

General Education Course Requests May 2022

Approve	Conditionally Approve	Recycle
ARC 1XXX – Places and Spaces		
IDS 2334– Chemistry in the Cocina Latina		
IDS 2935– Can We Design “Better” Humans? Should We?		
PHI 1XXX–Conflict of Ideas		
PHI 1XXX– Cultural Animals		
PHI 1XXX – The Idea of Happiness		
REL 1XXX– Religious Extremism		

1. Course: ARC 1XXX – Places and Spaces

[CA][A]

Requesting: H, N, Q1P

Submitter: John Maze

Link: <https://secure.aa.ufl.edu/Approval/reports/16709>

Comments:

- ~~The Quest and GenEd links on p. 2 are not actually hyper linked. Please update the syllabus to link directly to the required items. [Updated,4/27/22]~~
- ~~Does the Sacred Space assignment happen only during Week 15? Or is that just the week the project is due?~~
 - ~~Please provide more detail regarding this assignment. [This assignment is collaborative and design based, serving as a fun yet cumulative capstone experience for the class while also serving as a clear assessment of the students’ synthesis of course material. The final week of class - two lectures and discussion – is used to work directly with small student groups to identify and reflect upon places presented and visited during the semester and demonstrated their ability to propose augmentations to a space. Teams are guided by instructors to generate descriptive texts assessing the existing place and design proposals. Teams are guided by instructors to create a visually rich hybrid drawing/collage describing their ideas.~~
The assignment takes place during week 15]
- ~~Please upload or provide the rubric for the Sacred Space project, how will the group work be divided up, will there be guidance regarding this division of labor? [Uploaded]~~
- ~~To make the document more accessible for students with disabilities, the Review Subcommittee recommends using meaningful link text for all hyperlinks.~~

2. Course: IDS 2334– Chemistry in the Cocina Latina

[CA][A]

Requesting: N, P, Q2P

Submitter: Gillian Lord-Ward

Link: <https://secure.aa.ufl.edu/Approval/reports/16582>

Comments:

- ~~In "list of graded works":~~
 - ~~The first item "Read, watch and or listen to the assigned work before class" is worth 5%, but it is not clear how it will be assessed. [There are short comprehension check quizzes on Canvas that students complete. They are very simple and students can redo them until they get 100% (most don't need to though). I've indicated that the 5% comes from those quizzes in the new syllabus. Email, 4/26/22]~~
- ~~Regarding the interview, will the students be guided as to who they should approach and how. Will they receive some training prior to conducting the interview? [Yes, to both questions. We weren't sure how much information should be included in the syllabus, as we provide a detailed handout/document on CANVAS, and we do discuss in class. I have added additional information in the syllabus (see * note). I've also uploaded the interview document ('Interview project 2022') to the online request.]~~
- ~~Can the instructors explain what the "Gather visual data pertaining to language use" pertains to? [We provide detailed instructions in a document on CANVAS, I apologize for not thinking to include some of that information on the syllabus that would be reviewed. I have added some more details to the syllabus (see ** note). I've also uploaded this document ('LingLand project 2022') to the request.]~~

3. **Course:** IDS 2935– Can We Design “Better” Humans? Should We? **[CA][A]**

Requesting: B, N, Q2T

Submitter: Brian Harfe

Link: <https://secure.aa.ufl.edu/Approval/reports/17024>

Comments:

- ~~The assessment rubric for the final writing project (25%) breaks the grade into different categories but does not offer students how the quality of writing, argumentation, integration of course materials and ideas will be considered in grading. Please provide more detail that assures the Committee that students will have a full understanding of how the quality of their work translates to their grade on this project. [The grading rubric for the final project (25% of the course) has been updated and expanded. The updated rubric has been included in the revised syllabus, which has been uploaded, and is also below. Email, 5/3/22]~~
- ~~Sixty percent of the grade for the human cloning team project—which itself accounts for 25% of final grade—is awarded as an overall "team" grade, regardless of the relative contribution of individual members.~~
 - ~~How will the team grade be assessed in a manner that accounts for individual team members' performance? For example, will students have an opportunity to objectively assess team members for their contributions?~~
 - ~~How will students prepare for their presentation? For example, will the instructor provide a rubric for the presentation?~~

[The Team project has been updated. Specifically the overall score for this part of the class has been decreased from 25% to 15% of a student's final grade. In addition, the “team” portion of the project now only counts for

5/15 of the project points, with 10/15 points awarded based on a student's individual work. In week one of the course, additional details will be provided on how students should prepare for their presentations (note that in the revised grading rubric, the presentation is now worth 2/15 points).

The below revised description of the Human Cloning Team Project and grading rubric is included in the updated syllabus.]

4. **Course:** PHI 1XXX– Conflict of Ideas **[CA][A]**

Requesting: H, WR2000, Q1P

Submitter: Gene Witmer

Link: <https://secure.aa.ufl.edu/Approval/reports/16441>

Comments:

- ~~The Quest and Gen Ed links are not actually hyperlinks. Please hyperlink these in the syllabus.~~ [Updated, 4/27/22]
- ~~Please provide more detail regarding Group debates~~
 - ~~Are the groups hosting class discussion or are they deciding upon a thesis and then debating amongst themselves in front of the class?~~
 - ~~How is class participation encouraged in the debate?~~
 - ~~Are the students taught how to debate?~~
 - ~~Is there an individual grade component for the group to ensure fair grading if student in the group is not prepared?~~
 - ~~Are students coached in advance in the debate process, or does the instructor take into account that some students may not be as experienced in this process as others?~~

[Group Debate (1)]

- The class will be divided into an even number of small groups of 3 to 4 people each.
- Groups are paired up to debate a specific question on an assigned topic, with each arguing for either the affirmation or the denial of a thesis that is a response to that question.
- Students in a group work together to prepare, but each student will have a specific assigned role in the debate (e.g., making the initial presentation, criticizing the opposition, etc.) The student's individual grade is based on his or her performance of that specific task.
- No previous experience with debate is presumed; previous work in the class regarding effective ways to argue and pursue disagreement fruitfully will be used to give students a framework for the debate.

- Students who are not in either one of the two groups holding the debate do not participate but are required to observe carefully, as one of their written reports (see above) is to provide an account and analysis of one of the in-class debates they witnessed]

5. **Course:** PHI 1XXX– Cultural Animals **[CA][A]**

Requesting: H, WR2000, Q1P

Submitter: Gene Witmer

Link: <https://secure.aa.ufl.edu/Approval/reports/16442>

Comments:

- ~~The Quest and Gen Ed links are not actually hyperlinks. Please correct these in the syllabus. [Updated, 4/27/22]~~
- ~~The Review Subcommittee expressed some concern about the discussion posts requirement. Can the instructor provide more detail on the focus and required length of the discussions and expectations provided to the students concerning the length, quality, and time allotted for thoughtful responses?~~

Discussion Boards: Overview

Each student will need to participate in dedicated discussion boards on Canvas both by contributing original posts (in response to a particular assigned prompt) and by replying briefly to some other student's original post.

Assigned prompts are made available on Friday for the readings to be discussed the following week. The prompt will typically ask for either an explanation of a key point made in one of the texts or for some critical reflection on some claim made in one of the readings. Posts need not be any specific length, but good original posts will likely be between 50 and 200 words. Replies will likely be of a similar size.

The original discussion posts are due by the end of the day (11:59PM) Tuesday of that week. All students will then have two additional days (Wednesday and Thursday) to review the original posts and pick one to comment on. The comments must be posted prior to the start of class time on Friday. In this way, all students will be well prepared for discussion during Friday's class.]

- ~~How do the rubric letter grades correspond to point values for final grades?~~
[When an individual assignment is given a letter grade, that grade is counted as equivalent to the highest percentage value in the range for that letter as given below. For instance, if a student's first short paper earns a B, the grade is entered into the gradebook as 86%; if it is an A-, it is entered as a 93%; and so on. Each assignment grade is converted in this way to the top percentage in the relevant range; the various grades are then combined according to their percentage weight for the course grade and the resulting percentage determines the letter grade for the course according to its location in the ranges below]

6. **Course:** PHI 1XXX – The Idea of Happiness

[CA][A]

Requesting: H, WR2000, Q1P

Submitter: Gene Witmer

Link: <https://secure.aa.ufl.edu/Approval/reports/16444>

Comments:

- The Quest and Gen Ed links are not actually hyperlinks. Please correct these in the syllabus. [Updated, 4/27/22]

7. **Course:** REL 1XXX– Religious Extremism

[CA][A]

Requesting: H, N, Q1P

Submitter: Terje Ostebo

Link: <https://secure.aa.ufl.edu/Approval/reports/16581>

Comments:

- Office hours must be listed (when the course is taught) and not be by appointment only. Please refer to the Office Hours Guidance: <http://aa.ufl.edu/policies/office-hours-guidance/>. [Updated, 5/3/22]
- The research report is an interesting experiential assignment. Sending students out to the community can be a very powerful educational experience.
 - Great care is needed before students engage with community members in an official UF activity because the students will represent UF. How will students be trained to conduct the interviews, take sufficient notes, ask follow-up questions, etc.? Will training be included into the assignment? [The students will be introduced to best-practices in how to conduct the research: conducting interviews, making notes, asking follow-up questions, transcribing notes, and ethical considerations.]
 - Will the instructor provide connection to specific religious organizations prior to students reaching out to request an interview? (Doing so might avoid students being turned down by a specific organization should this circumstance arise and would alert the organization that this is an official UF activity.) [The students are primarily finding relevant communities/religious leaders to interview, but the instructor will be give help, advise, and support when/if the students encounter problems. Email, 3/10/22]
- The statement on the lack of attendance penalty is unclear. Please clarify: “Unexcused absence(s) means that 1% of the total grade per absence will be deducted” — as was asked previously. Is that 1% of the total attendance grade or of the total class grade? [1% of the total attendance grade per absence will be deducted]
- Minor recommendation regarding phrasing:
 - ~~There is one sentence in the opening paragraph of the course description that might confuse students as it seems to contradict the course title: “However, rather than examining extremism according to Islam, Christianity, Judaism, Hinduism, or Buddhism, it investigates it in relation~~

to broader topics such as nationalism, race(ism), and gender and sexuality.”

- Suggest the following alternative: “Rather than examining how Islam, Christianity, Hinduism, or Buddhism define extremism, this course will investigate the concept of extremism in relation to broader topics such as nationalism, race(ism), and gender and sexuality as they intersect with cultural and faith practices.” [Updated to include recommended phrasing]