

GEC Review March 2023

Approve	Conditionally Approve	Recycle
IDS 2935: The Promised Land: Exiles and Refugees (Q1T)	IDS 2935: Beyond Creativity: Humanizing Innovation	
IDS 2935: People & Big Data (Q2T)		
IDS 2935: Valuing Circular Food Economies(Q2T)		
IDS 2935: Does Anyone Actually Eat This? (Q2T)		
IDS 2935: Wisdom and Heroism: Great Books in the Medieval World (Q1T)		

1. **Course:** IDS 2935: **The Promised Land: Exiles and Refugees** [R][A]
Requesting: H, N, WR2, Q1T
Submitter: [Roy Holler](#)
Department: Jewish Studies
Link: <https://secure.aa.ufl.edu/Approval/reports/17633>
Comments:
- **Writing:**
 - ~~Recommend revising estimation of student writing times, current estimations seem low. Estimations of time commitments on writing assignments seem slightly low.~~ [Changed to ~90 min (60 min readings and 30 min journaling) . Email response, 3/2/23]
 - **Miscellaneous:**
 - ~~There is a typo in the #2 self-reflection description—all components seem to be present.~~
 - ~~Recommend revising title of the course or including more immigrant groups throughout the course. Majority of immigration content seems focused on one specific group until the final weeks of the course.~~ [Changed title to "**The Promised Land: Exiles and Refugees**" to better represent the content of the course and its focus on Israel]
 - ~~This is a wonderful course, could the placement of the larger questions about universal migration experiences at the end, better serve the course if incorporated in the beginning of the semester?~~ [Revised the first week to discuss migration in a

global context, with readings of Césaire, Benhabib and viewings of short films about global immigration]

- ~~○ The title and the various “big questions” (such as “How do immigrants react to demands of assimilation? How does one change their identity when arriving to a foreign land?” portend data from more than one immigrant group’s experiences, but the “lens” through which these questions are examined in the course content until the last two weeks is entirely the international migrations of Jewish populations. Is the migratory history of one religious group sufficient to answer the listed “big questions” within the title and seeming scope of the course?~~
 - ~~Wouldn’t the migratory histories of other groups be necessary for adequately answering such questions as each group’s experiences and impacts on host countries could be different? [I’ve narrowed down the questions to be more case specific. I also added a film Hester St. that shows migration and assimilation in the American context. With the revision of the course title, I hope that this comment is resolved]~~
- For consideration: As there may be students who have not had any direct family experience of immigration in particular, exposure to a variety of migration stories at the outset might encourage consideration of the questions in a more broadly applicable way all semester rather than turning their attention to the current issues and migratory groups only in the last two weeks. [The first week is revised to focus on global immigration from multiple perspectives to generate interest and context.]
 - In the last two week’s content the attention shifts to Florida’s immigration law and for-profit detention centers, could Infiltrators or perhaps other materials like it could be read/shown earlier in the semester to encourage students to make connections among immigration experiences of groups throughout the semester as many of the assignments ask them to do. [I switched week 12 with week 13, so the discussion of Florida's immigration laws will help students discuss the African refugee crisis and migration dynamics in the Middle East]
- **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 clearly described. On average, students are expected to read 20-25 pages weekly. Some weeks have less rigor. For example, in week 8, there is only one page of reading required and an 84-minute film. In week 10 only 4 pages of reading are required with a 55-minute film. In~~

~~week 12 only 9 pages total are assigned as preparation. Movies are also scheduled as a class activity. In week 6, a play in three acts will be “read or screened”. It would be useful to know how long the play is—how many pages/how much time required for watching. For the purpose of review, it would be helpful to understand the level of difficulty/time required to complete the assignments.~~

- ⊖ Methods of Assessment and/or Grading Rubrics
 - ~~Class participation is graded. A rubric is provided but not completed. It would be useful to complete the rubric stating the expectations for effective participation before the syllabus moves to the next level of review.~~
- 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?
 - ~~The course seeks N (International) designation. To qualify for the N designation, a connection between the international target and life in America needs to be made regularly. In this course, the connection to Florida appears in Week 14. It is promised in the course description. If it is regularly addressed in weekly events, that should be clearly stated, and the method/content described.~~
 - Are page numbers provided for each reading listed in the Weekly Schedule?
 - ~~All but Week 5, as noted above. The Play in 3 Acts needs to be described.~~
- Rigor
 - If the course is insufficiently or too rigorous, where must rigor be addressed (e.g., graded work, amount of reading, weekly schedule)?
 - ~~The nature of the course content is timely and intense. The materials and methods used in the course may require reading and re-reading, viewing and re-viewing. An explanation of the course’s rigor would help both student and reviewer.~~

2. **Course:** IDS 2935: Beyond Creativity: Humanizing Innovation

[R][CA]

Requesting: H, Q1T ;

Submitter: Roberto Rengel Chardon

Department: Interior Design

Link: <https://secure.aa.ufl.edu/Approval/reports/17681>

Comments:

- **Required General Education Components:**

- The course appears more process oriented rather than a humanities course. Recommend providing more detail within the course description, assignments and weekly schedule detailing Humanities content and meeting of [designations](#).
[Syllabus has been updated with additional detail referencing humanities. Email update 3/2/23]

- The essential question does not seem to acknowledge humanities discourse.
 - The humanities seem to be introduced only as examples of design process rather than as methods of analysis. [A more robust content of humanities appears in the revised syllabus.]
 - The course may be better served as a Social Sciences course in Quest 2. Recommend changing to social sciences Quest 2 or revising and highlighting more specific Humanities content. [Specific humanities content appears in the revised syllabus.]

- **Assessments:**
 - ~~Unclear how writing assignment (paper) will be assessed. Please provide more detail and or descriptive rubrics. [See attached rubric]~~
 - Assessments are tied to creative design process development and are well designed (great rubric), but they don't seem to adequately address the SAO for H. (AB). [The Group Project is the implementation of an entire Problem Scenario informed by an inquiry process grounded in the humanities]

- **Miscellaneous Comments:**
 - ~~On the participation rubric, recommend changing collegiabilitiy to collegiality.~~

- **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 involve timed reflective exercises following prompts from the textbook, The 30-Day Creativity Challenge. Please state clearly how the timed exercises work. The syllabus provides the title of each exercise and its due date. The nature of the activity is not described. A brief explanation of each exercise would assist both the students and the reviewers.~~
 - 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?
 - ~~The course includes a group project worth 25% of the grade. For General Education Committee review, it will be important for the instructor to include clear assignment guidelines and a grading rubric in the final version of the syllabus. Please explain how the groups are formed, guided, and evaluated. Please describe how the work of each individual student will be assessed as well as the overall group effort.~~
 - Annotated Weekly Schedule

- Do the Weekly Summaries indicate that the course focuses sufficiently on the multidisciplinary content mentioned in the Course Description?
- ~~As stated above, if there is multidisciplinary content, it is not clear in the weekly summaries. Problem-solving and empathy are mentioned regularly along with design innovation and creativity.~~
- 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?
- ~~Without further understanding of the 10-minute exercises, it is difficult to determine the level of rigor in the course.~~
- Rigor
 - If the course is insufficiently or too rigorous, where must rigor be addressed (e.g., graded work, amount of reading, weekly schedule)?
 - ~~The syllabus describes an exciting series of projects intended to spark creative problem-solving and empathy. It is unclear how students will fully discern the rigor and content of the course from its title: Human-Centered Innovation. Please consider creating a title that clearly reflects the course content, objectives, and outcomes. The course seems to present a “Creativity Challenge” that develops innovation skills that “human-centered innovation” does not quite capture.~~
- Faculty-Student Engagement
 - If the course does not demonstrate a high-level of faculty-student engagement, where in the syllabus must engagement be addressed?
 - ~~“Engaged participation” and discussion posts are expected. From the syllabus, it is not obvious how faculty and student engage. The weekly schedule provides the topics, the summaries, and the due dates/times for assignments on Canvas. A more complete description of how the course functions would be useful to students and reviewers alike.~~

3. Course: [IDS 2935: People & Big Data](#)

[R][A]

Requesting: S & Q2T

Submitter: [Sarah Bush](#)

Department: Agricultural Education and Communication

Link: <https://secure.aa.ufl.edu/Approval/reports/17730>

Comments:

- **Required Quest program Components:**

- ~~What is the “pressing question” that the course is focused around, this should be included in the course description.~~ [Revised description; Can big data save the world? This course introduces students to the uses of big data in the social

sciences and the theories, methods, and skills needed for considering the uses and social implications of big data in society. Update, 3/1/23]

~~○ This should be clearly stated in the beginning of the course description and tied to content within the course.~~

- **Miscellaneous Comments:**

- ~~Recommend making Sustainable Development Goals a focus throughout the entire course, as well as tying SDG into the assignments and weekly schedule. [Have revised course content, weekly schedule and assignments to incorporate SDGs throughout]~~

- ~~Recommend considering revisions to amount of reading, some weeks seem to include very minimal readings for the course or possibly dated material. [Updated]~~

- **Quest Checklist:**

- 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?

- ~~No. Clear description of objectives of course and its ‘questiness’ but the word ‘pressing’ is not used in the syllabus.~~

- Is the multidisciplinary content of the course explicitly mentioned?

- ~~Course Description clearly highlights interdisciplinary nature of course, but does not list foundational social science disciplines in course, but refers to ‘traditional and applied social science disciplines’.~~

- Does the Course Description explain sufficiently how the course engages the relevant Quest 1, Quest 2 and General Education Objectives?

- ~~YES. Minor quibble is that below ‘Quest and Gen Ed Credit’ there is inserted text that suggests Quest and Gen Ed objectives ‘listed above’ but they are ‘below’ in syllabus.~~

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

- Description of Graded Work

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

- ~~Yes. N=5 homework assignments, but not enough information provided at this stage of course development. There are clearly good opportunities for student assessment including n=10 quizzes and n=2 exams. Not having a ‘final exam’ seems to be less rigorous, and final project needs to be fully explained and fleshed out (there is a rubric, but no details provided).~~

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

- ~~YES. The homework assignments (n=5) provide clear opportunities for self-reflection, that includes submitted worksheet or a 250-word reflection~~

~~statement. Experiential learning will be met through lab meetings each week, ‘reading quizzes’ (but unclear how these articulate with graded assessment), a visit in Week 6 to UF HiPerGator (sufficient time to accommodate 66 students or 22 students (3 sections) during one period only?), and through a ‘group research project and poster presentation’ focused on construction of a ‘research question’ and applying big data to address the problem.~~

- Rigor
 - If the course is insufficiently or too rigorous, where must rigor be addressed (e.g., graded work, amount of reading, weekly schedule)?
 - ~~A tad concerned about assessment of final third of the course, that only includes online quizzes and group research project. Unclear what the ‘Final Project’ is and how it will be assessed. There is a rubric provided and it is due 12, 11, 2023, but no discussion of what the project consists of. Unclear how students will be assessed for final five weeks of course, other than group project/presentation and some quizzes.~~
- Faculty-Student Engagement
 - If the course does not demonstrate a high-level of faculty-student engagement, where in the syllabus must engagement be addressed?
 - ~~Good course, and clear opportunities for Instructor/TA to work with students in ‘lab’ section, but unclear how Instructor will engage with students if they are not engaged in break-out sections on Thursdays.~~

4. **Course:** IDS 2935: Valuing Circular Food Economies

[R][A]

Requesting: S, WR2, Q2T

Submitter: [Jennifer Clark](#)

Department: Food and Resource Economics

Link: <https://secure.aa.ufl.edu/Approval/reports/17719>

Comments:

- **Required Quest program Components:**

- ~~In the course description, the multidisciplinary nature of the course is explained; however, it is not clear where the multidisciplinary elements are in the weekly schedule. Please provide more information on the multidisciplinary nature of the course (i.e., the weekly schedule, assessments, lectures) [Please find descriptive information addressing how the reading assignments are balanced through the course related to pre-class preparation as well as readings that are associated with individual research each student conducts online to complete their assignments culminating in a BCA Portfolio. Also, multidisciplinary topics have been added to the Syllabus for each week. Finally, a series of optional “field-trip” opportunities around campus will be offered to students seeking more engagement with the topic, instructor, and students that can add value to idea generation for their BCA Portfolio development.~~

- Interdisciplinary topics will be introduced via Case Study approach with a different topic introduced via the presentation to provide context for Think Pieces that form the basis of student discussions and can be used as a template to develop their own Benefit-Cost Analysis (BCA) components through the Activities and Writing Reflections. The Syllabus has been updated with discipline-specific topics that will be incorporated as case-study examples for each week's Module that are specifically related to the circular-food economy and how our global food systems form complex adaptive systems that are interdisciplinary and formed by a dynamic network of interactions. These interdisciplinary topics applied to each Module include:
 - Engineering
 - Medicine
 - Law
 - Liberal Arts
 - Geography
 - Political Science
 - Communication Email response, 3/2/23]
- **Writing:**
 - ~~Please include a suggested writing handbook, per General Education writing requirements:~~ [Writing Requirement Syllabus Policy](#).
 - [Information added to the Syllabus:
 - “You can reference writing style for the course following The Bedford Handbook for Writers (any edition) by Hacker or Hacker & Sommers (copies are available at the UF Library).”]
- **Miscellaneous Comments:**
 - ~~The amount of reading assignments for the course appears to be low and it is not clear what other work, outside of the group activities, the students will be doing. Please provide more information regarding the work students will be doing outside the course or outside of group activities.~~ [The course is designed with six Modules and each Module lasts two weeks. The first week students spend learning about the “Conceptual topics” (i.e., theoretical aspects) of CBA models and tools that are then applied empirically the following week in “Applications” (i.e., in class activity and discussion, Think Piece, and Writing Activity. Students are assigned between 10-20 pages of reading to complete for the “Conceptual topics” week (covering theory with longer readings including tables and figures) and shorter, contextual case-study type of article(s) for the Applications week. However, during the applications week, students also spend time conducting brief research online to complete the Discussion assignment and prepare for classroom discussion/response. These independent research readings are based on a topic of their own interests and choosing, selected at the beginning of the semester, and will be applied into a BCA using the concepts and applications from each Module. These research assignments will be developed cumulatively over the course of the semester into a Final CBA Portfolio. Time will be set aside in each

of the classroom meetings for students to share what they are learning with others in the class and the instructor to increase interdisciplinary knowledge and broad understanding of how BCA can be used for resource allocation decisions in many areas of life.

- To summarize:
 - Textbook (longer readings) in the “Concept” weeks are designed to prepare students for understanding the theory and fundamentals associated with the Module’s learning objectives.
 - The contextual (shorter) readings in the “Applied” weeks are designed to get students thinking about the context of applying CBA to decision making associated with scarce resources. The instructor will form the lectures and quizzes associated with concepts, applications, and reflection associated with circular food systems.
- The time spent on task for all material in the class reflect university policy of 3 in-class hours and 2 hours per week outside of class. The instructor believes the balance of readings, online research, applications, and reflections to complete the discussions, assignments, open-book quizzes, think pieces, and Portfolio are appropriate to reach the learning objectives and course goals.
- Throughout the semester, students will build their knowledge base about their selected topic of interest to locate data and information that will be used in empirical work applied to the quantitative topics learned in class (e.g., present, and future value, welfare economics, externalities, risk and probability.
- Finally, several “field-trip” experiences are planned throughout the semester that are optional for students to engage in out of class activities with the instructor and other students, should they choose to do so. Options may include trips to UF’s Energy Park, UF’s Field to Fork gardens, and UF’s Student Compost Cooperative, or others. These opportunities are designed to be enjoyable experiences networking and sharing to increase knowledge of work on campus supporting a circular food economy.]
- **Quest Checklist:**
 - Description of Graded Work
 - Are the assignments clearly described? Are they appropriate for a lower-division course? Too rigorous? Not rigorous enough?
 - ~~Brief descriptions of each assignment are included. Assignments seem appropriate for a lower-division course, though there are multiple weekly and bi-weekly assignments. Proposed workload may be above the average Quest 2 course~~
 - Does the graded work include experiential learning activity and self-reflection?

- ~~Self-reflection is a component of multiple assignments but suggest making the experiential learning component more active. The experiential learning requirement is currently satisfied by the Think Pieces, which include pre-work, small group learning, and reflection papers. While these activities are well-structured, the assignment could be expanded/alterd to an out-of-classroom experience.~~
 - Annotated Weekly Schedule
 - Do the Weekly Summaries indicate that the course focuses sufficiently on the multidisciplinary content mentioned in the Course Description?
 - ~~The course seems very focused on economics. The course description indicates that the course will apply the cost-benefit analysis (CBA) to multiple disciplines, but this is not clearly communicated in the weekly schedule. Suggest setting aside a couple weeks to analyze case study from different areas and perspectives~~
 - 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?
 - ~~Reading assignments seem reasonable but consider reducing the number of assignments/quizzes.~~
 - Quest Learning Experiences
 - Does the syllabus include a “Quest Learning Experiences” section? If so, does it explain sufficiently the experiential learning and self-reflection components of the course?
 - ~~Yes. Suggest making experiential learning something outside the classroom.~~
 - 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 number of assignments.~~

5. Course: [IDS 2935: Does Anyone Actually Eat This?](#)

[CA][A]

Requesting: B & Q2T

Submitter: [Kyle Mendes](#)

Department: Animal Sciences

Link: <https://secure.aa.ufl.edu/Approval/reports/16596>

Comments:

- **Required Quest program Components:**

- Please provide more information on the multidisciplinary nature of the course (i.e., the weekly schedule, assessments, lectures) [~~This class will combine the complete idea of the history, biological, and socio-economic challenges that have led to our current diets. I have also included the list of the assignments to show the multidisciplinary nature of them and work students will do outside of the classroom. Email response, 3/2/23]~~

- **Miscellaneous Comments:**

- ~~The amount of reading assignments for the course appears to be low and it is not clear what other work, outside of the group activities, the students will be doing. Please provide more information regarding the work students will be doing outside the course or outside of group activities. [The number of pages of reading in this course may be lower than some but the reading is incredibly dense. Most reading assignments will require extra time since they are very dense scholarly article and simply not light reading material. Students will be assigned 8 papers covering the topics of nutrition, environmental impacts, animal welfare, ethics, sustainability and social and economic impacts of meat in the diet. Students will also be involved with the livestock units and look at the historical impacts that had led to the way meat is consumed in different country diets through the experimental learning and reflection papers. Have also provided updated list of assignments from previous submission.]~~

- **Quest Checklist:**

- Rigor
 - If the course is insufficiently or too rigorous, where must rigor be addressed (e.g., graded work, amount of reading, weekly schedule)?
 - ~~The exams are supposed to be multiple choice, identification, and short and long answer questions, but they are listed as having ~100 questions. This seems like a lot of questions, and there can't be too many long answer questions. Consider having fewer questions to allow for one or two longer style answers (say 100 words). Also, please give an estimate for the weekly reflection (few sentences? Or 100 words?).~~

6. **Course:** IDS 2935: Wisdom and Heroism: Great Books in the Medieval World [CA][A]

Requesting: H & Q1T

Submitter: Jill Ingram

Department: Hamilton Center

Link: <https://secure.aa.ufl.edu/Approval/reports/18285>

Comments:

- **Required Quest program Components:**

- ~~Recommend revising the Experiential learning to allow for students to show understanding of medieval literature components for an 'epic poem' in a manner where they are applying the concepts to a different topic and creating their own 'epic poem'. Such a revision may increase the experiential nature of the assignment, rather than focusing on an existing work. [Updated: After reading the epic poem "The Song of Roland," you will write your own original epic tale. (Although the original is a poem, our translation is a prose translation so your work may also be in prose. You may submit a poem if you prefer). You must write it in the voice of a character or person from the present day, whether it is a~~

sports star, a political leader, a celebrity, a family member, or even a character from a recent film. Your epic tale must be at least 800 words, and in your tale you must include aspects of heroism as defined or described in our course readings up to this point (week 6). Your character may be a hero for their achievements (say, Serena Williams as a tennis champion), or may even be a movie villain (Darth Vader, or Lord Voldemort) against which a hero or group of heroes battles, but your tale must be original, and must employ some of the heroic tropes we have studied, such as the “formal boast,” symmetry between two battle scenes, an inventory of weapons or forces, and aspects of the story conveyed in dialogue rather than narrative. See more details on required elements in Canvas. In addition to your tale, you will write a brief analysis of what medieval “heroic” elements you included. Finally, you will comment on how your modern sense of what counts as “heroic” affected the tale. How did you have to shift certain descriptions or factual details in order to incorporate our modern sense of what might count as heroic? Are these traits that you value in your own life, and that serve you well in today’s society? Are these traits evident among the student body at the University of Florida? Why or why not? These last two sections will be at least 200-300 wds. (1000 words total). 2/24/23]

- **Assessments:**

- ~~Recommend adding a point value to the participation rubric.~~ [Added a point value to the participation rubric. It aligns with the grading scale for the overall course: A=Excellent; B=Good, and so on.]
- ~~The attendance percentage of grade may be confusing. Do three or more absences result in a loss of attendance grade or is the final grade penalized. Recommend clarifying or revising this portion of the grade.~~ [The revised text reads: “starting with the third class missed your grade will be affected. Starting with the third absence, each absence reduces your attendance grade by ⅓: an A- becomes a B, and so on.”]

- **Quest Checklist:**

- 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?
 - ~~In the introduction, clarify the essential question for the course.~~
- Methods of Assessment and/or Grading Rubrics
 - Is attendance graded? If so, is the method of grading attendance explained?
 - ~~Yes. It is not clear how attendance is graded other than 2 unexcused absences. Clarify what is meant by “excessive absences” and what part of the 20% is for the class attendance grade.~~
- 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?
- ~~In order to address the essential question for the course, consider adding questions to the weekly assignments.~~
- Are page numbers provided for each reading listed in the Weekly Schedule?
- ~~Add page numbers for the readings~~
- 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?
- ~~Consider fewer pages of reading per week as 90 pages for a first-year student may be too rigorous.~~
- 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?
 - ~~Consider expanding the experiential learning component of the course: guest lectures, out-of-class visits to libraries or museums.~~

Remove Designation:

- ITW 3101: Introduction to Italian Literature 2 – Remove (H)
- ITW 3100: Introduction to Italian Literature 1 – Remove (H)
- ITW 2530: Italian Literature and Film – Remove (H & N)