

General Education Course Requests December 2022

Approve	Conditionally Approve	Recycle
ANT 2140 Introduction to World Archaeology	SPN 1XXX: Las Americas: Comida y Conflicto	
REL 3318: Chinese Religions	WST 2XXX: Be A Social Justice Activist	
DAN 1XXX: Body, Self, World: Movement through Lived Experience		
AMH 1XXX: Fight For Your Rights: The Long Civil Rights Movement		
WST 2XXX: Be A Social Justice Activist		

1. **Course:** ANT 2140 Introduction to World Archaeology **[CA][A]**
Requesting: H & N
Submitter: Susan Gillespie
Link: <https://secure.aa.ufl.edu/Approval/reports/17385>
Comments:

 - ~~Please provide more information regarding International content in the weekly schedule.~~
 - ~~Please show how and where students are encouraged to “analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people’s understanding of an increasingly connected world.” [Instructor uploaded response to request, 12/1/22]~~
 - ~~Please be more explicit about how and where the course speaks to “the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world...”~~

2. **Course:** REL 3318: Chinese Religions **[CA][A]**
Requesting: H & WR2000
Submitter: Mario Poceski
Link: <https://secure.aa.ufl.edu/Approval/reports/17291>
Comments:

 - The “no late submissions” for writing assignments policy is in conflict with the excused absences for illness policy of the university. Please rephrase. [Please see p. 10 of the new syllabus, under Written Assignments. The new version now reads:
 - No late submissions will be accepted, under most circumstances. Students are encouraged to avoid procrastination and make early submissions, well

before the deadline. The only exception are students with documented illness, in accord with the university's accepted absences for illness policy (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#illnesspolicytext>). In such cases, the student should contact the instructor directly via email before the deadline (or, if not feasible, as soon as possible). Updated, 11/28/22]

- This is more related to the UCC purview and should not hold up this request, but the syllabus states the course has no formal prerequisites. All 3xxx- and 4xxx-level courses must have a formal prerequisite, even if simply a certain level (e.g., third-year).

3. **Course:** DAN 1XXX: Body, Self, World: Movement through Lived Experience [CA][A]

Requesting: H & Q1 perm

Submitter: Meredith Farnum

Link: <https://secure.aa.ufl.edu/Approval/reports/17021>

Comments:

- It is required that a Quest I course have an analytical essay of 1000 words. The paper is a Group Analysis/Critique Paper. Two published references are required with bibliography. It appears to be a critical review of the group presentation.
 - Please provide the summary and directions for the essay that students will receive. [The final paper is analytical. The name of the paper has been revised to clarify any confusion. The summary of instructions has been revised (highlighted). The two published references are independently sourced in addition to cited course readings. A minimum of 4 sources has been added to the instructions for further clarification. Updated, 11/30/22]
- Is there a rubric that explains how each person within a group will be assessed? [No, there is not a rubric for the group presentation. Each student is graded individually for the group presentation based on participation and performance. There is a rubric for the analytical writing that follows the writing rubric on the syllabus.]
- The experiential learning component involves a visit to the Harn Museum.
 - What are the expectations of the student during this visit?
 - The descriptions of the visit in the graded work and under the heading of Experiential Learning Component are very vague.
 - Please provide the summary and directions for this assignment that students will receive.
 - [Under the graded work for the Duet Presentation, it states that the Harn Museum visit will be during class time. Additional information has been added for clarification under the Discussion #2 information that coordinates with the Harn Visit and the Duet Presentation. (highlighted) Detailed instructions for the Discussion #1 and #3 have also been added. Discussion and In-class participation sections have been moved up under the grading section.]
- **Quest Checklist:**
 - Instructor Information

- Is the amount of time that students need to prepare for class each week appropriate for a lower-division course? Sufficiently rigorous? Too rigorous? Not rigorous enough?
- ~~For a three-credit course, students should be expected to spend approximately 6 hours per week preparing for class. This includes the time that they spend working on graded assignments. For some weeks, the students do not submit graded work and are assigned readings that are less than 20 pages (e.g., Weeks 2, 3, 5, 9, 11, 12).~~
- ~~Please review the weekly schedule to make sure students regularly spend 6 hours per week preparing for class.~~
- ~~Because it might not be clear to the members of the GEC whether a reading assignment is particularly dense or difficult to read, you may want to add a note to your course proposal that explains how much time you are expecting students to prepare for class each week.~~

4. **Course:** AMH 1XXX: Fight For Your Rights: The Long Civil Rights Movement **[CA][A]**

Requesting: H, D, WR2000, Q1 perm

Submitter: Lauren Pearlman

Link: <https://secure.aa.ufl.edu/Approval/reports/16862>

Comments

- ~~Recommend increasing readings to middle ground between this version and previous version of syllabus.~~
 - ~~The quantity of reading seems minimal for a Quest I course. The reading assigned in Weeks 5 and 6 is only 5 pages long. The longest reading assignments are in Weeks 8 and 10 at 28 pages. [Readings have been increased and noted in weekly schedule. Updated 11/30/22]~~
- ~~Please complete the participation rubric on pg. 6. [Updated, 11/30/22]~~
- Quest Checklist:
 - Annotated Weekly Schedule
 - Is the amount of time that students need to prepare for class each week appropriate for a lower-division course? Sufficiently rigorous? Too rigorous? Not rigorous enough?
 - ~~The attached additional course information explains a revision to the previous iteration of the class in that the reading load has been lessened for the permanent syllabus. However, the work outside of class appears to minimal, specifically regarding readings, which makes the work seem not rigorous enough.~~

5. **Course:** SPN 1XXX: Las Americas: Comida y Conflicto

[R][CA]

Requesting: H, N, Q1 perm

Submitter: Antonio Lopez-Mendez

Link: <https://secure.aa.ufl.edu/Approval/reports/16875>

Comments:

- Please provide a translated weekly schedule and information. It is currently difficult to evaluate the International Designation content [Updated. I also specified the regions and countries of the corpus. Updated 11/28/22]
 - ~~The weekly schedule should clearly identify international content throughout the term.~~
 - ~~The explanation on pg. 5 of the syllabus is general in nature. Is it possible to make the material more explicit within the weekly schedule?~~ [Added a brief explanation of the topic of each module.]
- Quest 1 courses must include an analytical essay that all students must complete. There may be options for other assignments but not for the analytical essay. [Clarified 3 essays for analytical essay requirement:
 - Essay 1: 2-3 pages
 - Essay 2: 200 word description, 500 word analytical based on prompts provided.
 - Essay 3: 500 word based on guiding prompt questions connection/reflection]

December 1, 2022 Comment: Quest faculty leaders and Undergraduate Affairs have determined that, as currently proposed, the requirement of Quest courses having a 1000-word thesis-driven, analytical essay is not met. All proposed essays are primarily reflections and not 1000-word essays. The first essay prompt lends itself to the analytical essay requirement, however. We recommend shifting this first essay from 2-3 pages to 1000 words, prompting students to respond to one of the important questions the students are being asked to think about in this course. Consensus exists as well on this syllabus being quite good!
- Please include International (N) objectives in syllabus or correct link (the current link is incorrect) [Updated]
- The attendance, preparation for class statement on pg. 8 includes a statement about “collegiality toward classmates and instructors” as a factor in the participation grade. Collegial behavior is a very desirable expectation but may not be a valid factor for grading. If this a graded assessment please provide a rubric. [Provided]
- Participation mentions rubric but does not include it in the syllabus.
 - ~~Please provide more detail regarding assessments and grading of assignments.~~
 - ~~Please provide the rubric.~~ [Provided]
- A 3rd week evaluation of preparation and participation is described.
 - ~~Please provide more information regarding how this done.~~
 - ~~Is that done in writing? At an office hour? Is this done by both instructors together or separately?~~ [Updated to bi-weekly grading]
- Scoring criteria are not clear for Voice Threads, E-portfolio and Participation. Please provide more detail for these components. [Rubric provided]
- **Quest Checklist**
 - Description of Graded work

- Are students required to complete at least one writing assignment? If the course will satisfy the Quest 1 requirement, does the graded work include at least one thesis-driven analytical essay (minimum 1,000 words)?
- ~~It depends upon which final project a student selects. The creative writing option invites a collection of illustrated poems, a short theater piece or an illustrated storybook for children. If a student chooses the Academic Essay and Poster prompt for the final project, 8 pages of writing would be a maximum. There is no “analytical essay” required though there is plenty of analytic thinking and creativity.~~
- Annotated Weekly Schedule
 - Do the Weekly Summaries indicate that the course regularly addresses the essential (Quest 1) / pressing (Quest 2) question mentioned in the Course Description?
 - ~~Because most of the Weekly Schedule is in Spanish, it is a little difficult to evaluate. For the purpose of the General Education review, it would be preferable to provide a few more English equivalents of module titles.~~
 - If the course will receive the Diversity or International Gen Ed designation, do the Weekly Summaries indicate that the course regularly includes Diversity or International content?
 - ~~Yes. Here again, the International content would be clearer if there were more translated material. Clearly, reviewers will recognize the reflection on the Immokalee Workers as a contemporary American connection to the course topic.~~
 - Are page numbers provided for each reading listed in the Weekly Schedule?
 - ~~For some but not all. Leer: Harvest of Empire, for ex. Is listed only by chapter number.~~
 - Is the length of each video or film that students are required to watch outside of class provided in the Weekly Schedule?
 - ~~The length of videos needs to be added.~~
 - Is the amount of time that students need to prepare for class each week appropriate for a lower-division course? Sufficiently rigorous? Too rigorous? Not rigorous enough?
 - ~~It is assumed to be appropriate as described in the statement of changes implemented during the teaching of the course.~~

6. Course: WST 2XXX: Be A Social Justice Activist

[CA][A]

Requesting: S, D, Q2 perm

Submitter: Kendal Broad-Wright

Link: <https://secure.aa.ufl.edu/Approval/reports/17079>

Comments:

- ~~Since the course seeks to accommodate the General Education Diversity designation, the course description should identify that intention and describe how it will be met. Please provide clear statements about the multidisciplinary nature of the course, the general education designations/objectives and how they will be~~

met. ~~[Revised the course description accordingly, now including specific discussion of how the course meets GE requirements in Diversity and Social Sciences. The updates are highlighted in the document and below in red. Updated, 11/30/22]~~

- ~~▪ Engages social science empirical research about social movements ~~from multiple disciplines, including instruction on methodology~~, to examine how people are trying to create social change ~~(meeting Social Sciences GE requirements)~~. Includes attention to social change efforts mindful of intersecting inequalities, ~~thereby meeting Diversity requirements by including instruction about social inequalities based on race, class, gender~~. Provides students an opportunity to ~~review primary activist materials~~ and consider how they might engage in social change efforts themselves.~~
- Recommend updating description to version sent 12/1/22. -CG [Updated, 12/1/22]
- There are ten (10) participation assignments. They are described as “active learning” activities:
 - ~~▪ Are they done in class or out?~~
 - ~~▪ The syllabus notes the date but not the means of submission. Please provide this information.~~

[Provided clarification that these assignments are done in-class. I have also provided clarification where they will be turned in. These are included in red in throughout the document. Below is an example of how I included the clarifications:

 - Nine times during the semester students will be expected to complete a short assignment related to class material of the day/week. Topics for these assignments will be announced during class and the assignments will be done during class time and turned in after class via Canvas. The assignments are designed to facilitate active learning.]
- ~~In the description of the experiential learning observation report there is no due date. On pg. 11, it is stated that the report is due at any time before Thursday, December 1.~~
 - ~~▪ Recommend more stringent guidance on when the experiential learning observations will be conducted and a clear deadline for students.~~ [Included more clarification of this assignment and how regular, weekly guidance is provided for this assignment throughout the semester (via weekly discussion and an ongoing list of opportunities for observation). Part of the purpose of the assignment is to raise student awareness of ongoing social change efforts happening in the moment and to foster discussion and reflection about how a social scientist might observe such actions. As such, the weekly discussion not only provides regular and repeated guidance for the assignment but also repeatedly reminds students of core concepts of the course to prepare them to complete it. Below are the revisions included to clarify this process:
 - Experiential observation and report: Once during the semester (times will vary) students will be expected to “attend” a campus-

talk or activist event. Discussion of the assignment and identification of the talks and events will be announced in class each week. Students are encouraged to share information about upcoming events. Further discussion in class will outline what makes for appropriate talks and events for this assignment. An ongoing list of opportunities to complete the assignment will be posted in Canvas and discussed each week. After attending an event, students are required to write 300-500 words describing one or two things they learned that relate to class material. To make this clear, in their response they must also identify and describe the connection to at least one course reading. Students will also be asked to share ideas from this assignment in a structured discussion in class at the end of the semester. The assignment is due any time in the semester, up until Thursday, December 1st]

- ~~The reports will be discussed late in the term, but the activity could take place at any point in the semester. Recommend more guidance on how and when these activities should be conducted through the semester. [As explained above, regular weekly guidance is provided for this assignment, with regular check-ins and discussion about it. This is now clarified in the description of the assignment as noted above.]~~
- ~~The syllabus builder template box on pg. 5 should be omitted (Example format of course schedule). [Removed]~~
- **Quest Checklist**
 - Description of Graded Work
 - Are the assignments clearly described? Are they appropriate for a lower-division course? Too rigorous? Not rigorous enough?
 - ~~Yes; however, the two exams are each worth 33% of the final grade, and the second exam, although not comprehensive, is due during the last week of the semester. If a student does not do well on the two exams that will have a major impact on their final grade.~~