

# GEC Review

April 2023

Approve	Conditionally Approve	Recycle
HUM - 1XXX Compassion and the Arts	REL 1XXX: God, Humanity, and Evolution	
CLA 1XXX: Democracy in Theory and Action	PLP 2XXX: What Are Plants Talking About?	
LIN 1XXX: Language and Emotion		
CLA 1XXX: Gardens to Read and Visit		
DAN 1XXX: Dance, Race, Gender		

1. **Course:** HUM: 1XXX Compassion and the Arts [A]  
**Requesting:** H, WR, Q1P  
**Submitter:** Alana Jackson  
**Department:** Arts  
**Link:** <https://secure.aa.ufl.edu/Approval/reports/17196>  
**Comments:**

  - None
  
2. **Course:** CLA 1XXX: Democracy in Theory and Action [R][A]  
**Requesting:** H, WR2, Q1P  
**Submitter:** Ifigeneia Giannadaki  
**Department:** Classics  
**Link:** <https://secure.aa.ufl.edu/Approval/reports/17222>  
**Comments:**

  - **Required Quest program Components:**  
[Quest Approval Checklist](#)
    - The self-reflection aspect of a Quest course is not clearly identified in the current version of the syllabus. The paper (1900–200 words) topic requests that students give an opinion. The experiential learning essay of 350–400 words assignment expects a report of the experience. Perhaps the paper could be renamed “analytical essay” to match the format of Quest course syllabi? The experiential learning essay assignment could be revised to request self-reflection on the Harn visit. [Writing assignments have been updated. 4/4/23]

- The syllabus template for Quest would be a useful tool. There is a lack of clear organization in the current syllabus. Attendance is discussed on p. 9 and p. 14 in slightly different ways. The graded work is described on p. 8 under “grading” and again at the bottom of the page under “assignments. Students may be confused by the duplications and variations. [Updated]
- The syllabus template for Quest places Required Readings before the graded work chart and weekly schedule. This helps students identify the titles listed in the chart and schedule. [Updated]
- **Writing:**
  - Recommend placing the rubric for writing, the guidance to the writing studio and the assignment descriptions together in one logical location in the syllabus to aid students in their preparation. [Updated]
  - As stated in the Quest review: It remains unclear if the paper the only means of meeting the WR 2000K. If so, the assignment should be adjusted to read 2000 words, instead of 1900-2000. If the experiential learning essay words are being counted for WR, the syllabus should indicate it.
    - Writing assignment must be a 2000 word minimum to count for Writing requirement as reflection writing may not be counted.
    - Recommend retitling the major essay to be Analytical with reflection components rather than reflection essay.
    - Writing Guidelines: <https://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-wr-courses/wr-course-guidelines/>  
[Updated]
- **Miscellaneous**
  - Writing studio address needs to be corrected to new address. [Updated]
  - Please use the recording policy language provided by UF for the course recording information.  
[https://syllabus.ufl.edu/media/syllabusufledu/syllabi\\_policy\\_09\\_09\\_2022.pdf](https://syllabus.ufl.edu/media/syllabusufledu/syllabi_policy_09_09_2022.pdf)  
[Updated]
  - Please align the plagiarism information and reporting process to be in line with UF policy and practice. [Updated]

3. **Course:** LIN 1XXX: Language and Emotion

[A]

**Requesting:** H, D, WR2, Q1P

**Submitter:** Ann Wehmeyer

**Department:** Linguistics

**Link:** <https://secure.aa.ufl.edu/Approval/reports/17561>

**Comments:**

- None

4. **Course:** CLA 1XXX: Gardens to Read and Visit [CA][A]  
**Requesting:** H, Q1P  
**Submitter:** Victoria Pagan-Wolpert  
**Department:** Classics  
**Link:** <https://secure.aa.ufl.edu/Approval/reports/17609>  
**Comments:**
- **Assessments:**
    - ~~Please provide more details for grading/point values of assessments.~~ [Updated, 4/4/23]
5. **Course:** DAN 1XXX: Dance, Race, Gender [CA][A]  
**Requesting:** H, D, Q1P  
**Submitter:** Rachel Carrico  
**Department:** Theatre and Dance  
**Link:** <https://secure.aa.ufl.edu/Approval/reports/17380>  
**Comments:**
- **Assessments:**
    - ~~Please provide more detail for scoring of assessments.~~
      - ~~Please provide grading rubrics for Essays and Final Project and discussion board posts.~~ [Provided, 4/4/23]
    - Participation rubric provided but unclear how “High Quality”, “Average” and “Needs Improvement” are converted to points, please provide more detail. [Uploaded]
6. **Course:** REL 1XXX: God, Humanity, and Evolution [CA]  
**Requesting:** H, WR2, Q1P  
**Submitter:** Jonathan Edelmann  
**Department:** Religion  
**Link:** <https://secure.aa.ufl.edu/Approval/reports/17194>  
**Comments:**
- **Required Quest program Components:**
    - Can you describe how the library visit fulfills the experiential learning component for Quest courses, as outlined here: <https://ufl.instructure.com/courses/386902/pages/section-v-quest-learning-experiences>? For example, what types of special collections will the students access, and how do they relate to the course learning outcomes?
      - *Details of Experiential Learning Component*
        - *To engage the Quest imperative of experiential learning, students shall visit Library West and the Smathers Library to see the*

*resources and to be given instruction on library access. The Library visits will be ushered and organized by the Instructor and Teaching Assistants. Students will meet library staff, check out materials, view special collections, and meet students from other sections of this course. The Experiential Learning portion of this course will take place during regular class times (cf. Annotated Weekly Schedule, Week 7) and will be associated with the Experiential Learning Paper (100 points, 500 words). There are no costs associated with this Experiential Learning.*

7. **Course:** PLP 2XXX: What Are Plants Talking About?

[CA]

**Requesting:** B, Q2P

**Submitter:** Samuel Martins

**Department:** Plant Pathology

**Link:** <https://secure.aa.ufl.edu/Approval/reports/17417>

**Comments:**

- **Miscellaneous**

- ~~How are individual students contributions to group work taken into account? If they aren't, how will conflicts within groups be resolved?~~ [For the group work in my course: quizzes, 2-stage exam, and group assignment II, students are required to take turns in physically writing the answers. This will facilitate the student with the paper and pencil/pen in hand to lead the discussion. For the written assignment part of the group assignment II, students will be required to write their part with a different color to “prove” their individual contribution. This adjustment was made in syllabus in blue. Email, 4/3/23]
- How will disagreements within student groups working on tests be resolved? Not sure I get the rationale for doing the collective bit after the individual bit. Might want to spell this out a bit, if it's a critical teaching/learning tool. [The following statement was added into the syllabus: “For both group quizzes and during the second stage of the 2-stage exams students are required to take turns in physically writing the answers. Everyone is expected to practice active listening and respect their peers’ points of view in interpreting the question and results. In case of a disagreement on an answer, the majority’s opinion should be the final answer. In case of an even disagreement (eg. two members believe the correct answer is A and 2 other students think that the correct answer is B, the student who is holding the paper and pen/pencil will decide on the final response.”]