

IDS4930 People and Big Data

<https://secure.aa.ufl.edu/Approval/reports/12301>

- Requesting two items: 1) a Retroactive Social Science Designation for Fall 2017 and 2) a Social Science Designation for Spring 2018.

Recommend: **Conditionally Approve**

Comments:

- Is this request asking for permanent GE designations or just for current semester and last semester? **We are still piloting and will request an official Gen Ed designation when UFQuest is ready for approved submissions Since we are still piloting as a UFQuest course, we were only using a temporary course designation, ie the IDS 4930. Our goal would be to become an IUF course specific to year 2.**
- Please remove sentence regarding “*but your participation and eagerness to learn will be used to aid final grade determination in borderline situations.*” Or include a grading rubric for participation grade.-**Updated in syllabus**
- There are no pre-reqs for this course, is that intentional? 3000 level and higher courses must have pre-reqs. **At this time, no pre-reqs are required.**
- Please include readings in the course schedule. The syllabus states these can be found on canvas, however it would be beneficial for the students and the GEC to be able to see the readings and where they are placed throughout the semester. **Updated in syllabus**
- Please clarify assessment mechanism for group projects, specifically how/whether different levels of effort from group members will be taken into account. **Updated in syllabus**

COM4930/LIN4930 Language & Power

<https://secure.aa.ufl.edu/Approval/reports/12367>

- Requesting designations of S and D

Recommend: **Recycle**

Comments:

- Please include more detailed reading list in Weekly Assignments in a manner that justifies both the 4000-level course offering and the S and D designations. It is difficult to tell where the General Education content is within the course.
This course has just gone through and been approved for a permanent numbering at the 4000 level by the University Curriculum Committee, as well as the Registrar’s Office, as of April 26, 2018. The new numbering for the COM side of the course is COM 4501. As part of the GEC, we do not decide whether something is 4000-level or not; the UCC does. I’m happy to provide any additional paperwork showing its 4000-level status.

The GED content is interwoven in every chapter throughout the course in the theories explained through the textbook. I'm happy to give you a sampling of the topics covered in each chapter that correspond to each of the S & D components. Here is also a link to the Google Books description of the textbook:
https://books.google.com/books?id=t3LABgAAQBAJ&pg=PT8&source=gbs_selected_pages&cad=3#v=onepage&q&f=false . You can look at the Table of Contents if you'd like. Also, here is a link to the textbook webpage:
<http://www.routledgegettextbooks.com/textbooks/9780415740005/chapters.php>

"Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences" (for reference, see the Chapter 1 PPT in pdf form attached.)

Whether it's Jakobson, Bourdieu, Chomsky, or Fairclough, theoretical approaches to the study of language, power, and ideology are well represented.

"Students will learn to identify, describe and explain social institutions, structures or processes."

Chapter 3, for instance, covers language and politics. It covers the work of Lakoff's (2002) work *Moral Politics* to better understand the metaphorical and rhetorical structure of conservative and liberal discourse. Chapter 4 looks at language and the media, covering Chomsky & Herman's (1988) concept of "manufacture of consent", as well as how the lexical choice and syntactic structure of media headlines can influence people. Chapter 5, for instance, looks at linguistic and semiotic landscapes, and covers how physical official and unofficial signs (e.g. graffiti) construct ideological meaning in a physical space.

"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 means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior."

This is a very big part of the course, mostly because I myself am an applied linguist and discourse analyst. To give one example that applies what the students have learned in Chapter 3 (Language & Politics), students are asked to analyze a political speech for the key terms and concepts covered in the chapter (see attached assignment). Another example would be in Chapter 6 (Gender & Language) in which the students are assigned to read and analyze several articles within a particular theme (see attached assignment). They are then asked to first synthesize the themes in those articles with those we have covered in the chapter, before analyzing specific linguistic features that we have talked about as well.

- A Diversity designation requires that students evaluate their own cultural norms, this requirement is not clear in the submission. Please clarify where this occurs in the course, it may be necessary to include this as an assignment or part of an assignment if not already included.

I'm happy to provide assignments that illustrate this. I can give you a couple of clear examples where students particularly are able to reflect in writing. In 2 of the 3 Reaction Papers that students do for me, they choose among a selection of articles that I have posted on our class Canvas page to stimulate discussion. In the reaction paper they are required to (1) briefly summarize the article, then (2) synthesize the article content with whatever themes and concepts we are covering in class, before (3) reflecting other own personal opinions about the piece as it relates to their life. A few articles cover things like "Policing Women's Faces", why all people in English should embrace "y'all", how sexism hurts men and women, and how ethnicity can be a resource in social interaction.

- The SLO's do not explain where/how the General Education designations will be assessed. Please identify where this will be done in the various assignments. All of my assignments assess the SLOs in some way.

I'm attaching a screenshot of my SLOs again for easy reference, but if you look at any of my assignments (see attached Gender HW and "Analyzing Political Speeches" HW for examples). We also have 2 exams that allow me to test their receptive knowledge of the theories and concepts covered in each chapter, as well as their applied knowledge by having them actually analyze text in an essay. I've screenshotted one of those questions from Exam 2.

1. Van Dijk (2004) describes 3 main ways people create racist discourse through "othering". Explain what these 3 ways are and how are used in the excerpt below of Donald Trump talking about Hillary Clinton.

On top of that she promises uncontrolled, low-skilled immigration that continues to reduce jobs and wages for American workers, and especially for African-American and Hispanic workers within our country. Our citizens.

Most incredibly, because to me this is unbelievable, we have no idea who these people are, where they come from. I always say Trojan horse. Watch what's going to happen, folks. It's not going to be pretty.

This includes her plan to bring in 600,000 new refugees from Syria and that region over a short period of time. And even yesterday, when you were watching the news, you saw thousands and thousands of people coming in from Syria. What is wrong with our politicians, our leaders if we can call them that. What the hell are we doing?

- How will individual vs group grades be assessed, please upload a rubric for the group or individual options for the final projects.
Project description and rubric are attached
- Class attendance/Participation and homework/in-class activities are missing from the assignment description sub sections in the syllabus. Please provide a description/rubric for these portions of the grade.
Description of how the attendance score is related to grade could be found on page 3 of the syllabus. Here is a screenshot. An attendance grade starts at 100 and can be decreased under the circumstances listed below (Note: this is department policy and is in line with general UF policy).
- Have these two course been joint courses for an extended period of time? Are there plans for them to remain joined? What is the rationale for this request being rotating topic and two different listings?
This class has been listed jointly ever since i created the class in 2015. This is because I have affiliations both in the Dial Center and in Linguistics. Half of the seats are always given to Ling students and half are given to COM students. The course was only a rotating topics course until I could teach it a few times and nail down the syllabus and assignments. Once that stabilized, I applied (and have recently been granted) permanent numbering. The class will continue to be offered jointly, however.
- The syllabus is missing the statement that *an earned grade of C- or below does not qualify for major, minor, Gen Ed, Gordon Rule or College Basic Distribution credit.*
Updated

LIN2XXX Language in the USA

<https://secure.aa.ufl.edu/Approval/reports/12319>

- Requesting Designations of H and D (consider S rather than H)

Recommend: **Conditionally Approve**

Comments:

- Please provide a rationale for why this request should be Humanities rather than social and Behavioral Sciences. The review subcommittee feels that an S designation may be more appropriate. **I am ok with an S designation. Linguistics sort of sits on this boundary between humanities and social science and the course includes some of each. It is supplanting an older course (LIN2000) that was designated H, but I agree the content on this one is more in the S domain.**
- Please clarify the grading rubric for participation in a manner that justifies it counting for 1/6 of overall course grade allocation (and/or consider reducing the relative value). In any case, there should be a defined manner in which points will be allocated for students. **I am confused by this. The syllabus states a grade breakdown in percentages and participation is only given 1/10 weight. Also, do you mean I should add a defined manner in which points are allocated for participation, or overall? Please clarify. Thanks!**

- The wording for Diversity in the syllabus needs to be updated, this can be found on the GE website; <http://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>. I've updated this language.
- Please include a link to the UF attendance policy. **done**.
- A Diversity designation requires that students evaluate their own cultural norms, this requirement is not clear in the submission. Please clarify where this occurs in the course, it may be necessary to include this as an assignment or part of an assignment if not already included. **This is covered in class discussion of language attitudes and ideologies as well as in the short essays assigned in the course. I have added a 5th 'method' to the list of how the general course objectives will be accomplished which reads "Applying these principles to students' own language varieties and communities to evaluate their own attitudes about language." Please let me know if this is sufficient.**
- The syllabus is missing the statement that *an earned grade of C- or below does not qualify for major, minor, Gen Ed, Gordon Rule or College Basic Distribution credit*. **Updated**

AFA4936 African American Studies Senior Integrative Seminar

<https://secure.aa.ufl.edu/Approval/reports/12302>

- Requesting S and Writing 6000 words

Recommend: **Approve**

Comments:

- Please include a recommended writing manual, per requirements for WR courses. **Updated**
- Please provide a list of required texts in the syllabus, this helps in assessing the General Education content of the course. **Updated**