Cover Sheet: Request 12937

IDS2935: UFQuest 1 Identities: Why Tell Stories?

Info

Process	Course|New/Close/Modify|Ugrad|Gen Ed
Status	Pending at PV - General Education Committee (GEC)
Submitter	Alison Reynolds ali.reynolds@ufl.edu
Created	8/14/2018 8:29:41 PM
Updated	9/28/2018 12:58:23 PM
Description of request	IDS2935 is the course "shell" through which the first offerings in the new UF Quest curriculum will be offered. I am asking that the Gen Ed committee temporarily approve a section of IDS2935 titled UFQuest, Identities: Why Tell Stories? as an offering that fills the Humanities and WR (2,000) Gen Ed requirements. This temporary approval will last from Spring term, 2019 through fall term 2019.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Writing Program 015862001	Alison Reynolds		8/14/2018
Reynolds Cover Letter Gen Ed .pdf					8/14/2018
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		9/10/2018
No document changes					
General Education Committee	Pending	PV - General Education Committee (GEC)			9/10/2018
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 12937

Info

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Submitter: Alison Reynolds ali.reynolds@ufl.edu
Created: 8/14/2018 8:22:39 PM
Form version: 1

Responses

Course Prefix and Number

Response:
IDS2935

Enter the three letter prefix, four-digit course number, and lab code (if applicable), as the course appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog).
If the course has been approved by the UCC but is still pending at SCNS, enter the proposed course prefix and level, but substitute XXX for the course number; e.g., POS2XXX.

Course Title
Enter the title of the course as it appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog, or as it was approved by the UCC, if the course has not yet been approved by SCNS).

Response:
UFQ1 Identities: Why Tell Stories?

Delivery Method
Please indicate the delivery methods for this course (check all that apply). Please note that content and learning outcome assessment must be consistent regardless of delivery method.

Response:
Classroom

Request Type

Response:
Change GE/WR designation (selecting this option will open additional form fields below)

Effective Term
Enter the term (semester and year) that the course would first be taught with the requested change(s).

Response:
Spring

Effective Year

Response:
2019

Credit Hours
Select the number of credits awarded to the student upon successful completion. Note that variable credit courses are not elegible for GE or WR certification.

Response:
3

Prerequisites

Response:
n/a

Current GE Classification(s)
Indicate all of the currently-approved general education designations for this course.

Response:
None

Current Writing Requirement Classification
Indicate the currently-approved WR designation of this course.

Response:
None

Requesting Temporary or Permanent Approval
Please select what type of General Education Approval you desire for this course. Selecting 'Permanent', will request a perment General Education designation. You may also select a temporary General Education assignment for 1, 2, or 3 semesters.

Response:
3 semseters

Requested GE Classification
Indicate the requested general education subject area designation(s) requested for this course. If the course currently has a GE designation and the request includes maintaining that designation, include it here.

Response:
H

Requested Writing Requirement Classification

Indicate the requested WR designation requested for this course. If the course currently has a WR designation and the request includes maintaining that designation, include it here.

Response:
E2

Quest 1: IDS 2935
Why Tell Stories?
Storytelling as Reflections on the Human Experience

Instructor: Dr. Alison Reynolds
Email: ali.reynolds@ufl.edu
Phone: 846-1138
Office Location: Tigert 302
Office Hours: MW 10-11

Section: xxxxx, Spring 2019
Time:
Place:
Canvas Website: elearning@ufl.edu
Quest 1 Theme: Identities
General Education: Humanities, 2,000 words

Course Description

Through the lens of art, music, literature, and film, you will examine how the creation of stories through these genres can be understood as central to our lives and to what it means to be human.

This multidisciplinary Quest 1 course examines how we use stories to share the human condition and our histories, which serve to establish our cultural identities. Stories of all shapes will frame this journey to examine artifacts from childhood through adulthood. Ultimately, we will examine how our understanding of the world we inhabit has been reflected in and is shaped by these multidisciplinary texts. By looking inward and outward and backward and forward, we will recognize how stories have influenced us, and we will ask the following questions to explore how storytelling provides humans with the means to connect and share their lives: How do our lives correlate with the stories we read, see, and watch? Do stories provide a way of teaching us lessons that help us navigate and understand the world? Do we learn to be human because of stories? Can stories provide links to people like us?

Outcomes

By the end of IDS 2935, students will be able to

- Identify, explain, and describe the methodologies used to understand storytelling and the human condition **(Content SLOs for Gen Ed H and Q1)**

- Analyze and evaluate stories in order to demonstrate how they addresses the human condition or a life experience (**Content and Critical Thinking SLOs for Gen Ed and Q1**)
- Develop and present written, oral, and visual work that demonstrates engagement with the stories (**Communication SLOs for Gen Ed H and Q1**)
- Analyze, evaluate, and critically reflect on connections between course content and their intellectual, personal, and professional development at UF and beyond (**Critical Thinking SLO for Gen Ed H and Q1**)
- Reflect on intersection of own life with the stories of others (**Critical Thinking SLO for Gen Ed H and Q1**)
- Present a portfolio to reflect engagement during the semester (**Critical Thinking and Communication for Gen Ed H and Q1**)
- Produce a scholarly writing style that is clear, coherent, efficient, and well-organized (**Communication for Gen Ed H and Q1**)

Required Texts

All of the following texts are available in the UF Bookstore or on Amazon. You can purchase used or digital versions of the texts; however, you will be using them for open book in-class examinations and you won't have access to computers.

Books
Backman, Fredrik. *A Man Called Ove*
Carroll, Lewis. *Alice in Wonderland*
Rowell, Rainbow. *Eleanor and Park*
Lahiri, Jhumpha. *The Namesake*

Other readings will be provided in Canvas
Writing handbook: Either *Writer's Help* or *The Little Seagull*

Films (You can find these at the UF library, the Alachua Public Library, or Netflix)
Tim Burton's *Alice in Wonderland*
Eighth Grade
Into the Wild
Strangers in Good Company

Assignments and Grading

While General Education and Quest 1 Objectives are not exclusive to each assignment because they will overlap throughout the course, each assignment will meet the specific goals of these programs.

Assignment	Assignment Description	General Education SLOs Met	Quest 1 Humanities SLO Met	Grade
My Story	In four 500-word personal narratives, address the following prompts:	*Communication, Content, Critical*	Develop and present clear and effective questions	**200**

	*A childhood story (50) *Reading as a teen (50) *Adulthood (50) *Senior years (50)	*Thinking (Analyze and Connect)*	and responses to essential questions	
Interviews	In four multi-media interviews, find a culture different to your own and ask what that values the people from that culture hold. Connect responses to your own understanding and reflect on how they see the world.	*Communication and Critical Thinking*	Analyze and evaluate essential questions	**100**
Examinations	Using course materials in open-book timed writing examinations, address one essay prompt. (4 x 100)	Content (Analyze and Connect), Communication	Identify, explain, and, describe theories and methodologies	**400**
Final Critical Analysis	After a close reading of a class text (visual, digital, or visual), write a 2,000-word thesis-driven essay. Analyze either the formal elements or the discursive elements and provide evidence to explain how the story is a depiction of the human condition. Use 5 scholarly sources to support your claims.	*Communication, Content, Critical Thinking (Analyze and Connect)*	Analyze and evaluate essential humanities questions	**200**
Portfolio and Reflection	In an e-portfolio, present the work completed during the semester and write a reflective letter that summarizes your learning during the semester and addresses your understanding of how stories tell us about the human condition.	*Communication, Critical Thinking (Analyze and Connect)*	Connect course content to own lives	**100**
Classwork and Homework	Classwork includes leading discussions, reading quizzes, and output from group work. Homework is assigned in class.			**100**
Total Points				**1000**

Grading for this course will be rigorous. Successful assignments will illustrate a careful regard for spelling, grammar, and citation guidelines. Do not rely on your instructor for copy-editing, even on drafts.

The writing assignments for this course are designed to meet the minimum requirements of the University Writing Requirement credit. To satisfy this requirement, **every** assignment's word

count must be fulfilled. **Submitted assignments short of the minimum word count will receive zero credit**. Final grades will NOT be curved.

Grading Scale

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

Course Credit Policies
General Education Learning Outcomes

Humanities (H)
Humanities courses provide instruction in the key themes, principles and terminology of a humanities discipline. These courses focus on the history, theory and methodologies used within that discipline, enabling students 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.

Humanities SLOs
- Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
- 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 (Critical Thinking).
- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

Writing Requirement (WR 2,000)
For courses that confer WR credit, the course grades now have two components: To receive writing credit, a student must receive a grade of "C" or higher. You **must** turn in all papers totaling 2,000 words to receive credit for writing 2,000 words. The writing requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

PLEASE NOTE: a grade of "C-" **will not** confer credit for the University Writing Requirement. The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the following assessment rubric. More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

General Education Writing Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide 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 identifiable structure for topics, including a clear thesis statement and topic sentences.	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 structure.	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 a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure 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.

Quest 1: Description

Quest 1 courses are multidisciplinary explorations of truly challenging questions about the human condition that are not easy to answer, but also not easy to ignore: 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? To grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world, Quest 1 students use the humanities approaches present in the course to mine texts for evidence, create arguments, and articulate ideas. At the end of every Quest 1 course, students will be expected to have achieved the following learning outcomes.

Quest SLOs

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

Weekly Schedule
Tentative and subject to change

	Lectures and Coursework	Humanities Content SLOs & Essential Questions	Readings/Films/Music/Art
One M W F	Introduction and Overview Introduction to Class and Quest 1 Why stories matter How scholars study stories **Due: Diagnostic essay**	An introduction to disciplines. Introduce the history and methodology of Narrative theory	Chapter 1: *Narrative Theory*
	Childhood Years	How do we learn about being human?	
Two M W F	What is in a nursery rhyme? Peter and the Wolf: the music The musical stories that shape us **Due: Interview 1**	Lecture on close reading. History of nursery rhymes. Textual analysis.	Selected nursery rhymes Music: *Peter and the Wolf* and childhood songs

Three M W F	Big and Little Where is Wonderland? Discussion *Alice in Wonderland* **Due: My Story 1**	Close reading and interpretation of text	*Alice in Wonderland pages 1-60* Tim Burton's *Alice in Wonderland*
Four M W F	Images as story Big and Small (images in *Alice*) **In-class Examination 1**	Understanding visual rhetoric and critical analysis of images	*Alice in Wonderland 60-108* Art: Harn Museum exhibit of Alice in Wonderland
	Teen Years	How do we find our place in the world?	
Five M W F	A story of teenage love Is it my love story? Friendship, school, love, and pain **Due: Interview 2**	Teenagers in history- Close reading and interpretation of text	*Eleanor and Park* 1-110 Literature and Film: *Eighth Grade*
Six M W F	Music as stories of teenage love Songs that tell My Story The influence of music on teens **Due: My Story 2**	How does music tell "stories"? How do we read music?	*Eleanor and Park* 111-210 Music: Finding Neverland at Phillips Center
Seven M W F	Teenage angst in art Graffiti as a means of expression **In-class Examination 2**	Extend visual rhetoric and critical analysis of images	*Eleanor and Park* 211-336 Art: Visit 34th Street wall and other graffiti
	Adult Years	What does it mean to be an adult?	
Eight M W F	Introduction to *The Namesake* Why names matter in our story Families in fiction **Due: Interview 3**	Expanding narrative theory and close reading	*The Namesake* 1-100 Literature and Film: *Into the Wild*
Nine M W F	Discussion *Into the Wild* Music that reflects our parents' culture Reflection and connections with concert **Due in class My Story 3**	The self as storyteller and the implied author	*The Namesake* 100-200 Music: UF Music school concert

Week	Topic/Activity	Essential Question	Readings/Assignments
Ten M W F	(Assign Final Critical Analysis) Finding stories in images of life Discussion *The Namesake* **In-class Examination 3**		*The Namesake* 200-291 Introduction to visual appreciation/visual rhetoric Art: Visit museum in hometown. What images depict the adult years?
	Senior Years	Where do we go from here?	
Eleven M W F	Discussion *A Man Called Ove* A true depiction of aging? Common stories in the senior years **Due in class Interview 4**	Authorial perspective? Does the author matter in a story?	*A Man Called Ove* 1-100 Literature and Film *Strangers in Good Company*
Twelve M W F	Discussion *Strangers in Good Company* Why music matters Music keeps stories alive **Due in class My Story 4**	Music that transcends time—does age matter?	*A Man Called Ove* 100-210 Music: Interview a senior and find the story behind their favorite song share with class
Thirteen M W F	Draft of paper due for in-class peer review When art reflects the self Local artist visit **Final Critical Analysis Due**		*A Man Called Ove* 211-332 Art: Local artist visits classroom: why art matters to us
	My Story	How can I tell my story?	
Fourteen M W F	Building a Portfolio Writing a Reflection **In-class Examination 4**		
Fifteen M W	Draft of paper due for in-class peer review **Portfolio Due**		

Course Policies

Attendance
Attendance is required. If a student misses more than **six** periods during a semester, he or she will fail the entire course. Missing class on a double period counts as **two** absences. **Only** those absences deemed excused according to UF policy, including university-sponsored events, such as athletics and band, illness, and religious holidays will be exempted from this policy. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed.

Please Note: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Tardiness: If students enter class after roll has been called, they are late, which disrupts the entire class. Two instances of tardiness count as one absence.

Make-Up Work
Homework and papers will be due by the next class period for a student with a valid **excused** absence.

Plagiarism
Plagiarism is a serious violation of the <u>Student Honor Code</u>. The Honor Code prohibits and defines plagiarism as follows:

> Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to):
>
> a.) Quoting oral or written materials, whether published or unpublished, without proper attribution.
>
> b.) Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student. (University of Florida, Student Honor Code, 15 Aug. 2007 <http://www.dso.ufl.edu/judicial/honorcode.php>)

University of Florida students are responsible for reading, understanding, and abiding by the entire <u>Student Honor Code</u>.

<u>Important Tip: You should never copy and paste something from the internet without providing the exact location from which it came.</u>

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 302 Tigert Hall for one-on-one consultations and workshops.

Classroom Behavior
Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

In-Class Work

Papers and drafts are due at the beginning of class or on-line at the assigned deadline. Papers and drafts will be due before the next class period for students with a valid excused absence.

Participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions and other in-class activities. Be prepared for unannounced quizzes or activities on the readings or classroom discussion. Students must be present for all in-class activities to receive credit for them. In-class work cannot be made up. Writing workshops require that students provide constructive feedback about their peers' writing.

In general, students are expected to contribute constructively to each class session.

Paper Maintenance Responsibilities

Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.

Mode of Submission

All papers will be submitted as MS Word (.doc) or Rich Text Format (.rtf) documents to Canvas. Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered.

Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Peabody 202 or online at http://www.dso.ufl.edu/drc/. That office will provide documentation to the student whom must then provide this documentation to the instructor when requesting accommodation.

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.

College of Liberal Arts & Sciences
University Writing Program and
Writing Studio
32611

302 Tigert Hall
PO Box 112020
Gainesville, FL
352-846-1138
352-864-1345 Fax

August 7, 2018

Dear General Education Committee:

Please find my Quest 1 syllabus attached. I am seeking General Education H and WR 2,000 approval for my course. "Why Tell Stories: Storytelling as Reflection on the Human Experience" is part of the Identities stream and is an examination of how storytelling fits into our lives. In this multidisciplinary course, we study how stories are told in art, music, literature, and film, and how those disciplines help us to understand and explain our own experiences in the world. The stages of life frame this course, starting with childhood and progressing to the end of our lives. This Quest 1 course is a rigorous, a multidisciplinary, and an engaging examination of how stories help us answer the essential question: "Why tell stories?"

Humanities (H)

Students have engaged with stories throughout their lives—stories they've watched, stories they've heard in songs, stories that they've seen on a canvas, and stories they've been told or have read. In this course, we will ask thought-provoking questions such as the following: Why is this story different to my story? How do stories shape our identities and how do they help us learn about how to act, how to love, how to work, or how to age? As the syllabus illustrates, the course fulfills the Subject Area Humanities designation by providing the following instruction:

1. Narrative theory and visual rhetoric
2. Humanities methodologies: close-reading, critical analysis, and textual interpretation
3. Historical and critical interpretations of the texts
4. Identifying biases and influences in stories

Writing Requirement (WR)

In addition to the H designation, I am requesting 2,000 WR. While the students will write beyond the 2,000 words in the class through class assignments, the final 2,000-word critical analysis essay fulfills the writing requirement for the course. For the assignment, students select one of the artifacts in the class and write a 2,000-word thesis-driven essay that connects storytelling and identity. To develop their thesis, students use the primary text and gather 5-8

academic sources to support their claims. Following multiple drafts and peer readings, I will provide substantial feedback before the papers become part of the student portfolios.

Experiential

Along with a field trip to the Harn museum to see the "Remaking History: Art in Time" exhibition and watching *Finding Neverland* at the Phillips Center, students conduct four interviews, one for each module. For these interviews, students develop questions that link the stories and experiences with representative people in each of the modules. The "My Story" assignments ask students to reflect on their own actual or expected experiences as they relate to the specific modules. We examine art and music and how those stories reflect our lives. In one unit, students consider the art of graffiti and ask what kinds of stories it tells. Students capture images of graffiti around Gainesville and their hometowns, reflect on its stories, and include it in their final portfolio. The final portfolio demonstrates the student's accomplishments through the semester and highlights how the essential questions of stories and identity connect.

I believe my course will challenge students to think differently and ask questions about stories; I believe it will make them consider the importance of the understanding what it means to think about their own experiences; and I believe it will ask them to step beyond their own lives and reflect on the lives of others. I am both excited to be involved in the Quest curriculum and to be on the leading edge of such an important introduction into the Liberal Arts for our students.

Sincerely,

Alison Reynolds

Alison Reynolds, PhD
Associate Director