

General Education Committee Minutes

November 19, 2010

Meeting was called to order at 2:00pm

Members Present: Fiona Barnes, Barbara Curbow, Creed Greer, Melissa Johnson, David Julian, John Krigbaum, Lynn O'Sickey, Morgan Pigg, Brenda Smith, Michael Weigold, Greg Zuest; Bernard Mair and Robert Thomson Co-Chairs; Ann Goodson – Executive Secretary

1. Dr. Mair opened the meeting.
2. Minutes from the October 20th meeting were approved.
3. Course review:
 - GLY 1880, Earthquakes, Volcanoes and Other Hazards**, Denied P. The course curriculum outlined by the syllabus does not meet the student learning objectives especially the objective that students ‘formulate empirically-testable hypotheses derived from the study of physical processes and living things within that discipline’. The syllabus also needs more adequate clarification of the exam policy.
 - REL 4349, Buddhist Meditation**, Denied H and N. The course curriculum outlined by the syllabus does not meet the student learning outcomes for the General Education Humanities designation. The course is too narrowly focused. It does not address the subject from different perspectives to allow the student to place the topic in a global context.
 - REL 4936, Chinese Buddhism**, Denied H and N. The course curriculum outlined by the syllabus does not meet the student learning outcomes for the General Education Humanities designation. The course is too narrowly focused. It does not address the subject from different perspectives to allow the student to place the topic in a global context.
4. Committee information:

Fiona Barnes introduced the draft report on UF Writing Requirement rules. At the last meeting it wasn't established whether or not they would redo a complete overall of the rules, or just keep the band aid approach, which is defining what they think is necessary for the writing requirement. The first paragraph talks about what they consider to be the types of writing that we expect our students to be capable of doing by the time they graduate, academic or disciplinary writing. She noted that Mark Meisel had responded back to her with the question of what to do with creative writing? According to the first paragraph this document does not address creative writing. The document focuses on what not to do to clarify some issues that are always a concern. Things that may not be counted are peer

reviews; more free form writings such as journals, reflections, and blogs as well are becoming more frequent in writing classes. In-class writing assignments, and essay exams, written oral presentations are in italics because some people didn't like that suggestion. Bibliographies which are sometimes extensive and critical, but sometimes are not; homework, brochures, and poster sessions has a query on them. Drafts absolutely cannot be counted, definitely not team writing unless there are individual sections.

A couple of things were added to the information that instructors must include, then some talking points which were added at the end as what should we do with these. We should consider if these important, and which ones should rise to the top.

There was agreement among some members that the committee needs to address the big picture question of "how do we get University of Florida students to write well" and to discuss the fundamental organization of the University Writing Requirement as it involves composition. It was also suggested that they could work on the report quickly, so that the committee could decide whether or not to include it on the website as part of the guidelines.

Dr. Mair asked that the committee to review the report and send their comments to Fiona and Creed for discussion at the next meeting.

Meeting adjourned at 3:15pm