rights and ethics	United Nations Declaration of Human Rights (in Weston)
F 9/19	Utilitarian Ethics	Weston, Ch 6
5 M 9/22	Utilitarianism	Mill, Russell, and Singer (in Weston)
W 9/24	Virtue Ethics	Weston, Ch 7
F 9/26	Virtue Ethics	Lao Tzu, <i>Tao Te Ching</i> (in Weston)

6	M 9/29	Care Ethics	Weston, Ch 8
	W 10/1	Care Ethics	Wiredi and Leopold (in Weston)
	F 10/3	** Midterm Exam	
7	M 10/6	Ethical diversity	Weston, Ch 12
	W 10/8	Ethical conflict	Roger Gottlieb, "Can We Talk?" (In Weston)
	F 10/10	Homecoming: No class	
8	M 10/13	Moral Visions	Weston Ch. 15
	W 10/15	Race and moral vision	Cone, Introduction and Ch. 1
	F 10/17	Martin & Malcolm	Cone, Ch. 2
9	M 10/20	Race and the good society	Cone, Ch. 3
	W 10/22	Critique of the good society	Cone, Ch. 4
	F 10/24	Race and moral vision	M. L. King, "I have a dream" speech
10	M 10/27	Religious ethics	Cone, Ch. 5
	W 10/29	Religious ethics	Cone, Ch. 6
	F 10/31	Martin Luther King, Jr	MLK, "Letter from Birmingham Jail"
11	M 11/3	Race, class, and militarism	Cone, Ch. 7-8
	W 11/5	Ideological diversity	Cone, Ch. 9: Two Roads to Freedom
	F 11/7	Malcolm X	Film: X

* F 11/7: Short Essay Due: Race and Ethics in American Society

12	M 11/10	American “exceptionalism”	Wuthnow, Ch. 1
	W 11/12	The new diversity	Wuthnow, Ch. 2
	F 11/14	What diversity means	Wuthnow, Ch. 3
13	M 11/17	“Spiritual marketplace”	Wuthnow, Ch. 4
	W 11/19	The “big tent”	Wuthnow, Ch. 5
	F 11/21	Resisting diversity	Wuthnow, Ch. 6
14	M 11/24	Public goods	Wuthnow, Ch. 7
	11/26-11/28	Thanksgiving Holiday - no class	
15	M 12/1	Local congregations	Wuthnow, Ch. 8
	W 12/3	Mixed marriages	Wuthnow, Ch. 9
	F 12/5	Pluralism and the good society	Wuthnow, Ch. 10
16	M 12/8	Reframing moral dilemmas	Weston, Ch. 14
	W 12/10	Integrating values	Cone: Conclusion

* Final exam: Date TBA (finals week)

Writing Assessment Rubric for REL 3171: Ethics in America

	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.

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.