



General Education Committee Handbook

2022-2023

General Education Committee

The General Education Committee (GEC) is a university committee, governed by Senate Bylaw 20(A)(2)(b)4 which results in the following operational rules.

More information regarding the committee (agendas, previous minutes, schedule of meetings, membership, etc) may be found at the GEC official FORA homepage:

<https://fora.aa.ufl.edu/University/JointCommittees/General-Education-Committee>

Appointment: The President or the President's designee shall appoint eight voting members from the majority of baccalaureate degree-granting colleges within the University. The Senate shall elect eight voting members from the faculty at large. Student Government shall select two non-voting members.

Chair: The non-voting chair shall be appointed by the President or the President's designee. A co-chair who shall have the right to vote shall be elected by and from the Committee's Senate representatives.

Responsibilities: The committee establishes a philosophy of what constitutes the general education component for baccalaureate degrees offered by the University. It reviews, in accordance with established criteria, all courses proposed to fulfill General Education and University Writing and Math requirements. It makes recommendations to the Curriculum Committee regarding the continued effectiveness of the general education program.

Term: 3 years

Committee Meetings

Meetings are held the first Friday of each month in the Fall and Spring semesters. This is subject to change depending on holidays and the academic calendar. Beginning in Spring 2020 meetings are now offered with an optional virtual attendance if members request so ahead of time. Please make such requests to the Office of Undergraduate Affairs.

Committee Procedures

1. Procedures of the committee shall follow *Robert's Rules of Order Newly Revised* unless otherwise stated by these rules.
2. A quorum of the General Education Committee shall be the majority of the voting members.
3. Voting members shall be defined to be those 12 members of the committee appointed by the Provost together with those 12 members of the committee appointed by the Faculty Senate. Ex-officio members shall not participate in votes.

4. A non-voting chair shall be appointed by the President or the President's designee. At the first meeting of each academic year, a co-chair shall be installed. The co-chair shall have the right to vote and shall be elected by and from the Committee's Senate representatives the co-chair shall be elected from those members whose term shall not expire during the next academic year.
5. All matters before the committee shall be voted on by those members present at a committee meeting unless a motion is made and passed to require a vote of all members, in which case, a by-mail vote shall be held. Such a motion to require vote of all members cannot be tabled.

Votes of all members shall be conducted by e-mail under the following rules:

1. All members of the committee shall be notified of the vote and furthermore shall confirm they have been notified.
2. Seven (7) days after all members have confirmed notification shall be provided to allow members to communicate their votes via e-mail.
3. Each member shall be notified upon receipt of their vote.
4. At the end of balloting, those members who have not voted shall be notified of the absence of their vote.
5. Guests of the committee and ex-officio members (ensemble referred to as non-voting members) provide expert advice that should be reflected in the minutes in the same manner as the comments from voting members. The non-voting members shall be polled on all matters upon which the committee votes after (or in parallel with) the committee vote. The results of these polls shall be reported in the minutes.

Subcommittees

The GEC is empowered with the authority to create subcommittees to act within the scope of the committee responsibilities. These subcommittees may consist of current members and outside stakeholders with relevant knowledge or experience for the subcommittee's purpose. There are currently 5 standing subcommittees operating under the authority of the General Education Committee. All GEC members are asked to serve on at least one subcommittee during their term.

- **Assessment**
 - Develop, implement, and track assessment measures for General Education courses at UF.
- **Audit**
 - Planning an audit procedure for currently existing General Education courses and implementing the audit.
- **Diversity**
 - Developing & Implementing University wide efforts regarding diversity education in courses/programs.
- **Review**
 - Review of new, monthly General Education course requests.
- **Writing**
 - Assessing current Writing policy at UF and developing potential replacement.

Review of General Education Course Requests

A large portion of the GEC work effort is in reviewing new General Education course requests or auditing existing General Education courses. To fulfill this function in a timely manner a standardized process has been implemented for the review of new requests. The Review subcommittee oversees the initial review and feedback for new General Education requests. conducted month to month.

The review process described herein is intended to streamline the work of the General Education Committee by including “pre-review” of all requests for upcoming meetings and thus allowing submitters of requests time to respond to recommendations of the Committee prior to the meetings. Desired outcomes of this review process include enhanced preparation of information provided in requests prior to meetings, advanced notice to submitters of requests of concerns and recommendations of the Committee, and opportunity to focus meeting discussion on the heart of the Committee’s concerns about each request.

Description of the Review Process: Each month, three or more Committee members will work closely with the Assistant Director of Curriculum and Academic Policy (ADCAP) in the review of submitted courses for the upcoming meeting. The ADCAP will send out review assignments to the participating members, who will provide questions, comments, and concerns that the ADCAP will compile. The reviewers and the ADCAP will meet to discuss the compiled list of questions, comments, and concerns and to provide an overall recommendation for the request, and Angela Lindner will subsequently review and finalize the list of questions, comments, and concerns.

At least 5-7 days prior to the meeting, The Associate Provost for Undergraduate Affairs (APUA) and ADCAP will send the questions, comments, and concerns for each course to its respective submitter and work with the submitter to prepare responses. The submitter will upload revisions to the original material submitted in response to the reviewers’ questions, comments, and concerns prior to the meeting. The ADCAP will send the compiled list and the suggested recommendations to all General Education Committee members to allow review prior to the meeting.

Ideally, the submitter or a representative will attend the meeting to field remaining questions from the Committee members. Members serving as reviewers will be prepared to describe the recommendations they prepared in advance of the meeting. The outcome of the Committee deliberation during the meeting will be one of the following recommendations, which are aligned with the same set of recommendations used by the University Curriculum Committee:

- **A = Approved**, course request is approved and no further revision or information is needed from the submitter
- **CA = Conditionally Approved**, course request will not be presented to the Committee again on the condition that the submitter makes revisions requested by the Committee
- **D = Denied**, course request is denied and will not be considered again in its current form by the General Education Committee

- **R = Recycled**, submitter is requested to make changes to the submitted information, which will be reviewed by the General Education Committee in the next (or other designated future) meeting
- **T = Tabled**, course request is deferred to a future meeting until the submitter is prepared to present the request

Timeline of Monthly Review Process:

Submission of requests in the approval system

- Wednesday after previous GEC meeting (or one month prior to start of Fall)

Assignments sent to the reviewers:

- Friday after Wednesday deadline
- 10-15 weekdays prior to GEC meeting (variable depending on month)

Review meeting:

- 10 weekdays (2 weeks) prior to GEC meeting

Release of reviewers' recommendations to submitters:

- 6-7 weekdays prior to GEC meeting

Deadline for reviewers' comments by submitters:

- Friday-Monday prior to GEC meeting

Agenda Published for GEC meeting:

- Friday/Monday prior to meeting

The General Education Program at the University of Florida provides instruction in common collective knowledge about the world that enables students to communicate, to make informed decisions about many aspects of their lives, to understand and to participate fully as informed citizens in local, national and global matters.

Competency in composition, the humanities, physical and biological sciences, mathematics, and social and behavioral sciences enables students to better understand themselves, their neighbors, other cultures and times, and the principles governing the natural world and the universe. In general education courses, students gain fresh perspectives, methods, and tools



for understanding the traditional and the newly-discovered.

General Education Program Mission Statement

- The General Education Program supports the mission of the University of Florida by providing undergraduate students with common collective knowledge about the world in which they live.
- The curriculum enables students to think creatively, reason critically, communicate effectively, and make informed decisions that affect all aspects of their lives.
- Through general education courses, students gain fresh perspectives and discover new approaches to intellectual inquiry that promote understanding of both the traditional and the newly discovered. To achieve these outcomes, the General Education Curriculum encompasses a breadth of knowledge in composition, diversity studies, international studies, humanities, mathematics, physical and biological sciences, and social and behavioral sciences.
- Ultimately, competence in these areas enables students to better understand themselves, their neighbors, other cultures and times, and the principles governing the natural world and the universe; and to participate fully and responsibly as informed citizens in local, national, and global matters.

Subject Area Objectives

Biological Sciences (B)

Biological science courses provide instruction in the basic concepts, theories and terms of the scientific method in the context of the life sciences. Courses focus on major scientific developments and their impacts on society, science and the environment, and the relevant processes that govern biological systems. Students will formulate empirically-testable hypotheses derived from the study of living things, apply logical reasoning skills through scientific criticism and argument, and apply techniques of discovery and critical thinking to evaluate outcomes of experiments.

Composition (C)

Composition courses provide instruction in the methods and conventions of standard written English (i.e. grammar, punctuation, usage) and the techniques that produce effective texts. Composition courses are writing intensive, require multiple drafts submitted to the instructor for feedback prior to final submission, and fulfill 6,000 of the university's 24,000-word writing requirement. Course content must include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students are expected learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.

Diversity (D)

Diversity is always attached to a course in conjunction with another program area. Courses with Diversity should demonstrate that a majority of the course addresses Diversity content and engagement and it should be a substantial, defining feature of the course.

In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.

Humanities (H)

Humanities courses provide instruction in the key themes, principles and terminology of a humanities discipline. These courses focus on the history, theory and methodologies used within that discipline, enabling students to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

International (N)

This designation is always attached to a course 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.

Mathematics (M)

Courses in mathematics provide instruction in computational strategies in fundamental mathematics including at least one of the following: solving equations and inequalities, logic, statistics, algebra, trigonometry, inductive and deductive reasoning. These courses include reasoning in abstract mathematical systems formulating mathematical models and arguments, using mathematical models to solve problems and applying mathematical concepts effectively to real-world situations.

Physical Sciences (P)

Physical science courses provide instruction in the basic concepts, theories and terms of the scientific method in the context of the physical sciences. Courses focus on major scientific developments and their impacts on society, science and the environment, and the relevant processes that govern physical systems. Students will formulate empirically-testable hypotheses derived from the study of physical processes, apply logical reasoning skills through scientific criticism and argument, and apply techniques of discovery and critical thinking to evaluate outcomes of experiments.

Social and Behavioral Sciences (S)

The social and behavioral sciences provide instruction in the key themes, principles and terminology of a social and behavioral science discipline of the student's choice. These courses focus on the history, underlying theory and/or methodologies used in that discipline. Students will learn to identify, describe and explain social institutions, structures and processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and mean by which individuals make personal and group decisions, as well as the evaluation of opinions and outcomes. Students are expected to access and analyze ethical perspectives in individual and societal decisions.

UF Quest Quest (Q)

After an extensive review of the undergraduate curriculum by the faculty of the University of Florida, UF Quest has been developed in order to revitalize general education. Building on the recommendations of the UF Task Force on Undergraduate Education, UF Quest offers a shared academic experience for first-time-in-college students that aligns with UF's mission. It prepares students to become responsible leaders in the production and transmission of knowledge, supports retention efforts, and instills essential skills for post-graduate success.

All new undergraduates are required to take one UF Quest 1 course, typically in their first year, to satisfy 3 credits of the general education requirement in the Humanities and then one UF Quest 2 course, typically, in their second year, to satisfy 3 credits of the general education requirement in the Social and Behavioral Sciences, the Biological Sciences, or the Physical Sciences except if they

have earned an A.A. from a Florida public college/state university or are in the Innovation Academy program. Some Quest courses also fulfill either the Diversity (D) or the International (N) requirement and/or count toward the Writing requirement.

For more information on UF Quest please visit the Quest homepage: <https://undergrad.aa.ufl.edu/uf-quest/>

General Education Requirement

All undergraduate students (except those transferring to UF with an A.A. degree from a Florida public college or an A.A. certificate from a Florida public state university) are required to complete UF's general education requirement to graduate.

	State Core Credits	UF Core Credits	Additional UF Gen Ed Credits	TOTAL CREDITS
	15	3	18	36
	Credits must be taken from approved list for each area.	One required course.	Selected from any course approved for the area. *	<i>Must be completed with minimum grades of C; no S-U.</i>
GENERAL EDUCATION SUBJECT AREA				
Composition (C)	3		3	6
Mathematics (M)	3		3	6 **
Humanities (H)	3	3	12	24
		IUF 1000 What is the Good Life	Taken from Humanities (H), Biological and Physical Sciences (B/P), and Social and Behavioral Sciences (S).	A minimum of 6 credits from Humanities (H), Biological and Physical Sciences (B/P), and Social and Behavioral Sciences (S).
Biological Sciences and Physical Sciences (B/P)	3			
Social and Behavioral Sciences (S)	3			
International (N) ***				3
	<i>Met with any C, H, S, P, B course coded with N. One State Core Gen Ed course carries this code.</i>			In conjunction with another Gen Ed Area.

Diversity	<i>Met with any C, H, S, P, B course coded with D.</i>	3
(D) ***	<i>Several State Core courses carry this code.</i>	In conjunction with another Gen Ed Area.

* All general education courses are identified by letter in the course descriptions section of this catalog. The subject area letter designations appear at the end of the course description. For example: AMH 2010 United States to 1877 fulfills three credits in the Humanities (H) area.

The schedule of courses also includes a list of all courses that fulfill each Gen Ed subject area. In addition, course listings in every schedule identify whether a course section satisfies Gen Ed credit (refer to the G.E. column).

** Three credits must be from a general education mathematics course with a prefix of MAC, MAP, MAS, MGF or MHF (a.k.a., 'pure math').

*** Some C, H, P, B and S general education courses carry the diversity (D) or international (N) designation. The latter can be assigned only to courses with the former designations. The general education program requires the completion of two 3-credit courses, one with the diversity (D) designation and the other with the international (N) designation.

Important Considerations

- A minimum grade of C is required for general education credit. Therefore, courses intended to satisfy the general education requirement cannot be taken S-U.
- Some majors require or recommend specific general education courses.
- Certain classes are approved to count for multiple general education program areas. Students can count a general education course toward one area only except for (D) and (N) credits, which must be earned concurrently with another area. For example, a course designated as HD can count toward both the H and D requirements, but a course designated CH can count only as C or H.
- Study abroad courses can fulfill international credit, in addition to fulfilling credit in other subject areas. Study abroad must be approved in advance by an academic advisor and the UF International Center.

UF Writing Requirement

The University of Florida requires that all students complete the Writing requirements described below. Students must earn a grade of C or higher in courses taken to fulfill the Writing Requirement. Such courses may not be taken S-U.

To graduate, students must complete courses that involve substantial writing for a total of 24,000 words. Courses that count toward this requirement will be in one of three categories:

E2: Coursework with at least 2,000 words;

E4: Coursework with at least 4,000 words;

E6: Coursework with at least 6,000 words.

1. The student must write a minimum of 2,000 - 6,000 words in the course (one double spaced, typed page in 12 point type is 300 words). The level of certification depends on the number of words.
2. This written work must be evaluated on the effectiveness, organization, clarity, and coherence of the writing as well as the grammar, punctuation and usage of standard written English.
3. The student must be provided feedback on the written work submitted.
4. Teamwork or writing done by a group or team, class notes, in-class essay examinations, and term papers submitted too late in the semester to be returned to students in class cannot be used to meet the minimum word requirement. Drafts cannot be counted separately from final drafts as part of the total number of words completed during the course.

Note:

- Effective Summer A/C 2009, an additional grading component has been added to successfully complete and receive word credit for courses that meet the university writing requirement (formerly Gordon Rule). Course grades now will have two components. Professors will indicate whether or not students met the writing requirement AND will assign a course grade. Therefore, to receive writing credit students must receive a grade of C or higher AND satisfactory completion of the writing component. It is possible not to meet the writing requirement and still pass the class. Students should review their degree audits after receiving their grades to verify receipt of credit for the writing component.
- Writing requirement credit can only be obtained once for a course. Once a student receives an S for satisfactorily meeting the writing requirement of a course the student cannot repeat the course in order to receive more writing requirement credit.

Finding Appropriate Courses

The Schedule of Courses lists the General Education courses offered in a specific term. Courses that meet the Writing Requirement are indicated by the code WR in the GE column.

Credit by Examination

Award of Incoming Credits

- Credit will be awarded only once for the same subject, whether from credit by examination, dual enrollment, transfer credit or UF course credit.
- UF course credit takes precedence over all other forms of credit for the same course.
- Credit awarded for acceptable dual enrollment or transfer courses takes precedence over credit by examination.
- If duplicate credit exists among AICE, AP, CLEP or IB, the exam yielding the most credit will be awarded.

Guidelines for credit awarded by AICE, AP, CLEP or IB examination programs:

- A maximum of 45 semester hours may be granted by combining AICE, AP, CLEP and IB credit.
- Students beginning in the fall or spring term must have taken the exams (AICE, AP, CLEP and IB) and have their scores reported to the university before the end of their first term of enrollment at UF.
- Students who begin in the Summer A term must have taken the exam(s) and had their scores reported to the university before the end of their first Summer B/C term.
- Students who begin in the Summer B term must have taken the exam(s) and had their scores reported to the university before the end of their first fall term.
- If a student submits appropriate scores, UF will grant credit for the UF course(s) that most closely match the content of the exam. His or her transcript will reflect the course(s) with grades of P (for *Pass*). P grades will not be calculated into your GPA.
- Equivalent courses earned by examination generally fulfill the same requirements that the UF course fulfills.

Exam Credit Information

AICE Exam Credit Information

Students completing approved AICE examinations with scores of A-E will earn UF credit.

Scores of E or higher on AICE French, German, Latin and Spanish examinations fulfill the foreign language proficiency requirement for the College of Liberal Arts and Sciences, the College of Journalism and Communications and B.A. programs in the College of Fine Arts.

AP Exam Credit Information

Students completing approved AP examinations with scores of three or higher will earn UF credit.

Scores of three or higher on AP Chinese, French, German, Italian, Japanese, Latin, Russian and Spanish examinations fulfill the foreign language proficiency requirement for the College

of Liberal Arts and Sciences, the College of Journalism and Communications, and B.A. programs in the College of Fine Arts.

CLEP Exam Credit Information

CLEP examinations cover material that is taught in introductory-level courses at many colleges and universities.

IB Exam Credit Information

Students entering UF Summer B 2006 and after: You will receive credit for scores of 4 or higher on both higher-level and standard-level examinations.

Scores of 4 or higher on IB French B, German B, Classical Latin and Spanish B examinations fulfill the foreign language proficiency requirement for the College of Liberal Arts and Sciences, the College of Journalism and Communications, and B.A. programs in the College of Fine Arts, regardless of whether you earned the IB diploma.

Statewide General Education Core Project

Florida Department of Education General Education Core Course Options:

The State of Florida Statute 1007.25 regarding General Education was revised in 2012 and again in 2013 to “improve articulation and reduce excess hours” for students entering the State University System (SUS) and Florida College System (FCS). Information on the statute, implementation process and decisions made is posted on the official website at <http://www.fldoe.org/articulation/hb7135gеп.аsp>.

The Board of Governors and Department of Education have established a process for determining the final list of core courses. The process is being directed (under guidance from the BoG and DoE) by a Steering Committee consisting of representatives from five SUS and five FCS institutions. In addition, five Faculty Committees were formed that made recommendations of the specific courses to be included in the core.

The bill revisions apply to students initially entering the SUS or FCS in the **2015-2016** academic year and thereafter (note that the earlier revision of the bill would have had a 2014-2015 start date). The bill in its current form requires that 15 of the 36 general education credits for all SUS and FCS students be chosen from a determined set of 23 courses (the

General Education Core) in five categories. All SUS and FCS institutions must accept these courses for transfer credit, but no institution must offer all courses.

As of Summer 2022, state law requires an archive of General Education Core course syllabi to be maintained by all SUS institutions in Florida. These syllabi can be found at the following page, maintained by the Office of Undergraduate Affairs:

<https://undergrad.aa.ufl.edu/general-education/gen-ed-program/state-gen-ed-core/>

The current list UF courses meeting the Statewide Education Core Requirements:

Subject Area	State Num.	State Course Name	UF Num.	UF Course Name	GE Code
Communication	ENC X101	English Composition I	ENC 1101	Expository & Argumentative Writing	C, WR
Humanities	ARH X000	Art Appreciation	ARH 2000	Art Appreciation	H, D
Humanities	PHI X010	Intro. to Philosophy	PHI 2010	Intro. to Philosophy	H, WR
Humanities	MUL X010	Music Lit./Music Appreciation	MUL 2010	Intro. to Music Literature	H, N, WR
Humanities	LIT X000	Intro. to Literature	LIT 2000	Intro. To Literature	H
Humanities	THE X000	Theatre Appreciation	THE 2000	Theatre Appreciation	D, H
Mathematics	MGF X106	Liberal Arts Mathematics I	MGF 1106	Liberal Arts Mathematics 1	M
Mathematics	MGF X107	Liberal Arts Mathematics II	MGF 1107	Liberal Arts Mathematics 2	M
Mathematics	MAC X105	College Algebra	MAC 1105	Basic College Algebra	M
Mathematics	MAC X140	Precalculus Algebra	MAC 1140	Precalculus Algebra	M
Mathematics	MAC X147	Precalculus Algebra/Trig.	MAC 1147	Precalculus: Algebra & Trigonometry	M
Mathematics	MAC X311	Calculus 1	MAC 2311	Analytic Geometry & Calculus 1	M
Mathematics	STA X023	Statistical Methods	STA 2023	Intro. to Statistics 1	M
Natural Sciences	BSC X005	General Biology	BSC 2005	Biological Science	B
Natural Sciences	BSC X010	General Biology 1	BSC 2010	Integrated Principles of Biology 1	B

Natural Sciences	CHM X020	Chemistry for Liberal Studies	CHM1020	Chemistry for the Liberal Arts	P
Natural Sciences	CHM X045	General Chemistry 1	CHM 2045	General Chemistry 1	P
Natural Sciences	ESC X000	Intro. to Earth Science	ESC 1000	Intro. to Earth Science	P
Natural Sciences	AST X002	Astronomy	AST 1002	Discovering the Universe	P
Natural Sciences	PHY X020	Fundamentals of Physics	PHY 2020	Intro. to Principles of Physics	P
Natural Sciences	PHY X048	Gen. Physics with Calculus 1	PHY 2048	Physics with Calculus 1	P
Natural Sciences	PHY X053	General Physics 1	PHY 2053	Physics 1	P
Social Sciences	PSY X012	Intro. to Psychology	PSY 2012	General Psychology	S
Social Sciences	SYG X000	Principles of Sociology	SYG 2000	Principles of Sociology	S
Social Sciences	ANT X000	Intro. to Anthropology	ANT 2000	General Anthropology	S
Social Sciences	POS X041	American Government	POS 2041	American Federal Gov.	S
Social Sciences	AMH X020	Introductory Survey Since 1877	AMH 2020	United States Since 1877	S
Social Sciences	ECO X013	Principles of Macroeconomics	ECO 2013	Principles of Macroeconomics	S

The University of Florida General Education Program includes approximately 1000 undergraduate courses and sections in the program areas of composition, humanities, mathematics, biological science, physical science, and social and behavioral science, with many of these courses also having an international or diversity focus. Approximately 600 general education courses are offered in a typical fall or spring semester.

The General Education Program provides students with instruction that enables them to communicate, make informed decisions, and participate fully as informed citizens in local, national and global matters. General Education courses must be general in nature and not focus narrowly on those skills, techniques, and procedures specific to a particular occupation or profession. Any prerequisites for a General Education course must themselves be courses in the General Education Program. Courses approved for the General Education Program must be designed to meet specific university requirements, some of which differ from courses that are not part of the General Education Program.

The content of a course approved for a general education designation (i.e., B, C, D, H, N, M, P and S) must address the appropriate general education subject area objective, which describes the context within which the student learning outcomes (SLOs) are achieved, and the course should be designed to permit assessment of the SLOs. The course syllabus must meet GE syllabus requirements (in addition to the UF syllabus policy), and the assignments and assessments should conform to the general education grade integrity policy.

Existing general education courses are periodically evaluated for recertification, and new courses are rigorously reviewed for adherence to the policies established by the University of Florida, the General Education Committee and the University Curriculum Committee.

A list of current courses can be found at the ONE.UF schedule of courses:
<https://one.uf.edu/soc/>

Select the semester and desired program (e.g. Fall 2016 and Campus/Web/Special Program), then select the desired General Education designation or Writing Requirement under the “Course Properties” category, and click the search button for results.

Course Properties



General Education



- Biological Sciences (B)
- Composition (C)
- Diversity (D)
- Humanities (H)
- International (N)
- Mathematics (M)
- Physical Sciences (P)
- Social and Behavioral (S)

Writing Requirement



Employee Education Program



SEARCH

New Course Approvals

Developing a New Course and Preparing the Syllabus

General Education Courses: When developing a general education course and when preparing or revising a syllabus for a general education course, review the general education information, the program area objectives, the general education syllabus policy and UF syllabus policy, and the general education student learning outcomes and rubrics. This information may be found on the main General Education webpage: <https://undergrad.aa.ufl.edu/general-education/>

Writing Requirement Courses: When developing a writing requirement course, review the writing requirement information, the program area objectives (if applicable), the writing requirement syllabus policy and UF syllabus policy, the guidelines for UF writing requirement courses, and the sample writing assessment rubric.

Initiating the Approval Process for a New Course

The General Education Committee reviews all applications for General Education, and Writing Requirement courses.

To initiate the course approval process, complete the General Education and Writing Requirements Application on the UF Academic Approval Tracking website (<https://approval.ufl.edu/start-new-request/>) and follow the instructions for submission on that site.

Specific Notes about the Approval Process:

- Applications must be submitted to the GEC by the Wednesday after the first Friday of Each month in order to appear on the agenda for the next scheduled meeting.
- Course approvals are valid for all future semesters up to the semester when the course is scheduled for review, unless the course is a rotating topics course; rotating topics courses may only be considered for a one-time approval for a specific semester in the future.
- Approval for Writing Requirement (2000 words, 4000 words, 6000 words) can be applied for and assigned to the course.
- New courses may be reviewed by the General Education Committee prior to receiving a permanent course number when documentation of approval from the University Curriculum Committee is submitted with the application.
- The syllabus must be in English (including foreign language courses).

UF Policy on Course Syllabi

To facilitate clear communication about courses between students and faculty, the University of Florida has adopted this policy requiring departments and course instructors to make available for free for each course, a syllabus containing specific information about the structure of the course. Instructors also must submit copies of course syllabi to the departmental office to document compliance with this syllabus policy.

Please note this policy is not course-content oriented. What individual instructors deem important as technical information in their courses and syllabi is a matter of academic freedom and best determined by that instructor. This university policy relates only to information that must appear in common in all course syllabi, independent of course level or discipline.

The University Syllabus Policy may be found here:

https://syllabus.ufl.edu/media/syllabusufledu/syllabi_policy_8_5_2021.pdf.

Additional General Education Course syllabi policies can be found here:

<https://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-gen-ed-courses/gen-ed-syllabus-policy/>.

A. All UF course syllabi must contain:

1. Course title, instructor's contact information including office location, telephone number, and email address; TA contact information if applicable
2. Office hours for the instructor (and TA if applicable) during which students may meet with the instructor(s)
3. Course objectives and/or goals
4. A weekly course schedule of topics and assignments
5. Methods by which students will be evaluated and their grade determined
6. A statement related to class attendance, make-up exams and other work such as:
 - Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Please see the following website for more information on these policies: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies>
7. A statement related to accommodations for students with disabilities such as:
 - Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. Click here to get started with the Disability Resource Center (<https://disability.ufl.edu/students/get-started/>) . It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.
8. A list of all required and recommended textbooks

9. Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies (<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>).
10. A statement informing students of the online course evaluation process such as:
 - Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.
11. Materials and Supplies Fees, if any

*Online course syllabi recommendation.

- It is recommended that syllabi include a statement about preferred methods for public and private communication regarding the course and a method for resolving technical issues (e.g. visit the helpdesk website or call 352-392-4357).

A. The following content is suggested:

1. Critical dates for exams or other work.
2. Class demeanor expected by the professor (late to class, cell phones, etc.).
3. The university's honesty policy regarding cheating, plagiarism, etc. suggested wording:
 - UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code](#). If you have any questions or concerns, please consult with the instructor or TAs in this class.
5. In-Class Recording suggested wording:
 - Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class

lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Campus Resources:

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Academic Resources:

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

B. Additional Information:

Instructors are reminded that any use of students as subjects in research projects **MUST** receive clearance from the "human subjects" board **PRIOR** to beginning the project. This policy also includes any survey research or research done by undergraduate or graduate students for class assignments.

The syllabi for all courses and sections offered each semester must be posted on publicly accessible websites. A college may choose to meet this requirement by posting all its syllabi on a single site or on the web pages of individual departments. Syllabi must be posted at least three days prior to the first day of classes and must be retained on this site for at least three complete semesters (counting summer as a single semester).

General Education Course Syllabus Policy

The General Education Syllabus policy and sample syllabi may be found at the following webpage: <https://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-gen-ed-courses/gen-ed-syllabus-policy/> .

General Education Syllabus Requirements

Every syllabus for a general education course must fully conform to the UF syllabus policy and *also* include the following five items:

1. a link to verbatim statement of the General Education Objectives for the relevant subject area(s);
2. a course description that clearly addresses not only course-specific issues and goals, but also the General-Education area objectives;
3. a description, list or table of course-specific Learning Outcomes (SLOs) outlining the general knowledge (content) and skills (critical thinking & communication) students can expect to acquire through successful completion of the course, and the assignments through which the SLOs will be assessed;
4. the statement "A minimum grade of C is required for general education credit."
5. a weekly course schedule that includes sufficient detail for the General Education Committee to determine the appropriateness of the requested general education classification(s). This should include topics or themes, a brief summary of the content, assigned materials, other assignments, due dates, assessments.

Writing Requirement Course Guidelines

Under the University of Florida Writing Requirement, all students must complete courses that involve substantial writing for a total of 24,000 words.

The content of a course approved for the UF Writing Requirement should meet the WR course guidelines, including assignments that contain extended analysis and develop original, sophisticated ideas. The course syllabus must meet the writing requirement syllabus policy (in addition to the UF syllabus policy), including a writing assessment rubric, and assignments and assessments should conform to the general education grade integrity policy. If the WR course *also* has a general education designation (i.e., B, C, D, H, N, M, P and S) it must also conform to the structure of a GE course.

Writing Requirement course guidelines may be found at the following webpage: <https://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-wr-courses/wr-course-guidelines/>.

Writing Requirement Objectives

Written assignments that count toward the University of Florida Writing Requirement should contain extended analysis and develop original, sophisticated ideas, not merely present hastily written or cursory thoughts. UF Writing Requirement assignments should include such elements as well-crafted paragraphs, a thesis or hypothesis, a persuasive organizational structure (e.g., introduction, body, conclusion; introduction, methods, results, discussion), well-supported claims, and appropriate and effective stylistic elements.

Procedures for Returning Graded Assignments

- Assignments must be returned to students with a grade and comments that address the student's writing skills. Consequently, final writing assignments should be handed in before the last week of class to enable students to access feedback readily and meet with the instructor.
- The final paper may be submitted in the last week of class only if a student's earlier draft has been returned with instructor feedback. However, the instructor should then facilitate meetings with the students so that they may benefit from discussion of the grade and evaluation.
- If papers are not returned by the last day of class, then comments must be returned electronically. In the case of electronic courses, the evaluation may be given after classes end but before the final grade is submitted.

Criteria for Graded Assignments

- **Bibliographies:** Extended annotated bibliographies may contribute to the word count if they evidence critical thinking and in-depth analysis. However, they may not be counted if they are simply bibliographies written for a paper or as an exercise to teach a specific disciplinary style, e.g., APA, MLA.
- **Brochures:** Brochures may not be counted if the assignment is mainly a design and layout exercise, using written information verbatim from another assignment or part of a paper. However, if the brochure is an independent assignment requiring separate research and writing, it may count for the Writing Requirement.
- **Drafts:** Drafts of papers and essays cannot be counted for the Writing Requirement. In addition, initial ideas expressed in pre-writing exercises, such as topic statements, free-writing, clustering, mind-mapping, outlining, may not count.

- **Extended writing projects:** Separate but related documents in an extended writing product (such as proposals, brochures, poster boards, progress reports) may contribute to the word count if they are not merely integrated verbatim into the final writing product.
- **In-class writing assignments, quizzes, class notes, in-class essay examinations:** may not be counted.
- **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.
- **Peer reviews:** While peer reviewing is a recognized and valuable editing skill, and instructors may evaluate such activities as part of the final class grade, peer reviews may not count towards the Writing Requirement word count.
- **Poster sessions:** Posters may not be counted if the information on the poster is merely copied from another document. However, if the poster presents new information specifically created for the poster, focused on a particular audience, purpose and context, and contains well-crafted sections of writing, then the poster may count for the Writing Requirement.
- **Team writing assignments:** Team-written documents may *not* be counted for credit unless clear individual sections are identified for grading, such that individual students' writing may be evaluated and graded.

Writing Requirement Syllabus Policy

Every syllabus for a course meeting the writing requirement must fully conform to the UF syllabus policy and *also* include the following exact statements:

- "The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning."
- "Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course."

The syllabus must also include the following:

- a statement or statements indicating that the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization;
- assignment word counts and submission deadlines;
- a writing assessment rubric or detailed explanation of the evaluation criteria for written documents;
- information on, or a link to, the university's Writing Studio;
- a recommendation of a writing or style manual.

Additionally, the syllabus must clearly show that the course meets the writing requirement to:

- evaluate [2,000/4,000/6,000] written words in assignments during the semester,
- provide all feedback on assignments prior to the last class meeting.

Inclusion of the following syllabus item is strongly encouraged:

- recommended website(s) for writing support.

As noted in the Writing Requirement Course Guidelines, the following types of writing assignments **CANNOT** be used to meet the writing requirement: teamwork; exam essay questions; take-home exams; and informal, ungraded writing assignments.

Sample Writing Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.

	from word choice or tone appropriate to the context, genre, and discipline.	
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

1. The student must earn a grade of C or better in the course.
AND
2. The student must earn an S (satisfactory) evaluation on the writing requirements of the course.

Grade Integrity Policy

It is the responsibility of course instructors to ensure the integrity of the grades assigned in their courses. Consequently, instructors must take reasonable steps to ensure that the grades are an accurate reflection of the student's mastery of the subject and performance in the course. In recognition of the fact that grades take many different types of work product into account, such as team projects, class participation, online discussion boards, homework, papers, quizzes, and exams, some of which are done without any face-to-face supervision, proctoring, or cheating/plagiarism-detection analysis, it is important to develop a policy that is flexible but at the same time provides a clear expectation of how to meet a minimum standard for the integrity of UF course grades. This policy covers all courses regardless of the format.

The term "assignment" here is used to cover all work which is graded and contributes to the final grade. In general, instructors are required to take reasonable steps to ensure the following:

- The identity of the student claiming credit for the assignment
- The work that is graded is the student's own work
- No student has an unfair advantage over other students by using outside assistance or tools not permitted under the rules of the assignment

In recognition of the difficulty in ensuring all these conditions are met, especially for term papers, and online quizzes and exams, this policy requires that:

- At least 50% of the course grade must be determined from assignments that are either completed in a proctored environment or are subject to cheating/anti-plagiarism analysis by an accepted tool such as TurnItIn.

The Grade Integrity Policy was approved by the General Education Committee in February 2015.

General Education Policy on Academic Standards of Excellence

To master the content, communication, and critical thinking defined by the UF student learning outcomes, students need rigorous courses designed to meet the high standards associated with a university education.

Therefore, courses in the General Education curriculum must be designed to meet the following standards of excellence:

- **Standard 1: Course Materials.** Course materials (readings, videos, notes, etc.) are appropriate to the subject area in level and quantity.
- **Standard 2: Student Engagement.** Course policies, activities, and projects encourage student engagement with challenging materials and ideas.
- **Standard 3: Assessment.** Tests, essays, and other assessment tools are rigorous and reliable measures of the extent to which student learning outcomes are mastered.

General Education courses also follow UF policy regarding instructor contact time and homework. The policy requires one 50-minute contact period (or the equivalent in an electronic or asynchronous format) per credit hour in a 14-week semester. In addition to in-class work, the policy assumes that “each 50-minute contact period requires a minimum additional two hours of student work outside of the class involving reading, exercises, etc.” (Source: http://www.aa.ufl.edu/Data/Sites/18/media/policies/credit_hour_definition.pdf)

These standards are applicable to all of the General Education subject areas, though the manner in which a course meets the standards will depend on the academic traditions and methods of the particular field of study.

Approval System Process

Process

All requests for General Education (B, C, D, H, M, N, P, S) or Writing Requirement (E2, E4, E6/2000 words, 4000 words, 6000 words) designations must be approved by departments, colleges, and the General Education committee prior to implementation. The UF Approval website is used to transmit the request through each stage of the approval process. All requests

must be uploaded and submitted and all decisions will be communicated through approval.ufl.edu.

Anyone with a valid Gatorlink username and password can access approval.ufl.edu, however only those with “approver” access will be able to submit decisions. If you need to request or change approver access, you can email approval@ufl.edu. Instructions for uploading documents are found on the Approval website.

Levels of Approval

- REQUEST is uploaded on approval website
- DEPARTMENT reviews; if approved it is notated on Approval website and request moves forward
- COLLEGE reviews; if approved it is notated on Approval website and request moves forward
- GENERAL EDUCATION COMMITTEE reviews; if approved it is notated in Approval website and request moves forward
- OFFICE OF THE REGISTRAR implements decisions of GEC and notates on Approval website

Required Documents for All Requests

Completed *General Education and Writing Requirement* application form
Complete syllabus

Effective Date

An approved designation is for all future terms except for rotating topics courses which only can obtain a 1-time approval. The term and year requested for when the designation will first take effect. Designations cannot be implemented or changed retroactively; the actual effective term cannot be prior to current term, which must be obtained prior to the first day of classes for the effective term.

1-time Approval Rotating topics courses may only be approved for the specific term in which it will be taught.

Course Recertification Procedures

Role of General Education Committee Chair

The chair of the General Education Committee (GEC) shall

1. In the Fall of each academic year, determine the courses that are to be evaluated for recertification each year. These courses should
 - a. have had their last recertification at least THREE years prior;
 - b. include a range of enrollment sizes;
 - c. typically include courses with the International (N) and Diversity (D) designations.

2. Identify recertification reviewers, who shall be drawn from the regular members of the GEC.
3. Assign one recertification reviewer to each course that will be evaluated.
4. Send a letter explaining the recertification process to the chairs' of the departments that offer the courses that will be evaluated.

Recertification Review Process

The recertification reviewer shall

1. Inform the course instructor of the evaluation process.
2. Request the current syllabus and supplementary course information.
3. Review the current syllabus and supplementary information to determine if the course meets the current standards for the assigned general education designation(s).
4. Set up an initial meeting with the instructor(s) to discuss the syllabus, course objectives and structure, and to describe the activities that will take place during the course review process.

If the recertification reviewer chooses to include a class visit the reviewer shall

1. With the instructor and, if appropriate, course coordinator, agree upon times to visit class (lecture and discussion sections, if applicable) and/or to review online course materials. Visits should not take place at the same time as class exams.
2. Attend class for at least one entire period and gather information that will help determine if the classes (lecture and, if applicable, discussion) are consistent with the syllabus and includes components appropriate to the general education designation(s).
3. Interview students to confirm their knowledge of the general education focus and requirements in the course.
4. For online classes, these "visits" should be done online.
5. Set up a second instructor meeting to discuss findings and any issues.

Report

1. The recertification reviewer shall prepare a brief report to the GEC. This report should include a summary of the findings and, if possible, a recommendation to the GEC regarding the General Education designation.
2. In all cases, the GEC shall make the final decision on the proposed action. This may include a decision to obtain further information on the course.

Instructor/Department Meeting

If the GEC decides to revoke the general education designation of a course, the GEC Chair and/or Co-Chair shall meet with the instructor and the Chair of the academic unit responsible for the course to discuss the report and the final decision.

Registrar

The GEC Chair shall inform the Registrar's office of any action to be taken regarding each course.

General Education Learning Outcomes

Learning Outcomes and Performance Indicators

The General Education Student Learning Outcomes (SLOs) describe the knowledge, skills and attitudes that students are expected to acquire while completing general education courses at the University of Florida. The SLOs fall into three areas: content, communication and critical thinking. Every general education course must address all three SLOs.

The General Education Student Performance Indicators are actions the student should be able to perform as a result of completion of the general education program. By focusing on specific expectations of the program, the performance indicators facilitate general education course and program assessment procedures.

Student Learning Outcomes

Area	Institutional Definition	Institutional SLO
CONTENT	Content is knowledge of the terminology, concepts, and methodologies used within the subject area.	Students demonstrate competence in the terminology, concepts, methodologies and theories used within the subject area.
CRITICAL THINKING	Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or formulating an opinion or conclusion.	Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems.
COMMUNICATION	Communication is the development and expression of ideas in written and oral forms.	Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to the subject area.

Performance Indicators

The general education performance indicators are actions the student should be able to perform as a result of completing general education courses at the University of Florida. By focusing on specific expectations of the general education program, the performance indicators facilitate assessment procedures of general education courses and the general education program.

Category	MASTERY	NON-MASTERY
CONTENT	The student interprets and applies the terminology, concepts, methodologies and theories used within the subject area.	The student does not interpret or apply the terminology, concepts, methodologies or theories used within the subject area.
COMMUNICATION	The student expresses ideas in a convincing, organized, clear, coherent manner that is nearly error free and uses a style and language appropriate to the subject area.	The student does not express ideas in a convincing, organized, clear, coherent manner that is nearly error free, or uses a style or language that is not appropriate to the subject area.
CRITICAL THINKING	The student considers the issues from multiple perspectives, logically analyzes evidence from credible, relevant sources, and develops reasoned conclusions.	The student does not consider the issues from multiple perspectives, does not logically analyze evidence from credible, relevant sources, or does not develop reasoned conclusions.

GEC Syllabus Checklist

See examples at: [UF Syllabus Policy](#)

UF Syllabus: Required Items

1. Course title, instructor's contact information including office location, telephone number, and email address; TA contact information if applicable
2. Office hours for the instructor (and TA if applicable) during which students may meet with the instructor(s)
3. Course objectives and/or goals
4. A weekly course schedule of topics and assignments
5. Methods by which students will be evaluated and their grade determined
6. A statement related to class attendance, make-up exams and other work such as: "Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> ."
7. A statement related to accommodations for students with disabilities such as: "Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/> . It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.
8. A list of all required and recommended textbooks
9. Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the web page: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/> .
10. A statement informing students of the online course evaluation process such as: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/> Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/> Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/> .
11. Materials and Supplies Fees, if any.

General Education Syllabus: Required Items

1. a link to verbatim statement of the General Education Objectives for the relevant subject area(s);
2. a course description that clearly addresses not only course-specific issues and goals, but also the General-Education area objectives;
3. a description, list or table of course-specific Learning Outcomes (SLOs) outlining the general knowledge (content) and skills (critical thinking & communication) students can expect to acquire through successful completion of the course, and the assignments through which the SLOs will be assessed;
4. the statement "A minimum grade of C is required for general education credit."
5. a weekly course schedule that includes sufficient detail for the General Education Committee to determine the appropriateness of the requested general education classification(s). This should include topics or themes, a brief summary of the content, assigned materials, other assignments, due dates, assessments.

Writing Requirement Syllabus: Required Items

- Every syllabus for a course meeting the writing requirement must fully conform to the [UF syllabus policy](#) and *also* include the following exact statements:
 - "The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning."
 - "Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course."
- The syllabus must also include the following:
 - a statement or statements indicating that the instructor will evaluate and provide feedback on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization;
 - assignment word counts and submission deadlines;
 - a writing assessment rubric ([sample rubric](#)) or detailed explanation of the evaluation criteria for written documents;
 - information on, or a link to, the university's Writing Studio (www.writing.ufl.edu);
 - a required or recommended writing or style manual.
- Additionally, the syllabus must clearly show that the course meets the writing requirement to:
 - evaluate [2,000/4,000/6,000] written words in assignments during the semester (This must be done through GEC approved assignments. Full list and explanation here: [Criteria for Graded Assignments](#))
 - provide all feedback on assignments by the end of the course.
- Inclusion of the following syllabus item is strongly encouraged:
 - recommended website(s) for writing support.

UF Quest Approval Checklist

1. General Information

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?
- Is the multidisciplinary content of the course explicitly mentioned?
- Does the Course Description explain sufficiently how the course engages the relevant [Quest 1](#), [Quest 2](#) and [General Education](#) Objectives?

Required & Recommended Course Materials

- Are all required and recommended course materials properly listed?
- If the course will count towards the [Writing Requirement](#), is a recommended writing manual listed?

2. Graded Work

Description of Graded Work

- Are the assignments clearly described? Are they appropriate for a lower-division course? Too rigorous? Not rigorous enough?
- 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)?
- Does the graded work include experiential learning activity and self-reflection?
- If the course will satisfy the [Writing Requirement](#), does the Graded Work section indicate which assignments count toward the [Writing Requirement](#) and how many words students are required to write for those assignments?

Grading Scale

- Is a grading scale and a hyperlink to UF grading policies provided?

Methods of Assessment and/or Grading Rubrics

- Is attendance graded? If so, is the method of grading attendance explained?
- Is participation graded? If so, is a participation rubric provided?
- Will the course include group projects? If so, has a method of assessment or a rubric for group projects been provided?
- If the course will count toward the [Writing Requirement](#), does the Graded Work section include a writing assessment rubric and the required writing statements?

3. 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?
- Do the Weekly Summaries indicate that the course focuses sufficiently on the multidisciplinary content mentioned in the Course Description?
- 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?
- Are page numbers provided for each reading listed in the Weekly Schedule?
- Is the length of each video or film that students are required to watch outside of class provided in the 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?

4. Student Learning Outcomes (SLOs)

- Are course learning outcomes clearly stated? Are they assessable?
- Do course learning outcomes align with the relevant [Quest 1](#), [Quest 2](#), and [General Education](#) learning outcomes?
- Does the syllabus explain sufficiently how the course will assess student achievement of the relevant [Quest 1](#), [Quest 2](#), and [General Education](#) learning outcomes?

5. 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?
- If the syllabus does not include a “Quest Learning Experiences” section, does it explain sufficiently elsewhere the experiential learning and self-reflection components of the course (see, for example, Sections II-IV)?

6. Required Policies

- Does the syllabus contain all statements and hyperlinks required by the UF Syllabus Policy, including information on and a hyperlink to the Writing Studio if the course will satisfy the [Writing Requirement](#)?

7. Rigor

- If the course is insufficiently or too rigorous, where must rigor be addressed (e.g., graded work, amount of reading, weekly schedule)?

8. Faculty-Student Engagement

- If the course does not demonstrate a high-level of faculty-student engagement, where in the syllabus must engagement be addressed?

Cover Sheet: Request 10767

FOS2001 Man's Food

Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Notified
Submitter	Susan Percival percival@ufl.edu
Created	2/10/2016 1:59:38 PM
Updated	5/2/2016 9:06:48 AM
Description of request	General Education B

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CALS - Food Science and Human Nutrition 60150000	Susan Percival		2/10/2016
No document changes					
College	Approved	CALS - College of Agricultural and Life Sciences	Joel H Brendemuhl	Approved by Joel Brendemuhl.	2/24/2016
FOS2001 Syllabus 2-24-16.docx					
General Education Committee	Recycled	PV - General Education Committee (GEC)	Casey Griffith	Recycled so that Submitter/Instructor could be made aware of committee comments and be present at next meeting to discuss, in person, with the committee.	2/24/2016 3/21/2016
FOS2001 memo 02 29 2016.docx					
FOS2001 schedule 02 29 2016.docx					
FOS2001 GenEd req table 02 29 2016.docx					
College	Approved	CALS - College of Agricultural and Life Sciences	Joel H Brendemuhl	Instructor has been in contact with Casey Griffith regarding the GE concerns and will attend the April 1st, 2016 meeting.	2/29/2016 2/29/2016 2/29/2016 3/28/2016
No document changes					
General Education Committee	Approved	PV - General Education Committee (GEC)	Casey Griffith		4/1/2016
FOS2001 Course Assignments.pdf					
Office of the Registrar	Approved	REG - Office of the Registrar (OUR)	Chadia Clarke	Gen Ed B added to curriculum effective Summer 2016 -C.C.	3/28/2016 4/23/2016
No document changes					
Catalog	Approved	PV - Catalog	Lee Morrison		5/2/2016
No document changes					
College Notified	Notified	CALS - College of Agricultural and Life Sciences			5/2/2016
No document changes					

Course|Gen_Ed|New-Close-Modify for request 10767

Info

Request: FOS2001 Man's Food
Description of request: General Education B
Submitter: Susan Percival percival@ufl.edu
Created: 2/10/2016 1:59:38 PM
Form version: 1

Responses

Course Prefix and Number FOS2001
Course Title Man's Food
Request Type Change GE/WR designation (selecting this option will open additional form fields below)
Effective Term Earliest Available
Effective Year Earliest Available
Credit Hours 3
Prerequisites none
Current GE Classification(s) None
Current Writing Requirement Classification None
One-semester Approval? No
Requested GE Classification B
Requested Writing Requirement Classification None

Assignment 1: Essay topic and references

Assignment 1 is the first element in a series of assignments which also include assignment 2A and 2B. In general the series of assignments will require from you to choose a specific topic, provide resources, critically evaluate the evidence and reflect on your findings. In the last assignment of the series, assignment 2B, you will also evaluate and reflect on evidence of your peers.

The goal of this assignment (assignment 1) is for you **to choose a topic**, find and categorize the evidence on that topic. You are not writing an essay until assignment 2.

The first step of the assignment is to choose a controversial topic that is from the area of nutrition, food sciences or food safety. Next step is to search scientific and popular literature, diverse media resources, blogs, etc. for any information which support one and the other side of the controversy.

For example if you choose nutritional value of organic foods. One side of the argument, from the nutritional perspective, is that organic foods are more nutrient rich than foods grown/prepared in non-organic way. The other side is that they are not. In this example you will need to find resources that support the first statement and then different resources that support the opposite, that the organic foods are not nutritionally superior. You need to have minimum of 3 resources but to be eligible for the maximum credit, 15 points, you need to have 5 resources for each side of the argument. It is acceptable to choose all resources from the same category, for example to have 10 different blogs written by scientists in nutrition (category 4 in the table below).

The last step of the assignment is to classify all your (cited) resources into categories given in the table.

The resources you chose in assignment 1 will be used to write an essay in assignment 2A.

Assignment 1 will be graded in accordance to the rubric published with the instructions.

After the due date the assignment will receive a grade/points and feedback from your TA (no later than January 21st but we need time to grade).

Before you start working on the assignment 2 you need to read the feedback about assignment 1 and make sure that your topic was appropriate. If the topic was not appropriate and you are not modifying it according to TA recommendations you will lose points in assignment 2A.

What to submit

A single page report which includes:

- Your first and last name as they appears on the roster
- Topic and explanation of both side of the argument (1-2 sentences for each side)
- Classification table where 3rd column will present pro-resources and 4th column will include the con-resources in appropriate categories.

An example of the report is given (Assignment 1 report template).

Format of the report:

- name your file with your last name and number of the assignment, for example *kowalewska_assign1.docx*
- One page, single spaced (Your URL and/or reference titles are not counted in the page limit.
- Font: Times New Roman or similar; 10 to 12 points font
- 1-inch margins all around

- MS Word (doc, docx) or pdf files only (any other format will not be accepted by Canvas)

Format of the references in the table:

- At the minimum you need to give the name of the author or of the organization which published/made the resource available, the name of the publication/resource and working URL address. Articles published in scientific journals do not need to have URL addresses but they need to have DOI number.
- You may also use APA format of references (to check how to use APA you may go to: http://psychology.about.com/od/apastyle/p/ref_authors.htm)

A template of the report and grading rubrics are posted on Canvas in folder **Modules>Assignments>Assignment 1>Assignment 1 report template** and **Assignment 1 rubric**

If you need instructions on How to submit assignment in Canvas the pdf file with instructions is posted with Assignment 1 in Modules.

Table with resource categories

	Category	Pro resources	Con resources
1	Scientific peer reviewed journal articles		
2	Popular journal articles written by scientist who are experts in that particular area eg; Scientific American, Times, etc.		
3	Popular journal articles written by journalists, media personalities and other people who are not scientist in that area		
4	Blogs written by scientist who are experts in that particular area		
5	Blogs written by people who are not scientist in that area		
6	YouTube videos by scientist who are experts in that particular area		
7	YouTube videos by people who are not scientist in that area		
8	Other popular media by scientist who are experts in that particular area		
9	Other popular media by people who are not scientist in that area		

The **orange text** is given only as an example. If you want to use the template the orange text and this heading have to be deleted before the final submission.

FOS2001

Assignment 1: Essay topic and references

Name:

Topic: **statement framing quality/value of organic foods in perspective of nutrition or food sciences or food safety**

Pro-argument: **statement about expected nutritional quality/value of organic food**

Con-argument: **statement opposing the above sentence**

	Category	Pro-resources	Con-resources
1	Scientific peer reviewed journal articles	Smith JF. <i>Organic foods</i> . Journal of Health. 2015;23(5) pp.25-30 DOI: 10.3390/nu7105417	
2	Popular journal articles written by scientist who are experts in that particular area eg; Scientific American, Times, etc.		
3	Popular journal articles written by journalists, media personalities and other people who are not scientist in that area	Organic Planet. <i>I like to eat organic</i> . Roanoke Times. 2013; January 12 available at www.example.com	
4	Blogs written by scientist who are experts in that particular area		
5	Blogs written by people who are not scientist in that area		Janvier Forgeron. <i>I do not need organic</i> . Eating well blog series. Available at www.example.com
6	Youtube videos by scientist who are experts in that particular area		Jon Kuzniec of. <i>Choosing at the market</i> . Available at www.example.com
7	Youtube videos by people who are not scientist in that area		
8	Other popular media by scientist who are experts in that particular area	Hoffman SP. <i>What's in the food?</i> TED talks series. Presented on April 1, 2006 available at www.example.com	
9	Other popular media by people who are not scientist in that area		Paloma Picasso. <i>Food expression</i> . Segment on the ABC Morning Show presented on May 3, 2011 available at www.example.com

Assignment 1 Rubric

Topic	Topic is stated and presented from the perspective of nutrition, food sciences or food safety 2pts	Topic is stated but was not related to nutrition, food sciences or food safety 1pt	Topic is missing 0pts	Intentionally left blank	Intentionally left blank
Pro-argument	Pro-argument is presented and explained in a succinct fashion. 1pt	Pro-argument is presented but the explanations does not follow the framework of nutrition, food sciences or food safety 0.5pt	Pro-argument is not presented. 0pts	Intentionally left blank	Intentionally left blank
Con-argument	Con-argument is presented and explained in a succinct fashion 1pt	Con-argument is presented but the explanations does not follow the framework of nutrition, food sciences or food safety 0.5pt	Con-argument is not presented. 0pts	Intentionally left blank	Intentionally left blank
Pro-argument resources	Five pro-resources are listed in appropriate categorists; all information are given to identify the resource and working URL address is given/ DOI number (we can access any restricted resources but available at the UF library). 5pts 0.5pt will be deducted	Four pro-resources are listed in appropriate categorists; all information are given to identify the resource and working URL address is given/ DOI number. 4pts 0.5pt will be deducted for inadequate identifying information or not working URL address/no DOI number	Three pro-resources are listed in appropriate categorists; all information are given to identify the resource and working URL address is given/DOI number. 3pts 0.5pt will be deducted for inadequate identifying information	Two or one pro-resources are listed in appropriate categorists; all information are given to identify the resource and working URL address is given/ DOI number. 1pt If the resources are not identifiable or the URL address is not working / no DOI	Any number of pro-resources but identification is not possible and the URL addresses are not working/no DOI number 0pts

	for inadequate identifying information or not working URL address/no DOI number		or not working URL address/no DOI number	number 0pts	
Con-argument resources	Five con-resources are listed in appropriate categorists; all information are given to identify the resource and working URL address is given/ DOI number. 5pts 0.5pt will be deducted for inadequate identifying information or not working URL address/no DOI number	Four con-resources are listed in appropriate categorists; all information are given to identify the resource and working URL address is given/ DOI number. 4pts 0.5pt will be deducted for inadequate identifying information or not working URL address/no DOI number	Three con-resources are listed in appropriate categorists; all information are given to identify the resource and working URL address is given/ DOI number. 3pts 0.5pt will be deducted for inadequate identifying information or not working URL address/no DOI number	Two or one con-resources are listed in appropriate categorists; all information are given to identify the resource and working URL address is given/ DOI number. 1pts If the resources are not identifiable or the URL address is not working /no DOI number 0pts	Any number of con-resources but identification is not possible and the URL addresses are not working/ no DOI number 0pts
Formatting	Report is formatted according to specification. 1pt	Some formatting is done according to specifications. 0.5pt	Report is messy and not formatted according to specifications 0pts	Intentionally left blank	Intentionally left blank

Assignment 2

This assignment has two parts, A and B. In assignment 2A you will write an essay, while in assignment 2B you will evaluate two essays of your fellow students. Only those students who submit assignment 2A on time will be eligible to participate in assignment 2B. If you do not submit assignment 2A on time the total grade for both parts of assignment 2 will be zero.

Instructions for assignment 2B are at the end of assignment 2A

Assignment 2A

An essay based on the topic and references from assignment 1 (37pts)

In this assignment you will summarize major topics from each of the reviewed references/sources, formulate conclusion according to your pro and con statements, critically evaluate the strength of your references/sources, and reflect on your own opinions.

These are the specific elements that need to be included in your final report for this assignment and in your essay:

- Use your introduction to restate your topic and list all references/sources with respective categories. If the TA asked you to modify your topic you need to include the old topic and the new one. To make the section reasonably short, it is appropriate to list only the author/main person and the title of the reference/source. There is no need to include the DOI number, URL or year. However, remember to include the numbers of the categories (as in the posted table of [assignment 1](#)). If you had less than 5 resources for each side of the argument in assignment 1 you can add more resources in your assignment 2A but no more than 5 in total per argument side.
- The essay needs to include:
 - Pro and con statements and explanations starting a summary section for each side of the argument. Summary of main ideas and information from each of the references/sources. For example, if you had 5 resources for each side of the argument you need to have ten different short descriptions. Next, include conclusions that support the pro and con side of your argument. Keep the sides of the argument separated and refrain from comparisons at this point.
 - A paragraph where you describe your opinion on the topic when you first decided to write about it.
 - A paragraph where you describe your opinion after concluding all the research and analyses of your findings.
 - The last part of the essay is a good place to compare and contrast your findings. In this part include answers to the following questions: How did your opinion change after the research? Why did it change or why did not change? If you changed your opinion, what was the turning point? What was the evidencing lacking if it did not change your opinion? Do you think that it is possible/needed to change your mind?

What to submit on Canvas

- A single document report which includes:
 - Your first and last name as they appear on the roster
 - Topics and references as described above
 - Essay with all elements as described above
- Format of the report:
 - name your file with your last name and number of the assignment, for example *docx*
 - Single spaced and no longer than 2 pages
 - Font: Times New Roman or similar; 10 to 12 points font
 - 1-inch margins all around
 - MS Word (doc, docx) or pdf files only (any other format will not be accepted by Canvas)

Grading rubric and an example of the report are posted on Canvas in folder **Modules>Assignments>Assignment 2>[Assignment 2A example](#) and [Assignment 2A Rubric](#)**

Document [How to submit assignment in Canvas](#) is posted in **Assignment 1** folder in **Modules**.

Import information about grading and Turnitin program:

When you submit Assignment 2A it will be evaluated by the anti-plagiarism program. The program evaluates your work against all that is available on the Internet and gives you and the grader a specific report. Below you have the breakdown of what the colors and numbers mean when you receive Turnitin score and how we are going to use it.

- blue - no matching text – all points granted
- green – if you have green/yellow score but all repetitions are attributed to your own assignment 1 you will not lose any points

Starting with green/yellow colors the grading becomes more complicated. Remember that the final score is a combination of how your writing was matched with other essays; was it matched with just one work or with multiple works. Are there full sentences or is it a couple of words that you arranged in the same way as other people, etc. There are scores given to each of the matches. Your overall score maybe 15% but in the detailed break up of comparison we can see that 90% of that is from only one other text.

- In general green means that 1% to 24% of your text was matched with some other texts. We are going to break up the score into smaller categories.

If your score is 10% – 15% and all the matches are attributed to other people or your assignments for other courses you will lose **5pts**. If your score is 15%-20% and all the matches are attributed to other people or your assignments for other courses you will lose **15pts**;

- **Any score below 20% when the entire match is attributed to other people or your assignments for other courses will result in zero points.** If your text is still in a green/yellow range but it has a match of 40% with any other single work (other than your own assignment 1) you will receive zero points and your work may be reported to the Student Conduct Committee of the Student Conduct and Honor Code.
- yellow - 25-49% matching text
- orange - 50-74% matching text
- red - 75-100% matching text

Instructions for assignment 2B

Assignment 2B

Review of two essays from assignment 2A

After the due date of assignment 2A, and a successful on-time submission, you will be assigned two essays to review. You need to review both of them to qualify for full credit.

Your review comments need to include the following elements:

- Describe in short your position on the topic which you are reviewing. Does your opinion coincide with either the “starting opinion” or the “final opinion” of the essay’s author?
- Was the discussion supported or not supported by the resources (think about quality and depth of resources) and why?
- Did you change your opinion in any way and why? If you change your opinion pinpoint the reason for the change. If you did not change your opinion stated the reason.

Your comment should be no longer than a half-page of a single spaced Word document (approximately 300 words). In this case, it is quality not quantity. Note below how to post your comment.

You will be graded on the completeness and quality of your reviews, not on your opinion. For each peer review you may earn up to 4pts. The TA will use the following rubric to grade your review.

The rubric is also posted in **Modules>Assignments>Assignment 2> [Assignment 2B Rubric](#)**.

FOS2001

Spring 2016

Assignment 2A: Essay based on the topic and references from assignment 1

Name: Adam Kowalski

Original Topic: Nutritional values of organic foods

Current topic: no change needed

References

Pro-argument

Category 1: Smith JF. *Organic foods*

Category 3: Organic Planet. *I like to eat organic*

Category 8: Hoffman SP. *What's in the food?*

Etc.

Con-argument

Category 5: Forgeron J. *I do not need organic.*

Category 6: Kuzniecof J. *Choosing at the market*

Category 9: Picasso P. *Food expression*

Etc.

Essay

Pro and con statements and explanations starting a summary section for each side of the argument. Summary of main ideas and information from each of the references/sources. For example, if you had 5 resources for each side of the argument you need to have ten different short descriptions. Next, include conclusions that support the pro and con side of your argument. Keep the sides of the argument separated and refrain from comparisons at this point.

A paragraph where you describe your opinion on the topic prior to starting the research for the assignment.

A paragraph where you describe your opinion after concluding all the research and analyses of your findings.

The last part of the essay is a good place to compare and contrast your findings. In this part include answers to the following questions: How did your opinion change after the research? Why did it change or why did not change? If you changed your opinion, what was the turning point? What was the evidencing lacking if it did not change your opinion? Do you think that it is possible/needed to change your mind?

Assignment 2A Rubric

Topic from assignment 1	Topic from assignment 1 is given and modified if required. It is identified that the topic was approved if no changes were made 1pt	Topic is given but there is no information about approval by TA or editions. 0.5pt	Topic is missing 0pts	Intentionally left blank	Intentionally left blank
Pro-resources from assignment 1	All 5 resources are listed. The categories listed by the student are the same as given in the templet for assignment 1. That is category 1 is <i>Scientific peer reviewed journal articles</i> ; category 2 is <i>Popular journal articles written by scientist who are experts in that particular area eg; Scientific American, Times, etc.</i> And so forth. If there are less than 5 resources -0.5pt 2pts	All 5 resources are listed but the categories are created by a student and do not follow the categories in template of the assignment 1. 0.5pts	Resources are not listed. 0pts	Intentionally left blank	Intentionally left blank
Con-resources from assignment 1	All 5 resources are listed. The categories listed by the student are the same as given in the templet for assignment 1. That is category 1 is <i>Scientific peer reviewed journal articles</i> ; category 2 is <i>Popular journal articles written by scientist who are experts in that particular area eg; Scientific American, Times, etc.</i> And so forth. If there are less than 5 resources - 0.5pt 2pts	All 5 resources are listed but the categories are created by a student and do not follow the categories in template of the assignment 1. 0.5pts	Resources are not listed. 0pts	Intentionally left blank	Intentionally left blank
Pro-part of the essay	The pro-side of the argument is described (1pt) and each one of the resources is summarized in a clear and thoughtful manner (1.5pts each). The writing is student's own words not a long citation from the original resource.	The pro-side of the argument is defined but some information is missing. For example, the side of the argument is not described, one or two resources are not summarized or they are	The pro-side of argument is mixed with con-side. Much of the information is missing; many conclusions are citations not student's own words.	The pro-part of the essay is practically missing. One-two sentences summarize argument and all the resources.	The pro-side is missing

		summarized by long citations instead student's own words. 5pts			
	8.5pts		3pts	1pt	0pts
Con-part of the essay	The con-side of the argument is described (1pt) and each one of the resources is summarized in a clear and thoughtful manner (1.5pts each). The writing is student's own words not a long citation from the original resource. 8.5pts	The con-side of the argument is defined but some information is missing. For example, the side of the argument is not described, one or two resources are not summarized or they are summarized by long citations instead students own words. 5pts	The con-side of argument is mixed with pro-side. Much of the information is missing; many conclusions are citations not student's own words. 3pts	The con-part of the essay is practically missing. One-two sentences summarize argument and all the resources. 1pt	The con-side is missing 0pts
Opinion before and after	Student's opinions before the research and the analysis and after are clearly stated. 4pts	Student's opinions before the research and the analysis and after are not clearly stated. It is not obvious if she/he changed mind after concluding all the research. 2pts	The statement/paragraph about opinions is missing. 0pts	Intentionally left blank	Intentionally left blank
Critical analysis of resources and conclusions	There is a thoughtful and clear explanation supported by facts/resources why or why not the decision has changed. This paragraph is about conclusions and comparisons not a place to summarize again each resource. The writing demonstrates quality of expression not quantity. 9pts	The paragraph is not well organized; there are long summaries of resources. The questions posted in the instructions as last part of the essay are not answered completely. 5pts	The paragraph is more like a series of one sentence answer to each of the questions posted in the last part of the instructions about the content of the essay. There are no leading idea and continuity with the other parts of the essay. 2pt	The statement/paragraph about critical analysis and conclusions is missing. 0pts	Intentionally left blank
Presentation and formatting	The report is formatted and presented according to specifications in the instructions. 2pt	The report is not formatted and presented according to specifications in the instructions. 0pts	Intentionally left blank	Intentionally left blank	Intentionally left blank

Assignment 2B - 8pts

This space is used only to post a grade for assignment 2B. All instructions for assignment 2B are posted with assignment 2A.

Assignment 2B

Review of two essays from assignment 2A (8pts)

After the due date of assignment 2A, and a successful on-time submission, you will be assigned two essays to review. You need to review both of them to qualify for full credit.

Your review comments need to include the following elements:

- Describe in short your position on the topic which you are reviewing. Does your opinion coincide with either the “starting opinion” or the “final opinion” of the essay’s author?
- Was the discussion supported or not supported by the resources (think about quality and depth of resources) and why?
- Did you change your opinion in any way and why? If you change your opinion pinpoint the reason for the change. If you did not change your opinion stated the reason.

Your comment should be no longer than a half-page of a single spaced Word document (approximately 300 words). In this case, it is quality not quantity. Note below how to post your comment.

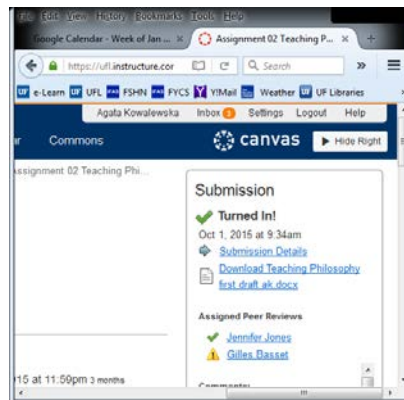
You will be graded on the completeness and quality of your reviews, not on your opinion. For each peer review you may earn up to 4pts. The TA will use the following rubric to grade your review.

The rubric is also posted in **Modules>Assignments>Assignment 2> [Assignment 2B Rubric](#)**.

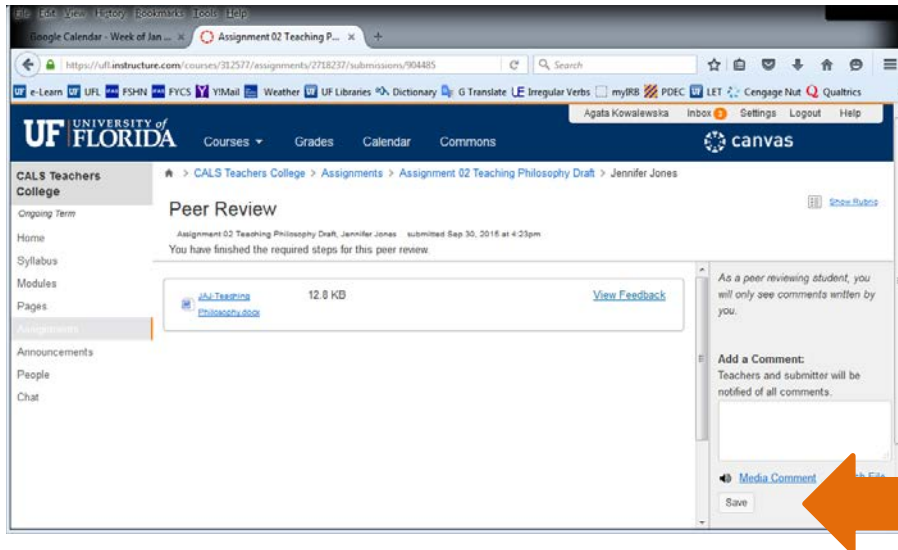
How to review essays on Canvas:

The two essays assigned for review will show up directly under the displayed information pertaining to your submission of assignment 2A. They should appear between 7AM and 8AM on February 5th.

It will look similar to the picture on the right.



To review the essays click on the name, open the document, and then post your written comment in the window titled “Add a Comment”. You must “Save” your comment.



Important: Post your comments directly in the window. Do not use options “Media Comment” and “Attach File”. Attaching files or media comments will result in zero points for that particular comment.

The green check mark will appear by the name of the student you reviewed only after you submitted and saved your comments/review.

Assignment 2A Rubric

Category	Point distribution		
Reviewer opinion about the topic stated in the peer's essay at the beginning	Full description of reviewer's opinion on the topic before reading the essay. Is the opinion similar to the essay's author or opposite? 1pt	Partial description. Where it is stated that reviewer agrees or disagrees but it is not stated to what he/she agrees or disagrees. 0.5pt	Position of the reviewer before revision is missing. 0pts
Reviewer analysis of resources provided in the essay	Reviewer talks about types and diversity of resources used in the essay. Reflects on relevance of the resources and their quality/depth to support essay's topic. 1.5pts	Reviewer agrees or disagrees that resources are there but does not talk about quality or diversity or relevance of the resources to the topic. Reviewer's comments are superficial. 0.5pts	Analysis of resources provided in the essay is missing. 0pts
Reviewer opinion about the topic stated in the peer's essay at the end.	Reviewer describes why or why not his/her opinion changed and how. What was the specific reason for a change or why there was no reason to change or that there was no evidence to change. 1.5pts	Reviews stated that his/her opinion changed or did not change but the explanation does not have factual explanation. 0.5pt	Position of the reviewer at the end of the review is missing. 0pts
Posting of the comment	If a comment is posted in the "Add a Comment" window the review is considered for a full credit.	If a comment is posted as "Media Comment" or "Attach File" the review is automatic zero points.	Intentionally left blank

Assignment 3 quiz questions

1. An extract from fly larvae prevented the discoloration of applesauce.
 - a. True
 - b. False
2. The enzyme responsible for browning of fruits, vegetables and shrimp is called polyphenol oxidase.
 - a. True
 - b. False
3. Who hypothesized that Vibrio Cholera was a waterborne pathogen and not an airborne pathogen?
 - a. Dr. Watson
 - b. Dr. Snow
 - c. Dr. Who
 - d. Dr. Welby
4. The hypothesis that eventually led to the cure of cholera was:
 - a. to put masks on everyone infected and the cholera declined
 - b. to chlorinate the water and the cholera declined
 - c. to remove the pump handle from the infected well
 - d. to bring cats in to kill the rats and the cholera declined
5. The cause of the 1854 outbreak of cholera in London was caused by a rat infestation.
 - a. True
 - b. False
6. In the Scientific Method, generating data to prove or disprove our hypothesis is referred to as
 - a. Observation
 - b. Theory
 - c. Hypothesis
 - d. Experiment
7. Bisulfite is not allowed to be used to prevent shrimp and lobster discoloration.
 - a. True
 - b. False
8. A good hypothesis cannot be testable.
 - a. True
 - b. False
9. In the Scientific Method, the step that tries to explain the observation we have been observing is referred to as the
 - a. Results
 - b. Hypothesis
 - c. Observation
 - d. Experiment
10. Browning inhibitors have been found in
 - a. Cockroach
 - b. House fly
 - c. Blue Mussels
 - d. all of these are correct

Assignment 3: Scientific Method instructions

The overall objective of this and the next two assignments is to make you aware and evaluate your food and nutrient environment.

In this assignment you will learn about the method by which scientists discover new theories and how that method - referred to as **The Scientific Method** - can be used in nutrition and food science.

To complete this assignment first you need to watch a presentation and then take a quiz.

To prepare for Assessment 3 quiz

Play the following presentation.

[Scientific Method](#) - Guest appearance by Dr. M. Marshall

NOTE: To follow the presentation with text click on the Notes on the left of the slide. To progress forward click on the NEXT button

After watching the presentation you need to take *Assignment 3 Quiz*.

The 5 points are earned when you take the quiz, after watching the presentation.

There are 10 multiple choice and/or true/false questions. You have 10 min and one attempt.

Assignment 3 – watch video and take a quiz

Assignment 4 – create your own hypothesis, enter data, analyze data and evaluate your hypothesis

Assignment 5 – compare two hypothesis and health consequences of deficiencies and excesses, US health and your family health

Assignment 6 – below the energy requirements challenge

Assignment 4 (27pts) Comparison of two sets of dietary patterns

The two sets are assigned by the instructor. Half of the students in the course will work with typical US diet and typical Mediterranean diet. The other half will work with US diet and Indian diet.

The assignment will follow steps as described below.

Step 1:

Create a hypothesis that compares nutritionally the two diets and refers to resulting deficiencies in nutrients and in food groups. (Use the American diet as a starting point of your hypothesis. Based on your current knowledge of the two diets, create a working hypothesis that can be tested by the data that you enter in the next step of this assignment. The hypothesis has to reflect content of macronutrients, micronutrients, and MyPlate recommendations. (3pts)

Step 2:

In a diet analysis program create a profile with following characteristics:

- your first and last name
- weight:
- height
- not a vegetarian or vegan
- sedentary individual

There are two days for each of the diets accounting for approximately 2000kcal each. You need to enter the foods, beverages with the providing serving/portion sizes into the program.

Create reports of:

DRI

My plate

...

Diet Analysis assignment:

Typical America diet –enter the two days in the diet program 5pts

Typical Mediterranean diet <http://www.mediterraneanbook.com/the-mediterranean-diet-3/> or Typical Indian diet 5pts

Step 3:

Comparison of nutrients which are deficient (less than 75% of RDI) and overconsumed (more than 125% of DRI) for each diet:

American diet 5pts

Mediterranean/Indian diet 5pts

Comparison of food groups

American diet 3pts

Mediterranean/Indian diet 3pts

Step 4:

Hypothesis evaluation 3pts

Was it proven or disproved and why?

Formatting 1pt

Assignment 3 – watch video and take a quiz

Assignment 4 – create your own hypothesis and enter data

Assignment 5 – compare two hypothesis and health consequences of deficiencies and excesses, US health and your family health

Assignment 6 – below the energy requirements challenge

Assignment 5 (30pts)

Comparison of student's hypothesis from assignment 4 with the hypothesis given in Assignment 5

Restate your own hypothesis from assignment 4 **1pt**

Compare with hypothesis given in this assignment What are the main differences in the two hypotheses?

1pt

Did you locate all the same nutrients? **1pt**

Did you locate all the same food groups? **1pt**

Food groups which are not meeting the recommendations:

List at least tree foods for each of the listed nutrients that will help with combating the nutrient deficiency. **10pts**

Some nutrients are consumed in excess. Look back at the daily intakes/ diet and list at least two foods per nutrient eaten in excess. **6pts**

Which food groups are not meeting the recommendations? Which groups are in excess and which food groups are lacking? **1pt**

Comparison the deficiencies and excesses to the current health problems in US **6pts**

Reflect if any of the problems occur in your family and is it possible that there is nutritional element.

Generate family history of main nutrition related diseases (siblings, parents and grandparents on both sides). **2pts**

Formatting **1pt**

Instructions to use MyPlate

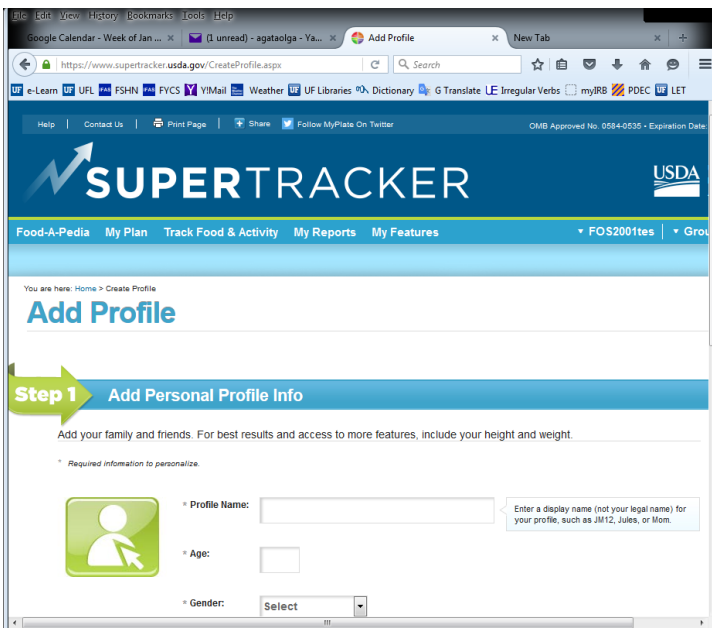
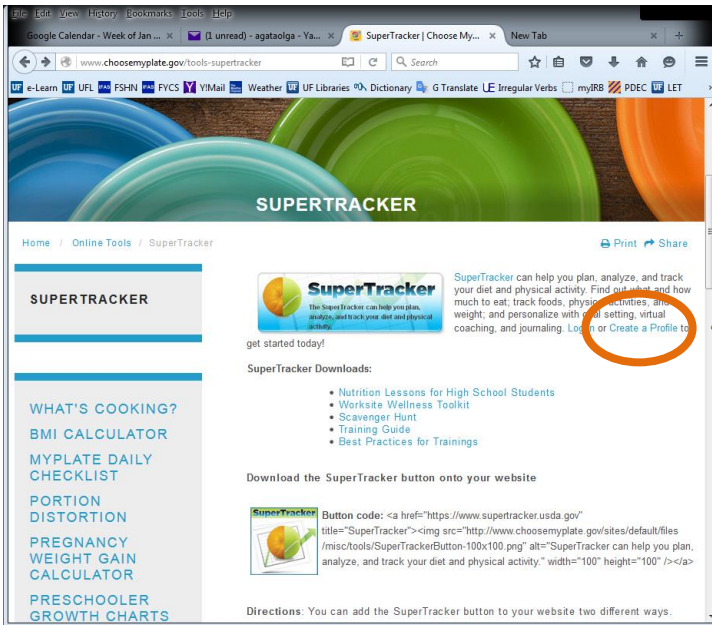
Assignment 6

Below ChooseMyPlate recommendations challenge:

1. Find on the ChooseMyPlate what your food group recommendations are per day.
2. Make a list of food that you typical eat in a day and take away one serving from each group.
3. For one day try to follow the reduce recommendations.
4. Post your reflections. In the reflections consider: what if I had to follow specific food recommendations because it was required by my health (link to week XX when we are talking about diseases related to nutrition); what if I had to follow food restrictions because of my religion and customs (link it to week XX when we talked about reasons why we choose food); what if I had to limit my meals because I had no resources to purchase it (link it to week XX when we are talking about US and global food supply)
5. Listen/read about experience of others and post a comment.

How to use ChooseMyPlate to create profile and establish energy and food group requirements:
<http://www.choosemyplate.gov/tools-supertracker>

1. choose Create a Profile



2. Complete only the upper part, section 1, and choose the option to “Maintain your wait”

Profile Name:

Age:

Gender:

Are you pregnant or breastfeeding?

Physical Activity:

Height: ft. in.

Weight: lbs.

Step 2 Submit and view your plan

3. Click "Submit"

4. Next window called My Coach Center choose "Food Tracker"

My Coach Center

Activate My Coach Center now by setting up your personal goals.

Food-A-Pedia >
Look up nutrition info for over 8,000 foods and compare foods side-by-side.

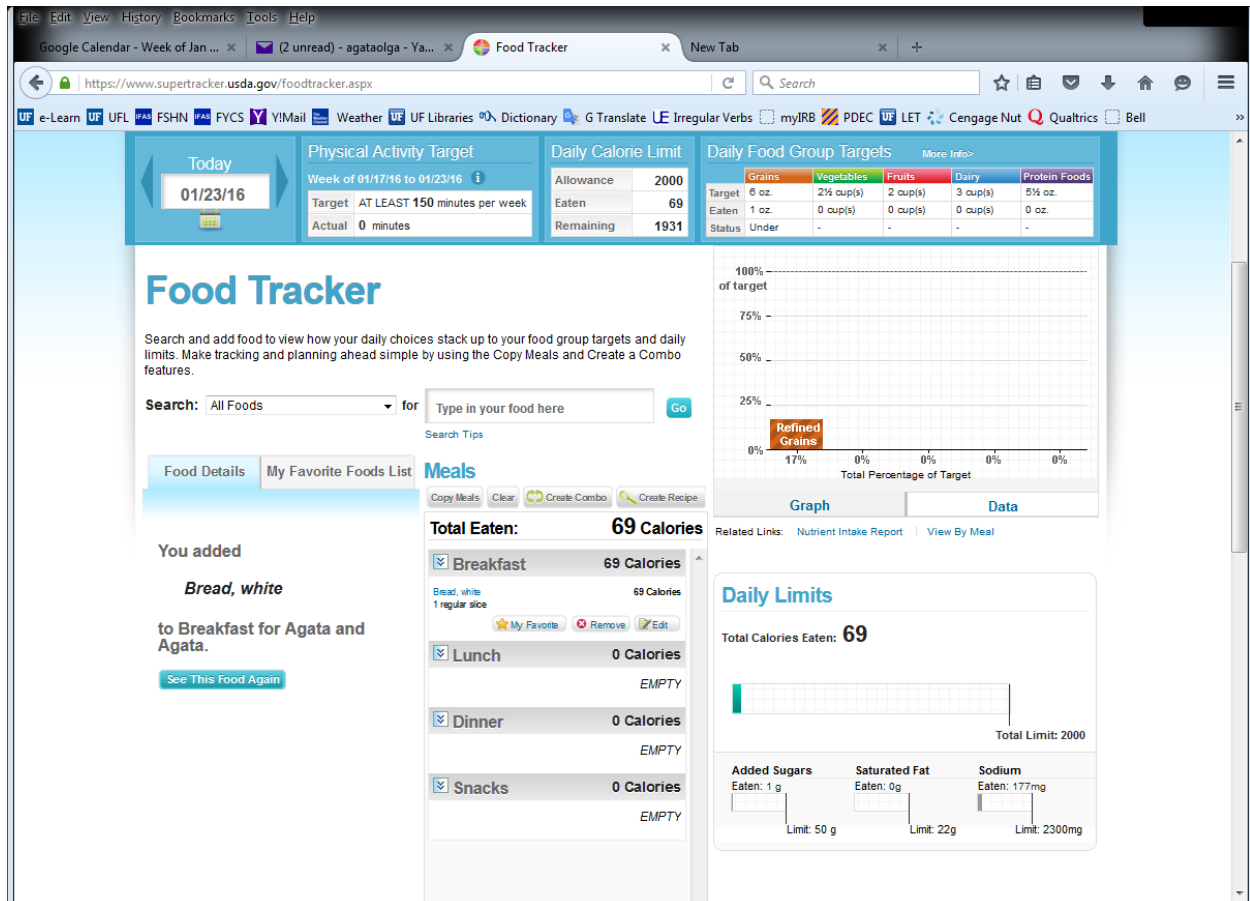
Food Tracker >
Track the foods you eat and compare to your nutrition targets.

Physical Activity Tracker >
Enter your activities and track progress as you move.

Welcome Agata
Find out what and how much! Edit your profile to keep your current.

- Next page gives you your personal energy requirements and food group requirements. Using information on this page as guidelines create a day worth of food that you typically eat.

Start by typing your foods in “Search” window on the left and adding them to your profile by meal.



- Stop adding food once you reach your caloric requirements. It does not have to be exact +/- 30kcal. Remember that some beverages, like Frappuccino or Gatorade add calories/energy and they need to be included.
- Save your “typical date”. You can print the document to files, print it and then scan it, do a screenshot or create a pdf document. Whichever method you choose remember that you need to have a legible version of that day for your final report
- Once you have your typical day take away one serving from each food group. For example in my report I have 6oz of grains per day. Typical 1oz is a slice of bread. If you eat bread for breakfast, lunch, and dinner take away just one slice from one of the meals not from each one. Do the same with all food groups. Note the reduce calories/energy you will have to take you through a day. And now try to follow that reduce pattern for just one day.
- Once you completed the “reduced” day record your comments on a short video. Reflect on how easy or difficult it was to use the ChooseMyPlate program. You have comparison of tow different tolls commercial from BLABLA and free created from USDA website – make a comparison. And lastly reflect on having to go through a day with less food. Consider inflation from week XX when we talked about malnutrition and hunger.
- To learn what constitutes 1oz of grains or 1cup of vegetable go back to page My Coach Center and click on “general plan”



What to submit:
Report of your regular day
Report of you reduced day
Video-recording of your reflections.

Assignment 3 – watch video and take a quiz

Assignment 4 – create your own hypothesis, enter data, analyze data and evaluate your hypothesis

Assignment 5 – compare two hypothesis and health consequences of deficiencies and excesses, US health and your family health

Assignment 6 – below the energy requirements challenge

Assignment 6 (20pts)

Below ChooseMyPlate recommendations challenge:

Create report page **1pt**

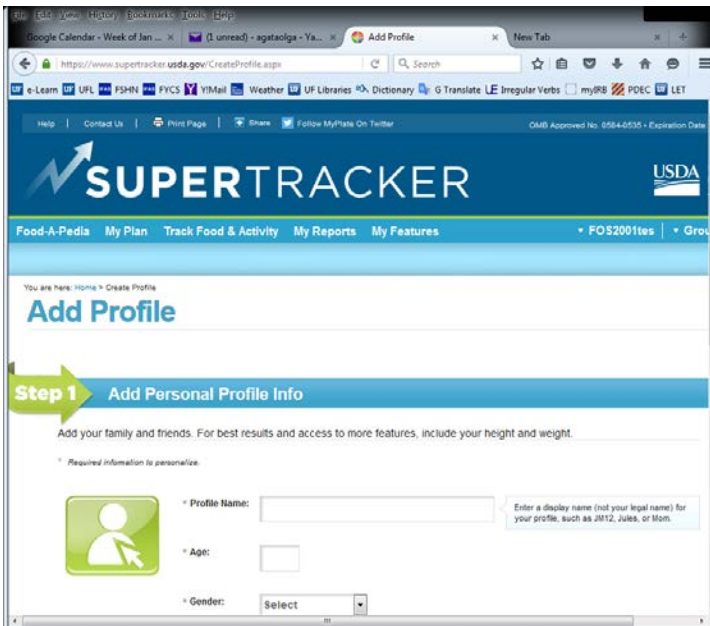
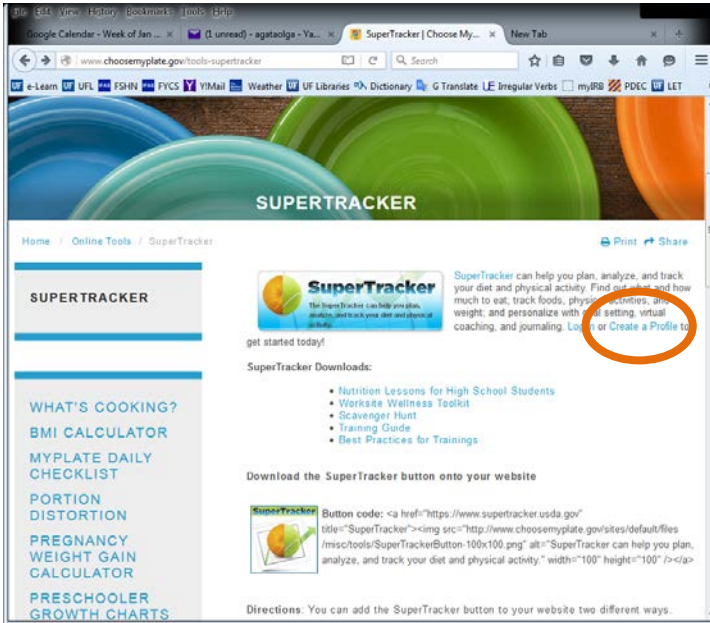
1. Find on the ChooseMyPlate what are your energy recommendations and then your food group recommendations are per day. **2pts**
2. Create in a program a typical day of your food intakes – a page for a final report **5pts**
3. Take away one serving from each food group/category. One from grains, one serving from vegetables, etc.
4. Print out the reduce profile as well **5pts**
5. Final report all points plus **1pt** for formatting

Report will need to have your full name, age, weight and height. **1pt**

6. For one day try to follow the reduce recommendations.
7. Video post of your reflections **7pts**.
Reflect about a day on reduce calories. First: were you able to do it? Why or why not? While recoding your comments consider: what if I had to follow specific food recommendations because it was required by my health (link to week 1/2 when we are talking about diseases related to nutrition); what if I had to follow food restrictions because of my religion and customs (link it to week 3 when we talked about reasons why we choose food); what if I had to limit my meals because I had no resources to purchase it (link it to week 3 when we are talking about US and global food supply). Compare diet analysis program from assignment 4 and ChooseMyPlate program.
8. Set a time limit of the video and types of files.

How to use ChooseMyPlate to create profile and establish energy and food group requirements:
<http://www.choosemyplate.gov/tools-supertracker>

1. choose Create a Profile



2. Complete the upper part, section 1, with option to “Maintain your wait”
3. **Important.** Register in Step 2 to be able to go back and retrieve information if needed. If you do not register once you leave the program all you have entered is gone.

Profile Name: Enter a display name (not your legal name) for your profile, such as Jill12, Jules, or Mom.

Age:

Gender:

Are you pregnant or breastfeeding?

Physical Activity:

Height: ft. in.

Weight: lbs.

Would you like your SuperTracker plan to help you?

Maintain your weight

Reach your goal weight: lbs.

OR

Enter a personal calorie goal here: Calories

TIP: Use the National Institutes of Health (NIH) Body Weight Planner for help setting your personal calorie goal or goal weight.

Step 2 Submit and view your plan

4. Click “Submit”

5. Next window called My Coach Center choose “Food Tracker”

My Coach Center

Activate My Coach Center now by setting up your personal goals.

Food-A-Pedia >
Look up nutrition info for over 8,000 foods and compare foods side-by-side.
Type in your food here:

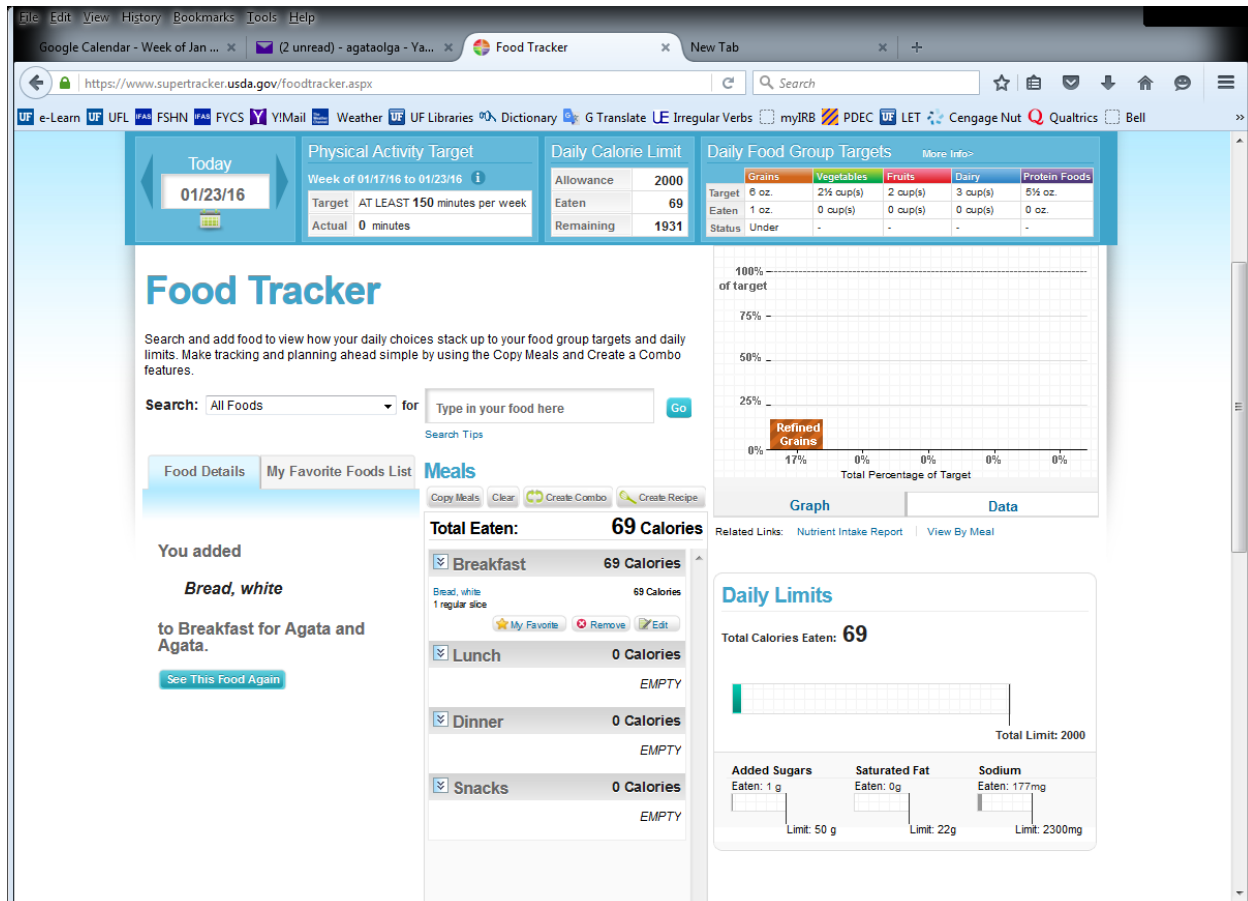
Food Tracker >
Track the foods you eat and compare to your nutrition targets.
Type in your food here:

Physical Activity Tracker >
Enter your activities and track progress as you move.
Type in your activity here:

Welcome **Agata**
Find out what and how much I
Edit your profile to keep your current.

- Next page gives you your personal energy requirements and food group requirements. Using information on this page as guidelines create a day worth of food that you typically eat.

Start by typing your foods in “Search” window on the left and adding them to your profile by meal.



- Stop adding food once you reach your caloric requirements. It does not have to be exact +/- 30kcal. Remember that some beverages, like Frappuccino or Gatorade add calories/energy and they need to be included.
- Save your “typical date”. You can print the document to files, print it and then scan it, do a screenshot or create a pdf document. Whichever method you choose remember that you need to have a legible version of that day for your final report
- Once you have your typical day take away one serving from each food group. For example in my report I have 6oz of grains per day. Typical 1oz is a slice of bread. If you eat bread for breakfast, lunch, and dinner take away just one slice from one of the meals not from each one. Do the same with all food groups. Note the reduce calories/energy you will have to take you through a day. And now try to follow that reduce pattern for just one day.
- Once you completed the “reduced” day record your comments on a short video. Reflect on how easy or difficult it was to use the ChooseMyPlate program. You have comparison of tow different tolls commercial from BLABLA and free created from USDA website – make a comparison. And lastly reflect on having to go through a day with less food. Consider inflation from week XX when we talked about malnutrition and hunger.
- To learn what constitutes 1oz of grains or 1cup of vegetable go back to page My Coach Center and click on “general plan”



What to submit:
Report of your regular day
Report of you reduced day
Video-recording of your reflections.

Assignment 7A Triangle test quiz instructions

Assignment 7 contains two integral parts. First you will watch an instructional video about setting up the triangle test panel and take the quiz on how to set up your own panel and then you will organize your own panel. The two parts of the assignment that will be graded are the quiz following the video (assignment 7A) and the report which you will submit on Canvas (assignment 7B). The quiz and the report have their individual due dates. You will not be able to submit assignment 7B until you watch the video and take the quiz by the due date and time.

Topic Introduction:

Product analysis and market analysis are integral parts of the science of food. Introduction of new products or changes to existing one are results of research of specific ingredients and of the final product. Taste panels are one of the methods used to test consumer response to flavors. Our test buds are very sensitive “instruments” used in some areas of food science such as product development or product modifications. There are number of different designs of taste panels which test different food characteristics. One of the designs is called difference test. These tests are among the most important and widely used tests in sensory analysis. They are used to determine if differences exist between products or if there are differences in certain attributes. A triangle test is a difference test usually used when there are relatively small differences between the products.

To complete assignment 7A first you need to watch a presentation and then take a quiz.

To prepare for Assessment 7A quiz

Play the following presentation.

Difference Sensory Test presentation

(<https://mediasite.video.ufl.edu/Mediasite/Play/6cf342f7210a40208b809b2ec38da1091d>)

After watching the presentation you need to take *Assignment 7A Quiz*.

The 5 points are earned when you take the quiz, after watching the presentation.

There are 10 multiple choice and/or true/false questions. You have 10 min and one attempt.

Assignment 7A Triangle test quiz questions

1. To mark your food samples you need to choose numbers that are:
 - a. Random 3-digit numbers generated by the Excel program
 - b. Random ones that you picked yourself that do not need to be more than one digit per number
 - c. Any two-digit number (greater than 10 but smaller than 99)
 - d. Any numbers, as long as they are easy to remember
2. The purpose of this type of test panel is to:
 - a. Distinguish small flavor difference between two similar types of food
 - b. Pick a better product
 - c. Determine chemical composition of two products
 - d. Distinguish flavor difference for two different types of food
3. Triangle test worksheets should be prepared
 - a. Before panelists enter the test space so that the test results are not revealed
 - b. Before the panelists arrive so that they do not waste time when upon entering the panel
 - c. While the panelists arrive and thus can be present during the whole organization phase of the test
4. How many different random numbers are needed for each food product/type?
 - a. 2
 - b. 1
 - c. 3
 - d. 4
5. If you have three panelists, how many food samples should each panelist have?
 - a. 3
 - b. 2
 - c. 4
 - d. 6
6. Panelists are encouraged to make verbal comments during the test
 - a. True
 - b. False
7. Water is provided to each panelist because:
 - a. To cleanse the pallet between the samples
 - b. The food is often too dry
 - c. They can be thirsty since the panel is in Florida
8. What is the typically level of significance in sensory testing?
 - a. $\alpha=0.05$
 - b. $\alpha= 0.01$
 - c. $\alpha=1$
 - d. $\alpha=10$
9. To summarize the results of the test and establish their significance you need to know:
 - a. The number of panelists, number of correct answers, and the predetermined significance level
 - b. The number of panelist and the predetermined significance level
 - c. The number of correct answers and the predetermined significance level
10. To correctly perform the Difference Sensory Test you may use:
 - a. Two different brands of water crackers
 - b. Two different types of juice
 - c. Three brands of lemon juice
 - d. Any two foods

Assignment 7B: Difference Sensory Test – The Triangle Test instructions

You have just completed assignment 7A and now you will set up your own sensory test.

Topic Introduction:

Product analysis and market analysis are integral parts of the science of food. Introduction of new products or changes to existing one are results of research of specific ingredients and of the final product. Taste panels are one of the methods used to test consumer response to flavors. Our test buds are very sensitive “instruments” used in some areas of food science such as product development or product modifications. There are number of different designs of teste panels which test different food characteristics. One of the designs is called difference test. These tests are among the most important and widely used tests in sensory analysis. They are used to determine if differences exist between products or if there are differences in certain attributes. A triangle test is a difference test usually used when there are relatively small differences between the products.

The test which you will set up will determine whether there is a difference between 2 samples, such as two brands of orange juice or crackers. This assignment will require you to demonstrate how to set-up, run (minimum of 3 participants, optimal 6) and explain the results of a triangle test using a product that has been approved by your professor.

Grading assignment 7B

In order to qualify to earn the maximum grade (34 pts) for the assignment you have to have 6 participants. You may have only 3 but that will not allowed you to achieve more than 28 points. If you have 2 participants you cannot earn more than 14 points (50% of the maximum) and with just one participant you can only earn up to 6 points.

There are specific situation listed in rows 1, 2 and 3 of the grading Rubrics when your assignment will receive zero points.

Procedure:

Triangle

1. You will need to choose 2 commercial samples of various foods to compare. (Suggestions: 2 different brands of pulp free orange juice, 2 brands of soda sprite vs. sprite zero). Samples will need to be coded with 3-digit random numbers (ex. 123, 456, 789, etc.) and ballots will need to be created using the examples provided. Each sample will be given two different random codes, for a total of four 3-digit codes.
Random numbers can be generated using the following excel function:
=randbetween(100,999)
2. Prepare a worksheet (see below worksheet) that includes the following:
 - a. number of panelists
 - b. products and codes
 - c. order of presentation of samples to each panelists
 - d. give equal numbers of the 6 combinations if possible
3. Present the 3 samples in random order in coded cups. Your panelists should be blinded to all aspects of the test (3 samples will be presented to your panelists, either 2 samples of A

and one sample of B, or 1 sample of A and 2 samples of B).

4. Results will need to be totaled, number of correct response versus number of incorrect responses. In the table, n refers to your sample size/number of panelists. Refer to the appropriate table for significance difference, using 5% significance. In your report, include the worksheet, a ballot, and a summary of the data. Discuss the use of the test, procedures used, whether there were significant differences, and the conclusion.

What to submit for a grade as assignment 7B

Final report has to be in a pdf format. Font *Times New Roman* or similar, 12pts, single spaced (where appropriate), and at least 1inch margins all around. All writing, faces and numbers need to be legible.

The following pages have to be included as parts of the report:

1. Front page with your name, activity title and picture which shows your face and your Gator 1 card in a way that we can identify you on the card and see the numbers of your UF ID.
Very important (1): If we cannot identify your face or your UF ID the whole assignment is graded at zero points.
2. Participants' page: picture of you with all participants (minimum 3, optimal 6), one or two pictures of participants in a group. You have to be on the picture(s) with participants. If there are two (or more) groups you have to be on both.
3. During the test page: Picture of participants at the stations during the triangle test. If you have only 3 participants than probably one picture is enough.
Very important (2): You need to make sure that the people on the picture from the "Participants' page" and people who are participating in the taste panel can be identified as the same individuals. If there are different individuals (even one person is different) you will receive zero for the whole assignment. If the quality of the pictures is such that we cannot identify the participants than the whole assignment will also be given zero points.
4. Completed Triangle Test Worksheet
5. Summary of Results page
6. Triangle Test Ballot pages for each participant. If you have 3 participants you will have 3 ballot pages, if 4 than four ballot pages, etc.

The grading rubric for the assignment is attached on the Canvas site.

Triangle Test Worksheet

Date:

Product:

Samples Letter Code Random Numbers (to be generated by excel)

(Brand/Product Description)	A	XXX	XXX
	B	XXX	XXX

Panelist (#) Order of Presentation Example of random numbers

1	7	13	19	25	31	37	AAB	129	336	765
2	8	14	20	26	32	38	ABA	129	092	336
3	9	15	21	27	33	39	BAA	765	129	336
4	10	16	22	28	34	40	BBA	765	092	129
5	11	17	23	29	35	41	BAB	765	336	092
6	12	18	24	30	36	42	ABB	129	765	092

Summary of Results

Total Responses =

Correct Responses =

Incorrect Responses =

Comments:

Describe the results of the test. Include comments about the results, behavior of participants, challenges, possible improvements to the environment etc.

Limit your comments to 300 words.

Triangle Test Ballot

Participant Name:

Date:

Panelist#:

Product:

Instructions:

Taste the samples from left to right, in the order presented. Two samples are the same and one is different; please determine which the odd (different) sample is and indicate by circling the appropriate product code. If you cannot tell a difference, take a guess. Your comments concerning the samples are welcome.

Which is the odd (different) sample?

Comments:

(Do not leave blank, if there is no comments to be included indicate that there is no comments or N/A.)

**TRIANGLE TEST FOR
DIFFERENCE — CRITICAL NUMBER
(MINIMUM) OF CORRECT ANSWERS**

Entries are the minimum number of correct responses required for significance at the stated significance level (i.e., column) for the corresponding number of respondents "n" (i.e., row). Reject the assumption of "no difference" if the number of correct responses is greater than or equal to the tabled value.

n	Significance level (%)			
	10	5	1	0.1
3	3	3	—	—
4	4	4	—	—
5	4	4	5	—
6	5	5	6	—
7	5	5	6	7
8	5	6	7	8
9	6	6	7	8
10	6	7	8	9
11	7	7	8	10
12	7	8	9	10
13	8	8	9	11
14	8	9	10	11
15	8	9	10	12
16	9	9	11	12
17	9	10	11	13
18	10	10	12	13
19	10	11	12	14
20	10	11	13	14
21	11	12	13	15
22	11	12	14	15
23	12	12	14	16
24	12	13	15	16
25	12	13	15	17
26	13	14	15	17
27	13	14	16	18
28	14	15	16	18
29	14	15	17	19
30	14	15	17	19
31	15	16	18	20
32	15	16	18	20
33	15	17	18	21
34	16	17	19	21
35	16	17	19	22
36	17	18	20	22
42	19	20	22	25
48	21	22	25	27
54	23	25	27	30
60	26	27	30	33

Front page Max. 5pts	Name, activity title and picture are all there. The name on the card and the project agree and the UF ID numbers are legible. The picture on the UF Gator 1 card is visible and can be compared to the picture of the person who is organizing the taste panel (you have to be on the picture(s) with all participants) 5pts	The pictures are all there and recognition is possible however there is no title or name on the project. 4pts	Intentionally left blank	Special circumstances when assignment is give zero points: Name, activity title and picture are all there. The name on the card and the project agree and the UF ID numbers are legible. The picture on the UF Gator 1 card is visible and but cannot be compared to the picture of the person who is organizing the taste panel (one of the people on the group picture(s)). The person is not there or it is impossible to recognize the faces
Participants' page Max. 2pts	Page with group picture(s) is included 2pts	Intentionally left blank	Intentionally left blank	Page is not included or organizer of the taste panel is not on picture(s) The whole assignment is graded at zero points
During the test page Max. 6pts	One or two pictures or participants. All can be identify as people from the group picture(s) from the Participants' page. For each participant less than six (min 3) 1pt will be deducted. You have to be part of the group or groups of participants. 6pts	Intentionally left blank	Intentionally left blank	If participants cannot be recognized or identify the whole assignment is graded at zero points .
Triangle Test Worksheet Max. 8pts	The page is completed in full, there are no empty spaces, the random numbers are written down, number of participants is marked on the list of panelist, and summary results are included. There is no information missing. 8pts	The date is missing but all other information is there. 7.5pts	Intentionally left blank	Any information other than the date is missing. 0pts
Summary and conclusions page Max. 4pts	Results are verbally summarized. The summary includes short description of challenges (evaluation), if appropriate ways to improvement the assignment. Verbal interpretation of the "Summary of Results" from the TT Worksheet is included. 4pts	Summary is incomplete not all questions are unserved or they are not answered in full. 3pts	Summary is very incomplete, all questions are answered only as numbers; there is no thoughtful evaluation of any part of the assignment. 1pt	The page is not included or it is included but it is not completed. 0pts
Ballot pages Max. 6pts	Up to 6 ballot pages are included and they have complete information about patrician, products and responses. 6 to 3pts	For any information missing for a page 0.5pt/page will be deducted.	Intentionally left blank	If there are less than 3 pages or the pages are empty or not included. 0pts
Report order and formatting Max. 3pts	Pdf format, font Times New Roman or similar, 12pts, single spaced (where appropriate), and at least 1 inch margins all around. All writing is legible and all pages are in order. 3pts	One or two of the elements from the previous column are not formatted as recommended but the pages are in order. 2pts	More than 2 two of the elements from the previous column are not formatted as recommended but the pages are in order. 1pt	More than 2 two of the elements from the previous column are not formatted as recommended and the pages are in order. 0pts

GenEd Requirements	Course objectives	Current FOS2001 and comments from J. Smith	Proposed FOD2001
<p>Content: Identify, describe, and explain the basic concepts, theories and terminology of natural science and the scientific method within the subject area. Identify, describe, and explain the major scientific developments within the subject area and the impacts on society and the environment. Identify, describe, and explain relevant processes that govern biological and physical systems within the subject area.</p>	<p>Examine the foundations of Man's Nutritional requirements by describing one's nutrients and their functions.</p>	<p>Assignments 2 – 4</p> <p>Significantly modified</p>	<p>Assignments 4 and 5. Two sets of data for the class. Assignment 4: Formulation of working hypothesis based on students' current knowledge of US food culture. Followed by comparison of two diets common in US. Diet analysis online software used for data entry of two predetermined sets of food records. Comparison of nutritional intakes for individual of specific physical characteristic. Analysis of micro and macronutrients in relation to DRI recommendations and My Plate recommendations. Assignment 5: Comparison of student's hypothesis from assignment 4 with hypothesis given in Assignment 5. Nutritional deficiencies and excesses resulting from diets comparison. Comparison the deficiencies to current health problems in US and to health history of students' family.</p>
	<p>Define basic nutritional and food science terms, measurements, and weights.</p>	<p>Where do they practice this? Pearson activities? Is this assessed in the exams?</p> <p>Modified</p>	<p>Exams, diet analysis program, and assignment 7 (Difference Sensory Test – The Triangle Test)</p>
	<p>Identify the importance of macro and micro nutrients.</p>	<p>Where do they practice this? Pearson activities? Is this assessed in the exams?</p> <p>M odified</p>	<p>Exams and assignment 5.</p>
	<p>Examine the processes and components associated with the digestion and absorption of food.</p>	<p>Where do they practice this? Pearson activities? Is this assessed in the exams?</p> <p>New</p>	<p>Exam 2, week 5 quiz + class activity post, and week 5 Q and A.</p>
	<p>Describe differences in food distribution and health consequences in US and globally.</p>	<p>New</p>	<p>Assignments 5 and 6 Assignment 5 Nutritional analysis of two culturally different food patterns. Comparison of results to health problems in US. Assignment 6 Reflections on health consequences of nutrient and energy deficiencies.</p>
	<p>Describe the safety issues, chemical and biological, affecting foods and those processes used to protect consumers food.</p>	<p>Where do they practice this? This seems like a great opportunity for students to play some type of "spot the safety issue" game. Each student should create a food safety issue and then photograph it (they should provide distractions) They can upload to discussion forum and/or discuss in class. Classmates could reply to post with correct safety protocol.</p> <p>New</p>	<p>Exam 3, week 13 quiz + class activity post, and week 13 Q and A.</p>

<p>Critical Thinking: Formulate empirically-testable hypotheses derived from the study of physical processes or living things within the subject area. Apply logical reasoning skills effectively through scientific criticism and argument within the subject area. Apply techniques of discovery and critical thinking effectively to solve experiments and to evaluate outcomes.</p>	<p>Explain and practice the Scientific Method and hypothesis testing.</p>	<p>Assign 1: The Pepsi Challenge is a sensory assignment to demonstrate how ones senses influence your food choices. (Suggested video: How is a taste panel designed?)</p> <p>Significantly modified</p>	<p>Assignments 7A and 7B. Assignment 7A is a video demonstrating sensory test design and it is concluded by the short quiz. Assignment 7B requires of student to set the sensory test.</p>
	<p>Evaluate resources providing information about nutrition, food sciences and food safety.</p>	<p>Assign 2: Evaluate your individual nutritional status by making you aware of your food and nutrient environment. Assign 3: Develop a <i>Hypothesis</i> on whether you meet optimal nutritional status Assign 4: Determine if your hypothesis was met and evaluate your nutrition status. Assign 5: Analyze scientific information and evaluate the validity</p> <p>Significantly modified</p>	<p>Assignment 3. Scientific method video and quiz. Assignment 4: Development of hypothesis based on students' prior knowledge of specific cultural food patterns. Data entry and data analysis. Assignment 5. Comparison of students' results with results given in the assignment. Comparison of two hypotheses. Students' reflection on completeness and quality of both comparisons.</p>
	<p>Examine how food affects your health and health on a population scale.</p>	<p>New</p>	<p>Assignments 1 and 2. Series of assignments where student: Assignment 1 - chooses a controversial topic in area of nutrition, food safety or food sciences; defines the controversy, collects and categories resources from both sides of controversy, Assignment 2A - summarizes how each of the resources supports each side of the controversy reflects on pre and post position on the controversy reflects on quality and impact of the resources on its effects on students' poison stand Assignment 2B - reflects on persuasive power of the peers resources</p>
	<p>Evaluate resources providing information about nutrition, food sciences and food safety.</p>	<p>New</p>	<p>Assignment 5. Analysis of nutritional deficiencies and excesses on the single individual person level and in comparison to students' family history. Assignment 6. How energy deficiencies affect short term wellbeing and long term population level health.</p>
<p>Communication: Communicate scientific findings clearly and effectively using oral, written and/or graphic forms. Write effectively in several forms, such</p>	<p>Evaluate resources providing information about nutrition, food sciences and food safety.</p>	<p>New</p>	<p>Assignment 2A and 2B - written communication Assignments 2A requires student to summarize findings from assignment 1 and support two sides of the argument with provided evidence. Assignment 2B is peer reviewed of quality written communication. TA feedback after assignment 1 and before work on assignment 2.</p>
	<p>Describe the classification, quality, bio-chemical reactions, and sources of macro and micro nutrients.</p>	<p>Assign 5: Produce a persuasive argument through a written essay. (The Writing Program will create a custom video to help students with the essay. http://writing.ufl.edu/writing-studio/video-resources/writing-videos/ Suggest students get</p>	<p>Assignment 6 - oral communication, video report Reflections on dietary experiment and short and long term consequences for individual and population wide. TA feedback. Class activities - oral communication, video reports of</p>

<p>as research papers and laboratory reports.</p>		<p>writing assistance from UFWP. Suggest you require an essay outline (to get students working on the assignment before the last minute.)</p> <p>Significantly modified</p>	<p>student attempt at the activity (weeks 8, 10, and 13). Instructor feedback. Class activity post week 8 – actions of salivary amylase. Class activity post week 10 - Quality of vitamin and mineral supplements on the market.</p>
	<p>Describe the process and methods used in new food development.</p>	<p>New</p>	<p>Assignment 7 – photo report Setup and execution of teste panel. TA feedback</p>

General Education Committee
Request General Education B credit

Dear Dr. Linder and General Education Committee,

In 2012-2013 I was interim chair and just learning about the General Educations Committee's (GEC) decision regarding Man's Food, FOS 2001. Man's Food had been a general education B ever since the University asked us to offer a GenEd B class during the summer, early 1990's. In 2013, the course was reviewed by the GEC and found lacking in two areas: testing of a hypothesis and communication skills. Dr Marshall, the instructor for over 20 years, made changes to the syllabus and included additional assignments where students developed a hypothesis about the adequacy of their diet based on their knowledge of food and nutrients to date. This is not necessarily a traditional hypothesis that one would generate in chemistry or biology class, but the point of the assignment is to predict one's nutritional status based on the knowledge about food and the nutrients the foods contain. Understanding food sources and nutrient requirements builds the basis for the student to hypothesize about their own diet and nutritional status. The assignment makes the student very aware of their own food intake and nutrition status, and therefore better able to understand the how the foods we eat contribute to our health and wellbeing. Critical thinking skills acquired from this assignment:

- The concept of good health as a function of the food they eat
- They gain knowledge about the nutrient content of foods and food sources high in specific nutrients
- They think about the foods they eat and predict what nutrients are in short (or over) supply in their diet
- They collect data by observing and writing down what they eat
- They analyze the foods they eat with a computer program that generates the kinds and amounts of nutrients consumed. Using this database and analytical tool is important particularly if the student decides to major in Food Science and Human Nutrition.
- Results are given in nutrients consumed per day. They analyze these results to evaluate the quality of their diet and write a report indicating if nutrients are in short (or over) supply. The report concludes with what foods do they need to consume to increase their intake of a nutrient in short supply.

The other assignment used in Man's Food was a persuasive writing assignment. The GEC indicated this was not enough to satisfy the general education credit and without additional resources, the assignment could not be graded with feedback. Since then, we have used distance learning fees to increase the number of teaching assistants. All assignments will be graded with feedback.

Open book exams are replaced by proctored exams which will begin Summer B.

Dr. Marshal retired last year and the course has been assigned to Dr. Agata Kowalewska. She has extensively revised the syllabus and increased the rigor of the course.

This is a summary of the assignments and activities of the course

- Essay topic (Turnitin and peer reviewed)
- Scientific method quiz
- Hypothesis development about nutrient status
- Comparing hypotheses (Turnitin)
- Below the needs challenge (Turnitin)
- Taste panel (sensory assessment) Team building
- 3 exams (proctored)
- Weekly quizzes
- 3 activities: starch digestion, dissolution test and spot the safety issue
- 3 communications assignments: written persuasive essay, oral communication and graphical imaging.

I will attend the March 11 meeting.

Sincerely,

Susan S. Percival, PhD

Professor

P.O. Box 110370

Food Science & Human Nutrition

University of Florida

Gainesville, FL 32611

352-392-1991 x 217

Fax 352-392-9467

Week	Weekly topics <i>Each weekly segment is a combination of: main instructor recorded lessons and guest speakers, audio/video resources, and readings from other resources than a textbook.</i>	Weekly Activities Thursday quiz and Friday Q&A	Assessments
1/2	<p>Overview of Man's Food. Why do we talk about nutrition, food sciences and food safety in a course? (What is nutrition? What is food? Nutrients in food; Function of nutrients – historical perspective and frustrating changes in recommendations) Dietary Reference Intakes (DRI): origins and current recommendations; Food label and other information presented on the packaged food. How do all the topics relate to human health (Healthy People Initiative and Dietary Guidelines for Americans; Choose MyPlate.gov) Food and health (Leading causes of illness and death in the U.S.; Habits that affect health) Food and media</p>	<p>Thu : Main ideas quiz – to take this quiz you have to use proctoring program. This is a test before exam 1. You do not need to use the program for all other weekly quizzes. F : Q&A session and comments after the TR quiz</p>	<p>Assignment 1 opens: Essay topic and references Bonus 1: Syllabus quiz</p> <p>Assignment 1 due with the first weekly quiz Bonus 1 due a day after add/drop ends.</p>
3	<p>What drives our food choices Culture and food in US Food customs around the globe International and global nutrition; World's food supply Malnutrition/overnutrition/undernutrition/hunger: food and nutrient disparities in US and globally</p>	<p>Thu : Main ideas quiz F : Q&A session and comments after the TR quiz</p>	<p>Assignment 2A opens: Essay on the topic from assignment 1</p>
4	<p>Classification of nutrients Carbohydrates, proteins, and fats in food. What to do with water? Water as element of a human body Sources of water: does water come only as a beverage? Water balance and maintaining water balance Dehydration: water needs and physical activity Myths of the “super diets” and common misconceptions</p>	<p>Thu : Main ideas quiz F : Q&A session and comments after the TR quiz</p>	<p>Assignment 2A due on Thursday Assignment 2B opens Friday</p>
5	<p>Digestion and absorption in the human body Chemical process of digestion Digestion and absorption (what is the difference and why both are important) The digestive system Mouth and esophagus The stomach Moving through the small and large intestine Digesting macronutrients: carbohydrates, fat, and protein Absorbing nutrients: transporting nutrients and regulating digestion</p>	<p>Thu : Main ideas quiz F : Q&A session and comments after the TR quiz</p>	
6	<p>Energy and calorie What is the calorie? Energy and organisms Energy requirements Measuring energy – direct and indirect calorimetry Calories in food Weight control and energy balance Sports nutrition and nutrition for active people <u>Guest lecture by Ms. L. Acosta, RD, CSSD, LDN</u> <u>“What to consider when you are professional athletes and what is important for active people”</u></p>	<p>Thu : Main ideas quiz F : Q&A session and comments after the Thu quiz</p>	<p>Exam 1 on Monday</p> <p>Assignment 2B due on Thursday Assignment 3 opens on Friday</p>
7	<p>Proteins What are proteins and how are they made? Amino Acids (AA): essential and none-essential Structure of proteins Function of proteins</p>		

	<p>Protein sources in the body and proteins in food Dietary requirements and recommendations How important are proteins in our diet? Are meat portions “better” than soy proteins? Meat-less dietary patterns – what should you know</p>	<p>Thu : Main ideas quiz F : Q&A session and comments after the Thu quiz</p>	<p>Assignment 3 due on Thursday Assignment 4 opens on Friday</p>
8	<p>Carbohydrates (CHO) Composition and classifications Dietary Guidelines: sugar and fiber Sugar, starch, fiber – CHO in our diet and in our food <u>Guest lecture by Dr. W. Dahl - fiber</u> Sugar substitutes – are they all the same and why are they controversial “I have diabetes because I eat too much sugar” – is it true? - and other misconceptions. How CHO may affect our health (lactose intolerance, dental health, glycemic index, hyperactivity in children, etc.) -----Class activity: digestion of starch----- --</p>	<p>Thu : Main ideas quiz + class activity post F : Q&A session and comments after the Thu quiz</p>	<p>Class activity post due on Thursday with weekly quiz</p>
9	<p>Fats Spruce, composition and main fats in our body and our diet. Dietary guidelines for fats. Essential fatty acids (FA) Fats in our diets Fat substitutes. Fats and health. Fats and physical activity. <u>Guest lecture by Dr. G. Baker “Fats”</u></p>	<p>Thu : Main ideas quiz F : Q&A session and comments after the Thu quiz</p>	<p>Assignment 4 due on Thursday Assignment 5 opens on Friday</p>
10	<p>Vitamins and minerals What are vitamins and how are they classified? Fat-soluble vitamins. Water-soluble vitamins <u>Guest lecture by Dr.S. Tanumihardjo “Vitamin A”</u> Vitamin supplements: multivitamins and megavitamins What are minerals and how are they classified? Macro and micro minerals <u>Guest lecture about Dr. M. Knutson “Iron”</u> Main minerals in your bones and teeth Minerals from the perspective of MyPlate Supplements: benefits of taking supplements. -----Class activity: “dissolution” test----- -----</p>	<p>Thu : Main ideas quiz + class activity post F : Q&A session and comments after the Thu quiz</p>	<p>Class activity post due on Thursday with weekly quiz</p>
11	<p>Major nutritional concern of life stages Pregnancy, lactation and infants Adolescence to adulthood Older adults <u>Guest lecture by Dr. L. Bobroff “Nutrition for older adults on MyPlate”</u></p>	<p>Thu : Main ideas quiz F : Q&A session and comments after the TR quiz</p>	<p>Exam 2 on Monday Assignment 5 due on Thursday Assignment 6 opens on Friday</p>
12	<p>Science of food and food development What is science of food? <u>Guest lecture by Dr. C. Sims “Food sciences”</u> New products on the market. <u>Guest lecture by Dr. R. Goodrich-Schneider “Food – new product development”</u> Techniques used in product development. Phytochemicals/phytonutrients and functional foods</p>	<p>Thu : Main ideas quiz F : Q&A session and comments after the Thu quiz</p>	<p>Bonus 2 opens on Monday Bonus 2 due on Friday</p>
13	<p>Food safety – concerns and controls <u>Guest lecture by Dr. K. Schneider “Why should you be concern about food safety”</u></p>		

	<p>Microbiological hazards: bacteria, viruses, and molds</p> <p>Contaminants and natural toxins in foods</p> <p>Monitoring the food supply: federal and international regulations</p> <p>Myths and truths about at home food safety.</p> <p>-----Class activity: "spot the safety issue"-----</p> <p>-----</p>	<p>Thu : Main ideas quiz + class activity post</p> <p>F : Q&A session and comments after the Thu quiz</p>	<p>Class activity post due on Thursday with weekly quiz</p> <p>Assignment 6 due on Thursday</p> <p>Assignment 7AB opens on Friday</p>
14	<p>Food Preservation</p> <p>Methods of preservation: freezing, canning, dehydration, preserving with sugar, freeze-drying, irradiation, high-pressure processing, and pulsed electric field processing.</p> <p>Food additives: accidental and intentional additives</p> <p>Food allergies and food sensitivity (allergen, immune system and cell functions, antibodies and immunity)</p>	<p>Thu : Main ideas quiz</p> <p>F : Q&A session and comments after the Thu quiz</p>	<p>Assignment 7A due on Thursday</p>
15	<p>Alcohol</p> <p>It provides energy therefore it is a nutrient (?)</p> <p>French paradox and resverateol research</p> <p>Phytochemicals</p>		<p>Assignment 7B due on Tuesday</p> <p>Exam 3 on Wednesday, last day of the semester</p>

Syllabus

Course Description:

Designed for science and non-science individuals interested in the nutrition, biology, chemistry, engineering and microbiology of food. Students will learn how food affects our health and how food production and consumption affects the environment, while developing a vocabulary of terms that will enable them to understand, discuss, and evaluate nutrition and food science topics.

Course Overview:

This course is designed for science and non-science individuals interested in the nutrition, biology, chemistry, engineering and microbiology of food. It is designed for all who want to know how food affects our health and how food production and consumption affects the environment. This course provides you with a vocabulary of nutrition and food science terms that will enable you to understand, discuss, and evaluate nutrition and food science topics. After you take the course you should come away with an ability to understand and converse about general nutrition and food science information presented in scientific journals, magazines, media, etc. The knowledge will add to your academic and professional development and will help you to become an educated and informed consumer.

The overall goals of the course are to ensure that you have:

- The desire to learn about nutrition and food.
- Interest in applying food health and safety to your lifestyle.
- Knowledge to improve your health and well-being at home and in the work force.
- Curiosity about evaluating your nutritional status.
- The ability to integrate nutrition and food science as important biological and chemical principles.
- A knowledge base necessary for making value judgments concerning issues in nutrition and food science.

General Education Objectives and Learning Outcomes:

This course is a biological sciences (B) subject area course in the UF General Education Program. Biological science courses provide instruction in the basic concepts, theories and terms of the scientific method in the context of the life sciences. Courses focus on major scientific developments and their impacts on society, science and the environment, and the relevant processes that govern biological systems. Students will formulate empirically-testable hypotheses derived from the study of living things, apply logical reasoning skills through scientific criticism and argument, and apply techniques of discovery and critical thinking to evaluate outcomes of experiments.

Upon completion of this course, students will be able to:

- Explain and practice the Scientific Method and hypothesis testing as it relates to your nutritional status and food intake.
- Examine the foundations of human nutritional requirements by understanding the functions of the nutrients.
- Apply your knowledge of nutritional requirements to US and global populations.
- Analyze interactions of macro and micro nutrients as it relates to metabolism.
- Examine the processes associated with the digestion and absorption of food.
- Describe the classification, quality, bio-chemical reactions, and sources of macro and micro nutrients.
- Describe the safety issues, chemical and biological, affecting foods and those processes used to protect consumers food.
- Conceptualize the processing and methods used in new food development.
- Evaluate resources that provide information about nutrition, food sciences and food safety.

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline.* Students will be able to describe basic nutrition, food safety and food sciences terms, classification of nutrients and their role in the body, and relevance of particular nutrients to human health. They will achieve this outcome by completing assignments 4, 5 and 7, successfully participating in all exams and in selected weekly quizzes. Content related to digestion and absorption will be evaluated by exam 2, weekly quiz 5 and class activity post in week 5. Competency related to topics of food and culture, disparities, and food distribution will be assessed by assignments 5 and 6 as well as exam 1.

Critical Thinking: *Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.* There are three set of assignments which help students develop critical thinking skills. Assignments 1 and 2 progress from choosing a controversial topic, researching each side of the controversy, summarizing the findings, reflecting on this basis to formulate discipline

specific personal opinions to the last part, where each student evaluates a peer's approach in creating opinions. The second set of assignments 3-5, is based on the scientific method. First students learn what the scientific method is, then create a hypothesis based on their knowledge of culture specific foods, enter and analyze provided data, prove or disprove the hypothesis, and reflect on the health consequences related to specific food patterns. They have the opportunity to compare their hypothesis with examples of hypotheses and reflections on similarities/differences and the reasons for them.

The last set of assignments, 7A and 7B, gives students practice in conducting food sensory testing to experience and practice a research-based approach to new food development.

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline .*

Students practice three methods of communication which are assessed by the instructor and one written communication evaluated both by peers and the instructor. Assignment 2 measure students' ability to extract, summarize and effectively present information on a controversial topic in an essay format (instructor graded and feedback provided). In the second part of the assignment, peers comment on the effectiveness of the collected resources and the persuasiveness.

Verbal communication is practiced and evaluated in assignment 6. Students need to reflect on quality of diets, describe how cultural food customs or economic disparities may affect nutritional adequacy of diet and predict how that in turn may affect health.

Graphic forms of communication are practiced and evaluated in the assignment where students are required to set up a sensory evaluation test. A major part of the final report of assignment 7B is created as a series of images with accompanying text.

Instructor Information

Dr. Agata Kowalewska , RD; Food Science and Human Nutrition Department

Address: Main UF Campus, McCarty Hall D, room G025, Gainesville 32611; [map](#)

Phone: 352-273-3473

Email: agatak@ufl.edu

Teaching Assistant Information

TBD; Food Science and Human Nutrition Department

Email:

Office Hours

Agata Kowalewska: Mondays 9-11AM and general advising office hours Wednesdays 9-11AM

You are always welcome to make an individual appointment (agatak@ufl.edu).

Course Materials:

The required material for the course is provided by two different publishers, Pearson and Kendall/Hunt Publishers.

NOTE: You need both, Pearson and Kendall/Hunt, not one or the other.

- **Pearson materials – access code which allows Canvas integration**
 - MyDiet Analysis Program.
- **Kendall/Hunt materials – textbook/e-book**
 - *Nutrition, Real People Real Choices* ; 2016, 3rd edition. Editors: C.D. Allred, N.C. Turner, and K.S. Geismar.

Course Communication:

Critical announcements for the course are found on Canvas under Announcements. When an announcement is posted on Canvas the system generates an email that will go to your **Gatorlink email (you@ufl.edu)**. Canvas will not communicate with any other email address even if that email is registered with the University. Therefore make sure to check your UF email account often.

Before sending an email to the instructor and TAs, you must first submit it to the course **Discussion** and wait for an answer. If you do not submit your question to the course Discussion, it will not be answered . Check other posts because your question may have been answered already.

Personal issues such as emergencies, health, rescheduling exams, etc. should be directed to your instructor or your TA. We will do our best to answer your emails with 48 hours however due to the size of the course it may take longer. Particularly at the beginning of the semester and around the assessment times the number of emails increases dramatically and it may take up to 4 days to answer your e-mail.

Course Outline:

The course is divided into 15 weekly modules. Each module contains lectures, reading materials, as well as guest's lectures and additional resources. Everything posted in a module is required. On Thursdays, starting on the second week of the semester, there is a short quiz. Each quiz covers only material for that particular week and questions will concentrate on the main issues. The following day, on Friday, there is a virtual Q and A session. During the session I will explain all problematic points (based on the Thursday quiz), answer frequent questions from the Discussion board, and questions that may come over the email before 8AM that Friday. The session will also include a "housekeeping" segment. That last part of Q&A will be devoted to organization of the course, upcoming

activities, exams, etc.

Information how to access the live session and recording will be posted on Canvas.

In addition to weekly quizzes and exams you are also responsible for assignments and class activities. All assessments have specific open dates and due dates. **Important:** There is no option to submit a late assessment.

Exam rules:

This course relies on technology – UF systems and the students system; it is the student’s responsibility to have a reliable operating system including Internet or WiFi.

All students can take exams anywhere there is a reliable Internet system. REMEMBER: there are computer facilities (<https://labs.at.ufl.edu/ComputerLabs.php>) on-campus that you may use if you are concerned about your computer and Internet.

To take your exams:

Recommended Internet platforms: Mozilla, Google;

Other browsers such as Safari and Internet Explorer can cause crashes and should not be used.

Timed Exam: exams are timed – 50 min and proctored. The clock is on the UF Server and once you begin it continues to run even if your system crashes, so try logging back in and call 392-4357 for help.

NOTE: Because one cannot validate what the student is doing while taking the exam – **you will not** get a makeup for internet or system issues other than a UF Canvas or Server problem. A UF Canvas or Server issue will have a major impact on the majority of students. Bottom line – if your system crashes, you will get the score you have at that time .

In the event of a crash, quickly shut down your system and log back in (the clock for the exam continues to run as it is on the UF server).

Second, Contact the UF HELP Desk at 392-HELP (4357); anytime you contact UF Help Desk take a ticket number. Hours: <http://helpdesk.ufl.edu/about/business-hours> .

Please remember that a ticket from UF Help Desk does not automatically guarantee a makeup but if you do not have one we cannot follow on your claim.

I will check with UF AT about UF Canvas and Server issues.

Information about proctoring services is posted on Canvas. You have to register with the service prior to first quiz but only the first quiz and exams are proctored. The quiz one is a test of the system before the exam but the points from the quiz count like any other quiz.

Critical Dates: All times Eastern Standard Times

Exams	Open Day and Time	Closing/Due Day and Time
Exam 1	Monday at 7AM	Tuesday at 7AM
Exam 2	Monday at 7AM	Tuesday at 7AM
Exam 3	Monday at 7AM	Tuesday at 7AM

Assignments	Open Day	Due Day	Special Instructions
Assignment 1: Essay topic and references (15pts)	<i>Dates and times will be posted for each semester. They will follow general schedule of weekly modules</i> 7AM	11:59PM	
Assignment 2A: Essay (37pts)	7AM	11:59PM	The essay has to be submitted on time in order to participate in a peer review (assign.2B). (“Turnitin” submission)
Assignment 2B: Peer review of the essay (8pts)	7AM	11:59PM	Open only to students who submit the assignment 2A on time.
Assignment 3: Scientific method quiz (5pts)	7AM	11:59PM	
Assignment 4: Your hypothesis and two different food patterns. (27pts)	7AM	11:59PM	You will need to use the MyDiet Analysis Program for this assignment.
Assignment 5: Comparing hypotheses, diet quality and health (30pts)	7AM	11:59PM	(“Turnitin” submission)
Assignment 6: “Below the needs” challenge (22pts)	7AM	11:59PM	You will use ChooseMyPlate.gov in this assignment. (“Turnitin” and video submissions)
Assignment 7A: Taste	7AM	11:59PM	

panel quiz (5pts)			
Assignment 7B: Taste panel (34pts)	7AM	11:59PM	You need 3 to 6 participants to complete this assignment. ("Turnitin" submission)

Class activity	Syllabus Week	Post due date, no later than
Digestion of starch (3pts)	Week 8	Thursday at 11:59PM
"Dissolution" test (3pts)	Week 10	Thursday at 11:59PM
"Spot the safety issue" (3pts)	Week 13	Thursday at 11:59PM
Weekly quiz		
All quizzes (3pts each)	Week 2 - 14	Thursday at 11:59PM

Grading Policies:

Grades will be according to:

- 3 Exams (3x50pts each = 150pts)
- During the exams you shall not use any resources. Use of any electronic devices, books, notes, friends, hired help, etc., will be considered cheating and may result in consequences including expulsion from UF.
 - All exams will be posted/taken on Canvas. You will have a **24 hr. window** starting at **7AM** on the date of the exam and ending at **7AM** the following morning to take the exam. Dates are posted in table above.
 - Exams are timed and proctored **50 questions in 50 min**.
 - To participate in exams you have to be registered with proctoring program (proctorU). Instructions will be posted on Canvas.
- Assignments: (183pts)
 - Information about assignment will be posted on **Canvas > FOS2001 > Assignments**
- Class activities (3x3pts each = 9pts)
- Weekly quizzes (14x3pts each = 42pts)
- Bonus assignments: (2x5pts each = 10pts). They will be announced on Canvas. The bonus assignments are in addition to 384 points (100%) that you can earn on regular assessments.

Gainesville and UF are in the EST and we are going to use that time for all assessments due dates and times.

Course Rules:

Course and exam rules are outlined in this section.

- All assignments, exams, etc. are due on a specific date and time. They will not be accepted late and will result in a zero grade other than with an excused absence.
- There are no makeups for missing an exam or assignment without an excused absence. I do not waiver on this policy.
- If you have any medical, family, personal situation that may prevent you from taking any assessment on time and you know about it at least one (1) week in advance please contact your instructor directly. Read below **Request a Makeup**
- If this is an emergency and you missed any assessment you need to contact Dean of Student office. Phone (352)392-1261 and/or umatter@ufl.edu. They will help you to make arrangements to make-up any work that you may have missed. The DOS office has resources to check hospital notes, police records. Only the note from DOS will allow you to make up missed assessment.
- After your grade is posted you have two (2) weeks to contact instructor or TA with any questions. After two weeks, the grade is final and there will be no more discussion about it.
- FINAL GRADES are not negotiable – you get what your total points reflect in the Grading Scale

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Request a Makeup: Students who have a conflict because of an upcoming function may request a makeup or different exam time. The following functions will be considered for a makeup if the student or representative emails the instructor (agatak@ufl.edu) at least 1 week before the exam date . Bottom Line – do not wait until after the exam to ask for the excuse for these.

- UF function
- Job interview
- Religious holidays
- Family event

NOTE : All others are considered unacceptable because you can take the exam anywhere as long as you have internet connection

Grading Scale

Your grades will be posted on Canvas. Grades are based on total points not percentage. You need to have the following total points for the letter grade. Please remember that 345 is still A- and it will not become 346 overnight, it is true for all the other grades/points. All grades are given in no less than 0.5pt increments.

Letter grade	Percentage	Minimum points for a grade
A	90	345.5
A-	88	337.5
B+	85	326
B	80	307
B-	78	299.5
C+	75	288
C	70	268.5
C-	68	261
D+	65	249.5
D	60	230
D-	58	227.5
E	Below 58	227

For information on current UF policies for assigning grade points,

See <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Each online distance learning program has a process for resolving student complaints within its academic and administrative departments at the program level. See <http://distance.ufl.edu/student-complaints> for more details.

Materials and Supplies Fees

None

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general wellbeing are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

☐ *University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575*

<http://www.counseling.ufl.edu/cwc/>

- Counseling Services
- Groups and Workshops
- Outreach and Consultation
- Self-Help Library
- Wellness Coaching

☐ U Matter We Care, www.umatter.ufl.edu/

☐ *Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/*

Students with Disabilities Accommodation

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation.

Students with disabilities should follow this procedure as early as possible in the semester.

Disability Resource Center, 001 Reid Hall, 352-392-8565

NOTE: when you obtain your letter, please sent it directly to your instructor, not the TA.

Software Policy

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Academic Honesty

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Online Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaint-process> to submit a complaint.

Course Schedule

The table below provides only general outline of the course. For more specific information, please refer to Detailed course schedule (posted in **Modules**) or follow to each weekly module individually.

Week	Weekly topics <i>Each weekly segment is a combination of: recorded lessons, audio/video resources, and readings from other resources than a textbook.</i>	Weekly Activities Thursday quiz and Friday Q&A session based on Thu quiz and students' questions	Assessments A – assignment B – bonus activity E - exam
1/2	Overview of Man's Food – main ideas of nutrition, food sciences and food safety.	Thu : Main ideas quiz F : Q&A session	A1 and B1 open A1 due with the 1 st weekly quiz B1 due a day after add/drop ends.
3	Cultures, ethnicity and food in US Global issues of food and nutrition.	Thu : Main ideas quiz F : Q&A session	A2A opens
4	Classifications of nutrients Water	Thu : Main ideas quiz F : Q&A session	A2A due on Thu A2B opens F
5	Digestion and absorption	Thu : Main ideas quiz F : Q&A session	
6	Energy and calorie <u>Guest lecture by Ms. L. Acosta, RD, CSSD, LDN "Sports nutrition"</u>	Thu : Main ideas quiz F : Q&A session	E1 on Monday A2B due on Thu A3 opens on F
7	Proteins	Thu : Main ideas quiz F : Q&A session	A3 due on Thu A4 opens on F
8	Carbohydrates <u>Guest lecture by Dr. W. Dahl – "Fiber"</u> --Class activity: digestion of starch--	Thu : Main ideas quiz F : Q&A session	Class activity post on Thu
9	Fats <u>Guest lecture by Dr. G. Baker "Fats"</u>	Thu : Main ideas quiz F : Q&A session	A4 due on Thu A5 opens on F
10	Vitamins and minerals <u>Guest lecture by Dr.S. Tanumihardjo "Vitamin A"</u> <u>Guest lecture about Dr. M. Knutson "Iron"</u> --Class activity: "dissolution" test--	Thu : Main ideas quiz F : Q&A session	Class activity post due on Thu
11	Life stages and nutrition <u>Guest lecture by Dr. L. Bobroff "Nutrition for older adults"</u>	Thu : Main ideas quiz F : Q&A session	E2 on Mo A5 due on Thu A6 opens on F
12	Science of food and food development <u>Guest lecture by Dr. C. Sims "Food sciences"</u> <u>Guest lecture by Dr. R. Goodrich-Schneider "Product development"</u>	Thu : Main ideas quiz F : Q&A session	B2 opens on Mo B2 due on F
13	Food safety <u>Guest lecture by Dr. K. Schneider "Food safety"</u> --Class activity: "spot the safety issue"--	Thu : Main ideas quiz F : Q&A session	Class activity post and A6 due on Thu A7AB opens on F
14	Food Preservation Food allergies and food sensitivity	Thu : Main ideas quiz F : Q&A session	A7A due on Thu
15	Alcohol Phytochemicals		A7B due on Tue E3 last day of the semester

Cover Sheet: Request 13520

IDS2935 UFQuest 1, Identities: Women and Religion in Popular US Fiction

Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Notified
Submitter	Patricia Travis ttravis@ufl.edu
Created	1/14/2019 5:53:20 PM
Updated	9/10/2019 8:06:31 AM
Description of request	IDS2935 is the course "shell" through which the first offerings in the new UF Quest curriculum will be offered. I am asking that the Gen Ed committee temporarily approve a section of IDS2935 titled "UFQuest 1, Identities: Women and Religion in Popular US Fiction" as an offering that fills the Humanities, Diversity, and Writing (2000 words) Gen Ed requirements. This temporary approval will last from Fall term, 2019 until Spring term 2021.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Womens Studies 16800000	Banafsheh Moradi		1/14/2019
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		2/8/2019
No document changes					
General Education Committee	Conditionally Approved	PV - General Education Committee (GEC)	Casey Griffith	Pending clarification of participation grading.	4/5/2019
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		4/18/2019
Travis-UFQ1 Identities-- Women-Rel Pop Lit for GEC Final review.pdf					4/18/2019
General Education Committee	Approved	PV - General Education Committee (GEC)	Casey Griffith		4/22/2019
No document changes					
Office of the Registrar	Approved	REG - Office of the Registrar (OUR)	Richard Anderson	GE: H, D, & WR: 2 added to section 3I01 effective 2198.	8/30/2019
No document changes					
Catalog	Approved	PV - Catalog	Lee Morrison		9/10/2019
No document changes					
College Notified	Notified	CLAS - College of Liberal Arts and Sciences			9/10/2019
No document changes					

Course|Gen_Ed|New-Close-Modify for request 13520

Info

Request: IDS2935 UFQuest 1, Identities: Women and Religion in Popular US Fiction

Description of request: IDS2935 is the course "shell" through which the first offerings in the new UF Quest curriculum will be offered. I am asking that the Gen Ed committee temporarily approve a section of IDS2935 titled "UFQuest 1, Identities: Women and Religion in Popular US Fiction" as an offering that fills the Humanities, Diversity, and Writing (2000 words) Gen Ed requirements. This temporary approval will last from Fall term, 2019 until Spring term 2021.

Submitter: Patricia Travis ttravis@ufl.edu

Created: 1/14/2019 2:49:55 PM

Form version: 1

Responses

Course Prefix and Number IDS2935

Course Title UFQ1 Identities: Women and Religion in Popular US Fiction

Delivery Method Classroom

Request Type Change GE/WR designation (selecting this option will open additional form fields below)

Effective Term Fall

Effective Year 2019

Credit Hours 3

Prerequisites n/a

Current GE Classification(s) None

Current Writing Requirement Classification None

Requesting Temporary or Permanent Approval 3 semesters

Requested GE Classification H - Humanities , D - Diversity

Requested Writing Requirement Classification E2 - 2000 words

Subject Area Objectives I. Humanities (H)

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

II. Diversity (D) – this designation is always in conjunction with another program area

In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.

Accomplishing Objectives I. Humanities Objectives

1. Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general.

This class provides instruction in the humanities areas of history, literature, and religion by introducing students to the concept that gender identity and religious belief—both of which many undergraduates experience as immutable "givens"—are in fact socially and historically constructed. It does so by placing popular literary texts that center on women's quest for religious/spiritual fulfillment into the historical contexts in which they were written and read.

2) Students will learn to identify and to analyze the key elements, biases and influences that shape thought.

Be contextualizing literary works with social history, some reader-friendly feminist literary criticism, and critical religious history, this class prompts students to see the literary works that are so often presented to them as static objects in the high school English classroom as, instead, the author's thoughtful negotiation of the gendered and religious norms of her own historical moment, with all of its insights and biases.

3. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Students will see that In popular fiction, women authors work out for themselves—and, by extension, their readers—complex questions about their identities as gendered subjects working within patriarchal traditions to achieve religious and political identities that make them feel relevant to the world.

II. Diversity Objectives

Diversity (D) – this designation is always in conjunction with another program area

1. In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States.

This course examines best-selling fictions dealing with women and religion, first in the 19th century, then in the immediate post-WW2 period, and then in the late 20th century as the popular culture pendulum swung in a more secular and, for women, “liberated” direction..

2. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population.

This chronology creates a frame within which to observe the evolving political positions of white and African American women, and the changing status of Protestants, Catholics, and Jews. In the final assignment, students are offered an opportunity to reflect on a work of their own choosing that may deal more explicitly with other religious traditions, ethnic or racial identities, and/or sexualities and their intersection with gendered and religious identity.

3. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.

Emphasis is placed on understanding works in historical context and on seeing ourselves as historical subjects: through critical readings in the first unit and the final self-directed assignment, students are invited to understand how, like the authors they study, their own position as people with specific gender identities and relationships to religious practice (including being a secular person), as well as their allegiance (or non-allegiance) to “official” or “approved” modes of reading effects what and how they read.

Student Learning Outcomes I. Humanities

Content: Identify, describe, and explain the history, underlying theory and methodologies used.

Critical Thinking: Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.

Communication: Communicate knowledge, thoughts and reasoning clearly and effectively.

II. Diversity

Content: Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability.

Critical Thinking: Analyze and evaluate how social inequities are constructed and affect the

opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society.

Communication: The diversity designation is always in conjunction with another category. Communication outcomes are listed in those subject areas.

Content: Explanation of Assessment I. Humanities and Diversity Content: (H) Identify, describe, and explain the history, underlying theory and methodologies used and (D) Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability.

At the end of the course, students will be able to identify, describe, and explain...

- the differences between "popular" and "canonical" literary forms and associated ways of reading
- evolving American beliefs about "proper" gendered and racialized religious experiences
- elements of the evolving religious and gendered landscape of Post-WW2 America

Critical Thinking: Explanation of Assessment II. Humanities and Diversity Critical Thinking: (H) Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives and (D) analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society.

At the end of the course, students will be able to...

- Identify, describe, and explain the importance of historical context, including critical reception history, for the interpretation of literary texts (H)
- Analyze literature using close reading, theories of gendered performativity, and contextualizing historical sources, including social science data on reading practices, critical religious history, and US social history of race and ethnicity (H and D)
- Reflect on their own reading and/or religious practices in light of new learning from course materials (H and D)

Communication: Explanation of Assessment Communication: Communicate knowledge, thoughts and reasoning clearly and effectively (The diversity designation is always in conjunction with another category. Communication outcomes are listed in those subject areas.)

At the end of the course, students will be able to...

- Express ideas about literature in appropriate oral and written forms
- Express their understanding of how their gendered and religious identities have shaped and will continue to shape their development as readers in school and beyond

Course Material: General Education Discussion As a Humanities class, *Women and Religion in Popular US Fiction* "provides instruction in the history, key themes, principles, terminology, and theory or methodologies used within" the fields of literature, US history, women's studies, and the social history of religion. The course is structured chronologically to help achieve the Diversity goal of "examin[ing] the historical processes and contemporary experiences characterizing social and cultural differences within the United States."

The assigned texts (brief scholarly essays, popular novels and one film) by authors from a wide range of standpoints demonstrate the ways that "diversity [is] a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Through classroom instruction and individual research on the historical moments in which the novels in the course were written, circulated, and read, "students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population."

Students come away from the class with a clear understanding of how historians, literary critics, and religious studies scholars have approached the study of "women," "religion," and "popular fiction," and of what the Religion and the Women's Studies majors entail.

Incorporation of General Education Subject Areas The Humanities and Diversity Subject Area Objectives are met by the reading of relevant scholarly works in literary criticism, critical religious

history, and women's studies and of fiction by a range of diverse US authors. Those readings are supplemented by lecture and class discussion and by structured writing assignments; the nature and number of these are described below.

Schedule of Weekly Topics and Readings

- 1 Introductions to one another, to terms "women," "religion," "popular literature"; Pew surveys on reading, religion
- 2 Good Literature/Bad Propaganda, Good Faith/Bad Religion; Jane Tompkins on sentimental novels, Tracey Fessenden on secularism
- 3 The WASP Lady canon and the beginning of Jewish Bestsellers; Composition and reception history of Stowe and Antin
- 4 From Stowe to Yezerskia; "Recovering" women's literature in the 1980s
- 5 Gentlemen and their "Others"; Antisemitism in "Tri-faith" America
- 6 The Rising Tide Lifts all the Boats; Liberal self-congratulations and end of the Jewish "race"
- 7 Beyond Liberalism and Domesticity; Beaver Cleaver lives in the green zone (federal housing policy and changing gender roles)
- 8 Mid term review and exam
- 9 "God is Dead"; What "the '60s" mean for women, religion, and popular fiction
- 10 God Lives; Articulating a feminist/womanist spirituality in popular literature
- 11 My Heaven; Postwar trends towards "Spiritual but not Religious"
- 12 Mixed Blessings; Postfeminist spirituality and "empowerment"
- 13 My HEAVEN; The new Jewish literature
- 14 Gratitude Week!—no class, Thanksgiving
- 15 Winding Down; Share final project drafts, evaluations, discuss curriculum paths out of this course
- 16 Conclusions; takehome final handed out in class

Schedule of Assignments:

NOTE: In order to give students flexibility and to spread grading out evenly over the term, three papers allow students to choose when/on what text they will write. In the first week of class, students will select the texts on which they will write the Historical Context and Literary Analysis papers and commit to the due dates associated with those texts. The Experiential Learning paper has a floating due date but must be completed before the workload of the course increases in the last month.

-- Me and My Methodology Paper (500-750 words; 20 points, 12%)

o Informal essay outlining and explaining the student's typical interpretive framework for reading fiction, with attention to ways gender and religious belief (and/or lack thereof) impacts personal critical practice

o Due: Week 3

-- Historical Context Paper (500-750 words; 20 points, 12%)

o Short reports on topics relevant to understanding the novel in its time period, posted to class website for other students to read as class begins a new book. Students will select topics from a list provided by the instructor. Examples may include reception history or author biography as well as topics specific to a certain title (e.g., report on womanist identity for *The Color Purple*).

o Due: Various dates throughout semester

-- Literary Analysis Paper (500-750 words; 20 points, 12%)

o A traditional analytical essay that examines a key image or passage from an assigned text and discusses the way it illuminates the larger idea or issue of identity within the work

o Due: Various dates throughout semester

-- Mid-term Exam (20 points, 12%)

o In-class exam; short answer and essay questions

o Week 8

-- Experiential Learning Paper (500 words; 10 points, 6%)

o Report on the experiential learning activity the student or class pursues, describing it and linking it to themes and topics treated in class.

o Due: Various dates throughout semester; must be turned in by week 12.

-- Book Recommendation for Class Anthology (500-750 words; 22 points, 13%)

o Short essay recommending a work of popular fiction that deals with gendered and/or religious

identity to a friend or future classmate; these will be collected and published in a class anthology.
o Due: Proposal (6 pts)—Week 11; Complete Recommendation (16 pts)—Week 15

-- Take-home Final Exam (2-3 essays of 300-500 words, 30 points, 16%)

o Synthetic essays drawing on the material covered in the semester. Questions distributed in class.
o Due: at scheduled exam period or before.

-- Participation (20 points, 15%)

o Consistent alert (i.e., awake and paying attention), informed (i.e., shows evidence of having done assigned work), thoughtful (i.e., shows evidence of having understood and considered issues raised in readings and other discussions), and considerate (i.e., takes the perspectives of others into account) participation. (If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.)

-- Attendance (13 points, .5 points per 26 class meetings, 7%)

o Consistent, on-time, all-class period attendance

Total Possible Points: 175 (Point values are a fraction off 100% due to rounding)

REL 2930: Women and Religion in Popular US Fiction

UF Quest 1/Identities IDS2935/####

General Education: Humanities, Diversity, Writing (2000 words)

[Note: A minimum grade of C is required for General Education credit]

Fall 2019, M/W/F # Period (TIME-TIME)

Location: ROOM

Class resources, announcements, updates, & assignments will be made available through the class Canvas site:
[URL]

Instructor	Teaching Assistant
Trysh Travis, Assoc. Prof. of Women's Studies ttravis@ufl.edu 273-0393 Office Hours: DATES/TIMES 305 Ustler Hall Please email for an appointment, even within posted office hours.	NAME, MA Student in Women's Studies EMAIL AND PHONE Office Hours: DATES/TIMES/ROOM

COURSE DESCRIPTION:

Women and religion have played central roles in American popular fiction since the terms "America" and "fiction" came into popular use in the 18th century. Women have always been the bulk of the fiction-reading public; novels that treat religious life have waxed and waned in popularity, but have always been what publishers call "steady sellers." This was particularly true in the mid-20th century. After World War 2, many women who had moved into the paid workforce during the War returned to the domestic sphere, and mainstream religions (Protestantism, Catholicism, and Judaism) assumed a new centrality in public discourse as Americans reckoned with the horrors of the Holocaust and the atom bomb. TV, with its seemingly unlimited possibilities of genre and subject-matter, was only just becoming a staple of the middle-class home. In this "golden age" of American literature, fiction captured the centrality of gender and religion in society.

This course examines best-selling fictions dealing with women and religion, first in the immediate post-WW2 period and then in the late 20th century, as the popular culture pendulum swung in a more secular and, for women, "liberated" direction. Emphasis is placed on understanding works in historical context as well as on critical self-reflection; students are invited to understand how, like the authors they study, their own position as people with specific gender identities and relationships to religious practice (including being a non-religious person) affects what and how they read.

CLASS COMPORMENT

This class deals with historical dimensions of American life that may be new and/or uncomfortable, including slavery, anti-Semitism, sexism, the history of homosexuality, and the nature and place of religion in public life. If we all knew everything there is to know about these topics and agreed on all of them there wouldn't really be much point to having this class. At the same time, there is also not much point to having the class if we each see it as an opportunity to grandstand about our beliefs and browbeat those who don't share them. Classroom discussion works best when it is both frank and respectful—sometimes a hard balance to strike. In this class you may need to separate your personal (intuitive, gut-level) feelings from your best rational mind in order to follow an idea through, see it from different angles, and give consideration to its complexity. If we all do that, we may find surprising common ground for agreement or—also useful—respectful and productive ways to disagree.

Quest 1 and Gen Ed Descriptions and Student Learning Outcomes

- **QUEST 1 DESCRIPTION:** Quest 1 courses are multidisciplinary explorations of truly challenging questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world, Quest 1 students use the humanities approaches present in the course to mine texts for evidence, create arguments, and articulate ideas.
 - **QUEST 1 SLOS:**
 - Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
 - Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
 - Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Critical Thinking).
 - Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).

- **HUMANITIES DESCRIPTION:** Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.
 - **HUMANITIES SLOS**
 - Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
 - Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
 - Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

- **DIVERSITY DESCRIPTION:** In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.
 - **DIVERSITY SLOS:**
 - Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability (Content).
 - Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in

which cultures and beliefs mediate understandings of an increasingly diverse U.S. society (Critical Thinking).

- WRITING DESCRIPTION: The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The writing course grade assigned by the instructor has two components: the writing component and a course grade. **To receive writing credit a student must satisfactorily complete all the assigned written work and receive a minimum grade of C (2.0) for the course.** It is possible to not meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.
 - WRITING EVALUATION:
 - This course carries 2000 words that count towards the UF Writing Requirement. You must turn in all written work counting towards the 2000 words in order to receive credit for those words.
 - The instructor will evaluate and provide feedback on the student's written work with respect to content, organization and coherence, argument and support (when appropriate), style, clarity, grammar, punctuation, and other mechanics, using a published writing rubric (see syllabus page 8).
 - More specific rubrics and guidelines for individual assignments may be provided during the course of the semester.

This Course Student Learning Outcomes

Reflecting the curricular structures of Quest 1 and these Gen Ed designations, after taking Women and Religion in Popular US Fiction, students will be able to:

1. Identify, describe, and explain beliefs about "proper" gendered and religious experiences among women of varying races/ethnicities from the 19th century to the present **(Content SLOS for Gen Ed Hum & Diversity and Q 1)**
2. Identify and describe elements of the increasingly pluralistic religious and gendered landscape of Post-WW2 America; explain historical change over time **(Content SLOS for Gen Ed Hum & Diversity and Q 1)**
3. Identify, describe, and explain the importance of historical context, including critical reception history, for the interpretation of literary texts **(Critical Thinking SLO for Gen Ed Hum and Q1)**
4. Analyze literature using contextualizing historical sources, theories of gendered performativity, and close reading **(Critical Thinking SLO for Gen Ed Hum and Q1)**
5. Analyze and evaluate how racial and gendered inequities are constructed and contested within different literary representations of religious traditions; analyze and reflect on the ways in which literary representations gendered religious life mediate understandings of an increasingly diverse U.S. society **(Critical Thinking SLO for Diversity)**.
6. Express ideas about religion, history, and literature in appropriate oral and/or written forms **(Communication SLO for Gen Ed Hum and Q1)**
7. Reflect on how their understanding of how gendered and religious identity has shaped and will continue to shape their development as readers in school and beyond **(Connection SLO for Q1)**

TO SEE HOW ASSIGNED WORK ADVANCES EACH SLO, GO TO PAGES 6-7.

REQUIRED AND RECOMMENDED READING (ON ORDER AT UF BOOKSTORE):

Please purchase THESE editions unless otherwise indicated. Other materials will be available for downloading and printing through the Canvas E-reservation site. STUDENTS ARE REQUIRED TO BRING HARD COPY OF ASSIGNED READING TO CLASS EACH DAY.

Required:

- Hansberry, *A Raisin in the Sun* (1957, Vintage reprint 2014)
- Walker, *The Color Purple* (Mariner, 1982)
- Sebold, *The Lovely Bones* (Back Bay, 2002)
- Goldberg, *Bee Season* (Anchor, 2001)

Recommended:

- Lunsford, *Easy Writer* (usage and style guide; 4th through 6th edition accepted)

Screening:

- There will be a screening of the film *Gentlemen's Agreement* on the evening of Thursday, 20 Sept., exact time and location TBA. Students unable to attend should let the professors know, and may view the film at Library West, where it is available at the circulation desk on closed reserve; inquire by course number and instructor name.

Note: Course Content is Tentative and Subject to Change

Highlighted text indicates to the Gen Ed Committee the intended central focus of class discussion and will be removed from the syllabus prior to start of class

Highlighted in blue indicates responses to GEC request at 5 April meeting for more clarity on participation grading

Introduction

WEEK 1 MEN AND WOMEN, RELIGION AND FICTION

Th., 23 Aug What do we know about this topic? [in class reflection/self-survey; discussion of "data" on reading]

- Morrison, "[Men and Women Don't Read From Same Page On Books](#)" (2017)
- Maher, "[Oprah Books and New Socially-Conscious Zeitgeist](#)"(2017)
- Pew Center for Religion & Public Life, "[US Public Becoming Less Religious](#)"(2015)

Unit One: History and Theory Toolbox

WEEK 2 INTRODUCTIONS AND PROTOCOLS

T. 28 Aug Jane Tompkins, excerpt from "Sentimental Power" (1986; available through Canvas E-res page) [women as "emotional" readers; bestsellers as "trashy"]

- read from start of chapter through "unexamined effect" on p. 127

Th. 30 Aug Tracy Fessenden, Introduction to *Culture and Redemption* (2007; available through Canvas E-res page) [secularism in literature; secularism as a proxy for intellectual quality]

- read from start of chapter through "cultural authority" on p. 6
∞ **Due in class: choice sheets for context/analysis papers**

WEEK 3 THE WASP LADY CANON AND THE BEGINNING OF JEWISH BESTSELLERS

T. 4 Sept. Harriet Beecher Stowe, excerpts from *Uncle Tom's Cabin* (1852; available through Canvas E-res page) [19th century "norms" of faith and femininity for black and white women]

- "An Evening in Uncle Tom's Cabin,"
- "In Which it Appears that a Senator is but a Man,"
- "Of Tom's New Master, and Various Other Matters"

Travis/Syllabus: What is a Man?/4

Th. 6 Sept. Mary Antin, excerpts from *The Promised Land* (1912; available through Canvas E-res page) [19th century norms of “marginality” and assimilation]

- “My Country”
- “Miracles”

∞ Due in class: Methodology papers

WEEK 4 FROM STOWE TO YEZIERSKA

T. 11 Sept. Stowe, cont'd ["soft power" and the Angel of the House]

Th. 13 Sept. Anzia Yezerskia, excerpts from *Salome of the Tenements* (1923; available through Canvas e-res page) [early 20th century challenges to gendered public/private spheres]

- “Salome meets her Saint”
- “Shopping for Simplicity”
- “Jaky Solomon and Jacques Hollins”

∞ Due via Canvas comment: Self-assessment of participation #1

Unit 2: The Postwar American Consensus

WEEK 5 GENTLEMEN AND THEIR “OTHERS”

T. 18 Sept. Lecture: Gender, Religion (and Race) in Post-WW2 America [postwar liberalism and “tri-faith America”]

∞ Due in class: Context papers on *Gentleman’s Agreement* (1947)

Th. 20 Sept. Laura Hobson, excerpts from *Gentleman’s Agreement* (available through Canvas E-res page) [New York cosmopolitanism and “anti-anti-semitism”]

- Chpts. 1-3
- Screening of *Gentleman’s Agreement*, 5 pm. Location TBA (with snacks!)

Students unable to attend the screening should watch the entire film on their own through a streaming service or in Library West, where it is available on closed reserve.

WEEK 6 THE RISING TIDE AND ALL THE BOATS

T. 25 Sept. Hobson, cont'd [the “marrying kind” of (WASP) woman and the secular slut]

Th. 27 Sept. Lecture: The Double V Campaign and Housing Rights [African American political agency and gender]

∞ Due in class Context Papers: Lorraine Hansberry, *Raisin in the Sun* (1959)

WEEK 7 BEYOND LIBERALISM (AND DOMESTICITY)

T. 2 Oct Hansberry, *Raisin in the Sun* [black women’s faith and/as “assimilation”]

Th. 4 Oct. Hansberry, cont'd [faith as/in resistance to racism]

WEEK 8 MID-TERM TIME!

T. 9 Oct In-class midterm; bring your own blue books

Th. 11 Oct. Mid-term debrief and look ahead

Unit 3: The Post-Postwar World

WEEK 9 “GOD IS DEAD”

T. 16 Oct. Lecture: Women, Religion, and “the ‘60s” [challenges to established religious practice and gender roles; decline of mainline denominations]

∞ Due in class Context Papers: Alice Walker, *The Color Purple* (1982)

Th. 18 Oct. Walker, cont'd [speaking women’s reality]

WEEK 10	GOD LIVES
T. 23 Oct.	Walker, cont'd [Womanism and/as nature religion]
Th 25 Oct.	Walker, cont'd [new ministries and missionaries]
	∞ Due via Canvas: Self-assessment of participation #2
WEEK 11	MY HEAVEN
T. 30 Oct.	Lecture: Seeker Religiosity [freedom and therapy in the New Age]
	• Sebold, <i>Lovely Bones</i>
	• Bellah et al, "Sheilaism" from <i>Habits of the Heart</i> (1985; available through Canvas E-res page)
	∞ Due in class Context Papers: Alice Sebold, <i>The Lovely Bones</i> (2002)
Th. 1 Nov.	Sebold, cont'd [faith in the age of the serial killer]
	∞ Due in class: Proposals for Book Recommendation for class anthology
WEEK 12	MY HEAVEN
T. 6 Nov.	Sebold, cont'd [faithless mothers and abandoned children]
Th. 8 Nov.	Sebold, cont'd ["The problem that had no name"]
	∞ Due in class Context Papers, Myla Goldberg, <i>Bee Season</i> (2000)
WEEK 13	VARIETIES OF MODERN MYSTICAL EXPERIENCE
T. 13 Nov.	Goldberg, <i>Bee Season</i> [faithless mothers and abandoned children, pt 2]
Th. 15 Nov.	Goldberg, cont'd [enter the other: Asian mysticism as threat]
WEEK 14	GRATITUDE WEEK!
T. 20 Nov.	Goldberg, cont'd [assimilation of the father, salvation of the child]
Th. 23 Nov	Thanksgiving—no class
Week 15	WINDING DOWN
T. 27 Nov.	Take-home final planning/brainstorm session evaluations
	∞ Due in class: Book Recommendation essay for class anthology
Th. 29 Nov.	Conclusion
	∞ Due via Canvas: final self-assessment on participation
Week 16	LOOKING FORWARD
T. 4 Dec.	Distribute take-home exam questions and class anthology (with snacks!)

Take-home finals due via Canvas by 5:30 pm, 13 December

ASSIGNED WORK (NOTE: YOU MUST COMPLETE ALL THE ASSIGNED WORK IN ORDER TO PASS THE CLASS)

In order to give students flexibility and to spread grading out evenly over the term, three papers allow students to choose when/on what text they will write. In the first week of class, students will select the texts on which they will write the Historical Context and Literary Analysis papers and commit to the due dates associated with those texts. The Experiential Learning paper has a floating due date but must be completed before the workload of the course increases in the last month.

- Me and My Methodology Paper (500-750 words; 20 points, 12%)
 - Informal essay outlining and explaining the student's typical interpretive framework for reading fiction, with attention to ways gender and religious belief (and/or lack thereof) impacts personal critical practice

- **Due: Week 3 (Advances SLOs 3, 4, 5, 6, 7)**
- Historical Context Paper (500-750 words; 20 points, 12%)
 - Short reports on topics relevant to understanding the novel in its time period, posted to class website for other students to read as class begins a new book. Students will select topics from a list provided by the instructor. Examples may include reception history or author biography as well as topics specific to a certain title (e.g., report on womanist identity for *The Color Purple*).
 - **Due: Various dates throughout semester (Advances SLOs 1, 2, 4, 5, 6)**
- Literary Analysis Paper (500-750 words; 20 points, 12%)
 - A traditional analytical essay that examines a key image or passage from an assigned text and discusses the way it illuminates the larger idea or issue of identity within the work
 - **Due: Various dates throughout semester (Advances SLOs 4, 5, 6)**
- Mid-term Exam (20 points, 12%)
 - In-class exam; short answer and essay questions
 - **Week 8 (Advances SLOs 1, 2, 5, 6)**
- Experiential Learning Paper (500 words; 10 points, 6%)
 - Report on the experiential learning activity the student or class pursues, describing it and linking it to themes and topics treated in class.
 - **Due: TBA; must be turned in by week 12. (SLOs advanced TBA depending on experience)**

NOTE: If there are opportunities to see a relevant play at the Philips Center or Hippodrome, that will be worked into the syllabus; both classes will attend and as many students as can be organized will get together for a followup conversation with the director/performers. Alternatively, Prof. Gordan runs a speaker series which routinely brings in outside speakers, including popular Jewish fiction writers. Students will be encouraged to attend one such talk, and/or to visit a women's worship/religious study group at a local church (on or off campus), and/or to visit a book club meeting focused on popular literature at the Alachua County Library.

- Book Recommendation for Class Anthology (500-750 words; 22 points, 13%)
 - Short essay recommending a work of popular fiction that deals with gendered and/or religious identity to a friend or future classmate; these will be collected and published in a class anthology.
 - **Due: Proposal (6 pts)—Week 11; Complete Recommendation (16 pts)—Week 15**
 - **Advances SLOs 1, 2, 3, 4, 5, 6**
 - Take-home Final Exam (2-3 essays of 300-500 words, 30 points, 16%)
 - Synthetic essays drawing on the material covered in the semester. Questions distributed in class.
 - **Due: at scheduled exam period or before (Advances SLOs 1, 2, 3, 4, 5, 6, 7)**
 - Participation (20 points, 15%)
 - Consistent alert (i.e., awake and paying attention), informed (i.e., shows evidence of having done assigned work), thoughtful (i.e., shows evidence of having understood and considered issues raised in readings and other discussions), and considerate (i.e., takes the perspectives of others into account) participation.
 - If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.
 - **Students will self-assess their participation using the criteria provided at Weeks 4, 10, and 15 and work with instructor to identify areas of improvement if necessary.**
 - Attendance (13 points, .5 points per 26 class meetings, 7%)
 - Consistent, on-time, all-class period attendance
- Total Possible Points: 175 (Point values are a fraction off 100% due to rounding)**

Grading

- **Participation Grading:** Consistent high-quality class participation—in large and small groups—is expected. “High-quality” in this case means
 - informed (i.e., shows evidence of having done assigned work),
 - thoughtful (i.e., shows evidence of having understood and considered issues raised in readings and other discussions), and
 - considerate (i.e., takes the perspectives of others into account).

If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.

- Students will self-assess their participation using these criteria at Weeks 4, 10, and 15 and work with instructor to identify areas of improvement if necessary.

- **Paper Grading:** It is not truly possible to separate the quality of ideas from the quality of the language through which they are expressed, but I attempt to do so by using the grading rubrics for papers. These grids assign point values to each of five levels of achievement (A-F), then assess what level you have reached in each of four areas: Content (the thoughtfulness, originality, and insight of the paper), Development (its organization and movement from one idea to another), Style (the appropriateness and effectiveness of the language), and Usage (mechanics of grammar, spelling, citation, formatting, and punctuation).

	Excellent (A)	Good (B)	Adequate (C)	Poor (D)	Failing (F)
Content	Significant controlling idea or assertion supported with concrete, substantial, and relevant evidence.	Controlling idea or assertion supported with concrete and relevant evidence.	Controlling idea or assertion general, limited, or obvious; some supporting evidence is repetitious, irrelevant, or sketchy.	Controlling idea or assertion too general, superficial, or vague; evidence insufficient because obvious, aimless, or contradictory.	No discernible idea or assertion controls the random or unexplained details that make up the body of the essay.
Development	Order reveals a sense of necessity, symmetry, and emphasis; paragraphs focused and coherent; logical transitions reinforce the progress of the analysis or argument. Introduction engages initial interest; conclusion supports without repeating.	Order reveals a sense of necessity and emphasis; paragraphs focused and coherent; logical transitions signal changes in direction; introduction engages initial interest; conclusion supports without merely repeating.	Order apparent but not consistently maintained; paragraphs focused and for the most part coherent; transitions functional but often obvious or monotonous. Introduction or conclusions may be mechanical rather than purposeful or insightful.	Order unclear or inappropriate, failing to emphasize central idea; paragraphs jumbled or underdeveloped; transitions unclear, inaccurate, or missing. Introduction merely describes what is to follow; conclusion merely repeats what has been said.	Order and emphasis indiscernible; paragraphs typographical rather than structural; transitions unclear, inaccurate, or missing. Neither the introduction nor the conclusion satisfies any clear rhetorical purpose.
Style	Sentences varied, emphatic, and purposeful; diction fresh, precise, economical, and idiomatic; tone complements the subject, conveys the authorial persona, and suits the audience.	Sentences varied, purposeful, and emphatic; diction precise and idiomatic; tone fits the subject, persona, and audience.	Sentences competent but lacking emphasis and variety; diction generally correct and idiomatic; tone acceptable for the subject.	Sentences lack necessary emphasis, subordination, and purpose; diction vague or unidiomatic; tone inconsistent with or inappropriate to the subject.	Incoherent, rudimentary, or redundant sentences thwart the meaning of the essay; diction nonstandard or unidiomatic; tone indiscernible or inappropriate to the subject.

Usage	Grammar, syntax, punctuation, and spelling adhere to the conventions of "edited American English."	Grammar, punctuation, syntax, and spelling contain no serious deviations from the conventions of "edited American English."	Content undercut by some deviations from the conventions of "edited American English."	Frequent mistakes in grammar, syntax, punctuation, and spelling obscure content.	Frequent and serious mistakes in grammar, syntax, punctuation, and spelling make the content unintelligible.
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The grade you receive on formal written work is the sum of the points you got in each area. (Point values at each letter grade level vary depending on total point value of assignment.) Written comments on your papers add detail to and help to explain the numerical score you receive in each of the four areas.

Grading Scale

I record your points on all assignments over the course of the semester in the Canvas gradebook, which translates total points into a letter grade using a standard grading scale:

A= 94-100% of points possible	A- =90-93%	
B+=87-89%;	B=84-86%	B- =80-83%
C+=77-79%	C=74-76%	C- =70-73%
D+=67-69%	D=64-66%	D- =60-63%
<60=F		

More information on UF grading policy is [available here](#).

Policies

Class Attendance

Class attendance is expected. Students are allowed five discretionary absences (see “Attendance” under “Graded Work” above) to cover excused and unexcused absences. Additional absences that meet the standard of “excused” per [UF’s policies](#) may be allowed, otherwise each absence beyond five will result in two points off of the final grade.

Making Up Work

Work is due as specified in the syllabus. Late work is subject to a 1/3 grade penalty for each 24 hour period it is late (e.g., a paper that would’ve earned an A if turned in in class on Monday becomes an A- if received Tuesday, a B+ if received Wednesday, etc., with the weekend counting as two days). To be excused from submitting work or taking an exam at the assigned time, you must give 24 hours advance notice and/or meet the UF standards for an excused absence.

Students Requiring Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing UF’s standard [online evaluations](#) (summary results will be available to students [here](#)) as well as a course-specific evaluation that focuses on course content and the experience of the Quest curriculum. Class time will be allocated for the completion of both evaluations.

Class Demeanor

Students are expected to arrive to class on time, stay the full class period, and behave in a manner that is respectful to the instructor and to fellow students. Electronic devices should be turned off and placed in closed bags. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be kept to a minimum.

Materials and Supplies Fees

There are no additional fees for this course.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 302 Tigert Hall for one-on-one consultations and workshops.

Grading Scale

Points awarded on assigned work will be recorded over the course of the semester in the Canvas gradebook, which translates total points into a letter grade using a standard grading scale:

A= 94-100% of points possible	A- =90-93%	
B+=87-89%;	B=84-86%	B- =80-83%
C+=77-79%	C=74-76%	C- =70-73%
D+=67-69%	D=64-66%	D- =60-63%
<60=F		

More information on UF grading policy is [available here](#). A complete discussion of course policies is available on the class Canvas site, at the page "Course Administration and Policies."

✂

Cover Sheet: Request 12944

IDS2935 War & Peace: Revolution & Reconciliation in America & South Africa

Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Notified
Submitter	Elizabeth Ross eross@arts.ufl.edu
Created	8/15/2018 5:35:13 PM
Updated	11/1/2018 9:00:50 AM
Description of request	IDS2935 is the course "shell" through which the first offerings in the new UF Quest curriculum will be offered. I am asking that the Gen Ed committee temporarily approve a section of IDS2935 titled UFQuest 1, War & Peace, Revolution and Reconciliation in America and South Africa as an offering that fills the Humanities and International Gen Ed requirements. This temporary approval will last from Spring term, 2019, through fall term 2019.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CFA - Art and Art History 13020000	Elizabeth Caple		8/20/2018
Ross cover letter Rev & Reconcile US SA.pdf					8/15/2018
College	Approved	CFA - College of Fine Arts	Jennifer Setlow		8/24/2018
Ross UFQ1 War & Peace Rev & Reconcile US SA syllabus.pdf					8/24/2018
General Education Committee	Approved	PV - General Education Committee (GEC)	Casey Griffith		10/8/2018
No document changes					
Office of the Registrar	Approved	REG - Office of the Registrar (OUR)	Justin Held	H, N added to IDS2935 section 1C41 effective for 20191, 20195, 20198.	11/1/2018
No document changes					
Catalog	Approved	PV - Catalog	Lee Morrison		11/1/2018
No document changes					
College Notified	Notified	CFA - College of Fine Arts			11/1/2018
No document changes					

Course|Gen_Ed|New-Close-Modify for request 12944

Info

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Submitter: Elizabeth Ross eross@arts.ufl.edu

Created: 8/15/2018 5:26:50 PM

Form version: 1

Responses

Course Prefix and Number IDS2935

Course Title UFQ1 War & Peace: Revolution and Reconciliation in America and South Africa

Delivery Method Classroom

Request Type Change GE/WR designation (selecting this option will open additional form fields below)

Effective Term Spring

Effective Year 2019

Credit Hours 3

Prerequisites n/a

Current GE Classification(s) None

Current Writing Requirement Classification None

Requesting Temporary or Permanent Approval 3 semesters

Requested GE Classification H, N

Requested Writing Requirement Classification None

August 15, 2018

Dear UF General Education Committee:

This letter introduces the course “Revolution and Reconciliation in America and South Africa” for your review for the Humanities and International General Education designations. My course will be one of many in UF Quest 1, a new Humanities curriculum intended to replace IUF 1000, “What is the Good Life?” Quest courses are not surveys; they address essential questions drawing upon the perspectives of multiple disciplines, using pedagogies that create instructor engagement, prompt students’ metacognitive development and personal reflection, and incorporate an experiential learning element.

UF Quest Themes/Essential Questions. Each UF Quest 1 course addresses one of five themes, and this course investigates essential questions for the theme “War and Peace.” What causes conflict? How are conflicts represented and remembered? How do people seek to resolve conflict? How do communities cope with the aftermath of conflict? The course will explore these questions through three case studies in the United States and South Africa—the revolutionary tumult in New York City in 1775–76, the controversy over the competition for the Vietnam Veterans Memorial in 1981, and the 1993 Multi-Party Talks to create a new government for South Africa after apartheid. The first case study focuses on questions of conflict; the second on remembering conflict, especially through the arts; and the third on resolving conflict and coping with the aftermath.

Active learning and RTTP. My course is built around an innovative active-learning pedagogy that I have adopted for my regular courses in the last two years. Called Reacting to the Past (RTTP), this pedagogy explores historical events through complex, rigorous, carefully structured multi-week role-playing games built around students’ engagement with primary sources. RTTP games are written by faculty who are members of the Reacting Consortium of colleges, universities, and faculty (<https://reacting.barnard.edu/>), and they are peer-reviewed and play-tested before being published by Norton or University of North Carolina Press. (I am working on writing a game of my own, though not for this course.) I can provide bibliography on RTTP and General Education, if interested. This course will use two games: *Patriots, Loyalists, and Revolution in New York City, 1775–1776* and *The Collapse of Apartheid and the Dawn of Democracy in South Africa, 1993*.

For each game, each student will be assigned a historically-based character with detailed information about his/her biography, views, and goals, and they will participate in the simulation of events and write papers in that role. Students will examine the answer to the essential questions—and the political, cultural, social, and economic underpinning of those answers—from the point of view of their character. Then they will test their character’s answers in engagement with allied and adversarial characters, each advocating for their own answers.

Student/Faculty Engagement. RTTP increases student engagement. For example, my department interviewed students for a short video about this aspect of my teaching, and one reported: “I noticed that [at] the beginning of the game, the more quiet or reserved students became a lot more talkative by virtue of their character roles [that] ... allowed them to participate in ways that they didn’t normally do during class, and then after the game, you know, we heard more from them.” While the game is running, the instructor is intensively engaged with individual students and small groups to coach on strategy, field questions, and supply surprise developments (based on historical events).

On non-game days, the course has been designed to facilitate in-class discussion. For example, during the module on the Vietnam Veterans Memorial, students are asked to search a web site that collects testimony of men subject to the draft lottery. In class, they will share stories from men who have the same birthday as they do

and, therefore, who would have had the same fate in the draft. To give another example, I will introduce Afrikaner nationalism in South Africa through the lens of the Voortrekker monument. In class, students will be asked to compare two contemporary accounts of its dedication in 1949 at the beginning of apartheid—one account in a major South African newspaper, the other in a photo essay by a (female) American journalist in *Life* magazine.

Multidisciplinarity. The course draws upon materials and perspectives from a wide range of disciplines, including art history, history, literature, philosophy, journalism, and political science. The Voortrekker monument example above demonstrates this integration: to present a historical phenomenon and its political effects, we will focus on a work of art and architecture and as part of that, compare journalistic accounts, text and image. To give another example, the South Africa game book includes texts by Nelson Mandela and Steve Biko, and we will add photographs by Ernest Cole and Peter Magubane in a discussion of resistance to apartheid.

Experiential learning. The class incorporates an assignment around a visit to the Harn Museum to look at works that interpret conflict, such as El Anatsui's *Old Man's Cloth*.

Metacognitive development and personal reflection. A particular opportunity to develop students' critical analysis, personal reflection, and metacognition comes through the course's consideration of the essential question: how are conflicts represented and remembered? We will contrast, for example, the representation of revolutionary New York in the RTTP game and associated readings with *Hamilton: An American Musical*; consider the different methods of history and the arts; and then ask how contemporary society uses representations of the American revolution for political and cultural purposes. Our case study of the Vietnam Veterans Memorial (VVM) competition will explore similar issues in the 1980s.

Two aspects of our study of South Africa provide a particular opportunity for students' reflection on their lives as Floridians. The beginning of the VVM module will introduce examples of other monuments, notably including the new National Memorial for Peace and Justice, a site that remembers the history and victims of lynching. The monument is surrounded by memorial slabs, one for each county where lynching took place, and counties may claim and install their slab at home after going through a process that confronts their local history. Alachua County has recently begun this process, which it is calling a "truth and reconciliation" initiative, in an apparent nod to the Truth and Reconciliation Commission that sought restorative justice in South Africa after apartheid. South Africa has also seen a recent student-led movement to remove monuments to Cecil Rhodes, a nineteenth-century leader associated with colonialism and proto-apartheid. "Rhodes Must Fall" offers a parallel to the push to remove Confederate monuments locally and nationally.

International designation. I am applying for the International General Education designation. Fifty percent of the course deals with contemporary South Africa (or the historical background required to understand the contemporary situation). And as explained above, our exploration of American representations and memory of conflict will be closely related to the South African material. In examining the experiences and processes that characterize contemporary South Africa, students will come to reflect on how systems and beliefs mediate both South Africans' and their own understanding of the world.

Thank you for considering my course.

Yours sincerely,



Dr. Elizabeth Ross
Associate Professor of Art History

IDS 2935
Revolution and Reconciliation in America and South Africa
UF Quest 1—War & Peace
General Education—Humanities, International

Note: A minimum grade of C is required for General Education credit.

Spring 2019
Tuesday and Thursday, TBA
Credit Hours: 3
Course Fee: \$

Course Web Site: <http://elearning.ufl.edu/>

Dr. Elizabeth Ross, Associate Professor of Art History

Email: eross@arts.ufl.edu
Walk-in Office Hours: TBA or by appointment
Office Location: Fine Arts C (FAC) 119a
Office Phone: (352) 273-3067

The best way to reach Dr. Ross is through email. You do not need an appointment for walk-in office hours, but without an appointment, you may have to wait your turn.

Teaching Assistant

Jane Smart

Email:
Office Hours:

Course Description:

What is the nature of human conflict? How is it resolved? What role do the arts play in conflict and its resolution? This course will investigate those essential questions through three case studies in the United States and South Africa—the revolutionary chaos in New York City in 1775–76, the controversy over the competition for the Vietnam Veterans Memorial in 1981, and the 1993 Multi-Party Talks to create a new government for South Africa after apartheid. The first half of the class will focus on the United States; the second will turn to South Africa.

At the heart of the course stands the Reacting to the Past pedagogy that explores historical events through complex, rigorous, multi-week role-playing games. This course will use two games that have been peer-reviewed, play-tested, and published by the Reacting Consortium of faculty, colleges, and universities: *Patriots, Loyalists, and Revolution in New York City, 1775–1776* and *The Collapse of Apartheid and the Dawn of Democracy in South Africa, 1993*. For each game, each student will be assigned a historically-based character with detailed information about his/her biography, views, and goals, and they will participate in the simulation of events and write papers in that role. Students will examine the answer to the essential questions—and the political, cultural, social, and economic underpinning of those answers—from the point of view of their character. Then they will test their character's answers in engagement with allied and adversarial characters, each advocating for their own answers. *Patriots, Loyalists* delves into the nature of conflict, challenging received ideas about the inevitable triumph of great American heroes by exploring the confusion, tumult, and competing goals of individuals and social groups (including women, laborers, and slaves) in revolutionary New York. *Collapse of Apartheid* immerses students in the challenges of forging peace, as they try to negotiate the form of a democratic government in a society with gross imbalances of wealth and power and a recent history of violent conflict.

The Vietnam Veterans Memorial in Washington, DC exemplifies the potential for art to help resolve conflict—in this case, not the military battles, but the accompanying domestic civil strife and trauma of loss— by engaging the memory of the national community. The monument also engendered conflict over its design. We will assess the roles that the arts play in interpreting and remembering conflict also through works that complement the games: in particular, *Hamilton: An American Musical*, a contemporary representation of the Revolutionary War; South African photography that challenges apartheid and its aftermath; and Alachua County's truth and reconciliation process in response to the new National Memorial for Peace and Justice.

General Education Objectives and Learning Outcomes

This course is a Humanities (H) subject area course in the UF General Education Program. Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Humanities Student Learning Outcomes

At the conclusion of the course, students will be able to...

- Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
- Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

This course also meets the International (N) of the UF General Education Program. 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.

International Student Learning Outcomes

At the conclusion of the course, students will be able to...

- Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.
- Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world.

UF Quest 1 Program Objectives and Learning Outcomes

This course is a UF Quest 1 subject area course in the UF Quest Program. Grounded in the modes of inquiry and expression characteristic of the arts and humanities, Quest 1 courses invite students to explore essential questions that transcend the boundaries of any one discipline—the kinds of complex and open-ended questions they will face as critical, creative, and thoughtful adults navigating a complex and interconnected world.

UF Quest 1 courses...

- Address in relevant ways the history, key themes, principles, terminologies, theories, and methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition.
- Present different arts and humanities disciplines' distinctive elements, along with their biases and influences on essential questions about the human condition.
- Require students to explore at least one arts or humanities resource outside their classroom and explain how engagement with it complements classroom work.
- Enable students to analyze and evaluate essential questions about the human condition clearly and effectively in writing and other forms appropriate to the discipline.
- Embed critical analysis of the role arts and humanities play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs.

UF Quest 1 Student Learning Outcomes

At the conclusion of the course, students will be able to...

- Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
- Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Critical Thinking).
- Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).

Course Objectives	Student Learning Outcomes	Assessment
This course will accomplish the General Education and UF Quest I objectives by...	At the conclusion of the course, students will be able to...	This will be assessed by...
CONTENT		
Addressing the essential questions of the course through an active learning pedagogy and case studies centered on New York in 1775-76, South Africa in 1993, and Washington, DC in 1981	Identify, describe, and explain philosophical, political, social, and economic factors that affected the debate over revolution in 1775–1776 New York and the transition to a post-apartheid order in 1993 South Africa Identify art, visual works, and monuments that interpret conflict, such as the Vietnam Veterans Memorial; <i>Hamilton: An American Musical</i> ; and photography and monuments from South Africa, and describe and explain how they do so	Quiz <i>Patriots, Loyalists</i> role performance, speech outline assignment, and paper <i>Collapse of Apartheid</i> role performance and papers Final Project
CRITICAL THINKING		
Presenting approaches from the disciplines of art history, history, and literature that address the essential questions and the complex political, cultural, social, and economic dynamics at work in conflict, conflict resolution, and art that responds to conflict Requiring students to explore relevant works at UF’s Harn Museum of Art or another venue and to explain how they address the essential questions	Assess arguments that address the central questions from multiple perspectives by identifying and analyzing their key elements, biases, and influences Evaluate how the interpretation of conflict in art, visual works, and monuments speaks to contemporary society	<i>Patriots, Loyalists</i> role performance, speech outline assignment, and paper <i>Collapse of Apartheid</i> role performance and papers Discussion Board Post #1 Final Project
Embedding critical analysis of the role arts and humanities play in the lives of individuals and societies and the role they might play in students’ undergraduate degree program	Relate the course’s discussion of conflict, its resolution, and its representation to their intellectual development at UF and beyond	Discussion Board Post #2
COMMUNICATION		
Enabling students to analyze and evaluate the essential questions orally and in writing	Formulate arguments that address the essential questions using historical or art historical evidence Create a design for a monument or work of public art that addresses the essential questions	<i>Patriots, Loyalists</i> role performance, speech outline assignment, and paper <i>Collapse of Apartheid</i> role performance and papers Feedback to Speaking Partner Discussion Board Posts Final Project

Course Policies:

Attendance and due dates. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policy that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> . Please look at your calendar at the beginning of the semester to see if you have any commitments (for example, religious holidays) that conflict with classes, due dates, or exams. If you do have a conflict, contact Dr. Ross in advance.

Email. The instructors will contact you through the eLearning system or by emailing your UF address. Please check your account.

Classroom demeanor. No talking on cell phones, ringing or beeping, texting, social media browsing/posting, emailing, noisy or smelly eating, etc., during class, except as part of appropriate game play during game sessions. Students are expected to assist in maintaining a classroom environment that is conducive to learning. Inappropriate behavior shall result, minimally, in a request to leave class.

Accommodation. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://drc.dso.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to Dr. Ross when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Course evaluations. Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Diversity. It is my intent that we explore the content of this course in a way that is respectful of diversity—gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. It is also my intent to present content that explores diverse points of view, which might be challenging. Maintaining a respectful environment will be both my responsibility and yours. It is my intent that students from all backgrounds and perspectives be well-served by this course and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions are encouraged and appreciated.

Academic Honesty:

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’” The Honor Code (<https://sccr.dso.ufl.edu/students/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. *If you have any questions or concerns, please consult with the instructors.*

UF’s policies regarding academic honesty, the honor code, and student conduct related to the honor code will be strictly enforced. This means that cheating and plagiarism will be penalized, and a report will be filed with the Student Conduct and Conflict Resolution office. For a discussion of how to avoid plagiarism, consult *Misuse of Sources* on the course web site. *If you have any questions, please ask an instructor.* An online plagiarism checker service may be used to screen papers.

Grading Scale:

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
% Equivalent	93+	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	59-

See the following web page for UF policies for assigning grade points:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Course Requirements:

Patriots, Loyalists

Quiz — 20 points

Feedback to Speaking Partner — 20 points

Patriots, Loyalists Speech Outline Assignment — 25 points

Patriots, Loyalists Paper — 100 points

Patriots, Loyalists Role Performance—175 points (including 25 points for first podium speech)

Total — 340 points

Collapse of Apartheid

Collapse of Apartheid Papers —100 points each for a total of 200 points

Collapse of Apartheid Role Performance — 180 points

Total — 380 points

Discussion board posts—40 points each for a total of 80 points

Final Monument Project—150 points

Attendance—50 points

“Misuse of Sources” quiz — Pass/Fail

TOTAL—1000 points

PATRIOTS, LOYALISTS and COLLAPSE OF APARTHEID ROLE PERFORMANCE

We will be playing two games—*Patriots, Loyalists* and *Collapse of Apartheid*—designed according to a teaching concept called [Reacting to the Past](#). Each game will take place over several weeks. For each, you will be assigned a historically-based character with detailed information about his/her biography, views, and goals, and you will participate in a simulation of historical events and write papers in that role. Game play will require you to speak persuasively about the issues in short prepared speeches to the class, impromptu public interventions, and private conversations; to use primary sources in framing historically appropriate arguments; to ask pointed questions of speakers; to strategize independently and with allies; and to negotiate deals. Your participation in the games will be assessed according to the rubrics at the end of this syllabus.

The games will be the most intense periods of work for the class. I encourage you to mark the dates on your calendar, avoid conflicts, and let me know well in advance of any necessary absences or other situations that may affect your participation.

QUIZ

At the beginning of each game, you will need to read historical background information, primary sources, and an explanation of the rules and structure of the game. Before the first game, there will be a quiz on this material.

FEEDBACK TO SPEAKING PARTNER

During the first week of class, to prepare for the first game, there will be a workshop where you will work with a partner to practice elements of effective public speaking. During the first game, you will work with a partner on the mechanics of public speaking by observing your partner’s speeches to the class and filling out a feedback form.

PAPERS/SPEECH OUTLINE ASSIGNMENT

Speech Outline Assignment #1 (*Patriots, Loyalists*)

Instructions. The *Patriots, Loyalists* game book and role sheets give instructions for two papers. Instead of writing the entire first paper, you will outline your argument and evidence. For the format, follow the instructions at the end of this syllabus for the Speech Outline Assignment. For the content, follow the “first position paper” instructions on your role sheet.

Objective and grading. During the first half of *Patriots, Loyalists*, you will give a prepared speech from the podium as part of your role. This assignment will help prepare that speech, as well as the rest of your role performance. It is due 2 hours before the class in which you are scheduled to give the speech. You will receive full points for an outline submitted on time with all required elements. The content and delivery of the speech itself will be graded separately, according to the *Patriots, Loyalists* role performance rubric at the end of this syllabus.

Paper #2 (*Patriots, Loyalists*)

Detailed instructions for your paper, tailored to your character, can be found on your role sheet. Follow the instructions for “second position paper,” except that the paper should be 750–1000 words. Drawing on primary sources, write a position paper to persuade wavering characters of the wisdom/justice or foolishness/injustice of declaring independence from your character’s point of view. This paper will help prepare your role performance for the final sessions of the *Patriots, Loyalists* game and prompt you to reflect on one of the essential questions of the course: why or why not make war?

Paper #3 (*Collapse of Apartheid*)

Drawing on primary sources, write a speech or letter (600-800 words) to your character’s main constituents addressing a specific problem that needs to be worked out in designing a new constitution for South Africa. The speech/letter must persuade the audience (your party) to adopt this issue as a priority in the constitutional deliberations. In addition to developing the problem, it should recommend a strategy or way forward for the party to adopt. Follow these instructions instead of the instructions for papers in the *Collapse of Apartheid* game book. This paper will help prepare your role performance for *Collapse of Apartheid*.

How to choose a topic: In the second week of the game, you will divide into three Constitutional Working Groups (CWGs) that will each work on developing part of the constitution. Look at pages 40-42 of the *Collapse of Apartheid* game book for a list of topics the groups will address and the important questions for each topic. Then look the “Major Issues for Debate” on pages 37–38 for the larger issues at stake in debating the elements of the constitution. Think about your character’s goals. Choose a constitutional problem from these lists that is important to achieving your character’s goals.

Paper #4 (*Collapse of Apartheid*)

Write a newspaper editorial (600–700 words) that focuses on the constitutional process, explaining why it did or did not succeed, in your character’s view. Discuss how that process and its outcomes reflect something of the particular characteristics of South African society or culture, how it connects to aspects of the history of governance or the culture of struggle, and what it implies about the future. Follow these instructions instead of the instructions for papers in the *Collapse of Apartheid* game book. This paper asks you to reflect on the outcome of *Collapse of Apartheid* and a second essential question for the course: why did making peace succeed or fail?

DISCUSSION BOARD POSTS

DBP #1—During our discussion of the Vietnam Veterans Memorial, you will visit UF’s Harn Museum of Art to experience works of art that respond to and remember conflict. You will write a 1- to 2-paragraph discussion board post about your visit.

DBP #2—At the end of the course you will write a second discussion board post, responding to your experiences in the course and considering how the course may affect your course of study at UF and beyond.

FINAL PROJECT

You will design (1) a monument to the participants in or survivors of a conflict *or* (2) a work of art for a public site that interprets a conflict, as if you were entering a competition for the commission. Your competition entry will include (a) a sketch, collage, or other visual representation of the design; (b) a sketch, collage, or other visual representation showing how the monument/public art will relate meaningfully to its site; (c) an explanation (500-600 words) of the ideas behind your design, including the role the monument/public art will play in shaping our cultural memory of the conflict through its form, site, and appeal to the viewer; (d) a comparison (300-500 words) of your monument to two of the monuments or visual works we have discussed in the course. Your explanatory essay (c) should also persuade the reader of the importance of remembering the conflict and remembering it in the way you suggest. If you are intimidated by the idea of making a sketch or collage, remember the simplicity of Maya Lin's sketches for her winning design.

MISUSE OF SOURCES QUIZ

In preparation for the papers, you will read a brief text: Gordon Harvey, "Misuse of Sources," Chapter 3 of *Writing with Sources*, 2nd ed. (Indianapolis: Hackett, 2008), 29-44. You will then take a short online quiz. There is a link to the text on the front page of the course web site. Access the quiz through the <Quizzes> link at the left of the course web site. You may take the quiz as many times as you need until you get all the questions right, but you must get all the questions right to pass the quiz (= 15 points). You will not receive a grade for the quiz, but you must pass the quiz to pass the course.

Required Textbook to purchases:

- Bill Offutt, *Patriots, Loyalists, and Revolution in New York City, 1775-1776*, 2nd ed. (New York: Norton, 2015). Includes primary sources: John Locke, *Second Treatise of Government*; pamphlets and essays on the Stamp Act debate; Samuel Seabury, *Letters of a Westchester Farmer*; Thomas Paine, *Common Sense*; John Chalmers, *Plain Truth*.
- John Eby and Fred Morton, *The Collapse of Apartheid and the Dawn of Democracy in South Africa, 1993* (Chapel Hill: Reacting Consortium Press, 2017). Includes primary sources, such as United Nations, *Universal Declaration of Human Rights*; Hendrik Verwoerd, *Explaining Apartheid*; Congress of the People (Kliptown), *Freedom Charter*; Nelson Mandela, *Verwoerd's Grim Plot* and *I Am Prepared to Die*; Steve Biko, *White Racism and Black Consciousness: The Totality of White Power in South Africa*; and the Kairos Document.

Other Required Readings (available via links or PDFs on eLearning):

- Lily Lamboy, "Speaking to Connect," 2012, video series available at <http://elizross.dropmark.com/562825>
- Lin-Manuel Miranda, *Hamilton [sound recording]: Original Broadway Cast Recording* (New York, NY: Atlantic Recording Company, 2015).
- Tim O'Brien, "On the Rainy River," in *The Things They Carried* (New York: Houghton Mifflin, 1990), 37-58.
- Jonathan Shay, "Learning about Combat Stress from Homer's *Iliad*," *Journal of Traumatic Stress* 4, no. 4 (1991): 561-78.
- Testimony from men subject to the 1970 Vietnam War draft lottery at www.vietnamwardraftlottery.com
- Primary documents from the Vietnam Veterans Memorial competition and controversy, including the Call for Entries, the winning entry, editorial/letter criticizing/defending the winning entry, statements from the U.S. Commission of Fine Arts meeting, a White House memo, and a newspaper account of the artist's response
- Victoria Chin, "UF discusses options for Confederate monument in St. Augustine," *The Independent Florida Alligator*, 19 July 2018. [Article choice to be updated as issue develops.]

- Cleveland Tinker, “County effort aims to make peace with the past,” *The Gainesville Sun*, 27 June 2018. [Article choice to be updated as issue develops.]
- Apartheid Museum (Johannesburg), *Understanding Apartheid: Learner’s Book* (Cape Town: Oxford University Press, 2006).
- *Rand Daily Mail*, 17 December 1949, pages 1, 4–5 (articles on opening of Voortrekker Monument).
- Margaret Bourke-White, “South Africa Enshrines Pioneer Heroes,” *Life Magazine*, 16 January 1950, 21–27.
- Ernest Cole, *House of Bondage* [excerpt] (New York: Random House, 1967).
- Greg Marinovich and Joo Silva, “f5.6 Should Be Right,” Chapter 3 of *The Bang Bang Club: Snapshots from a Hidden War* (New York: Basic Books, 2001), 31–45.
- Frances Reid and Deborah Hoffman, dir., *Long Night’s Journey into Day* [excerpt], Iris Films, 2000.
- Okwui Enwezor and Rory Bester, eds., *Rise and Fall of Apartheid: Photography and the Bureaucracy of Everyday Life* [excerpt] (New York: International Center of Photography, 2013).
- Eve Fairbanks, “Why South African Students Have Turned on Their Parents’ Generation,” *The Guardian*, 18 November 2015.
- Sethembile Msezane, “Rhodes Must Fall UCT to Oxford by Sethembile Msezane,” published 28 December 2015, YouTube video, 2:15, <https://youtu.be/GX6IVagb0-s>.

Optional Readings (available via links or PDFs on eLearning):

- Barnet Schechter, *The Battle for New York* (New York: Walker and Company, 2002), 11–45.
- Gordon Wood, *The Radicalism of the American Revolution* (New York: Alfred A. Knopf, 1992), 11–42.
- Nancy L. Clark and William H. Worger, *South Africa: The Rise and Fall of Apartheid* (Harlow, England: Pearson, 2004).
- Your role sheets may suggest optional readings that apply to your game character in particular.

WEEK 1

January 8— Introduction

“Speaking to Connect” Workshop

Reading:

Patriots, Loyalists Game Book, 3–17

Lamboy, “Speaking to Connect” videos at <http://elizross.dropmark.com/562825>

January 10— *Patriots, Loyalists*: Historical and Philosophical Background of Rebellion (Locke)

Role sheets distributed via eLearning after end of drop/add on January 11

Reading:

Patriots, Loyalists Game Book, 18–61 and 97–131

WEEK 2

January 15— *Patriots, Loyalists*: The Situation in New York, 1775

***Patriots, Loyalists*: Game Rules and Faction Meetings (break)**

Reading Quiz in class

Reading:

Patriots, Loyalists Game Book, 62–95 and 131–159

Optional Reading:

Barnet Schechter, *The Battle for New York* (New York: Walker and Company, 2002), 11–45.

Gordon Wood, *The Radicalism of the American Revolution* (New York: Alfred A. Knopf, 1992), 11–42.

January 17— *Patriots, Loyalists: Game Session I (April 1775)*
Speech Outline Assignment due for Group 1

WEEK 3

January 22— *Patriots, Loyalists: Game Session 2 (April 1775)*
Speech Outline Assignment due for Group 2

January 24— *Patriots, Loyalists: Game Session 3 (Summer 1775)*
Patriots, Loyalists: Game Session 4 (Fall 1775) (break after for Cuyler)
Speech Outline Assignment due for Group 3

WEEK 4

January 29— *Patriots, Loyalists: Game Session 5 (Early 1776 through March) (break)*
Paper #2 due for student playing John Cuyler

January 31— *Patriots, Loyalists: Game Session 6 (Late spring of 1776)*
Paper #2 due for rest of students

Reading:

Patriots, Loyalists Game Book, 160–92

WEEK 5

February 5— *Patriots, Loyalists: Game Session 7 (July 1776, the final resolution)*
Patriots, Loyalists: Debriefing

February 7— **How Monuments Remember History for the Present**
[Instructions for Final Project distributed](#)

Reading:

[Victoria Chin, “UF discusses options for Confederate monument in St. Augustine,” *The Independent Florida Alligator*, 19 July 2018.](#)

[Cleveland Tinker, “County effort aims to make peace with the past,” *The Gainesville Sun*, 27 June 2018.](#)

WEEK 6

February 12— *Hamilton: An American Musical I*

Reading:

Lin-Manuel Miranda, *Hamilton [sound recording]: Original Broadway Cast Recording* (New York, NY: Atlantic Recording Company, 2015). Listen to Part I, “Alexander Hamilton” through “Non-Stop.”

February 14— *Hamilton II*

Reading:

Lin-Manuel Miranda, *Hamilton [sound recording]: Original Broadway Cast Recording* (New York, NY: Atlantic Recording Company, 2015). Listen to Part II, “What’d I Miss?” through “Who Lives, Who Dies, Who Tells Your Story.”

WEEK 7

February 19— **The Vietnam War at Home I**
Discussion Board Post #1 due

Reading:

Tim O’Brien, “On the Rainy River,” in *The Things They Carried* (New York: Houghton Mifflin, 1990), 37–58.

February 21— **The Vietnam War at Home II**

Reading:

Jonathan Shay, “Learning about Combat Stress from Homer’s *Iliad*,” *Journal of Traumatic Stress* 4, no. 4 (1991): 561–78.

Use your birthdate and the chart on eLearning to find what your lottery number would have been, had you

been subject to the 1970 Vietnam War draft. Go to the web site “Vietnam War Draft Lottery” at www.vietnamwardraftlottery.com. On this site, men who were subject to the lottery are invited to submit their memories of how they responded. Search for stories from men who had ‘your’ lottery number. If you cannot find any stories with ‘your’ number, then browse some stories from Florida. Bring one story with you to class (electronic or hard copy).

WEEK 8

February 26— Vietnam Veterans Memorial Competition I

Reading:

Primary documents including the Call for Entries, the winning entry, editorial/letter criticizing/defending the winning entry, statements from the U.S. Commission of Fine Arts meeting, a White House memo, and a newspaper account of the artist’s response.

February 28— Vietnam Veterans Memorial Competition II

WEEK 9

March 4, 6, and 8—No Class (Spring Break)

WEEK 10

March 12— *Collapse of Apartheid: South Africa to 1949, Early Apartheid, Voortrekker’s Monument*

Reading:

Collapse of Apartheid Game Book, 1–11

Understanding Apartheid: Learner’s Book, Chapters 1–3

Rand Daily Mail, 17 December 1949, pages 1, 4–5 (articles on opening of Voortrekker Monument)

[Margaret Bourke-White, “South Africa Enshrines Pioneer Heroes,” *Life Magazine*, 16 January 1950, 21–27.](#)

Optional Reading:

Nancy L. Clark and William H. Worger, *South Africa: The Rise and Fall of Apartheid* (Harlow, England: Pearson, 2004), 3–107. This book provides an overview of the apartheid period that can supplement the required readings for the *Collapse of Apartheid* game in Week 10 and Week 11.

March 14— *Collapse of Apartheid: Apartheid and Resistance*

Role Sheets distributed

Reading:

Understanding Apartheid: Learner’s Book, Chapter 4

Collapse of Apartheid Game Book, 54–87

Ernest Cole, *House of Bondage* [excerpt] (New York: Random House, 1967).

WEEK 11

March 19— *Collapse of Apartheid: The Situation in 1993; Game Structure*

Reading:

Understanding Apartheid: Learner’s Book, Chapter 5

Collapse of Apartheid Game Book, 12–53, 109–116, 126–151

March 21— *Collapse of Apartheid: Photography and Resistance; Faction Meetings*

Reading:

Greg Marinovich and João Silva, “‘f5.6 Should Be Right,’” Chapter 3 of *The Bang Bang Club: Snapshots from a Hidden War* (New York: Basic Books, 2001), 31–45.

WEEK 12

March 26— *Collapse of Apartheid: Game Session 1 (All-Party Talks)*

March 28— *Collapse of Apartheid: Game Session 2 (All-Party Talks)*

Paper #3 due

WEEK 13

April 2— *Collapse of Apartheid: Game Session 3 (Constitutional Working Groups)*

April 4— *Collapse of Apartheid: Game Session 4 (Constitutional Working Groups)*

WEEK 14

April 9— *Collapse of Apartheid: Game Session 5 (All-Party Talks)*

April 11— *Collapse of Apartheid: Game Session 6 (All-Party Talks)*

WEEK 15

April 16— *Collapse of Apartheid: Debriefing I*

Paper #4 due

Reading:

Long Night's Journey into Day [film excerpt], 2000. Watch the first two (of four) stories through minute 41:00.

April 18— *Photography as History: Power and Problems*

Reading:

Okwui Enwezor and Rory Bester, eds., *Rise and Fall of Apartheid: Photography and the Bureaucracy of Everyday Life* [excerpt] (New York: International Center of Photography, 2013).

WEEK 16

April 23— *Toppling Monuments Today: Rhodes Must Fall*

Discussion Board Post #2 due

Reading:

[Eve Fairbanks, "Why South African Students Have Turned on Their Parents' Generation," *The Guardian*, 18 November 2015.](#) Also available an [audio recording](#).

Sethembile Msezane "Rhodes Must Fall UCT to Oxford by Sethembile Msezane," published 28 December 2015, YouTube video, 2:15, <https://youtu.be/GX6IVagb0-s>.

Final Project due Tuesday, April 30

Academic Resources:

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@ufl.edu.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

On-Campus Student Concern Form: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf [The UF syllabus policy recommends this link, but it is broken. I cannot find a replacement.]

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or (352) 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu> or (352) 392-157

University Police Department: (352) 392-1111 or 9-1-1 for emergencies

Sexual Assault Recovery Services (SARS), Student Health Care Center, (352) 392-1161.

IDS 2930

Revolution and Reconciliation in American and South Africa

Dr. Elizabeth Ross

Patriots, Loyalists Podium Speech Outline Assignment

Due date: Post this assignment to the discussion board on eLearning by [2 hours before class] on the day you give your speech.

Answer each of the numbered points below (#1-6) as your character. Your argument should advance your character's goals. Use complete sentences and paragraphs. Work to shape the elements into a cohesive whole. This outline will help you think through your ideas, strategy, and rhetoric. However, you may not read your speech; for the speech, you may use one 4x6 card with notes (not the whole text in tiny writing). Outlining your ideas in full sentences/paragraphs will help you absorb them so that you can speak more clearly and fluidly. Your speech should be 3-4 minutes in length, which equals 350–600 words.

Depending on your character, you may want to coordinate with your faction so that your faction's main points are covered among the faction's speeches. Your faction will want to reinforce the most important ideas across different speeches, but without too much repetition (less persuasive because boring).

Note also that in giving the speech, you may need/want to respond on the fly, especially to counterarguments made in class by your opponents. Elements of your speech may change between outline and delivery.

Preliminary Introduction

Begin your speech by briefly introducing yourself to the Provincial Congress.

Your Argument (3 paragraphs, 1 paragraph each for #1–3)

1. Purpose or Topic?

This is the *thesis statement* for your argument. Find a clear and concise way to express your character's main claim. Express the main claim in a single sentence. Then add 2-5 subsidiary points.

- What are you talking about?
- What should be done about the matter at hand?
- Do you have a specific proposal/petition to put forward or oppose?

2. Why?

Persuade the Provincial Congress. You may also tailor this to address particular potential allies.

- Why should we care?
- Why should the Provincial Congress or your potential allies do as you suggest?
- Why is this an important issue for the Provincial Congress or your potential allies at this time?

3. Evidence?

Support your argument with evidence from the primary sources and game events.

- Use at least two references from Locke or other primary sources used in class. See your role sheet for suggestions.
- Analyze this evidence to explain how it supports your position. Do not simply quote an author: explain why his ideas support your position.

Counterarguments (1 paragraph for #4 and #5 together)

4. Possible counterarguments?

Explain at least one counterargument and provide at least one relevant primary source quotation that supports the counterargument.

- Why might someone object to your idea?

5. Rebuttal?

Rebut the counter-argument.

- Why are your opponents wrong?

Conclusion (1-2 sentences)

6. Takeaway?

- What main point do you want your audience to take away from your talk?

Rubric for *Patriots, Loyalists* role performance

	A/A-	B+/B/B-	C+/C/C-	D+ and below	Maximum points
CONTENT					
Engages with role and stays in character	Shows great enthusiasm in depicting role without deviating from character (18–20 points)	Shows consistent engagement with role without major deviations from character (16–17 points)	Shows lackluster engagement with role and/or substantive deviations from character (14–15 points)	Shows poor engagement with role and/or very significant and strongly historically inaccurate deviations from character (<14 points)	20
Demonstrates knowledge of character’s historical moment, political beliefs, social outlook, and other aspects of identity	Interprets role in correct, insightful, and imaginative way that extensively evokes primary sources (18–20 points)	Interprets role mostly correctly, if somewhat predictably and evokes primary sources (16–17 points)	Interprets role somewhat correctly with a predictable portrayal of the basic elements of the character and little mention of primary sources (14–15 points)	Interprets role with significant errors, inattention to the basic elements of the character, and little to no mention of primary sources (<14 points)	20
CRITICAL THINKING					
Speaks, strategizes, and acts in a manner calculated to advance the character’s goals	Insightfully analyzes appropriate issues to formulate (1) persuasive arguments that extensively incorporate primary sources and (2) comprehensive, creative strategies (36–40 points)	Analyzes appropriate issues well to formulate (1) mostly persuasive arguments that incorporate ideas from primary sources and (2) somewhat predictable strategies (32–35 points)	Analyzes issues, but somewhat incompletely and/or superficially to formulate (1) somewhat thin arguments with few ideas from the primary sources and (2) somewhat underdeveloped strategies (28–31 points)	Deficient analysis of issues (e.g. wholly incomplete or off–topic) to formulate (1) thin, faulty arguments with few to no idea from the primary sources and (2) underdeveloped strategies (<28 points)	40
Listens to other characters and flexibly responds to other characters and game events	Collaborates, asks questions, challenges other characters, and answers challenges with insight and strategic thinking; thoughtfully and dynamically adapts speech, plans, and actions based on other characters’ speech and actions (36–40 points)	Collaborates, asks questions, poses challenges to other characters, and answers challenges; adapts speech, plans, and actions based on other characters’ speech and actions (32–35 points)	Collaborates unevenly, asks few questions, poses few challenges to others, and/or avoids drawing questions/challenges; generally sticks to planned speech and actions with minimal adaptation based on other characters’ speech and actions (28–31 points)	Avoids collaboration, asking questions, posing challenges to others, and/or drawing questions/challenges’ does not adapt speech and actions based on other characters’ speech and actions (<28 points)	40
COMMUNICATION					
Communicates persuasively (all written and oral interventions except prepared podium speech and paper)	Communicates very clearly, confidently, and fluently; speaks with minimal notes and excellent mechanics (eye contact, posture, gestures, pacing, volume, and tone) (27–30 points)	Communicates fairly clearly; speaks without wholly relying on notes with good attention to mechanics (eye contact, etc.) (24–26 points)	Communicates with some disorganization and ambiguity; speaks with a few deficits in mechanics (eye contact, etc.) (21–23 points)	Communicates with notable disorganization, confusion and/or vague expression; speaks with notable deficits in mechanics (eye contact, etc.) (<21 points)	30

PODIUM SPEECH CONTENT					
Identifies key issues for character and explains their importance	Accurately identifies key issue(s) for character and cogently describes them with unusual insight and attention to detail, including spont (5 points)	Accurately identifies key issues for character and describes relevant aspects of key issue(s) (4 points)	Identifies and describes issues, but overlooks relevant aspects (3.5 points)	Identifies and/or describes issues largely inaccurately (<3.5 points)	5
PODIUM SPEECH CRITICAL THINKING					
Constructs an organized argument	Constructs an argument with excellent organization (5 points)	Constructs an organized argument (4 points)	Constructs a somewhat disorganized argument (3.5 points)	Constructs a speech that lacks organization (<3.5 points)	5
Selects and analyzes evidence that supports claim(s)	Selects evidence, including primary sources, that logically and strategically supports argument and analyzes it with unusual insight (5 points)	Selects evidence, including primary sources, that supports argument and analyzes it mostly correctly (4 points)	Selects evidence that does not support argument, neglects primary sources, and/or makes significant mistakes in analyzing evidence (3.5 points)	Neglects to select much evidence, selects evidence that undermines argument, and/or wholly misunderstands evidence (<3.5 points)	5
Takes situation and audience into account in formulating an address that will further character goals	Supports character goals by formulating an address that is strategically tailored to the situation and audience, including spontaneous reactions to other characters (5 points)	Formulates address that supports character goals while taking the situation and audience into account (4 points)	Formulates address that generally supports character goals, but largely neglects to take the situation and audience into account (3.5 points)	Does not formulate address that supports character goals or take the situation and audience into account in (<3.5 points)	5
PODIUM SPEECH COMMUNICATION					
Speaks persuasively with attention to the mechanics of good public speaking	Speaks clearly, confidently, and fluidly with minimal notes and excellent contact, posture, gestures, pacing, volume, and tone (5 points)	Speaks mostly clearly without wholly relying on notes with solid attention to eye contact and other elements (posture, gestures, pacing, volume, and tone) (4 points)	Speaks with hesitation and some ambiguity, as well as a few deficits in eye contact and other elements (posture, gestures, pacing, volume, and tone) (3.5 points)	Speaks with notable disorganization, confusion, and/or vague expression and notable deficits in eye contact and other elements (posture, gestures, pacing, volume, and tone) (<3.5 points)	5
				TOTAL MAXIMUM POINTS	175

Rubric for *Collapse of Apartheid* role performance

	A/A-	B+/B/B-	C+/C/C-	D+ and below	Maximum points
CONTENT					
Engages with role and stays in character	Shows great enthusiasm in depicting role without deviating from character (18–20 points)	Shows consistent engagement with role without major deviations from character (16–17 points)	Shows lackluster engagement with role and/or substantive deviations from character (14–15 points)	Shows poor engagement with role and/or very significant and strongly historically inaccurate deviations from character (<14 points)	20
Demonstrates knowledge of character’s historical moment, political beliefs, social outlook, and other aspects of identity	Interprets role in correct, insightful, and imaginative way that extensively evokes primary sources (18–20 points)	Interprets role mostly correctly, if somewhat predictably, and evokes primary sources (16–17 points)	Interprets role somewhat correctly with a predictable portrayal of the basic elements of the character and little mention of primary sources (14–15 points)	Interprets role with significant errors, inattention to the basic elements of the character, and little to no mention of primary sources (<14 points)	20
CRITICAL THINKING					
Speaks, strategizes, and acts in a manner calculated to advance the character’s goals	Insightfully analyzes appropriate issues to formulate (1) persuasive arguments that extensively incorporate primary sources and (2) comprehensive, creative strategies (36–40 points)	Analyzes appropriate issues well to formulate (1) mostly persuasive arguments that incorporate ideas from primary sources and (2) somewhat predictable strategies (32–35 points)	Analyzes issues, but somewhat incompletely and/or superficially to formulate (1) somewhat thin arguments with few ideas from primary sources and (2) somewhat underdeveloped strategies (28–31 points)	Deficient analysis of issues (wholly incomplete or off–topic) to formulate (1) thin, faulty arguments with few or no ideas from primary sources and (2) underdeveloped strategies (<28 points)	40
Listens to other characters and flexibly responds to other characters and game events	Collaborates, asks questions, challenges other characters, and answers challenges with insight and strategic thinking; thoughtfully and dynamically responds to other characters and events (45–50 points)	Collaborates, asks questions, poses challenges to other characters, and answers challenges; responds to other characters and events (40–44 points)	Collaborates unevenly, asks few questions, poses few challenges to others, and/or avoids drawing questions/challenges; generally sticks to plans with minimal response to game events or other characters’ speech and actions (35–39 points)	Avoids collaboration, asking questions, posing challenges to others, and/or drawing questions/challenges; does not respond to game events or other characters’ speech and actions (<35 points)	50
COMMUNICATION					
Communicates persuasively (all interventions except papers)	Communicates very clearly, confidently, and fluently; speaks with minimal notes and excellent mechanics (eye contact, posture, gestures, pacing, volume, and tone) (45–50 points)	Communicates fairly clearly; speaks without wholly relying on notes with good attention to mechanics (eye contact, etc.) (40–44 points)	Communicates with some disorganization and ambiguity; speaks with a few deficits in mechanics (eye contact, etc.) (35–39 points)	Communicates with notable disorganization, confusion and/or vague expression; speaks with notable deficits in mechanics (eye contact, etc.) (<35 points)	50
				TOTAL MAXIMUM POINTS	180

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