Cover Sheet: Request 15548

CHT 3XXX – Writing Women in Chinese Literary Heritage

Info

Process	Course|New|Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Stephan Kory skory@ufl.edu
Created	12/4/2020 1:28:12 PM
Updated	3/17/2021 1:23:52 PM
Description of request	This is a request for a new course that focuses on women in Chinese Literature. Stephan N. Kory Assistant Professor of Chinese Department of Languages, Literatures, and Cultures University of Florida / 301 Pugh Hall PO Box 115565 / Gainesville FL 32611-5565 Office Phone: 352-392-7083 skory@ufl.edu / stephannkory@gmail.com

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Languages, Literatures and Cultures 16860000	Youssef Haddad		12/22/2020
No document changes					
College	Conditionally Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee conditionally approves this request, with the following changes requested: • Some course objectives need to be reworked or removed. For example, "Properly format a paper" should be removed completely. • In Five Pop Reading Quizzes, change language to any excused absences. Questions? Please consult our Common Problems Checklist: https://gov.clas.ufl.edu/files/Con Problems-Checklist.pdf	2/25/2021
No document changes					
Department	Approved	CLAS - Languages, Literatures and Cultures 16860000	Youssef Haddad		3/2/2021
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		3/17/2021
No document changes					

Step	Status	Group	User	Comment	Updated
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			3/17/2021
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 15548

Info

Request: CHT 3XXX – Writing Women in Chinese Literary Heritage
Description of request: This is a request for a new course that focuses on women in Chinese Literature.

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Submitter: Stephan Kory skory@ufl.edu
Created: 3/2/2021 12:21:45 AM
Form version: 10

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
CHT

Course Level
Select the one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:
3

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:
XXX

Category of Instruction
Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:
Intermediate

• 1000 level = Introductory undergraduate
• 2000 level = Introductory undergraduate
• 3000 level = Intermediate undergraduate
• 4000 level = Advanced undergraduate
• 5000 level = Introductory graduate

- *6000 level = Intermediate graduate*
- *7000 level = Advanced graduate*
- *4000/5000= Joint undergraduate/graduate*
- *4000/6000= Joint undergraduate/graduate*

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

    Response:
    None

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

    Response:
    Writing Women in Chinese Literary Heritage

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

    Response:
    Women in Chinese Literature

Degree Type
Select the type of degree program for which this course is intended.

    Response:
    Baccalaureate

Delivery Method(s)
Indicate all platforms through which the course is currently planned to be delivered.

    Response:
    On-Campus, Online

Co-Listing
Will this course be jointly taught to undergraduate, graduate, and/or professional students?

    Response:
    No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
2021

Rotating Topic?

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:
An investigation of woman writers and the literary representation of women in classical Chinese literature. Readings include philosophical essays, poems, rhapsodies, biographies, narratives, moral lessons, and tales of the strange. Modern academic theories and approaches to the study of literature and gender will be actively and critically assessed and applied.

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
CHI 1131 or CHT 3110 or CHT 3500

Completing Prerequisites on UCC forms:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.

• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH
* *

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
N/A

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

Response:
The Chinese Program offers a course called Chinese Literary Heritage. The focus there is on literature written by men. This course is meant to provide insight about the place of women in Chinese literature. Writing Women in Chinese Literary Heritage takes advantage of the mountain of scholarship on the subject that has been published since the late twentieth century and supplements courses already offered in ancient and medieval Chinese language, literature, and culture. It counts toward the major/minor and can be taken as an elective in a critical concentration.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
Objectives:
? locate and analyze primary Chinese sources in translation (ancient and medieval)
? critically access and negotiate secondary studies on Chinese literature
? become acquainted with premodern Chinese women writers and their works
? analyze how women are represented, interpreted, or valued in premodern China
? describe the diversity and complexity of traditional Chinese literature
? introduce, assess, and apply modern literary and gender theories
? develop critical thinking skills and problem-solving techniques
? make connections across disciplines and/or relevant experiences
? evaluate the relevance, quality, and appropriateness of different sources of information
? develop, discuss, and defend a thesis

Course Textbook(s) and/or Other Assigned Reading
*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
REQUIRED TEXTS (2) RECOMMENDED TEXTS (2)
Required
[1] Cahill, Suzanne Elizabeth. Divine Traces of the Daoist Sisterhood. Magdalna, NM: Three

Pines Press, 2006.
[2] Wang, Robin. Images of Women in Chinese Thought and Culture: Writings from the Pre-Qin
Period through the Song Dynasty. Indianapolis: Hackett Publishing, 2003.
Recommended [e-books available through UFL Library]
[1] Kinney, Anne Bahnke. Trans. Exemplary Women of Early Han. New York: Columbia University
Press, 2014.
[2] Raphals, Lisa. Sharing the Light: Representations of Women and Virtue in Early China.
Albany: State University of New York Press, 1998.

Reading Schedule
M 1/11   Class 1: Introductions
            [1] Syllabus, Style Guide, and Canvas Site
[2] Krystal, "What Is Literature?" <http://harpers.org/archive/2014/03/what-is-literature/>.
[3] Wang, ed. Images of Women, ix-xiv. <text>
[4] Raphals, Sharing the Light, "Table of Contents," 1-9. <ufl library>
[5] Palandri, "Gender and Sexism in Chinese Language and Lit.," 167-170. <canvas>
W 1/13   Class 2: Western Literary Theory
[1] Brewton, "Literary Theory" <https://www.iep.utm.edu/literary/#H9>.
[2] Gutting and Oksala, "Michel Foucault."
<https://plato.stanford.edu/archives/spr2019/entries/foucault/>. (only [1] Biographical Sketch, [2]
Intellectual Background, [3.5] History of
Modern Sexuality, and [3.6] Sex in the Ancient World).
F 1/15   Class 3: Gender in Traditional China
[1] Shen and D'Ambrosio, "Gender in Chinese Philosophy," <https://iep.utm.edu/gender-c/>.
            [2] Jia, Kang, and Yao (eds.), Gendering Chinese Religion, 1-24.
M 1/18   Class 4: Overview
[1] Hou, "Women's Literature," 175-92.
[2] Kinney, "Women in Early China," 373-388.
W 1/20   Class 5: Bibliography Review
[1] Read through Goldin's bibliography.
<https://www.academia.edu/37490644/Gender_and_Sexuality_in_Pre_Modern_China_Bibliography_of_Materials_

F 1/22   Class 6 : Shang and W. Zhou Images
            [1] Wang, ed. Images of Women, 2-3, 25-60.
M 1/25   Class 7: Early Poetic Images
[1] Wang, ed. Images of Women, 4-24, 132-134.
            [2] Farman, Jade Mirror, 17-33.
W 1/27   Class 8: E. Zhou Images
            [1] Wang, ed. Images of Women, 61-95.
F 1/29   Class 9: E. Zhou Images
            [1] Wang, ed. Images of Women, 96-131.
M 2/1. Class 10: Gendered Cosmos
            [1] Raphals, Sharing the Light, 139-168.
W 2/3   Class 11: Gendered Bodies
            [1] Raphals, Sharing the Light, 169-193.
            [2] Yates, "Medicine for Women in Early China," 127-139.
F 2/5   Class 12: Gendered Bodies II
[1] Yates, "Medicine for Women in Early China," 140-181.
M 2/8   Class 13: Gendered Society
[1] Raphals, Sharing the Light, 195-234.
W 2/10   Class 14: Han Images
            [1] Wang, ed. Images of Women, 135-148, 162-176, 188-194.
F 2/12   Class 15: Mawangdui and Lady Dai
[1] Loewe, Ways to Paradise, 17-59.
M 2/15   Class 16: Mawangdui and Sexuality
[1] Harper, "Ancient and Medieval Chinese Recipes for Aphrodisiacs," 91-100.
[2] Raphals, "The Treatment of Women in a Second-Cen. Med. Casebook," 7- 28.
W 2/17   Class 17: The Wu Liang Shrine
[1] Wu, The Wu Liang Shrine, xxi-xxii, 170-180, 252-272.
F 2/19   Class 18: Liu Xiang's Traditions of Exemplary Women
[1] Kinney, Exemplary Women of Early Han, xv-xlix
M 2/22   Class 19: Liu Xiang's Traditions of Exemplary Women

[1] Kinney, Exemplary Women of Early Han, xxxii-xlix.

[2] Raphals, Sharing the Light, <11-59.>

W 2/24   Class 20: Liu Xiang's Traditions of Exemplary Women

[1] Kinney, Exemplary Women of Early Han, 1-29, 43-49.

F 2/26   Class 21: Liu Xiang's Traditions of Exemplary Women

[1] Kinney, Exemplary Women of Early Han, 62-71, 82-91, 107-112, 133-140.

M 3/1   Class 22: Ban Zhao and Her Lessons

[1] Wang, ed. Images of Women, 177-188.

[2] Raphals, Sharing the Light, 235-258.

W 3/3   Class 23: Wei, Jin, North/South Miscellenea

[1] Wang, ed. Images of Women, 207-228, 245-264.

F 3/5   Class 24: Real Miracles and Fictional Love

[1] Wang, ed. Images of Women, 196-206.

          [2] Hsieh, Love and Women in Early Chinese Fiction, 1-32. (mid-Tang)

M 3/8   Class 25: Early Medieval Poetry

[1] Chang and Saussi, Women Writers of Traditional China, 22-45.

[2] Farman, Jade Mirror, 37-63.

[3] Wang, ed. Images of Women, 229-244.

W 3/10   Class 26: Women in Medieval Chinese Buddhism

[1] Wang, ed. Images of Women, 265-298.

F 3/12   Class 27: Women in Medieval Chinese Buddhism II

[1] Tsai, Lives of the Nuns, 1–19, 36–38, 67–68, 87–91. [Library E-book]

[2] Barnes, "Striking a Balance," 87-103.

M 3/15   Class 28: A Survey of Tang Images

          [1] Wang, ed. Images of Women, 299-315, 327-345.

W 3/17   Class 29: A Second Survey of Tang Images

[1] Yao, "Women in Portraits," 157-83.

[2] Schafer, The Divine Woman, 104-114 ("The Goddess Epiphanies of Li Ho").

F 3/19   Class 30: Wu Zhao

[1] Rothschild, Emperor Wu Zhao and Her Pantheon of Devis, 1-21.

[2] Chang, Saussy, and Kwong, Women Writers of Traditional China, 46-52, 669-671.

M 3/22   Class 31: Wu Zhao

[1] Farman, Jade Mirror, 65-84.

[2] Jay, "Imagining Matriarchy: 'Kingdoms of Women' in Tang China, 220-229.

W 3/24   Class 32: A Trinity of Lasting Images: Yang Guifei/Yingying/Miss Li [Wa?]

          [1] Wang, ed. Images of Women, 391-413, 421-431.

F 3/26   Class 33: Tang Lessons on Female Virtues

[1] Wang, ed. Images of Women, 372-390; 414-418, 437-446.

M 3/29   Class 34: Women in Daoist Traditions

          [1] Despeux, "Women in Daoism," 384-407.

          [2] Raz, "Birthing the Self," 183-198.

W 3/31   Class 35: The Daoist Sisterhood

          [1] Cahill, Divine Traces of the Daoist Sisterhood, 1-23, 27-40.

F 4/2   Class 36: The Daoist Sisterhood

[1] Cahill, Divine Traces of the Daoist Sisterhood, 43-80.

M 4/5   Class 37: The Daoist Sisterhood

[1] Cahill, Divine Traces of the Daoist Sisterhood, 83-90, 93-100, 103-118.

W 4/7   Class 38: The Daoist Sisterhood

[1] Cahill, Divine Traces of the Daoist Sisterhood, 119-134, 176-193.

F 4/9   Class 39: Li Qingzhao

[1] Wang, ed. Images of Women. 435-436.

[2] Wixted, "The Poetry of Li Ch'ing-chao," 145-168.

M 4/12   Class 40: Li Qingzhao

[1] Chang, Saussy, and Kwong, Women Writers of Traditional China, 89-99.

[2] Farman, Jade Mirror, 137-161.

Weekly Schedule of Topics
Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
WEEK 1: Introductions, Literary Theory, and Gender
WEEK 2: Overview and the Earliest Images
WEEK 3: Eastern Zhou Images
WEEK 4: Gendered Cosmos (Macro- and Micro-)
WEEK 5: Gendered Society and Early Han Images
WEEK 6: Mid-Han Images
WEEK 7: Liu Xiang's Traditions of Exemplary Women
WEEK 8: Ban Zhao's Lessons and Early Medieval Images
WEEK 9: Poetry and Women in Chinese Buddhism
WEEK 10: Tang Images and Wu Zhao
WEEK 11: Wu Zhao and Tang Images
WEEK 12: Women in Daoist Traditions and the Daoist Sisterhood
WEEK 13: The Daoist Sisterhood and Li Qingzhao
WEEK 14: Class Conference
WEEK 15: Parting Images and Evaluations

Grading Scheme
List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
(III) COMPLETE ALL GRADED WORK (/1000 points)
All graded work will be submitted to and graded in Canvas.
[1] 100 points   Five Reading Quizzes
[2] 100 points   Weekly Question Submissions (Weeks 3-12)
[3] 150 points   Two-Page Review of a Selected Article (Goldin's Bibliography)

[4] 150 points   Five-Paragraph Comparative Film Review (A Touch of Zen)
[5] 100 points   Topic of Interest Paper Title, Thesis, and Annotated Bibliography

[6] 100 points   Topic of Interest Paper Presentation
[7] 300 points   Ten-Page Topic of Interest Paper

[1] Five Reading Quizzes (100 points)
A total of five reading quizzes will be administered in class. These quizzes are meant to keep you on track with your weekly readings. They are cumulative and include the reading/s for the day they are held and all of the readings before the last quiz (or the second day of class).

[2] Weekly Question Submissions (100 points)
Before each class meeting, all students should formulate one specific question regarding each assigned reading. To help keep everyone on track, one third of the class will formally submit questions to our weekly discussion module on Canvas at least FIVE hours before meetings (by 9:00 am) on either Mondays, Wednesdays, or Fridays from Week 3 through Week 13 (10 submissions). A sign-up sheet is posted on our Canvas site (Pages).

[3] Two-Page Critical Review of a Selected Article (150 points)
[A] Select an article from Goldin's "Bibliography Gender and Sexuality in Pre-Modern China"<https://www.academia.edu/37490644/Gender_and_Sexuality_in_Pre_Modern_China_Bibliography_of_Ma

[B] Claim it by recording your name and the title of the article (no books!) on our sign-up sheet (Canvas/Pages).

[C] Read the article, then review it. Answer the following questions in your review: What is the topic? What is the thesis? How is the thesis defended? How effective is the thesis and defense? What does the article do well? What does it not do well? Is the article worth obtaining or reading? Why or why not? While a minimal description of the article is necessary, keep in mind that this is a critical review rather than an exercise in description. Due Class 6 [1/25]). NO more than TWO pages (double spaced). Like your film review and the topic of interest paper, this review will be graded according to the following five criteria: [1] Thesis/Argument (20%), [2] Organization/ Coherence (20%), [3] Effectiveness/Defense (20%), [4] Style (20%), and [5] Grammar (20%). <see Paper Grading Rubric in "Files">.

[4] Five-Paragraph Comparative Essay (150 points)
Watch King Hu's A Touch of Zen (1971). Set in the Ming Dynasty (1368-1644), loosely based on a short story written in around 1700, and produced in Taiwan in the early 1970s, the film's heroine differs greatly from the images of women we have seen in early Chinese texts. Or does she? Select an early image of women (or two, or three, or more) we've encountered in class and compare them to Yang Huizhen ??? (played by Hsu Feng) as she is portrayed in the film.

[5] Topic of Interest Paper Title, Thesis, and Bibliography (100 points)

Based on your preliminary research, clearly and concisely articulate a working title and thesis for your paper. Then, compile a bibliography of at least eight peer-reviewed academic sources. List them in alphabetical order based on the author's last name. Non-peer-reviewed sources are unacceptable and at least one reference should be a primary source in translation. Briefly annotate each source (i.e., sum up the work [topic; thesis; defense]) and explain how you plan to use it in a few sentences).

[6] Topic of Interest Paper Presentation (100 points)

   Submit a rearticulation of the working title and thesis of the paper. Due Class 41 (4/16). AND, present the paper in a conference-like setting (~10 minutes).

[7] Ten-Page Topic of Interest Paper (300 points)
Look over the whole syllabus and the topics and works in Wang's Images of Women in Chinese Thought and Culture very carefully before you choose a potential topic. Don't be afraid to leap into the unfamiliar, uncomfortable, or unknown, but try to explore potential topics and questions as much as you can before your initial title-thesis proposal. The Topic of Interest Paper should feature at least one primary literary work in translation. It should critically examine pertinent secondary scholarship and should strike a balance between information and interpretation. You must articulate a clear thesis, defend that thesis, and conclude. In our course, a thesis includes both a concisely articulated question, argument, or insight; and a concisely articulated plan for how you will answer the question, defend the argument, or illustrate the insight. For example, "Blueberries are the best fruit. I will use medical research, social surveys, and sales statistics to defend this claim." Or, "The present study critically investigates and compares medical studies, social surveys, and sales statistics to argue that blueberries are the best fruit." Once again, an argument plus a plan. Your paper should perfectly reflect this plan and should end with a conclusion. Be conservative and conformist in presentation, but bold and critical in content. The topic of interest paper must be at least TEN double-spaced pages (including a bibliography). Additional details on formatting and citation methods can be found on our Canvas course page under "Files" (Chinese Studies Style Guide).

Grading Scale
A = 93+ A- = 90–92.9   B+ = 87–89.9   B = 83–86.9   B- = 80–82.9

C+ = 77–79.9
C = 73–76.9. C- = 70–72.9 D+ = 67–69.9   D = 63–66.9   D- = 60–62.9   E = 0–59.9
For information on the university's grading policies, see: https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradestext

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Stephan N. Kory

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

• 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

Response:
Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• 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.

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

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

Response:
Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• 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/public-results/. 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/.

Response:
Yes