

## GEC Review February 2023

Approve	Conditionally Approve	Recycle
IDS 2935: Finding Your Voice in the Era of AI Q1	IDS 2935: Story, Rhetoric, and Culture Q1	
IDS 2935: Culture and Health Q2	IDS 2935: Reimagining Africa Q1	
IDS 2935: Impact of Materials on Society Q2	Cultura Pop, Política y Sociedad Q2	
IDS 2935: The Economics of Eating Q2	IDS 2935: Robots: Threat or Opportunity Q2	
IDS 2935: Going Viral Q2		
IDS 2935: Exploring Our Genome		

1. **Course:** IDS 2935: Story, Rhetoric, and Culture

**[R][CA]**

**Requesting:** H, Q1T

**Submitter:** Raul Sanchez

**Department:** English

**Link:** <https://secure.aa.ufl.edu/Approval/reports/17732>

**Comments:**

- Students receive 100 points collected during three one-on-one meetings with the instructor.
  - Please provide more detail regarding how these points are achieved. [Updated to; Three times during the semester, students will schedule one-on-one meetings with the instructor: before the Critical Reflection, the Researched Essay, and the Final Essay. Each meeting is worth 1/3 of the 100 possible points. Students will earn full credit by attending each meeting. 2/2/23]
- ~~The please complete the Group Discussion Participation Rubric. [Updated]~~
- ~~Assessments are clear but scoring of them is not. There is a Critical Reading Responses rubric but it is not clear how that converts to 150 points.~~
  - ~~Please provide more detail regarding this point conversion.~~
  - ~~Please provide more detail regarding the ratings used, for instance difference between insufficient and unsatisfactory?~~

[In response to class readings, students will submit critical reading responses of 200 words each. There will be 11 reading responses throughout the semester, each worth up to 15 points. Students will be allowed to miss one without penalty.]
- **Quest Checklist:**
  - General Information

- Does the Course Description explain sufficiently how the course engages the relevant Quest 1, Quest 2 and General Education Objectives?
    - ~~Please provide a statement regarding Quest in the course description.~~
  - Methods of Assessment and/or Grading Rubrics
    - Is participation graded? If so, is a participation rubric provided?
    - ~~The table for the participation rubric did not save correctly. Please create a new one.~~
    - Do the Weekly Summaries indicate that the course regularly addresses the essential (Quest 1) / pressing (Quest 2) question mentioned in the Course Description?
    - ~~The weekly summaries are not very explicit. Please develop the summaries for each week so that they indicate the goals for the weeks.~~
    - Do the Weekly Summaries indicate that the course focuses sufficiently on the multidisciplinary content mentioned in the Course Description?
    - ~~No. Please explain how the ‘politics, art, religion, and science’ fit into the weekly readings/lectures/assignments.~~
    - Are page numbers provided for each reading listed in the Weekly Schedule?
    - ~~Provide page numbers for readings each week.~~
  - Rigor
    - If the course is insufficiently or too rigorous, where must rigor be addressed (e.g., graded work, amount of reading, weekly schedule)?
    - ~~As mentioned above, the course readings are difficult to judge in regard to rigor. Additionally, there are three weeks during the semester where the students meet the professor once for a one-on-one meeting each week. What do students do during the rest of the time during those weeks instead of class? The last two weeks of the semester appear to have no work or class plans. Please elaborate on what the students will be doing during the five weeks.~~

2. Course: IDS 2935: Reimagining Africa

[CA]

Requesting: H, N, WR2, Q1T

Submitter: Alioune Sow

Department: African Studies

Link: <https://secure.aa.ufl.edu/Approval/reports/17728>

Comments:

- ~~Please include telephone number in syllabus.~~ [Added, 2/2/23]
- ~~Please provide more detail on Weekly assignments and topics. For example, week 6 only includes “David Diop At night all blood is black”, but it is not clear whether this is just a topic and if other assignments or readings will be included for the week.~~ [Weekly assignments have been entirely revised. More details have been provided and readings and assignments clarified. See revised syllabus.]

- ~~Grading rubrics are provided, but it is unclear how they impact the student's overall score. Point values are given in the description of the graded work, but the rubrics show satisfactory/unsatisfactory, etc. and no point values. The writing and participation rubrics need either percentage or point values. Please update with how the grades will be impacted with rubric scoring. [Rubrics for each assignment have been added.]~~
- ~~Please provide more detail regarding assignments. The mid-term states that it will include short or multiple-choice questions, but what will these questions be based on or come from. Will the questions come from the reading assignments, etc. [More details have been provided about the format of the mid-term (short questions and multiple-choice questions). Information about what the mid-term will cover also added (readings assignments, films, concepts examined and discussed). See revised syllabus.]~~
- ~~It would help to include a rubric for each set of major assignments given in the description of graded work. Though descriptions of the assignments are given, it is unclear how students can achieve the scores they desire. [Added]~~
- ~~Rubric for the analytical essay needs to be clearly defined since this class is considered a writing course and the essay is worth ~20% of the student's overall grade. [Will be provided on Canvas and now included in syllabus]~~
- The discussion posts need to move beyond "reflective" writing. According to WR requirement, reflections "may not be counted if they approximate free writing and lack organization, critical thinking, and integration of ideas into the disciplinary context." Please include a fuller description of the discussion board assignment on the syllabus. [A full description of the discussion board assignment has been included in the syllabus: "Students are required to submit three 200 words discussion posts (50 points each). The discussion posts should demonstrate understanding of reading material and concepts and ideas explored. Following site visits, the posts should communicate what has been learned from the visits. The posts should contribute to the class. They should be insightful and relevant, well organized and error free". See revised syllabus.]
  - Current word count appears to be 1600 and discussion posts may not meet needs of Writing Requirement: <https://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-wr-courses/wr-course-guidelines/> - CG
- ~~Will the students watch the films in class or will they be considered homework? Will there be other course/homework assigned? [A full description of the discussion board assignment has been included in the syllabus: "Students are required to submit three 200 words discussion posts (50 points each). The discussion posts should demonstrate understanding of reading material and concepts and ideas explored. Following site visits, the posts should communicate what has been learned from the visits. The posts should contribute to the class. They should be insightful and relevant, well organized and error free". See revised syllabus.]~~

- Recommend providing additional detail in weeks: 2, 6, 8, 12, 14, 15 [Updated]
- **Quest Checklist:**
  - Required & Recommended Course Materials
    - Are all required and recommended course materials properly listed?
    - ~~One book title is given but would require a full citation to assist students in acquiring it.~~
    - ~~A website will be consulted weekly. The link to the website could be included under a different heading, since it is neither a required or recommended "material."~~
  - Description of Graded work
    - Are the assignments clearly described? Are they appropriate for a lower-division course? Too rigorous? Not rigorous enough?
    - ~~Because the page numbers/video lengths are not given, it is difficult to determine the rigor of the course. It would also be helpful to know exactly how many words are expected to be accomplished for the WR designation.~~
    - Are students required to complete at least one writing assignment?
    - ~~There is one writing assignment of 1000 words plus a "digital story telling" group project that may be a children's story, a media communication piece (website/social media posting or blog). The details for the project will be available on Canvas. It would be helpful to students if a general description of the assignment could be included in the syllabus along with a grading rubric that clearly defines how each individual within a group will be graded.~~
    - 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?
    - ~~The syllabus should indicate clearly how many words are expected and exactly how those words will be accomplished.~~
  - Methods of Assessment and/or Grading Rubrics
    - Will the course include group projects? If so, has a method of assessment or a rubric for group projects been provided?
    - ~~Yes. The digital storytelling project is a group project and should have a grading rubric or the indication that such a rubric will be available in Canvas.~~

3. **Course:** IDS 2935: Finding Your Voice in the Era of AI

[CA][A]

**Requesting:** H, D, WR2, Q1T

**Submitter:** Christina Tallon

**Department:** Music

**Link:** <https://secure.aa.ufl.edu/Approval/reports/17731>

**Comments:**

- ~~Please note that an analytical essay of 1000 words is an expectation for Quest I courses. This syllabus requires an essay of 2000 words. It might be preferable to achieve the Writing Requirement word count through two shorter assignments and one larger one.~~
  - ~~2000 word analytic essay included with rubric. Recommend providing more detail in rubric for how essays will be scored. [Changed the single 2000-word analytical essay into two 1000-word essays and provided more detailed rubrics.]~~
- Please update rubrics to provide more clarity in scoring. [Updated]
- **Quest Checklist:**
  - Course Description
    - Does the Course Description explain sufficiently how the course engages the relevant Quest 1, Quest 2 and General Education Objectives?
    - ~~The Objectives for Quest I and General Education are stated clearly. The descriptions of how the objectives will be accomplished are general. It would be helpful to students to understand what activities (such as those listed in the SLOs) will fulfill the objectives.~~
    - Are the assignments clearly described? Are they appropriate for a lower-division course? Too rigorous? Not rigorous enough?
    - ~~The assignments are clearly described. The amount of work may not be lower-division appropriate. In the Graded Work list, a Self Reflection (SELA) assignment of 250-500 words is due on the same day as an analytical paper of 2000 words. Please note: In the Weekly Schedule, the analytical essay is “assigned” on 10/24. It may be useful to reconsider deadlines and overall expectations for first-year student~~
  - Methods of Assessment
    - Is participation graded? If so, is a participation rubric provided?
    - ~~Class Discussion (synchronous or through online posts) is 8% of the grade. It may be useful to post a grading rubric for Class Discussion. The description of “two thoughtful comments” may not be sufficient for first-year students.~~
  - Annotated Weekly Schedule
    - If the course will receive the Diversity or International Gen Ed designation, do the Weekly Summaries indicate that the course regularly includes Diversity or International content?
    - ~~Issues related to Diversity (gender, biases, and race) are mentioned in Weeks 6, 9, 12, 13, and 14. The Week 15 summary mentions change in social structures. For the syllabus to qualify for the Diversity designation, more than 50 % of the course content must explicitly address Diversity and be embedded throughout the entirety of the syllabus. It may be that Diversity is treated in earlier weeks of the course, but not identified in the Weekly Summaries. If so, it would be important to revise the syllabus to indicate when and how the issues are addressed.~~
    - Is the length of each video or film that students are required to watch outside of class provided in the Weekly Schedule?
    - ~~The length of time required for the listening assignments in Weeks 9, 10, 11 and 15 should be included.~~

4. Course: IDS 2935: Culture and Health

[CA][A]

Requesting: S, N & Q2T

Submitter: Ashlee Hoffman-Ossiboff

Department: Health Education and Behavior

Link: <https://secure.aa.ufl.edu/Approval/reports/17726>

Comments:

- ~~Previous concerns regarding International, have met with instructor and is sending revised syllabus. CG~~ [Instructor has updated syllabus and provides adequate detail meeting International designation request. 2/1/23]
- **Quest Checklist:**
  - Course Description
    - Does the Course Description explain sufficiently how the course engages the relevant Quest 1, Quest 2 and General Education Objectives?
    - ~~Suggest highlighting more how health is a pressing issue that needs to be addressed.~~
  - Required & Recommended Course Materials
    - Are all required and recommended course materials properly listed?
    - ~~Suggest expanding textbook reference to include edition. Edition (9th) added.~~
  - Description of Graded Work
    - Are the assignments clearly described? Are they appropriate for a lower-division course? Too rigorous? Not rigorous enough?
    - ~~Assignments are clearly described, though suggest explaining the culture dossier a bit more. Added additional information about dossier in the assignment description.~~
    - ~~The 14 weekly photovoices, quizzes, and reflections may be a relatively heavy workload depending on the time required for each. Difficult to assess.~~
    - ~~Having the presentation be worth only 5/2000 points seems quite low. Many students may opt to skip it since only worth 0.25% of final grade. Similar comment for culture dossier (35 points).~~
  - Methods of Assessment and/or Grading Rubrics
    - Is attendance graded? If so, is the method of grading attendance explained?
    - ~~Attendance is indirectly graded through in-class activities. Suggest changing from “Random course tasks” in point breakdown to “In-class activities”.~~
    - Is participation graded? If so, is a participation rubric provided?
    - ~~Attendance is indirectly graded through in-class activities. Suggest changing from “Random course tasks” in point breakdown to “In-class activities”.~~
  - Annotated Weekly Schedule
    - Do the Weekly Summaries indicate that the course focuses sufficiently on the multidisciplinary content mentioned in the Course Description?

- ~~Yes, but suggest more clearly highlighting the different disciplines involved. Similar comment in course description section.~~
- Rigor
  - If the course is insufficiently or too rigorous, where must rigor be addressed (e.g., graded work, amount of reading, weekly schedule)?
  - ~~As commented before, 3 weekly assignments could possibly be a heavy workload depending on the total preparation time required.~~
  - ~~\_\_\_\_\_~~

5. **Course:** IDS 2935: Impact of Materials on Society

[CA][A]

**Requesting:** P & Q2T

**Submitter:** Kevin Jones

**Department:** Anthropology

**Link:** <https://secure.aa.ufl.edu/Approval/reports/17621>

**Comments:**

- ~~Please provide more detail regarding when and where students generate empirically testable hypotheses.~~ [During the concrete breaking exercise the students create concrete bars with different compositions using additional materials like wood, metals, fiber etc. We group the composite additions into different classes of materials. The students are asked based on their knowledge of materials to hypothesize the order of toughness. We then have them break the bars using a Izod Impact test and measure the toughness using video they capture with their iphones to test their hypothesis. Since the toughness order rarely goes as expected we then ask them to speculate on why their hypothesis was wrong. In this way they learn about how in addition to bulk material properties, they need to consider the role of interfacial bonding when creating composites. Email response, 2/1/23]
- ~~Recommend specifying the metrics (“things”) on the rubrics that will be judged during grading (for the poster for example: design style, breadth and depth of social impact content, depth of material science content, grammar, graphics).~~ [The poster grading rubrics include Name and title, Introduction, Answering at least three different impact paradigm questions they have discussed during the class, the ratio of graphics to images, was the presentation engaging, are the conclusions supported by the poster and are their references.

Each week during the flipped classroom discussion section the students are given a 2-4 page worksheet to complete. For these assignments they are graded on rubrics including how creative is the proposed solution, how clear are the graphic illustrations they draw, how thoughtful was the response to the specific questions and for numerical calculations did they get the right answer.

For the homeworks the rubrics include are their answers to the specific questions asked in the exercise supported by the reading and videos they were asked to watch.]

- ~~TA Section in syllabus; please provide more details regarding need for the TA section and its impact on the course.~~ [During the weekly flipped classroom discussion section the

TA's along with myself and the guest instructor spend extensive time talking with each group one on one about the solutions they are proposing to the challenges asked by the exercise. These discussions enable them to revise their answers and receive immediate feedback on if they are really challenging themselves to come up with creative solutions. For example in the entanglement exercise we spend time talking with each group about the tanglegram they are creating and pointing out variables they should consider when describing how they are entangled with rare earth elements in their daily lives and what factors might influence the supply chain of their particular rare earth.

- In the Concrete exercise mentioned above the TA's facilitate the fabrication (building molds, helping students mix concrete, creating bars) and then a week later the TA's help with the toughness testing which includes setup, data recording and actual toughness testing (breaking) of the concrete bars for the 27 different groups. This requires significant coordination given the students break over 50 bars in less than 50 minutes with just 2 impact test systems.

The TA's are also responsible for assembling the multiple free samples of different materials provided to each student at the beginning of each module. These samples (for example copper and bronze wires, pieces of malachite for the copper module) enable the students to explore the mechanical and optical properties of the materials using their own hands and is important when first introducing a new material class (e.g. the work hardening properties of copper versus bronze and how this enabled the shift away from hunter gatherers socially). The TA's must make 135 different samples of each material to be handed out.

For the Poster session the TA's are critical for helping to coordinate the presentation and evaluation of 133 different posters over two evenings.

- ~~UF policy allows for professors to ask students to silence phones, but students may not be required to turn them off in the case of emergencies. Please course policy update. [Statements added, email response 2/1/23]~~
- ~~Please provide a statement that students with excused absences will be allowed to make up missed in class work in a timely manner. [Statements added, email response 2/1/23]~~
- Recommendation pending upload of revised syllabus. -CG
- **Quest Checklist:**
  - Description of Graded Work
    - Are the assignments clearly described? Are they appropriate for a lower-division course? Too rigorous? Not rigorous enough?
    - ~~The assignments are described, but it is not clear to me what is involved in the homework assignments. Are they questions on the reading, scientific or engineering questions, ... I would recommend that in the syllabus you give a short summary of the types of questions that involved in each homework assignment. Presumably, some questions are more science questions (for the P designation) and some are more historical reflecting the multidisciplinary nature of the course.~~
  - Annotated Weekly Schedule



- Is the length of each video or film that students are required to watch outside of class provided in the Weekly Schedule?
- ~~Please provide video lengths.~~

6. **Course:** IDS 2935: The Economics of Eating

[A]

**Requesting:** S, N & Q2T

**Submitter:** Lijun Chen

**Department:** Food and Resource Economics

**Link:** <https://secure.aa.ufl.edu/Approval/reports/17716>

**Comments:**

- None
- **Quest Checklist**
  - Description of Graded Work
    - Are the assignments clearly described? Are they appropriate for a lower-division course? Too rigorous? Not rigorous enough?
    - ~~Assignments are clearly described. Level of rigor seems appropriate, though consider reducing the amount of writing. 10-page country report and 4 pages of reflections is quite a bit in addition to the five experiential learning activities, infographics, quizzes, etc.~~
  - Annotated 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?
    - ~~Readings are typically ~30-40 pages, with some weeks having 50+ pages of readings. Suggest reducing the reading load to ~25 pages a week.~~
  - Rigor
    - If the course is insufficiently or too rigorous, where must rigor be addressed (e.g., graded work, amount of reading, weekly schedule)?
    - ~~Consider reducing the amount of reading and also possibly the assignment load.~~

7. **Course:** IDS 2935: Going Viral

[CA][A]

**Requesting:** S, N & Q2T

**Submitter:** Marit Ostebo

**Department:** Anthropology

**Link:** <https://secure.aa.ufl.edu/Approval/reports/17700>

**Comments:**

- ~~Please provide more detail and rubrics for the following: research report, presentation, and final reflection.~~ [Have made a few changes in the syllabus, responding to the points above. I have change what was called “research report” in the initial syllabus to Podcast. The initial assignment was very open – e.g. the students could choose the format of their research report. However, based on experience from another course last semester I have

decided to streamline the output – specifically asking the students to make as podcast. I have also added more details and rubrics for all the three assignments listed above. These changes can be found in the updated syllabus I have uploaded in the system. Email response, 2/1/23]

- **Quest Checklist:**
  - No updates recommended.

8. **Course:** [Cultura Pop, Política y Sociedad](#) **[CA]**

**Requesting:** H/S, N, Q2T (clarification needed on H/S request)

**Submitter:** Antonio Lopez Sajid

**Department:** Spanish and Portuguese

**Link:** <https://secure.aa.ufl.edu/Approval/reports/17677>

**Comments:**

- ~~It appears that the SLOs are listed twice; please update.~~ [Updated, 2/1/23]
- ~~The title may not be descriptive enough for students to understand the purpose of the course, please consider revising.~~ [Title updated]
- “This course will be taught in Spanish, although some of the texts that we will study are in English. Approximately 24.38% (5,206) of UF students are Hispanic and many of them speak Spanish. Any Page 2 student with a 3 or higher on AP Spanish, 4 or higher on IB Spanish, A or AS level AICE or dual enrollment credit for SPN 1120/1121 is qualified to enroll in this course”.
  - This course will require prerequisites be added that ensure students understand the course is taught in a foreign language. This will need to be discussed in committee regarding foreign language and prerequisite requirement.
- ~~Please bring attendance and late work policy in line with UF policy.~~ [Updated]
- **Quest Checklist:**
  - Reviewer recommended course as Humanities course, Course form requests Social and Behavioral Sciences. Quest 2 course proposal options do not include a Humanities option in current forms. Has this been changed? - CG

9. **Course:** [IDS 2935: Robots: Threat or Opportunity](#) **[CA]**

**Requesting:** S, Q2T

**Submitter:** Fatemeh Binesh

**Department:** Tourism, Hospitality, & Event Management

**Link:** <https://secure.aa.ufl.edu/Approval/reports/17725>

**Comments:**

- **Approval form needs to be updated to reflect changes/updates from Quest checklist.**

▪ **Quest Checklist:**

○ Description of Graded Work

- Are the assignments clearly described? Are they appropriate for a lower-division course? Too rigorous? Not rigorous enough?

~~▪ The graded work consists of weekly mostly multiple choice quizzes on Canvas (20%), Case Studies which is a group assignment (15%), Capstone project (30% including points for topic and abstract), Reflection essay (10%), Class participation (15%) and Attendance (10%). Thus, for most of the semester the students just have multiple choice quizzes, group projects in Canvas, attendance, and participation. I would recommend to replace at least one of the multiple choice quizzes in Canvas with an actual proctored exam, perhaps covering some more challenging questions that require synthesis over multiple weeks.~~

○ Does the graded work include experiential learning activity and self-reflection?

~~○ The experiential component is to visit the HiPerGator, which is impressive the first time. I would make sure that they are willing to accommodate an entire class. This is the logical place to go outside the classroom. I also wonder if there is already (or could be) some experiential activity of having the students interact with AI's online: chatbots, machines that route phone calls, etc.~~

○ Methods of Assessment

- Will the course include group projects? If so, has a method of assessment or a rubric for group projects been provided?

~~▪ The case studies are group projects. Students work in class and then submit them online. There is no rubric for these.~~

○ Annotated Weekly Schedule

- Do the Weekly Summaries indicate that the course focuses sufficiently on the multidisciplinary content mentioned in the Course Description?

~~▪ As indicated below in discussing the SLOs it is not clear to me how much social and behavioral sciences the students are actually required to learn. I think social and behavioral science certainly fits with this topic, but it needs to be brought out more in the weekly summaries.~~

- 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?

~~▪ The general education committee will expect to have the diversity content spelled out in the weekly schedule and to have a majority of the weeks address diversity.~~

○ Student Learning Outcomes (SLOs)

- Do course learning outcomes align with the relevant Quest 1, Quest 2, and General Education learning outcomes?

~~▪ The SLOs and the course in general need to spell out more specifically the social and behavioral science components. As the SLOs stands the course seems heavy on the technology.~~

- ~~▪ Similarly for the diversity component. The General Education committee will want diversity to be addressed in a majority (over 50%) of the lectures. This is the gen. ed. description for Diversity.~~

10. Course: [IDS 2935: Exploring Our Genome](#)

[A]

Requesting: B, Q2T

Submitter: Jennifer Drew

Department: Microbiology and Cell Science

Link: <https://secure.aa.ufl.edu/Approval/reports/17723>

Comments:

- None
- **Quest Checklist:**
  - Description of Graded Work
    - Are the assignments clearly described? Are they appropriate for a lower-division course? Too rigorous? Not rigorous enough?
    - ~~▪ 48% of the grade is a series of 14 lecture based modules with weekly homework. There is not much information on these. One could put the descriptions either under graded work or in the weekly schedule.~~
    - Are students required to complete at least one writing assignment?
    - ~~▪ Maybe. It is not clear from the syllabus how writing there is in the weekly homework. There is written reflection, but no word count is given from that.~~
    - Does the graded work include experiential learning activity and self-reflection? Students investigate associations of human genome variants to behavior as captured by a research survey.
    - ~~▪ If I can read between the lines here, it seems like this is supposed to simulate what it would be like for students to get their own genomic information without actually having them do that. What is not clear in the Details of Experiential Learning section is whether this refers to a specific day's activity or just the course in general. You might imagine an exercise where each student is given some genetic information that they are supposed to pretend is their own. Then they are asked about their reaction (experience).~~
    - ~~▪ Assignments ask to reflect on what they learned about the human genome. I would encourage even more leading questions like would you consider being tested in the future? If you were tested, what would you do with the information?~~
  - 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?
    - ~~▪ The weekly schedule is terse with only titles of what is topics. This needs to be spelled out more detail. Usually a few sentences will be fine for each week. If this was an introductory science class, this level of detail~~

~~would be fine, but in Quest classes we would like to see the interdisciplinary component. The weekly schedule as it stands could just be that of an intro to genetics class.~~

- Is the length of each video or film that students are required to watch outside of class provided in the Weekly Schedule?
- ~~Please give some explanation of what is involved with the modules for each week. Presumably there are some videos to watch.~~
- 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?
- ~~Again more details needed on weekly assignments.~~
- Faculty-Student Engagement
  - If the course does not demonstrate a high-level of faculty-student engagement, where in the syllabus must engagement be addressed? This is a fantastic topic for a Quest class.
  - ~~However, I really don't see how there is going to much engagement with a 100% asynchronous up to 152 student class. Please emphasize any techniques that the instructors will use to promote faculty-student engagement.~~

## Removal Request

1. [MHF 3202: Sets and Logic - Remove M](#)
2. [MAC 3474: Honors Calculus 3 - Remove M](#)
3. [GLY 3200L: Principles of Mineralogy - Remove P](#)
4. [ARA 4400: Fourth Year Arabic 1 - Remove H & N](#)
5. [ARA 4401: Fourth Year Arabic 2 - Remove H & N](#)