

General Education Course Requests September 2022

Approve	Conditionally Approve	Recycle
IDS 2935: Art Crime (Q1 Temporary)	IDS 2935: Healthy Wildlife, Healthy People (Quest 2 Temporary)	
IDS 2935 History of the birth and life crises of our dynamic planet (Q2 Temporary)	IDS 2935: Food Security and Food Justice (Q2 Temporary)	
IDS 2935: Language and Computers (Q2 Temporary)	IDS 2935: Agritourism and Food Systems (Q2 Temporary)	
IDS 2935: What are Gender and Sexuality in Society? (Q2 Temporary)		
IDS 2935: Human Rights from a Latin American Perspective (Q1 Temporary)		

1. **Course:** IDS 2935: Art Crime (Q1 Temporary) [A]
Requesting: H, N, Q1, & WR2000
Submitter: [M. Stanfield-Mazzi](#)
Link: <https://secure.aa.ufl.edu/Approval/reports/17063>
Comments:

 - None

2. **Course:** IDS 2935 History of the birth and life crises of our dynamic planet (Q2 Temporary) [CA][A]
Requesting: P & Q2
Submitter: [A. Forte](#)
Link: <https://secure.aa.ufl.edu/Approval/reports/17119>
Comments:

 - Group work: "The following rubric will be used to evaluate each (10 in total) of the responses to the in-class "critical thought" questions. 200 points are assigned in total to in-class activity. All students in each class group will receive the same evaluation. An absent student, without adequate justification, will receive 0." (pp. 4-5).
 - ~~Please clarify how grade is shared by all students, is there an individual assessment component?~~ [I have reconsidered the group grading policy. I now believe it would be more motivating for each student in the group to receive a distinct (not a group average) grade for each in-class assignment, as explained in the following. There will be an assessment of individual contributions (50% of total assignment grade) in addition the group assessment (the remaining 50% of the grade). The group grade to which these percentages apply is determined by my evaluation of the quality and

substance the group's (joint) written response to the in-class critical-thought question. Updated, 9/1/22]

- ~~What happens for the group grade if some students provide work but it is not to the same standard as others?~~ [The assessment of individual contributions (mentioned above) will be determined by peer review, with a supporting rubric provided to each student. An average of the peer-assessments will be used to determine the grade component (between 0 and 50%) assigned for this individual effort. See example provided below.]
- ~~How will group members which do not contribute to the group be addressed in the grading?~~ [According to the revised grading scheme presented above, a student who does not contribute to the group's response to the critical-thought question can only receive a maximum grade that is 50% of the total. See example provided below.]
- ~~Are student groups the same throughout the semester? If not then how will group grades be assessed.~~ [I am considering a reconstitution of new student groups after the mid-term exam. The same grading scheme, described above, will be used.
 - Example: Bob and John are both in Group 1. The joint written response provided by Group 1 receives a grade of 16 points, out of a maximum of 20 points per each in-class assignment. Bob and John are thus guaranteed a base group score of 8 points (50% of the total grade). The peer assessment reveals that Bob contributed "very substantially" to the development of the response, and thus receives an additional 50% of the grade (individual score of 8 points), for a total of 16 points. The peer assessment reveals however that John contributed little ("insufficiently") to the group response and thus receives an additional 15% of the grade, equal to individual score of 2.4 points, and thus has a total grade of 10.4 points.
 - Action: I have now revised the syllabus to reflect the responses give above, indicating that a rubric will be used by the students to carry out peer assessments for each in-class assignment. These are done independently by each individual in the group and they will be emailed to me directly.]
- **Quest Checklist Mentor comments:**
 - Course Description
 - ~~Is the question ("essential" for Quest 1 and "pressing" for Quest 2) that is the focus of the course explicitly stated in the Course Description and sufficiently highlighted?~~
 - Several questions in the course description, so recommend focusing course description on one main question.
 - ~~Does the Course Description explain sufficiently how the course engages the relevant Quest 1, Quest 2 and General Education Objectives?~~

- Recommend revising course description around a central question connected to Quest 2 objectives.
 - Graded work
 - ~~Does the graded work include experiential learning activity and self-reflection?~~
 - The graded work does not highlight the experiential learning and self-reflection activities. These are highlighted later in the syllabus, but are not clearly connected to the graded work.
 - Quest Learning Experiences
 - ~~Does the syllabus include a “Quest Learning Experiences” section? If so, does it explain sufficiently the experiential learning and self-reflection components of the course?~~
 - Yes, but would like to see more explanation of how visit to museum ties into grading.

3. Course: IDS 2935: Language and Computers (Q2 Temporary)

[CA][A]

Requesting: S, Q2, WR2000

Submitter: [S. Moeller](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/17082>

Comments:

- ~~The essay says 2000 word (+/- 10%) as a requirement. Students must submit a minimum of 2000 words in approved assessments to receive writing credit, please clarify what the +/- means in this instance.~~ [I prefer to give a range rather than a minimum to focus students on composition not word counting. I have increased the target number to 2250 with a minimum requirement of 2000. Email response, 8/30/22]
- ~~When will students receive Writing feedback for their final essay?~~
 - ~~“Assignments must be returned to students with a grade and comments that address the students’ writing skills. Consequently, feedback on all assignments should be provided by the last day of class, or, if provided electronically, by the end of finals.”~~ <https://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-wr-courses/wr-course-guidelines/> [Students will receive feedback by the end of finals on Canvas. I have clarified that in the syllabus.]

4. Course: IDS 2935: What are Gender and Sexuality in Society? (Q2 Temporary)

[CA][A]

Requesting: S, D, Q2, WR2000

Submitter: [M. Coy](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/17090>

Comments:

- Please provide more detail for the reflection papers (500 words). Per Writing course requirements: “Journals, blogs, and reflection or reaction assignments: May not be counted if they approximate free writing and lack organization, critical thinking focus, and integration of ideas into the disciplinary context.” <https://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-wr-courses/wr-course-guidelines/> [Reflections have been changed to not counting towards word count. Final essay has been increased by 500 words. 9/1/22]
- ~~When will students receive Writing feedback for their final essay?~~
 - ~~“Assignments must be returned to students with a grade and comments that address the students’ writing skills. Consequently, feedback on all assignments should be provided by the last day of class, or, if provided electronically, by the end of finals.”~~ <https://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-wr-courses/wr-course-guidelines/> [Updated]
- **Quest Checklist Mentor comments**
 - Required & Recommended Course Materials
 - Are all required and recommended course materials properly listed? All materials on Canvas.
 - ~~Please indicate that the readings are given in the course schedule.~~
 - If the course will count towards the Writing Requirement, is a recommended writing manual listed?
 - ~~Not listed~~
 - If the course does not demonstrate a high-level of faculty-student engagement, where in the syllabus must engagement be addressed?
 - ~~While the content each week is very clear from the weekly schedule, it is not clear what will actually happen in the classroom. Are these lectures, group discussions, ...? A sentence or two either in the course description or the weekly schedule could explain this.~~

5. **Course:** IDS 2935: Human Rights from a Latin American Perspective (Q1 Temporary)

[R][A]

Requesting: H, N, Q1, & WR4000

Submitter: [M. Martinez Novo](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/17078>

Comments:

- Please include Office phone number in syllabus. [Updated, 9/1/22]
- ~~Instructor has added language explaining how attendance and participation are evaluated, and the instructor has included both a written explanation of how level of participation will be evaluated throughout the course, and a rubric for participation.~~
 - ~~The rubric does not include points and does not provide enough detail considering the prior explanation. Please bring the narrative description and the rubric more inline with each other.~~ [Updated in syllabus]

- ~~A group project rubric has been added. It appears that the group members will receive the same grade, and that the group as a whole will be penalized if individual members are less active than others or do not participate.~~
 - ~~Please provide more detail regarding the point system for evaluation.~~
 - ~~The self reflection component is missing language that makes it clear that students will be reflecting about their own life experiences and personal points of view, and how/whether the course materials has changed any of their thinking. [Clarified that students will be graded individually for group work and will not be penalized for peer negligence. I provided points in the rubric. I included a self-reflection related row in the rubric.]~~
- ~~There is an original comment from Quest mentor expressing concern about the level of rigor in the final weeks of the course, during the student presentations. The instructor has added that students will be providing feedback to peers and must also integrate feedback received into their final essay.~~
 - ~~Rigor appears to still be a concern, please provide more information regarding rigor in the final weeks of the course.~~
 - ~~Is peer feedback the only type of feedback students will receive and the only assignments in the final weeks other than presenting?~~
 - ~~Will students be given guidelines for conducting peer feedback? [I included language about providing guidance for students on how to provide feedback to their peers. I included a new assignment asking students to upload a draft of the final essay in the second week of presentations.]~~
 - ~~It appears that a lack of participation at this stage of the course would negatively affect students participation and attendance scores, so there is motivation to attend. If there is still concern that students are not engaging with the course rigorously enough, would recommend perhaps including a preliminary draft assignment for the final essay.~~
- ~~Will students be receiving feedback on writing for the course or the presentation? The instructor states that the final essay will take into account peer feedback collected from the group presentation.~~
 - ~~Will this feedback come directly from the instructor? [I always write an email to groups via canvas providing feedback on the presentation.]~~
- ~~When will students receive writing feedback for their final essay? [Yes]~~
 - ~~“Assignments must be returned to students with a grade and comments that address the students’ writing skills. Consequently, feedback on all assignments should be provided by the last day of class, or, if provided electronically, by the end of finals.” <https://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-wr-courses/wr-course-guidelines/>~~
 - ~~“The writing must be evaluated on the content, organization and coherence, effectiveness, style, grammar and punctuation. Assignments must be returned to students with a grade and comments that address the students’ writing skills. Consequently, feedback on all assignments should be provided by the last day of class, or, if provided electronically, by the end of finals.” <https://undergrad.aa.ufl.edu/general-education/gen-ed-program/writing-requirement/>~~

- ~~If the essays are being submitted in Canvas, and because they are worth 15% or more, recommend enabling Turnitin and explaining to students how they can view their scores ahead of time and how they can address unacceptable Turnitin scores before submitting their final drafts. CITT also has an informative page about best practices when using Turnitin: <https://ufl.instructure.com/courses/385426/pages/turnitin>~~
- Please provide more detail regarding what the specific experiential learning is for the course:
 - ~~“Then, they will come up with feasible qualitative methods to answer their question (observation, interviews, written narratives, other sources).”~~
 - ~~“Then, they design and conduct an experience of participant observation, one or two interviews, locating and finding narratives or other sources and summarize these findings”~~
 - ~~Are these the experiential learning components? How will students be directed in this effort? What are the guidelines?~~
 - [I added more details to the experiential learning section of the syllabus. More specifically, I clarified how I am going to guide groups regarding their research questions, methods and research process.]
- **Quest Checklist Mentor comments:**
 - Methods of Assessment and/or Grading Rubrics
 - Is attendance graded? If so, is the method of grading attendance explained?
 - ~~Yes. Attendance and participation are listed as 10% of the course grade. How attendance is recorded does not appear in the syllabus. It would be helpful for students to understand how attendance is taken and evaluated.~~
 - Is participation graded? If so, is a participation rubric provided?
 - ~~Participation with attendance represent 10% of the course grade. A participation rubric grid appears but has not been completed. As with attendance, students will appreciate knowing what is expected, how it will be recorded, and how many points will be given.~~
 - Will the course include group projects? If so, has a method of assessment or a rubric for group projects been provided?
 - ~~The syllabus indicates many group projects that facilitate discussion and presentation of research. How individuals within the group will be evaluated is not stated. A rubric would be helpful.~~
 - If the course will count toward the Writing Requirement, does the Graded Work section include a writing assessment rubric and the required writing statements?
 - ~~The writing rubric is given, and the required language is included. Please note that the final essay of 2000 words is due on May 2. Does this deadline allow for the return of useful feedback to the students before the end of the final exam period?~~

- Annotated Weekly Schedule
 - 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?
 - ~~As stated above, the International designation requires a consistent thread of thought about current life in the United States in comparison to that of the target culture. The United States is mentioned in a reading during Week 5. This would not be sufficient to qualify the course syllabus for International content in its current General Education definition.~~
- Student learning Outcomes
 - Do course learning outcomes align with the relevant Quest 1, Quest 2, and General Education learning outcomes?
 - ~~For Quest I and Humanities, yes. For International, not quite as explained above.~~
- Quest Learning Experiences
 - Does the syllabus include a “Quest Learning Experiences” section? If so, does it explain sufficiently the experiential learning and self-reflection components of the course?
 - ~~Yes. The experiential learning is an on-going weekly process that is scaffolded throughout the course. The self-reflection element is less well-defined. In Quest I courses, self-reflection is generally not about the difficulties of pursuing research. The role of the individual in working toward informed solutions to human rights problems may be what is intended. To that end, the study of humanities/social sciences would equip students to assume such a role.~~
- Rigor
 - If the course is insufficiently or too rigorous, where must rigor be addressed (e.g., graded work, amount of reading, weekly schedule)?
 - ~~The course is sufficiently rigorous in writing and reading. The final two weeks of the course are spent in the presentation of student work. Will there be accountability for the material presented by students? If not, this course lacks rigor during the last two weeks.~~

6. **Course:** IDS 2935: Healthy Wildlife, Healthy People (Quest 2 Temporary) **[R][CA]**
Requesting: B & Q2
Submitter: [B. Baker](#)
Link: <https://secure.aa.ufl.edu/Approval/reports/17093>
Comments:

- The course assignments do not appear to meet the grade integrity policy requirement: <https://undergrad.aa.ufl.edu/general-education/gen-ed-courses/grade-integrity-policy/> [Currently, 45% of the course grade is determined from exams or assignments that are subject to review by Turnitin. In-class activities and discussions (14.5% of the course grade) are also scored in a proctored environment. If the committee prefers, I can reduce points for peer evaluations and increase exam points, but I think the current scoring system for the peer evaluations provides both incentive for the students to complete peer evaluations and motivation for the students to be fully engaged in the group-related assignments and small group presentations. Email response, 8/31/22]
 - There appears to be a single reading assignment for students in week 2, are there any other course readings? [There is only one assigned course reading. Additionally, the students will be responsible for finding credible sources (i.e. primary literature) which they will need to read and cite as part of their group-related assignments, small group presentations, and reflections. I think it is important for students to learn how to perform their own literature review – this is a component of experiential learning that is being assessed in these assignments. I also clarified additional resources that will be shared in class or via Canvas in “Required Readings and Works”.]
 - Recommend including more assignments or changing the assessment and expectations of existing assignments to better evaluate student learning of both Quest and General Education expectations. [Grading rubrics and expectations for assignments are clearly laid out in “Graded Work” and the “Annotated Weekly Schedule” within the syllabus. SLOs based on both Quest and General Educations expectations are also detailed in the syllabus.]
- Unclear what knowledge base the "quizzams" will be assessing, given lack of assigned readings/assignments outlined above. [Though “quizzams” are part of already approved Quest courses, I have changed the terminology to exams and clarified that these are based on the lecture material. I have also clarified the lectures within the Annotated Weekly Schedule.]
 - Recommend clarifying week 7 and 9 inclusion in quizzams. 9/1/22]
- ~~What are the Standard forms which will be used for peer evaluations?~~ [Uploaded]
- Experiential Learning:
 - Please provide more detail regarding what the Group related assignments (215 pts) will consist of and how many assignments.
 - How will the group related assignments meet the Quest requirements for experiential learning? [These comments have both been addressed in the syllabus: “Group-related assignments (215 points in total, 21.5% of grade): 8 group-related assignments - points vary based on the assignment. These assignments (listed below in the Annotated Weekly Schedule) are designed to provide experience and foster skills in working productively and communicating successfully in a team environment, transforming lecture material and credible sources into a public educational campaign or One Health-centered movement, and evaluating peers and content

systematically and constructively. Two group-related assignments [marked by an asterick (*) within the Annotated Weekly Schedule] will be reviewed through Turnitin. Any plagiarism in your assignment will result in zero points.”]

- **Quest Checklist Mentor comments:**
 - Description of Graded Work
 - Does the graded work include experiential learning activity and self-reflection?
 - Yes, but I recommend highlighting the experiential learning component more clearly in the description of graded work.
 - Quest learning Experiences
 - Does the syllabus include a “Quest Learning Experiences” section? If so, does it explain sufficiently the experiential learning and self-reflection components of the course?
 - Yes, but could highlight the experiential learning more and tie the FWC’s Wildlife Health Unit visit more clearly to an assignment. The other experiential learning component is a group assignment developing a public educational campaign.
 - Submitter Added:
 - Required field trip (30 points in total, 3% of grade): Attendance (20 points) and participation (10 points) by asking a substantive question during the wildlife necropsy.

7. **Course:** IDS 2935: Food Security and Food Justice (Q2 Temporary)

[CA]

Requesting: B, D, & Q2

Submitter: [K. Casy](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/17396>

Comments:

- Suggest changing from B to S.
 - (Recommend approval if change to S, if there is a change in General Education designation there would need to be revisions such as SLO’s).
 - While the "B" SLOs are embedded in the greater context of society, the course examines technological advances in agricultural production and plant science phenomena that by their interconnected nature impact society's pressing issue of food security. [The "S" designation won't work for this course, because the focus of this course is not on social science SLOs, as the committee graciously recognizes here. Social science studies, data, and methods are very different from plant and environment-related biophysical science studies, data, and methods, and I don't want to rob students of the opportunity to study society from a social scientist (ie: in fulfillment of an "S" requirement for their degree). Email response, 9/1/22]

- ~~If the submitter desires the course stay as B course, more clarity will be needed to show how the course is Biological v. Social.~~
 - ~~Outcomes appear to be more closely associated with Social Sciences. If prefer to stay Biological then more justification will be needed regarding B throughout the course content. [To address this concern from the committee, technological advances have been included in the SLOs to demonstrate the "B" content and data that students will be asked to analyze.]~~
- ~~Biological Sciences/Diversity content appear to be from discussion of the botany textbook. Specific biological/botanical science concepts taught should be covered in the course description and SLOs for the B designation, although they are clear from the early weekly schedule/readings. [Yes, the biological sciences content is included in the botany textbook; the diversity content is outlined in the second textbook Cultivating Food Justice: Race, Class, and Sustainability. The "D" designation is further supported in the course activities throughout the semester that require students to reflect on the impacts of these biological technologies on different communities within the food system and society.]~~
- ~~It would also be helpful to provide a sentence on how the research project would be based in the realities of botanical science as those realities inform what is possible food justice disparities are faced by the world. While representing a pressing question, focusing on the food justice issue and social solutions to that pressing issue appears to make this course more a social science rather than botany/biology science class. [Thank you for this suggestion of how the final project could be better communicated to help clarify the course focus on biological phenomena and technological advances in agricultural production that impact the pressing societal issue of food security. This clarification has been added to the syllabus in response to this request by the committee.]~~
- ~~What answers to the issue of food justice would be created from biological and botanical knowledge (Crisper altered crops)? [The gene editing technology CRISPR/Cas9 is included in Week 7's content on seed types and access to seeds. Genetically engineered crops have implications for environmentally responsible use and seed ownership. This affects the ability of communities to save seeds, which has implications for community food security. While this relatively new technology offers benefits in the ability to increase yields faster through an expedited approach to the continuous domestication of crops that society has engaged in for thousands of years, ownership and stewardship of this technology has societal and environmental implications that students will debate in class. More detail has been included in the syllabus schedule in response to this question from the committee.]~~
 - A course that pursued the pressing question in that way would fall in the biology category better than one that pivots from introductory botany to more social science driven solutions, although you do return to biology/botany with week 13's coverage of ripening and storage issues, the focus at this point in the class is still on social science solutions. [To the committee's first point, the course is designed to explore the biological phenomena and technological advances that impact crop growth, the

environment, and people. While the pressing question of food security is inherently interdisciplinary, involving both the biophysical and social sciences, this course aims to fulfill "B" SLOs while underlining the interdisciplinary nature of this complex pressing societal issue. This course affords students the opportunity to examine technological advances as tools that have contextually-specific biological uses and broader impacts on society.]

- **Quest Checklist Mentor comments:**

- Instructor Information
 - ~~Please indicate times of office hours even if tentative (see Office Hours Guidance). You can modify the times of your office hours if your schedule changes for the spring.~~
- Course Description
 - Is the question (“essential” for Quest 1 and “pressing” for Quest 2) that is the focus of the course explicitly stated in the Course Description and sufficiently highlighted?
 - ~~The pressing questions regarding food security and food justice should be described in greater detail.~~
- Is the multidisciplinary content of the course explicitly mentioned?
 - ~~Course description states that the class is interdisciplinary and lists topics to be explored, but the fields to be studied are not explicitly mentioned.~~
- Does the Course Description explain sufficiently how the course engages the relevant Quest 1, Quest 2 and General Education Objectives?
 - Yes, for Quest 2.
 - It is not clear from course description how the course aligns with the Biological Sciences subject area. A lot of the content in the weekly schedule seems to align more with the Social and Behavioral Sciences subject area.

8. **Course:** IDS 2935: Agritourism and Food Systems (Q2 Temporary) **[CA]**

Requesting: S, N, Q2

Submitter: [M. Sharp](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/17086>

Comments:

- Recommend that the course description include more language to specifically address how the course is meeting the S and N General Education requirements in some form during the course.
- Please provide more detail or an explanation regarding how International is interwoven throughout the course content in at least half or more of the course content, per General Education Program requirements. Alternatively, the International designation could be removed from the request and the course approved for S and Q2
 - International (N) - this designation is always in conjunction with another program area. Courses with International should demonstrate that a

majority of the course addresses International content and engagement and it should be a substantial, defining feature of the course.

International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students 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.