

General Education Committee Review

[November 3, 2023]

Approve	Conditionally Approve	Recycle
IDS 1XXX: Time, Culture, and Identity	IDS 2935: Music as a Time Capsule	WIS 2XXX: The Future of Tropical Rain Forests
IDS 1XXX: The Anatomy of a Story		
IDS 2935: Language in the USA		

1. **Course:** IDS 1XXX: Time, Culture, and Identity [CA][A]
Requesting: H, 2000 WR, & Q1 Perm.
Submitter: Emily Bald – ebald@ufl.edu
Department: Writing Program
Link: <https://secure.aa.ufl.edu/Approval/reports/17632>
Comments:

 - ~~Please add office contact information.~~ I have added the phone number for the front desk of the Writing Program. Email response, 11/1/23.
 - ~~Recommend making course objectives more explicit.~~ I have tried to explicate the course objectives by rewriting the course description and revising the SLOs in section IV.
 - **New Course Description:** Conceptualizing and representing the experience of time. Perspectives from history, cultural anthropology, literature, film, and art. Students analyze how enculturated understandings of time shape language, experience, and identity.
 - ~~Weekly required readings/texts are well stated in the weekly schedule, but recommend listing them all under required/recommended texts.~~ Updated.

2. **Course:** IDS 1XXX: The Anatomy of a Story [CA][A]
Requesting: H, D, 4000 WR, & Q1 Perm.
Submitter: Alison Reynolds – ali.reynolds@ufl.edu
Department: Writing Program
Link: <https://secure.aa.ufl.edu/Approval/reports/18268>
Comments:

 - Writing:
 - ~~Can more information regarding the “Think Piece” prompts and/or instructions be provided?~~ Students are required to write an analytical response to any of the materials we have read/watched during the unit. They can also synthesize materials. To succeed, they must demonstrate critical engagement and have a thesis-driven, multi-paragraph think piece that is supported with evidence from the texts. It must also connect with their own lives or experiences. Email response, 10/31/23.

- In the list of graded work the interview is with a person with a disability while later it is described as potentially with a professional who works with people seeking health care. Recommend making the two descriptions parallel. **Updated.**
- Recommend clarify page numbers for *Stitch*, weekly schedule says 272 pages for both week 8 and week 9. **Updated.**

3. **Course:** IDS 2935: Language in the USA **Speaking American: Language and Identity [CA][A]**

Requesting: H, D, & Q1 Temp.

Submitter: Paula Golombek – pgolombek@ufl.edu

Department: Linguistics

Link: <https://secure.aa.ufl.edu/Approval/reports/18345>

Comments:

- Please include page numbers of readings. **Updated, 10/27/23**
- There appears to be an existing course with S and D and the same name and content. Only one course may be taught with the same name and content. Please provide more detail regarding this course intent and what the is the intent for LIN 2614 Language in the USA. **We will not be offering LIN 2614 if this course gets approved. Updates 10/22/23.**
- To remain a Quest course with Humanities this course will need a large amount of revision. The course appears to be strongly in the Social Sciences field, as opposed to Humanities.
 - Recommend moving the course to Quest 2 with a Social Sciences designation.
 - If the instructor prefers to remain as a Quest 1 course, recommend working with a Quest Faculty leader to align the course with a [Humanities designation](#).
 - Reviewer comment:
 1. The course is not sufficiently located in the Humanities disciplines as it focuses on examining “a variety of dialects/languages in a scientific manner using the tools of linguistic analysis” and “will explore the nature of language variation in the U.S. and its social, historical and political significance.”
 2. The course asks social science questions and uses social science fields of study to answer those questions. It should be resubmitted as a Q2. The humanities only appear as the resource under study in the group project and are not used in formatting or investigating the essential question.

This course has been nearly completely revised. Four dialects of American English have been selected (though others could be chosen). The course begins by having students reflect on their own identities as English language users and the dialects that they speak. The concept of ‘identity’ is introduced from a

sociolinguistic perspective, as well as one from literary theory. Then, each of the dialects will be engaged with through a tri-partite approach. Because the dialects cannot be essentialized, each dialect will be discussed through a more specific speech community and its culture. First, the course will introduce the dialect/speech community through representative art of the community as a way to discuss how identity is expressed in/through the art and how the art says something about the cultural from a sociopolitical sense. Next, the historical origins of each dialect will be introduced along with its linguistic features. This will enable discussion of the inequities associated with the dialect and its status in light of the monolingual ideology of the U.S. Finally, identity and language will come together in reading and analysis of select pieces of literature from each specified dialect. In addition, students will be able to hear and see the speech community through aural recordings of the literature or movie excerpts. We will discuss each dialect/speech community for two weeks so students can develop a richer understanding of how identity and language are experienced and expressed in the speech community, especially through the arts (paintings, fiction, poetry, handicrafts, and music).

- ~~It does not appear that Diversity components are included in at least 50% of the course content. Please provide more detail regarding where and how the Diversity designation is incorporated throughout the course content.~~

By my count, 27 of the 44 course days deal with issues connected to Diversity as we consider the social inequities related to the dialects historically, and how the art and literature are responses to that inequity while also serving as rich cultural artifacts.

- ~~Recommendation:~~
 - ~~Recommend working with a Quest faculty leader to revise the course for a Humanities designation and moving course to the October agenda.~~
 - ~~Or, if submitter chooses, modify the course to be a Quest 2 course with a Social Sciences designation and align the content with the new change of Quest level and General Education designation and submit for review at the October meeting.~~

4. **Course:** IDS 2935: Music as a Time Capsule

[CA]

Requesting: H & Q1 Temp.

Submitter: Tiffany Lu – lu.tiffany@ufl.edu

Department: Music

Link: <https://secure.aa.ufl.edu/Approval/reports/18350>

Comments:

Miscellaneous Comments:

- Please update the course description. The course is multidisciplinary in content but might appear to a student with little musical experience to be primarily about music. Recommend the **course description** be amended to include a sentence that would state clearly that the examination of historical circumstances that fomented music includes politics, religion, women’s issues, and psychology, it would invite a wider audience.”

5. **Course:** WIS 2XXX: The Future of Tropical Rain Forests

[R]

Requesting: B, N, & Q2 Perm.

Submitter: Emilio Bruna - embruna@ufl.edu

Department: Wildlife Ecology and Conservation

Link: <https://secure.aa.ufl.edu/Approval/reports/18411>

Comments:

Required Quest program Components:

- There are a number of pertinent questions listed but not a central one. Please select an essential question (per Quest guidelines) and then expand.
- The Experiential Learning Component does not appear to have any student accountability, please provide information regarding how students will be required to partake in the experiential component.
- Please provide a rubric for in-class activities that will be group work, there is no rubric as to how they will be graded or how individual contribution will be assessed.
- The multidisciplinary content of the course does not appear to meet the standards of the Quest Program. The multidisciplinary nature of the course should be interwoven throughout the course as opposed to the current 2-3 weeks.
 - Please provide an explanation of where else this occurs in the course or make an update to highlight the different disciplines within the weekly schedule or assignments.

Assessments:

- In the “notes” for the “in-class activities,” the instructor says: “*If you need to miss class for any reason, please let me know as soon as possible* so we can plan alternative means for you to complete assignments and review material you will be missing.” Recommend referencing the UF policy consistency to capture unexpected absences where students may not be able to communicate with the instructor beforehand.
- Participation is listed on p. 4, but, even though the instructor encourages “consistent, informed...” participation, it is not listed as a graded item and there is no specific rubric. If this is graded please provide a rubric.

Miscellaneous Comments:

- On p. 2, at the end of “in-class activities,” there is a random M.
- The next paragraph should begin with a capital.