

Cover Sheet: Request 12941

IDS2935: UFQuest1, Identities: Spaces and Places

Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending at PV - General Education Committee (GEC)
Submitter	Jennifer Coenen jcoenen@ufl.edu
Created	8/15/2018 12:38:41 PM
Updated	9/10/2018 2:51:36 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 1, Identities: Spaces and Places as an offering that fills the Humanities, Diversity, and Writing—2000 words 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		8/15/2018
Coenen_CoverLetter_SpacesPlaces.pdf					8/15/2018
Coenen_Syllabus_SpacesPlaces_Quest1.pdf					8/15/2018
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 12941

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Submitter: Jennifer Coenen jcoenen@ufl.edu

Created: 8/15/2018 12:35:01 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: Spaces and Places

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 eligible 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 permanent General Education designation. You may also select a temporary General Education assignment for 1, 2, or 3 semesters.

Response:
3 semesters

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, D

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

College of Liberal Arts and Sciences
University Writing Program and
Writing Center

P.O. Box 112020
302 Tigert Hall
Gainesville, FL 32611
352-846-1138
352-846-1345 fax

Dear General Education Committee:

For your review, I have attached my syllabus for “Spaces and Places: There’s no place...like home?”, a course proposed for the spring 2019 trial of Quest 1, the new UF arts and humanities curriculum, within the Quest theme of “Identities”.

My course examines how places and spaces are important components of our personal, social, and cultural identities. Various perspectives, especially those whose views are often overlooked or suppressed, will fuel this journey to examine how we define spaces and places, how they are made and experienced by those with and without power, and the consequences thereof. By taking a closer look at the world around us and the world we construct, students will recognize the physical and conceptual aspects of places and spaces that influence who we are, how we live, how we behave, and how we connect with others.

The multidisciplinary of the course is made evident by the selection of primary literary and visual texts as well as secondary analysis and research, which are considered within their historical contexts. Class discussion and assignments present and practice evaluation of texts (and spaces) using methods found in history, anthropology, and visual studies, and cultural geography. This emphasis on close study, questioning, and seeking answers in primary and secondary sources helps students build metacognitive skills and enhance their readiness for upper division courses. In addition, it sets the stage for students to make informed choices about the direction of their formal and informal education.

Because making and experiencing places and spaces include questions of inclusivity and accessibility based on sexuality, race, class, age, religion, and other markers of identity, I seek a Diversity designation along with the Humanities designation. Course materials focus on a wide range of identity-based experiences of place and space, including the experiences of African Americans, LGBTQ+ persons, Latinx, Muslims in the U.S., and women. Most texts refer to 20th and 21st century experiences. The question of how Americans make and experience their spaces and places is explored through thinking activities outside the classroom (“OuterSpace” social media journaling, Prep Sheets) and formal assignments (group research and presentation, Focus Essay, Critical Analysis) that prompt students to consider not only others’ answers to those questions, but also on their own responses to it.

The class includes formally assessed writing totaling 2000 words (students will also be writing informally throughout the semester). For both papers, students will have ample opportunity to

build ideas and drafts through Prep Sheet questions, OuterSpace prompts, in-class activities, and supplemental handouts.

The Focus Essay asks students to explore the concept of home using their own ideas and the sources we have read and watched for class. Assessment is focused on content; building an argument; composing paragraphs with topic sentences; style aspects such as avoiding expletives (there is, it is), parallel structure, and building their academic voice; and common technical issues such as passive voice and comma splices, which all will be addressed during in-class preparation activities and handouts. Students will find this essay to be a familiar form of a thesis supported by evidence in clear, focused paragraphs.

The Critical Analysis asks students to apply one of the concepts from the course (home, place-making, history, power, mobility, etc.) to a fictional space. This project will include up to six separate “story rooms” in the style of *Rooming House*, the theatrical performance we will be seeing at the Philips Center, with the goal of analyzing the space’s “sense of place”. Separately, these rooms focus on one particular aspect, but together they provide a more complete view of the “sense of place” as interpreted through their analytical lens. Assessment is focused on content, building a perspective (possibly as strong as an argumentative claim), crafting a form that takes into account audience and purpose, correct attribution of sources and media, clear sentences, and accurate punctuation

Additionally, the course includes two experiences for enhancing learning. The first focuses on the concept of mobility and asks students to take two different, non-campus RTS bus routes, observe who is travelling, consider why they are traveling based on the stops along the route, and compare the experiences. The second is attending the performance *Rooming House* at the Philips Center. This performance explores motivations beginning with the myth of Orpheus and Eurydice and his motivations for traveling to Hades, for crossing an uncrossable border. The performers explore this story and their related personal stories by focusing on one particular aspect (such as backstory, obstacles, events, etc.) within each “story room” (area of the stage). The purpose of this experience has several components—to consider motives for border crossing, the spatiality of our inner selves, the role of spaces in understanding our identity stories, the role space plays for performers, and the spatial experience of attending a public theater.

I appreciate your evaluation of my course syllabus and look forward to hearing your response.

Thank you,



Jennifer L. Coenen, Ph.D.
Lecturer & First-Year Writing Coordinator

Spaces and Places: There's no place...like home?

Quest 1/Identities: IDS 2935 sect. xxxxx

General Education: Humanities, Diversity, 2,000 words

Instructor: Dr. Jennifer Coenen

Email: jcoenen@ufl.edu

Phone: 352-846-1138

Office Location: Tigert 302

Office Hours: xxxxx

Section: xxxxx, Spring 2019

Time: xxxxx

Place: xxxxx

Canvas Website: <https://elearning.ufl.edu/>

TA: xxxxx

Course Description

Through primary and secondary texts, films, recordings, and personal experiences, you will examine how the places and spaces we inhabit are shaped for us, shaped by us, and shape us.

This multidisciplinary Quest 1 course examines how places and spaces are important components of our personal, social, and cultural identities. Various perspectives, especially those whose views are often overlooked, will fuel this journey to examine how we define spaces and places, how they are made and experienced by those with and without power, and the consequences thereof. Ultimately, we will examine how the spaces and places of our world are subject to relationships of power based on identities. By taking a closer look at the world around us and the world we construct, we will recognize the physical and conceptual aspects of places and spaces that influence our understanding of who we are. By considering the complexity of human connections to places and spaces, we will recognize how they have influenced who we are, how we live, how we behave, and how we connect with others. We will ask the following questions to explore how places and spaces affect how humans live and share their lives: How do the places we inhabit contribute to our sense of self? How and why do we make places? How do places and spaces reflect our relationships with others? How does knowing (or not) the history of space or place contribute to our present-day use, understanding, and identification with the space/place?

Student Learning Outcomes

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

1. describe and explain "home" as a human concept (**Content SLOs for Gen Ed H and Q1**)
2. explain how spaces are imbued with power and the effect(s) on others who are excluded or prohibited from the space (**Content SLOs for Gen Ed D; Critical Thinking SLOs for Gen Ed H and Q1**)
3. identify ways in which fictional spaces are born from and reflect the non-fictional reality of the human experience (**Content SLOs for Gen Ed H & D and Q1**)
4. respond to questions about the human experience of places in oral, written, and multimedia forms (**Communication SLOs for Gen Ed H and Q1**)

5. analyze and evaluate questions about the human experience of places through analytical writing, theoretical application, descriptive study, oral history, and ethnography **(Critical Thinking and Communication SLOs for Gen Ed H & D and Q1)**
6. connect philosophies and experiences of place with their intellectual, personal and professional development while at UF and beyond **(Content and Critical Thinking SLOs for Gen Ed H & D and Q1)**
7. explain how identity relates to safe spaces **(Content, Critical Thinking, and Communication SLOs for Gen Ed H & D and Q1)**
8. Analyze and evaluate how spaces are experienced differently due to inequalities **(Content and Critical Thinking SLOs for Gen Ed H & D and Q1)**

Quest 1 and Gen Ed Descriptions and Student Learning Outcomes

- 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.
 - Quest 1 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).
 - 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).
 - 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).
- Humanities Description: 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.
 - 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).
- Diversity Description: In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people’s understandings of themselves and an increasingly diverse U.S. society.
 - Diversity SLOs:
 - Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability (Content).
 - Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society (Critical Thinking).
- Writing Description: The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The writing course grade assigned by the instructor has two components: the writing component and a course grade. **To receive writing credit a student must satisfactorily complete all the assigned written work and receive a minimum grade of C (2.0) for the course.** It is possible to not meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.
 - Writing Evaluation:
 - This course carries 2000 words that count towards the UF Writing Requirement. You must turn in all written work counting towards the 2000 words in order to receive credit for those words.
 - The instructor will evaluate and provide feedback on the student’s written work with respect to content, organization and coherence, argument and support (when appropriate), style, clarity, grammar, punctuation, and other mechanics, using a published writing rubric (see syllabus page 8).
 - More specific rubrics and guidelines for individual assignments may be provided during the course of the semester.

Required Texts

All of the readings, videos, and audio recordings are available through the UF Libraries Course Reserves, embedded in our Canvas course, through YouTube, or freely available online. See the course schedule for specific titles and authors.

Assignments and Grading

Homework/In-class Work

Prep Sheets 120 points | due Mondays at 11:59pm during Weeks 2-7 & 9-14
These worksheets provide accountability for reading and provide a sandbox in which to play with ideas about the week's readings.

[Advances SLOs: 1-8]

OuterSpace Entries 80 points | due Fridays at 11:59pm
In 8 entries, students respond to prompts that encourage thinking about places and spaces in unconventional ways.

[Advances SLOs: 1-8]

Exit Tickets 100 points | due at the end of each class period
To ensure attendance, participation, and comprehension, students will turn in an "exit ticket" at the end of each class. These tickets include responses to questions posed during classtime.

[Advances SLOs: 1-8]

Experiential Learning

Mobility 75 points | Week 10
During Weeks 9 & 10, students will ride two Gainesville bus routes and prepare a comparison of their experiences in an Adobe Spark presentation, infographic, or podcast. This is free with your Gator ID. If this experience is a hardship for you, you must speak with the instructor for assistance or an alternative by February 8.

[Advances SLOs: 2, 4-6, 8]

Rooming House 75 points | Week 12 (Tuesday, April 2 at 7:30pm)
For this activity, students will attend the performance of *Rooming House* at the Phillips Center on UF's campus. They will analyze the show's use of space as well as their own experience as theater-goer and prepare their findings in an Adobe Spark presentation, infographic, or podcast.

NOTE: Student tickets cost \$10 and must be purchased on your own by March 1. A small fund is available to cover tickets for students with genuine financial hardship; if purchasing a ticket will be a hardship for you, OR if you cannot

attend the performance due to a conflict, you must discuss and make arrangements with the instructor by March 1.

[Advances SLOs: 2-7]

Group Research and Presentation

Source Notes 25 points | Week 6

Each group member must submit their own source notes, gathered following methods of historical inquiry.

[Advances SLO: 5]

Local Research and Presentation 100 points | Week 8

This group research and presentation project applies one of the theoretical concepts explored thus far onto a particular space or place at UF or in Gainesville. Using primary sources including archival material, groups will present their research using VoiceThread.

[Advances SLOs: 2, 4-8]

Major Writing Assignments

Focus Essay 1000 words | 200 points | Week 4

In this traditional essay, students explore what “home” means in light of the perspectives introduced in the first unit and their own experience of the concept.

[Advances SLOs: 1, 4, 5, 7, 8]

Critical Analysis 1000 words | 200 points | Week 14

In this piece, students will critically analyze the fictional space of Wakanda, Harry Potter’s magical universe, or another pre-approved fictional space through a written form emulating the concept of “story rooms” from the play *Rooming House* (“story rooms” are crafted to explore different components of a story such as backstory, obstacles, events, etc.). As a whole, these “story rooms” compose an exploration of the “sense of place” from an analysis of the place in terms of one of the topics we covered in the course (home, place-making, history, power, mobility, etc.). This analysis will also include multimedia elements such as image, video, and/or audio which do not contribute to the required word count.

[Advances SLOs: 3-6 and also 1, 2, 7, or 8 depending on their analytical perspective]

Reflection

Reflection Activity 25 points | Week 15

For this in-class activity during the last week of the semester, students will complete a guided reflection ladder that begins with what they remember and understand, how they can apply, analyze, and evaluate what they’ve learned, and how they can extend it into future endeavors. This activity includes their written personal responses, participating with a group to compare/contrast, analyze, and evaluate their collective experience then share with the whole class.

[Advances SLOs: 4-6]

Total points: 1000

Weekly Schedule

Tentative and subject to change

Week 1 1/7-11	Intro to Quest and course goals [What are places and spaces? Why study them? How are they related to our identity? Explain Prep Sheets and OuterSpace assignments.]
UNIT 1: HOME	
Week 2 1/14-18	Homecoming/home-leaving [How can “home” be defined? In-class viewing of Hall’s visual album about his quest to find home in himself and in his artistry followed by a discussion about what he defines as home and why it takes the whole story for us to understand that? Introduction to trauma of losing home and the things in it using Hensel’s adolescent experience at the time of reunification in Germany. Readings: <ul style="list-style-type: none">• <i>Straight Outta Oz</i> (Hall)• “That Warm Fuzzy Felling of Togetherness: on Growing up in the GDR” from <i>After the Wall</i> (Hensel) Due this week: <ul style="list-style-type: none">• Week 2 Prep Sheet due• OuterSpace 1 due
Week 3 1/21-25	Housing [How is “home” constructed? The role of agency in defining and making places. In-class explorations of what makes a house a home? Preparation and brainstorming for the Focus paper] Readings/Viewings: <ul style="list-style-type: none">• “My architectural philosophy?” (Aravena)• <i>On the Street</i> (L.A. Times) Due this week: <ul style="list-style-type: none">• Week 3 Prep Sheet• OuterSpace 2 due
UNIT 2: PLACE-MAKING	
Week 4 1/28-2/1	Place-making [How do we make places? The text explains the role of naming and the role of the natural environment when we make places. Discuss names of places at UF. In-class cognitive mapping activity to illustrate how our spaces and places reveal who we are] Readings: <ul style="list-style-type: none">• “Quoting the Ancestors” from <i>Wisdom Sits in Places</i> (Basso) Due this week: <ul style="list-style-type: none">• Week 4 Prep Sheet

	<ul style="list-style-type: none"> • Focus essay due
Week 5 2/4-8	<p>History “sits in places” [The importance of knowing the history of a place or space to understand it fully. How Florida is the same and different from the mid-19th century. In-class viewing of promotional video of UF from 1965. Using the UF Libraries Digital Collections (including guest speaker from the library). Make groups and assign Local Research and Presentation assignment.]</p> <p>Readings/Viewings:</p> <ul style="list-style-type: none"> • “The Wrong Side of the Tapestry” (Stowe) • <i>Miracle on 13th Street</i> (UF) <p>Due this week:</p> <ul style="list-style-type: none"> • Week 5 Prep Sheet • OuterSpace 3 due
Week 6 2/11-15	<p>Power in place- and space-making [How to tackle difficult texts. How architecture and city planning can be designed give certain people power and negatively impact others.]</p> <p>Readings:</p> <ul style="list-style-type: none"> • “Panopticism” (Foucault) • <i>The Color of Law</i> conversation with author Richard Rothstein and Ta-Nehisi Coates on C-SPAN’s <i>Book TV</i> <p>Due this week:</p> <ul style="list-style-type: none"> • Week 6 Prep Sheet • Source Notes due
Week 7 2/18-22	<p>Sense of place [What is “sense of place”? Austin, Texas as a case study. Ethnographic methodology. Using VoiceThread.]</p> <p>Readings:</p> <ul style="list-style-type: none"> • “Sense of Place, Conflict, and Creative Resistance” from <i>Weird City: Sense of Place and Creative Resistance in Austin, Texas</i> (Long) <p>Due this week:</p> <ul style="list-style-type: none"> • Week 7 Prep Sheet • OuterSpace 4 due
Week 8 2/25-3/1	<p>Group presentations</p> <p>Due this week:</p> <ul style="list-style-type: none"> • Local Presentation due
3/4-8	SPRING BREAK
UNIT 3: EXPERIENCING PLACE	
Week 9 3/11-3/15	<p>Mobility – what is it? [Explaining mobility and transportation; focus on the pedestrian experience; who gets to walk out in public? in-class study of cases of people who have been injured as pedestrians or arrested for jaywalking. Assign the Mobility Experiential Learning activity.]</p> <p>Readings:</p>

	<ul style="list-style-type: none"> • Excerpts from “Charles Baudelaire: A Lyric Poet in the Era of High Capitalism” and “The Arcades Project” (Benjamin) • “Dangerous By Design: Overview” and “The most vulnerable” (Smart Growth America) • “Introduction to Complete Streets” (Smart Growth America) <p>Due this week:</p> <ul style="list-style-type: none"> • Week 9 Prep Sheet • OuterSpace 5 due
<p>Week 10 3/18-22</p>	<p>Accessibility [What physical and social barriers prevent physical mobility?] Readings:</p> <ul style="list-style-type: none"> • “A Place Where the Soul Can Rest” from <i>belonging: a culture of place</i> (hooks) • “Roads and Segregation” (Samuel Proctor Oral History recording of Judge Samuel Stafford) <p>Due this week:</p> <ul style="list-style-type: none"> • Week 10 Prep Sheet • Experiential Activity 1 due
<p>Week 11 3/25-29</p>	<p>Spaces for us [Why do marginalized groups need safe spaces? What happens when that safety is threatened?] Readings:</p> <ul style="list-style-type: none"> • “Safe Spaces – No Place Like Home” (Samuel Proctor Oral History Program Podcast) • “Bay Area LGBTQ Artists Reflect on Safe Queer Spaces” (KQED Arts) <p>Due this week:</p> <ul style="list-style-type: none"> • Week 11 Prep Sheet • OuterSpace 6 due
<p>Week 12 4/1-5</p>	<p>Performance at Philips Center for the Performing Arts (on UF’s campus): <i>Rooming House</i> (Lucky Plush Productions), Tues. April 2 at 7:30pm</p> <p>A (My)Space for Me? [What are digital spaces? How are they like or unlike physical spaces?] Readings:</p> <ul style="list-style-type: none"> • “Twitter Chats as Third Places: Conceptualizing a Digital Gathering Site” (McArthur and Farley White) • “Making Space in Social Media: #MuslimWomensDay in Twitter” (Pennington) <p>Due this week:</p> <ul style="list-style-type: none"> • Week 12 Prep Sheet • OuterSpace 7 due

Week 13 4/8-12	Fictional places: Wakanda [What role do fictional spaces play in our lives? What is the history of Black spaces in the U.S. and in the Black imaginary? Assign the Place-ography.] Readings: <ul style="list-style-type: none"> • “The Writer as Mapmaker” from <i>Spatiality</i> (Tally) • “The Wakanda Reader” (Mock) • “Wakanda: The Chocolatest City” (Mock) • “Building the World of Wakanda” (Coates) Due this week: <ul style="list-style-type: none"> • Week 13 Prep Sheet • Experiential Activity 2 due
Week 14 4/15-19	Course wrap-up Q & A discussions [As a reflective exercise, we will use this time to explore student questions that have come up throughout the semester.] Readings: Due this week: <ul style="list-style-type: none"> • Week 14 Prep Sheet • Critical Analysis due
Week 15 4/22-24	Reflection: Finding our place(s) [Guided small and large group discussions of what students have learned and what questions they have about places and spaces.] Due this week: <ul style="list-style-type: none"> • OuterSpace 8 due • Reflection Activity

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

Writing Requirement (WR 2,000)

For courses that confer WR credit, the course grades have two components: To receive writing credit, 1) a student must receive a grade of “C” or higher, and 2) 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.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be

	Sentences should display complexity and logical structure.	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.

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 & Academic Dishonesty

Plagiarism is a serious violation of the [Student Honor Code](#). The Honor Code prohibits and defines plagiarism as follows (from the [2018 revision](#)):

Plagiarism. A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
2. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
3. Submitting materials from any source without proper attribution.
4. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

University of Florida students are responsible for reading, understanding, and abiding by the entire [Student Honor Code](#).

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.