

Cover Sheet: Request 10942

ANS2XXX The Role of Animals in Human History

Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending
Submitter	Tenbroeck,Saundra Hodge sht@ufl.edu
Created	4/13/2016 7:59:55 PM
Updated	4/13/2016 8:13:38 PM
Description	The course surveys the importance of animals through human history, from the Stone Age to the present. The domestication of dogs, cats, major farm animals and some less familiar, such as camels, reindeer and buffalo and the role they played in different societies and cultures across human history is discussed.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Agricultural and Life Sciences - General 514903000	Brendemuhl, Joel H	Approved by the college.	4/13/2016
Added GE-application-form-for-approval-system Oltenacu .pdf					4/13/2016
Added Animals-human history Syllabus Oltenacu GE final 041316.pdf					4/13/2016
College	Recycled	CALS - College of Agricultural and Life Sciences	Brendemuhl, Joel H	Approved at college level prior to departmental approval so sending back to department.	4/13/2016
No document changes					
Department	Approved	CALS - Agricultural and Life Sciences - General 514903000	Brendemuhl, Joel H	Department Group should have been Animal Sciences instead of CALS but Animal Sciences has given their approval.	4/13/2016
No document changes					
College	Approved	CALS - College of Agricultural and Life Sciences	Brendemuhl, Joel H	Approved at the college level.	4/13/2016
No document changes					
General Education Committee	Pending	PV - General Education Committee (GEC)			4/13/2016
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Gen_Ed|New-Close-Modify for request 10942

Info

Request: ANS2XXX The Role of Animals in Human History

Submitter: Brendemuhl,Joel H brendj@ufl.edu

Created: 4/13/2016 8:05:42 PM

Form version: 2

Responses

Course Prefix and Number ANS 2XXX

Course TitleThe Role of Animals in Human History

Request TypeChange GE/WR designation (selecting this option will open additional form fields below)

Effective TermSpring

Effective Year2017

Credit Hours 3

Prerequisitesnone

Current GE Classification(s)None

Current Writing Requirement Classification None

One-semester Approval?No

Requested GE ClassificationN

S

Requested Writing Requirement ClassificationNone

The role of animals¹ in human history ANS 2XXX (3 credits)

Lecture Mon, Wed, Fri, 9:35am – 10:25am, Period 3

Instructor Pascal Oltenacu, DVM, PhD
oltenacu@ufl.edu
L.E. 'Red' Larson Building, Room 104E
Office hours: M, W, F 10:30am- 11:30am



Course Website: This course will have an E-learning/Canvas webpage (<http://ls.at.ufl.edu>) for supplemental readings, messages and class announcements. Please be sure that you are familiar with using Canvas. See their webpage for information and tutorials if needed.

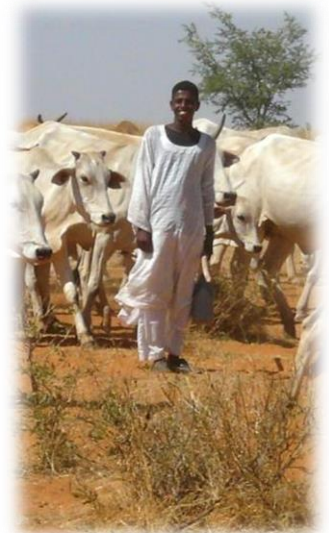
Course Description

The course surveys the importance of animals through human history, from the Stone Age to the present. The domestication of dogs, cats, major farm animals and some less familiar, such as camels, reindeer and buffalo and the role they played in different societies and cultures across human history is discussed.

¹The term “animals” refers to nonhuman animals only, though I recognize that humans are also animals.

Course Objectives and Learning Outcomes

All human societies have been and are dependent on animals in multiple ways, from the food and materials to the labor and companionship they provide, all critical ingredients humans needed to develop the rich succession of civilizations. The three major developments in history of humanity were tool making, acquiring of language and domestication of animals and plants. These developments changed humanity’s way of life, facilitating the transitions from prey to predator, from hunter to herder and from herder to breeder, in short, from food procurer to food producer. Animals have played a major role in driving these developments being central actors in human evolution, the development of agriculture, the spread of zoonotic diseases, and the functioning of ecosystems in which humans are embedded. Likewise, humans have influenced the history of animals, affecting their evolution, the distribution of their populations, and the quality of their lives. In this course we will discuss the role of animals in driving these developments and their contributions to human societies across time and space as well as how human-animal relationship affected animals themselves.



At the end of this course, students will be able to:

- Recognize the role of domestication of other species in the greatest transition in human history, from food procurer (hunter-gatherer) to food producer (farmer).
- Recognize the nature of the relationship between humans and domesticates (mutualistic symbiosis), understand the diverse pathways that led to domestication (commensal, prey, or direct pathway) and appreciate the evolution of services provided by domesticates.
- Understand the differences between a domesticated, a tamed, a dominated, a wild, or a feral animal.
- Understand and discuss how domestication opened the door to food production and made it possible for civilization to develop i.e., agriculture as a transformative process in human society.
- Understand the social, cultural and economic importance of livestock for food and economic security of millions of people in the developing world today and why these values are different in our and other developed society.
- Appreciate the economic, cultural and food security role played by local breeds in many subsistence societies today and the need to implement effective conservation of these genetic resources together with the knowledge and culture of the people that developed these environmentally adapted breeds.
- Understanding the role of animals in human societies across time and space is critical as we contemplate how to feed the growing world population in a sustainable way.
- After taking this course, students should be able to properly evaluate and analyze scientific information relevant to several agriculture and food controversies dominating the popular culture, decide which side of the controversy is more likely correct, and be able to defend his/her conclusion.
- Expand the learner's worldview and understanding by exploring the role and worth of animals in several contemporary cultures outside US.

GENERAL EDUCATION INFORMATION:

ANS2XXX course is a social and behavioral sciences (S) subject area course in the UF General Education Program and counts for three (3) hours of GE requirement. Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques.

These general education objectives will be accomplished in this course as students will gain a thorough understanding of the profound influence animals have had on human societies. They will understand the major role animals have played in the transition from Paleolithic to Neolithic, to Agrarian, to Industrial and to Post-Industrial society of today and how and why their role and value have changed in the course of human history. Understanding the role of animals in human evolution, the history of domestication, the role animals played in the development of agricultural technology, and the translocation of Eurasian livestock during the

colonial era provides the basic knowledge the students need to critically evaluate some of agricultural and food controversies in today society.

In this course the material and symbolic importance of animals to human societies, past and present, is discussed. Human-animal relationship is a relevant sociology topic and this course focuses on how human societies have been affected by animals and vice versa, with both aspects of this interaction being equally important.

A major topic of the course is discussion of several agriculture and food controversies. I will use this topic to illustrate how “Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions”.

People have always talked about food, but in the past it was largely in regards to personal health, religion, taste, and affordability. Now food is also a public issue in that what you eat impacts you and all of society, making agriculture an ethical issue. Controversial subjects can be explored while paying respect to the character and intellect of both sides, and I seek to do so in this course. As we discuss several agricultural controversies, we will try to illustrate why equally smart and kind people can form vastly different opinions about food, and then provide our perspectives on what the economic and scientific literature says about the issues. The idea is not to convince students to adopt my perspectives, or to declare one side of a food debate as champion, but to teach students how reach informed opinions, whatever those opinions may be. The controversies to be discussed in this course include genetically modified organisms, diet and its carbon footprint, use of antibiotics and growth promoters in livestock production, use of animals in research, and how we raise livestock for food. Each controversy can be approached in a variety of ways. In this course we will discuss these issues as they are fought in developed nations. As we discuss these issues important in our contemporary society, we will also draw attention to the fact that much of the developing world just wants to feed its people and raise enough livestock and cash crops to help their economies grow out of subsistence and into the affluent world. The needy people of the developing world are likely puzzled as to why some societies want to pay higher food prices. For some in the United States, Western Europe, and a few other locations like Australia, food is not just the fuel of life—it is part of their identity. The foods they buy at the market and the restaurants they patronize signal their beliefs and values. We all wish to contribute to society in some fashion, and some choose food as their outlet. The affluent world has the luxury to pay more attention to the environment and animal welfare, and as the Third World follows, it may do the same. This means that the agricultural controversies we discuss are relevant to both the developed world today and the developing world tomorrow.

ANS2xxx course also counts for three (3) hours of the University of Florida General Education Requirement in the **International (N)** area by providing instruction in the values, attitudes and norms that constitute the culture of countries outside the United States. These courses lead students to understand how geographic location and socioeconomic factors affect these

cultures and the lives of citizens in other countries. Through analysis and evaluation of the students' own cultural norms and values in relation to those held by the citizens of other countries, they will develop a cross-cultural understanding of the rest of the world.

These general education objectives will be accomplished in this course by providing students with a better understanding of the diversity of roles and values of animals in different societies and cultures.

This course presents the importance of livestock in developing countries and the multitude of services they provide, such as *Producing Food; Generating Income; Providing Manure; Producing Power; Serving as Financial Instruments* (the subsistence farmers in developing countries often do not have access to standard financial markets, and livestock offer an alternative for storing their savings or accumulated capital as a "living savings account"); *Enhancing Social Status* (traditional cultural norms in many societies place considerable value on livestock as an indicator of social importance within the community, either based on the size of a family's livestock holdings, or in their sharing of livestock with others and livestock is the common "currency" used to strengthen social bonds, including the use of livestock as dowry or bride price). We analyze in considerable depth several contemporary societies (New Guinea people, Masai people, the Dinka tribe, the Ladakhi and their exiled Tibetan cousins of the Himalayas, and pastoralist societies of India where 70% of rural population grow livestock). In all these communities livestock not only provides livelihood but it's the source of their identity. We discuss several semi-nomadic pastoral societies and use "Masai Today: Changing Traditions" as a vehicle for the main essay paper, so I will use this topic to illustrate how I expect students in this course to develop a cross-cultural understanding of the rest of the world by evaluating the cultural norms and values held by people in developing world in relation to their own cultural norms and values. The importance and power of cultural heritage in holding a society together is the first important lesson from this example. After 100 years of colonial followed by African rule, Masai society today maintains its fabric of custom and tradition, practice their ancient rituals and ceremonies, and have continued to maintain their age-set structured male dominated society, a vivid illustration of the persistence of cultural norms and values. Their resistance to change is rooted in their attachment to cattle (given into their care by God) and in their belief in their "special" status on earth. It is difficult if not impossible for any society not to be affected by surrounding events. The second lesson when looking at Masai today is to illustrate the complexities of culture change, the difficulty of abandoning long held central beliefs and incomplete penetration of new ideologies. Their belief that they work for cows and not vice versa, that working the land destroy it, and that the grass and the droughts are given by God are preventing them from engaging in tilling the land and growing crops. Their strong historical stand against slavery prevents them from taking advantage of employment opportunities (working for someone else is equivalent to slavery). But slowly changes are coming: children going to schools (though the elders believe that the boys should learn how to find grass, not British history and the girls are still just a source of cattle), male circumcision is increasingly done in hospital (and paid for in goats), but women circumcision is done locally and, in spite of State regulation prohibiting it, it is still routinely practiced by Masai today.

Fewer children, just one wife and marriage license granting rights to a wife are also changes on the horizon.

These examples should foster a broader understanding of cultures and societies outside the US and help our students develop the openness and sensitivity necessary for cross-cultural understanding.

See: <http://gened.aa.ufl.edu/subject-area-objectives.aspx>

A minimum grade of C is required for general education credit.

STUDENT LEARNING OUTCOMES (Social and Behavioral Sciences (S) and International (N)):

Content: Students will demonstrate competence in the terminology, concepts, theories and methodologies used within the Social and Behavioral Sciences. At the end of the course the students have gained the basic knowledge regarding the critical roles animals played in the evolution of human societies from deep history to present. Students will also acquire an appreciation of the human cultural diversity, understand how and why the roles and values of animals in societies are diverse and changing across time and space. Achievement of these learning outcomes will be assessed through in class pop quizzes, two essay papers, and two examinations.

Communication: Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. In this course students will be able to communicate ideas, knowledge and information in a coherent and logical manner via two essay papers that will be assessed for content, logical organization, grammar and appropriate arguments.

Critical Thinking: Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems. In this course students will be able to logically assess arguments and the accuracy and sufficiency of available scientific evidence applicable to an issue/problem. This learning outcome will be accomplished in this course through question driven in-class discussions designed to encourage critical assessments and debate regarding several agriculture and food controversies facing society today: use of animals in research controversy, the carbon footprint controversy, the GMO controversy, well-being of animals raised for food controversy, and use of antibiotics or growth hormones controversy. Achievement of this learning outcome will be assessed using several open-ended exam questions that encourage critical thinking (for example: "Describe the attributes that makes a specie amenable for domestication"). Both essay papers also include questions designed to assess critical thinking (Essay Paper 1: Take a position with respect to Diamond's argument regarding the roots of inequality in the world (in agreement, or in disagreement) and provide support for your position; Essay Paper 2: One ritual still practice by Masai is female circumcision. Develop a compelling science based argument and sensitive to Masai culture that NGO workers can use to discourage this practice.)

Textbook: No formal text is required. The journal articles and the chapters from “Agricultural & Food Controversies” book by F.B. Norwood, P.A. Oltenacu, M.S. Calvo-Lorenzo and S. Lancaster (Oxford University Press, 2015) assigned for readings will be posted on the course website.

Course schedule

Week 1	<p>Paleolithic revolution - Stone tools, evolution of human hunter</p> <p>Reading: “The First Cookout” - Scientific American, September 2013</p> <p>Reading: “Rise of the Human Predator” - Scientific American, April 2014</p>
Week 2	<p>Cognitive revolution – language – symbolic behavior – human journey</p> <p>Reading: “The animal connection and human evolution” – Current Anthropology, 51(4)</p> <p>Reading: “The origins of creativity” – Scientific American, March 2013</p>
Week 3	<p>Neolithic revolution – man the domesticator; Pathways to domestication: commensal, prey and directed pathway; Belyaev’s experiment – domestication of silver foxes; Domestication of dogs & cats– past and present roles.</p> <p>Reading: “Dawn of the dog” Science Vol 348 Issue 6232 (17 April 2015)</p> <p>Reading: “Central Questions in the Domestication of Plants and Animals” - Evolutionary Anthropology 15:105–117 (2006)</p>
Week 4	<p>Domestication of barn animals (sheep, goats, cattle, pigs) – past and present roles.</p> <p>Readings: “Interrogation of modern and ancient genomes reveals the complex domestic history of cattle” - Animal Frontiers, Vol. 4, No. 3 (July 2014).</p> <p>“On the Origin of Cattle: How Aurochs Became Cattle and Colonized the World” - Evolutionary Anthropology 19:148–157 (2010)</p>
Week 5	<p>Domestication of chickens, turkeys, horses, and water buffalo – past and present roles.</p> <p>Readings: “Brainy bird” - Scientific American, February 2014</p> <p>“In Search of the Wild Chicken” – Science Vol. 338 (23 November 2012)</p> <p>Essay Paper 1 (100 points): View in class the film “Guns, germs and steel – Episode I - Out of Eden”.</p>
Week 6	<p>Domestication of Honeybee and silkworm – past and present roles.</p> <p>Animals that allowed people to live and prosper in harsh environments (camels, llama, yak, and reindeer) – past and present roles. “Camel’s Empire” documentary.</p>

	<p>Readings: "Return of the Native Bees" - Scientific American, September 2013</p> <p>Readings: "Marketing products from local livestock breeds" - Animal Genetic Resources, 2010, 47</p>
Week 7	<p>Pastoralism and nature conservation – nomadic and semi-nomadic pastoralism, transhumance – enclosed systems (ranching) –biodiversity and trade;</p> <p>Readings: "Beyond milk, meat, and eggs: Role of livestock in food and nutrition security" - Animal Frontiers, Vol. 3, No. 1 (January 2013)</p> <p>Reading: "The roles of livestock in developing countries" – Animal, 2012</p>
Week 8	<p>Conservation of livestock genetic resources – Importance of genetic adaptation to specific environment, socio-economic and cultural value of local breeds and their importance in prioritizing conservation measures.</p> <p>"Farmers, their animals and the environment – Africa&Asia" documentary</p> <p>"Keepers of the genes" documentary.</p> <p>Essay Paper 1 due; Exam 1 in class</p>
	SPRING BREAK
Week 9	<p>Modern and mobile – the future of pastoralism in Africa's drylands</p> <p>Essay Paper 2 (150 points): View in class the film "The Masai today - Changing traditions"</p> <p>Reading: "<i>Modern and mobile</i> - The future of livestock production in Africa's drylands"</p>
Week 10	<p>Livestock and livelihoods in Sub-Sahara Africa</p> <p>Documentary (Nature) "Buffalo Warrior" - Breeding disease-free African buffalo</p> <p>Reading: Role of livestock in human nutrition and health for poverty reduction in developing countries. <i>J ANIM SCI</i>, 85:2788-2800</p>
Week 11	<p>Livestock and colonization of the New World, American buffalo</p> <p>Livestock & human diseases; Use of animals in research</p> <p>Reading: "The First Americans" - Scientific American, November 2011</p> <p>Reading: "The origin of human pathogens – role of agriculture and domestic animals" - Biol. Rev. (2006), 81</p>
Week 12	<p>Agriculture & food controversies:</p> <ul style="list-style-type: none"> • The carbon footprint controversy • The GMO controversy

	<p>Reading: “Trends in greenhouse gas emissions from consumption and production of animal food products – implications for long-term climate targets” <i>Animal</i> (2013), 7:2, pg. 330-340</p> <p>Reading: “Animal Agriculture and the Importance of Biotechnology” - <i>Agriculture & Food Security</i> (2015) 4:21</p>
Week 13	<p>Agriculture & food controversies:</p> <ul style="list-style-type: none"> • The well-being of livestock raised for food – Animal welfare controversy • Use of antibiotics and growth promoters in livestock controversy <p>Reading: “Farming and antibiotics resistance” <i>Nature</i> Vol 499, 25 July 2013</p> <p>Essay Paper 2 due.</p>
Week 14	<p>Genetic adaptations associated with major dietary changes in human history (meat eating → cooking → plant & animal domestication), such as lactase persistence in response to milk and increase amylase in saliva in response to starch-rich diet.</p> <p>Animal products in human diet controversy.</p> <p>Reading: “The milk revolution” – <i>Nature</i> Vol. 500 (August 1, 2013)</p> <p>Reading: “Meat of the Matter” <i>Scientific American</i>, December 2012</p>
Week 15	<p>Can we feed 9 billion people and preserve the planet? - The roles of livestock in developing countries.</p> <p>Reading: “Forty research issues for the redesign of animal production systems in the 21st century”, <i>Animal</i> (2014), 8:8, pp 1382–1393</p>
Final week	Exam 2

The instructor reserves the right to modify the syllabus during the semester with verbal or written announcements in class. It is the student’s responsibility to stay informed of such announcements.

Quizzes

There will be 10 random pop quizzes worth 5 points each. The quizzes will be given in class and they will consist of short questions from the material covered in lecture or the assigned readings.

Exams

There will be 2 exams worth 100 points each. The final exam is not comprehensive. The material covered in the exam will be detailed prior to each exam.

Essay Papers

There will be 2 essay papers worth 100 and 150 points.

- **Essay Paper 1** (100 points): View in class the film “Guns, germs and steel – Episode I - Out of Eden”. In *Guns, Germs, & Steel*, Jared Diamond argues that geographic location and resource access determine the “haves” and “haves-not” of our contemporary world. Consider the argument Diamond makes and the evidence he uses to support it. Write a 1,000-word essay in which you will:
 - 1) Describe in few paragraphs the approach Jared Diamond took to identify the roots of inequality in the world and what he concluded.
 - 2) Elaborate on how and why animals played a critical role in this outcome. You may go beyond the material from the video and use information from lectures and other sources to elaborate on the contemporary role of animals in developed and developing countries.

Take a position with respect to Diamond’s argument regarding the roots of inequality in the world (in agreement, or in disagreement) and provide support for your position.

- **Essay Paper 2** (150 points): View in class the film “The Masai today - Changing traditions”. You have been employed by a non-governmental organization (NGO) to educate American workers who will travel to Africa for additional training prior to their assignment with various Masai tribes/sub-tribes. The purpose of the program is to work with the Masai people and help them navigate through turbulent changing times. Everyone understands that to survive the Masai must change. Your job is to ensure the workers have the necessary **background knowledge** on the Masai to be able to understand their traditional way of life with its culture and traditions, their perspectives, and their willingness (or lack thereof) to change. Write a 1,500-word essay in which you will compare and contrast the “old” (traditional lifestyle) way of life of the Masai with the “new” evolving way of life (modern lifestyle) as depicted in the film. As examples, compare and contrast such things as the way the more modern of the Masai people are dealing with the modern world compared to the traditional members of the tribe, the animals, the agriculture and other means the traditional Masai used to support themselves and how this is changing, how traditional vs. modern Masai view each other and what are the agents of change in Masai society today. One ritual still practice by Masai is female circumcision. Develop a compelling science based argument and sensitive to Masai culture that NGO workers can use to discourage this practice.

Evaluation of Grades

Assignment	Total Points	Percent of Grade
Quizzes (10)	50	10%
Exams (2)	200	40%
Essay Paper 1	100	20%
Essay Paper 2	150	30%
TOTAL	500	100%

Grading Scale Distribution

Letter grades will be assigned based upon the following scale:

A	A-	B+	B	B-	C+	C
93-100%	90-92.9%	87-89.9%	83-86.9%	80-82.9%	77-79.9%	73-76.9%

C	C-	D+	D	D-	E
73-76.9%	70-72.9%	67-69.9%	63-66.9%	60-62.9%	60% and Below

The scale may be lowered but it will not be raised.

For information on current UF policies for assigning grade points, see

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

Attendance Policy

All exam information will be covered during the course of the lectures. Attendance is strongly encouraged and students are responsible for all material covered in lectures.

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

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

Make-up examinations will be given if arrangements are made prior to missing the exam or in case of emergencies. It is the student's responsibility to schedule make-up exams to be taken, preferably no longer than one week after the original exam, unless emergencies that will be accommodated.

The essay papers may be handed in late (with no penalty) in emergency situations or if it is arranged with the instructor. Otherwise there will be a 2-point penalty per day.

General information

Services for Students with Disabilities

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.

Grades and Grade Points

For information on current UF policies for assigning grade points, see

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

Online course evaluation process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations 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/results/>.

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

Academic Honesty

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.

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university’s counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/ Counseling Services, Groups and Workshops, Outreach and Consultation, Self-Help Library, Wellness Coaching

- U Matter We Care, www.umatter.ufl.edu/

- Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

Student Complaint Process

For information see https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf.



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 _____