

General Education Course Requests

October 2020

Approve	Conditionally Approve	Recycle
IDS 2935: What can social science tell us about happiness and living a happier life (Q2 Temporary)	IDS 2935: The Secrets of Alchemy (Q1 Temporary)	IDS 2935: Can big data save the earth? (Q2 temporary)
IDS 2935: Performing our Digital Selves (Q1 Temporary)	IDS 2935: Religious Extremism (Q1 Temporary)	
IDS 2935: Polling and Public Opinion (Q2 Temporary)	IDS 2935: Protest & Power: Speaking Truth to Power (Q1 Temporary)	
IDS 2935: Unintended Consequences in the Environment (Q2 Temporary)	IDS 2935: Conserving nature for whom? (Q2 Temporary)	
IDS 2935: Water for People and Nature (Q2 Temporary)		
IDS 2935: Design and Identity in Everyday Life (Q1 Temporary)		
IDS 2935: Climate Change Economic Impacts, Damages, and Policies (Q2 Temp)		
IDS 2935: Soccer Explains the World (Q1 Temporary)		
IDS 2935: This Must Be The Place (Q1 Temporary)		
IDS 2935: Probability and Implications of ET Life (Q2 Temporary)		
IDS 2935: Living with rising seas (Q2 Temporary)		

Course: IDS 2935: What can social science tell us about happiness and living a happier life (Q2 Temporary) **[CA][A]**

Requesting: S

Submitter: [Michael Weigold](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14679>

Comments:

- ~~Please include the verbatim General Education Designation and statement before the course materials section. Reference: <http://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/> [Updated, 9/25/2020]~~

Course: IDS 2935: Performing our Digital Selves (Q1 Temporary) **[CA][A]**

Requesting: H

Submitter: [Anthony Kolenic](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14692>

Comment:

- ~~In light of the fact that is an online class for first year students, it might be helpful to provide a brief narrative describing the nature of what is meant by High Quality/Average/Needs Improvement participation. [Updated, 9/25/2020]~~
- ~~Because the Experiential Learning activity would appear to be a single event, it would be useful to include a statement to reassure a student who might be unable to attend based upon a circumstance covered by the UF attendance policy (family emergency, religious holidays, etc.) that an accommodation would be made.~~
- ~~Experiential learning is dependent on the availability of Qudus Onikeku during Week 12. [We are collaborators; he is available. Email, 9/25/2020]~~
- ~~Please correct link to counseling and wellness center.~~
- ~~Please include the verbatim General Education Designation and statement before the course materials section. Reference: <http://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>~~

Course: IDS 2935: Polling and Public Opinion (Q2 Temporary) **[CA][A]**

Requesting: S, 4000 Words

Submitter: [Angela McCarthy](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14684>

Comments:

- ~~Looks great, but given that the course asks for 4600 words of writing, should you be requesting WR 4 designation? [Changed to 4000 words, 9/25/2020]~~
- ~~Please add a "Total Points Possible" line in the chart for assignments. [Added]~~
- ~~The statement "A minimum grade of C is required for general education credit." is missing.~~
- ~~Please correct link to counseling and wellness center.~~
- ~~Please include the verbatim General Education Designation and statement before the course materials section. Reference: <http://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>~~

- Please remove link to Quest syllabus builder on pg 20.

Course: IDS 2935: Unintended Consequences in the Environment (Q2 Temporary)[R][A]

Requesting: P, N

Submitter: [Yang Lin](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14683>

Comments:

- The weekly course schedule is supposed to include 15 weeks, not 16. If that is the case, the spring break week should be removed. [Spring break has been removed so that the schedule includes only 15 weeks. The schedule has also been modified to reflect the recent change that classes will start on Jan. 11. Updated, 9/25/2020]
- Statement related to class attendance, make-up exams and assignments differs from the suggested text. The syllabus states "Make-up exams will only be administered in cases of documented emergencies" which does not cover all the cases where make-up exams should be scheduled. [Attendance and Make-up policy has been completely rewritten in reference to the sample GE syllabus (<http://www.syllabus.ufl.edu/media/syllabusufledu/Sample-GE-Syllabus.pdf>). A link to UF attendance policy has been included.]
- ~~Link to UF grading policies is missing~~
- ~~The statement "A minimum grade of C is required for general education credit." is missing.~~
- ~~Please correct link to counseling and wellness center.~~
- ~~Please include the verbatim General Education Designation and statement before the course materials section. Reference: <http://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>~~
- The rubric for participation awards 60% of points for average effort which is a D in the grading scale. Similarly, the rubrics for reflections and presentation award 60% when expectations are met. Considering that a C is required to fulfill the Gen Ed requirement, a student can fail to satisfy this requirement even though they meet expectations (or graded as average) in all discussions, reflections and their presentation. This may be problematic. [This is insightful! Thank you! The rubric has been modified so that an average effort will be awarded 75% of the points. I have also modified other rubrics in the interests of consistence.]
- Grading of discussion participation is not clear. On page 6, it is stated that there are 11 discussions. Page 3 states that discussions generate 100 points for each student. It is also stated that leading the discussion is worth 50pts. In addition, each student collects 5pts for participating in discussions that they do not lead. There are 11 discussions where two lowest grades are dropped, which means there are 9 remaining (8 if we do not count the discussion that was lead). This generates another 45pts (or 40pts). The total is less than 100. The explanation is confusing to me (or the math does not add up). [The math was wrong. Thanks for noticing that! Each student will be graded for the one time they lead the discussion and the other eight participations. Leading the discussions should worth 60 pts, while each participation counts 5 pts.]
- The syllabus mentions 11 discussions but the weekly course schedule identifies only two lectures where discussions take place (Jan 11 and Mar 1). [There will be student-led

discussion on every Thursday, except during the weeks of exams, presentations (the last two week) and virtual field trip. I have clarified this fact in the course description and schedule. Sorry for the confusion!]

Course: IDS 2935: Water for People and Nature (Q2 Temporary)

[CA][A]

Requesting: B

Submitter: [Amanda Subalusky](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14689>

Comments:

- The statement "A minimum grade of C is required for general education **credit**." is missing. [Updated, 9/28/2020]
- ~~Please correct link to counseling and wellness center.~~
- ~~Please include the verbatim General Education Designation and statement before the course materials section. Reference: http://undergrad.aa.ufl.edu/general_education/gen-ed_program/subject_area_objectives/~~
- Will there be a rubric for written assignments? [I have included the following statement on p.10 under III.4. Grading Scale: "Grading rubrics will be provided for all written assignments and for the water curation project."]

Course: IDS 2935: Design and Identity in Everyday Life (Q1 Temporary)

[CA][A]

Requesting: H

Submitter: [Dori Griffin](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14639>

Comment:

- Please add 'credit.' After statement 'A minimum grade of C is required for general education'. [Updated, 9/27/2020]
- ~~Please make space for 'Materials and Supplies Fees: n/a' to stand alone on page Links to UF Quest Syllabus Builder should not be included in syllabus. For example... At top of section II.~~
- ~~Please remove 'View details about the Coursework & Schedule section in the UF Quest Syllabus Builder' At top of section III.~~
- ~~Please remove 'View details about the Grading section in the UF Quest Syllabus Builder' V. Please remove 'Download the Primary GenEd, Quest, and course objectives table and copy/paste it here (Humanities, Physical and Biological Sciences, Social and Behavioral Sciences).'~~
- ~~At top of section VI. (p. 24) Please remove 'View details about the required policies in the UF Quest Syllabus Builder.' Please remove Download the Primary GenEd, Quest, and course SLOs table and copy/paste it here (Humanities, Physical and Biological Sciences, Social and Behavioral Sciences). Re. 13. Counseling and Wellness. Correct link to website is <https://counseling.ufl.edu/>~~
- Recommend a formal definition of Identity be included in course description. [*identity – "the fact of being who or what a person is" ... this is in fact the formal, dictionary*]

definition from the Oxford Languages dictionary of English. Please specify the precise definition/format being requested and I'm glad to make the change.]

- [This definition has been added to course description.-CG]
- ~~Please include the verbatim General Education Designation and statement before the course materials section. Reference: http://undergrad.aa.ufl.edu/general_education/gen-ed_program/subject-area-objectives/~~
- ~~Please correct link to counseling and wellness center.~~

Course: IDS 2935: Climate Change Economic Impacts, Damages, and Policies (Q2 Temp) **[R][A]**

Requesting: S,N

Submitter: [Michelle Phillips](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14677>

Comments:

- ~~Of note the title, "Fire on the Amazon" is not included in the most recent syllabus in Approval Tracking. Seems this has changed.~~
- ~~International SLOs are missing from the provided table, please update and include. Please provide more detail regarding how International is reflected throughout the course.~~
- ~~The statement "A minimum grade of C is required for general education credit." is missing.~~
- ~~Please remove items from syllabus builder that are extraneous, such as:~~
 - ~~"Download the [Primary GenEd, Quest, and course objectives table](#) and copy/paste it here (Humanities, Physical and Biological Sciences, Social and Behavioral Sciences)."~~
- ~~Please correct link to counseling and wellness center.~~
- ~~Please include the verbatim General Education Designation and statement before the course materials section. Reference: http://undergrad.aa.ufl.edu/general_education/gen-ed_program/subject-area-objectives/~~

Course: IDS 2935: Soccer Explains the World (Q1 Temporary)

[CA][A]

Requesting: H

Submitter: [Quinn Hansen](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14664>

Comment:

- ~~The grading rubric appears to be subjective can this be made more objective? [I changed the rubrics to be more objective then they were. I included specific language for each rubric to be clear to the student as to what the goals for each assessment are and how these will be evaluated. 9/27/2020]~~
- ~~Please provide more information on how group leaders are chosen. Can more than one person be a group leader, and how do you determine who is a group participant vs a group leader for point assessments? [I changed the rubrics to be more objective then they were. I included specific language for each rubric to be clear to the student as to what the goals for each assessment are and how these will be evaluated.]~~

- ~~Please include the verbatim General Education Designation and statement before the course materials section. Reference: <http://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>~~
- ~~Please correct link to counseling and wellness center~~

Course: IDS 2935: This Must Be The Place (Q1 Temporary)

[R][A]

Requesting: H

Submitter: [Laura Dedenbach](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14742>

Comment:

- Please add “credit” after ‘General Education’ minimum grade statement. [Updated, 9/28/2020]
- ~~Please correct link to counseling and wellness center.~~
- ~~Please include the verbatim General Education Designation and statement before the course materials section. Reference: <http://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>~~
- ~~Please provide more information in SLO chart regarding what theories & methodologies are covered.~~ [We will focus on theories of place and identity, such as place attachment, empowerment, narrative formation, and narrative empathy, through the examination of qualitative methodologies, such as ethnographies, narrative inquiry, and phenomenology. Various methods, such as observation, oral histories, and document analysis, will be used.]
- ~~Kitchen Table assignment, will students be divided into smaller groups so that they are always commenting on the same people's entries or will it be a larger group discussion with the whole class?~~ [Added to syllabus section “Details of Self-Reflection Component” – p.12
 - Students will be divided into smaller groups within which they will comment on others’ Kitchen Table Conversations. Kitchen Table Conversation groups will be assigned at the beginning of the semester]
- ~~Please provide more detail on the Community Narrative Journal:~~
 - ~~Will specific entries be themed around anything or can students take 16 photos of similar things (parks, playgrounds, farmer's markets, etc.)~~
 - [The examples of expressions of community narratives in the built environment can be any elements discussed in the course: public art, community signage, parks, events, etc. They will need to take one photo per week. Students will be required to have neighborhood diversity in their entries. No more than two entries may be from the same neighborhood. There will be instructions provided in the assignment.]
 - ~~Will they submit partially throughout the semester to make sure they are on the right track with this assignment or submit for the first time at the end of the semester?~~
 - [They will need to submit their first four entries during Week 6 and present one during the discussion section. Added as an assignment in Week 6. Syllabus p. 6]

- ~~It might be beneficial to submit 4 entries early on or have the assignment divided into two parts. You could also have students present one of their entries to the class during the first part of the semester to help students understand expectations and make sure they are on the right track.~~
 - [Agreed.]

Course: IDS 2935: Probability and Implications of ET Life (Q2 Temporary) [CA][A]

Requesting: P, N

Submitter: [Naibi Marinas](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14678>

Comments:

- ~~Reflective journal and panel discussion activities would benefit from the inclusion of a rubric. [Updated, 9/28/2020]~~
- ~~It appears that both the Class Group Project (colonization) and the Panel discussion are group activities (for a total of 35% of final grade), but there's no indication of how students will be assessed. Only through peer evaluation? Will they share common grades with other group members? Any recourse for individual students to contest grades due to imbalance in contribution? Details would be useful.~~
- ~~It's clear that in class discussion grade will be assessed based on submitting questions and completing peer evaluations, but are there gradations of performance/quality on these, or will students be assessed on an all-or-nothing basis? Clarification would be useful.~~
- ~~Please correct link to counseling and wellness center.~~
- ~~Please include the verbatim General Education Designation and statement before the course materials section. Reference: <http://undergrad.aa.ufl.edu/general-education/general-ed-program/subject-area-objectives/>~~

Course: IDS 2935: Living with rising seas (Q2 Temporary) [CA][A]

Requesting: P,D

Submitter: [Katherine Serafin](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14693>

Comments:

- ~~Please provide more detail regarding the connection and justification for a Diversity designation. For example, are there specific assignments which will effect diversity? Are there specific weeks in the course where diversity issues will be the focus?~~
- [In this course, diversity is addressed by raising questions related to environmental justice and inequity in adaptation planning by contrasting sea level rise-induced flooding and erosion hazards, exposure, and economic impacts with how everyday lives of coastal residents will be affected by rising seas in the coming decades. The course description has been updated to directly include the statement, “*Students will examine how social inequities within the United States exacerbate the disproportionate impacts of sea level rise, and how existing policies and adaptation strategies may perpetuate inequity*”, which better highlights the inclusion of diversity within the overall theme of the course. Details

of specific assignments and/or weeks where diversity is addressed are detailed below.

Diversity issues are addressed specifically, or are part of the broader theme, in Weeks 7-15. In Week 9, students will learn about socioeconomic vulnerability and the ways individuals, households, and communities may be disproportionately harmed by sea level rise. Socioeconomic vulnerability considers an array of characteristics such as race, class, ethnicity, and exposure to sea level rise. In this context, students will study the diverse set of characteristics that make communities vulnerable (Cutter et al., 2003) and some of the constructed inequities (e.g., segregation) surrounding who lives where, which give rise to disproportionate impacts (Hobbs and Dennis, 2020, *The Post and Courier* article, *Flooding intensifies Charleston region's racial and wealth inequities*).

Weeks 10 and 11 focus on the adaptation options for flooding hazards; hard and soft solutions, like seawalls and beach nourishment, respectively, and managed retreat, a strategy that moves people away from the coast. These weeks directly incorporate diversity by evaluating a case study of managed retreat of the Native American Isle de Jean Charles community, using excerpts from the required text *Rising: Dispatches from the New American Shore*, to reflect on the perspectives, opinions, and attitudes of tribal community members. Students will also discuss readings related to social justice implications for managed retreat (Siders, 2019), which highlight the (un)intentional practices which may disproportionately affect low income communities.

Week 12 features cost-benefit analysis techniques currently used by local planning, policy makers, and government agencies to justify infrastructural solutions and adaptation planning. These methods focus on the monetary value of infrastructure at risk to flooding and lack relevant socioeconomic context and human vulnerability. Students will learn how attempts to include social vulnerability into adaptation planning may receive push back from other communities (Flavelle, *New York Times* article, *A climate plan in Texas focuses on minorities. Not everyone likes it*).

Weeks 10 – 12 provide the background information for Week 13, where students will role play as different stakeholder members of a hypothetical community to enact making decisions when there are many contrasting viewpoints and limited funding. In Week 14, students evaluate sea level rise adaptation plans for communities around the U.S., with emphasis on how equity is considered. The course finishes on an optimistic note, integrating everything we have learned to consider transformative sea level rise adaptation by emphasizing the importance of including shared cultural understanding, resilient design practices, regulations, and questioning the values that drive inequalities in development and planning for sustainable and just coastal futures.

Assignments are not so much developed to effect diversity, but instead to motivate students to learn, evaluate, and reflect on the disparities and disproportionate impacts in adaptation planning for sea level rise and how many of these risks are part of a larger constructed system. I believe to develop assignments to effect diversity, I would need a service-learning course where students work on projects based on the needs of local communities. While this isn't a main component of this class, I'd like to develop a

service-learning course in the future.

In the news we often hear about how high sea level will rise and how much sea level rise will cost. I hope that students who take this course will expand on their preexisting knowledge of sea level rise and coastal change, considering sea-level rise as a social-ecological phenomenon, not just as a physical or ecological problem. As a lower level course, I assume students may have a diverse set of majors and interests, potentially becoming future engineers, community planners, scientists, lawyers, public officials, etc. I hope that this course shares the need for a shift in the scientific discourse around planning for, coping with, and adapting to the impending impacts expected to occur from major changes to the US's socio-natural coastline.

While I believe that the readings for the course were already strong, I reflected on the fact that the diversity component did not come through to the GEC Review Subcommittee. I thus slightly altered some of the readings to bring to light the concepts we are planning to discuss.

○ Readings have been updated (added/removed) -CG. 9/28/2020]

- ~~The statement "A minimum grade of C is required for general education credit." is missing.~~
- ~~Please correct link to counseling and wellness center.~~
- ~~Please include the verbatim General Education Designation and statement before the course materials section. Reference: <http://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>~~

Course: IDS 2935: The Secrets of Alchemy (Q1 Temporary)

[CA]

Requesting: H

Submitter: [Alexander Angerhofer](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14697>

Comments:

- On page 1, delete "(Delete the Quest 1 Theme information above for Quest 2 courses)"
- On page 22, delete section for Secondary Objectives and SLOs.
- On page 23, delete "View details about the required policies in the UF Quest Syllabus Builder."
- Please include the verbatim General Education Designation and statement before the course materials section. Reference: <http://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>
- Please correct link to counseling and wellness center

Course: IDS 2935: Religious Extremism (Q1 Temporary)

[CA]

Requesting: H, N

Submitter: [Terje Ostebo](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14665>

Comments:

- Please correct typos/grammatical errors.
- Please provide more information regarding what readings address the International components of the course.
- Please include the verbatim General Education Designation and statement before the course materials section. Reference: <http://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>
- Please correct link to counseling and wellness center

Course: IDS 2935: Protest & Power: Speaking Truth to Power (Q1 Temporary) **[R][CA]**

Requesting: H, D, 2000 words

Submitter: [Angela Walther](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14700>

Comment:

- ~~Please add “credit” after ‘General Education’ minimum grade statement.~~
- ~~Please correct link to counseling and wellness center.~~
- Please include the verbatim General Education Designation and statement before the course materials section. Reference: <http://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>
- ~~The second required writing requirement statement is not verbatim. It should state: "Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course."~~
- ~~The syllabus is missing the type of assignment for each week in the "assigned work due" column. The assignments are stated prior to the schedule but within the schedule itself, the assignments simply say "assignment."~~
- ~~The grading scale is missing.~~
- The beginning of the General Education Objectives for Diversity is missing: In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States.
- ~~Both the Humanities and Diversity definitions reference providing instruction in history and examining historical processes. It is unclear based on weekly course topics and assigned readings whether "history" is examined or if course content is generally focused on contemporary experiences. Please provide more information.~~ **[Email response, While the course does focus on contemporary protest, a discussion and analysis of historical social movements of the 60s and the social, economic, and political conditions that inspired them is necessary for such an evaluation. Hence, most of the readings, including but not limited to Tufekci's *Twitter and Tear Gas*, Kauffman's "How to Read a Protest," Marciniak and Imogen's "Immigrant Protest: an Introduction," and Gregg's "The Ego-Function of the Rhetoric of Protest" analyze historical conditions of social movements in the 60s to understand contemporary protest, including the civil rights movement, anti-war**

protests, the women's liberation movement, and Chicano activism of The Brown Berets.
9/25/2020]

Course: IDS 2935: Conserving nature for whom? (Q2 Temporary)

[R][CA]

Requesting: S,D 4000 words

Submitter: [Mysha Clarke](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14691>

Comment:

- ~~• The instructor might want to consider having "Course Objectives and/or Goals" instead of "Course Description and Overview" to be in compliance with the GenEd Checklist. [Updated in email, 9/28/2020]~~
- ~~• The syllabus is missing: the statement "A minimum grade of C is required for general education credit."~~
- Please include a recommended writing Style Guide.
- ~~• Please correct link to counseling and wellness center.~~
- Please include the verbatim General Education Designation and statement before the course materials section. Reference: <http://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>
- The instructor needs to address and provide the following: 1. The verbatim statements of the Social & Behavioral Sciences SLO's for content and critical thinking are missing. 2. The Diversity Subject Area Objective is incomplete—the 1st sentence is missing. 3. The Diversity SLO's are missing—both the verbatim statements and the discussion of how they will be addressed throughout the course.
- At the top of the syllabus, it is indicated that there is no writing designation for the course. However, there are writing assignments, and the instructor on p. 11 provides the UF writing rubric as well as some of the required GenEd statements. If the instructor only wishes to provide a detailed writing rubric for the students' convenience and uses the UF rubric (but without WR credit), she should delete certain statements, such as that "to receive writing requirement credit..." and clarify further to avoid any confusion. (see p. 11) If, on the other hand, she intends to ask for WR designation, there are other items missing (exact word count, writing studio link, manual of style) 2. The students are to write a community restoration reflection. The instructor should provide some sort of rubric to specify length etc. 3. Each student is supposed to lead a weekly discussion and write "a longer reflection paper" (p.2 list of graded works): if these are weekly assignments, how is a class of more than 15 students to be accommodated? 4. "Weekly readings reflections": The instructor should provide some sort of rubric to prepare the students as to what their weekly workload will be. [Thank you pointing that out. That is an error and it should have been writing assignment at the 2000 words level selected from the drop-down menu. The writing studio link was listed in the syllabus on page 20. I clarified in the syllabus that students will only need to lead discussion once during the semester. The students will get signup sheet with the class dates during the semester. Most classes will have about 2 students leading discussion. The students will have a list of everyone signed up. The students are encouraged to work together to come up with relevant discussion questions (if they are both signed up for the same date). I added these details in the syllabus.]

- Based on the "List of Graded Word" (p.2-3), the total number of points is 90%. The instructor should revise.
- ~~The students need to submit "weekly reading reflections." Are these assignments not graded? How is the students' performance to be assessed. Also this grade/assessment is one of the determinants of whether the SLO's have been addressed successfully by the students.~~
 - [Based on the comments from the previous reviews in the Quest program, I removed the "weekly reading reflections" from the syllabus. I think these comments are based on an older version of the syllabus than what is the most updated in the Quest platform. The previous critique of the syllabus is that the students had to submit too many writing assignments. In response, I removed the weekly writing assignments guideline and points but I forgot to remove them from the weekly calendar.
 - After considering this round of reviews you provided, I re-inserted the weekly reading reflections because it provides a way to keep the students accountable, reflect on the material and to clarify any content that they didn't understand. I removed the writing requirement for the discussion leaders so students would only be responsible for leading the class discussions for that day.]

Course: IDS 2935: Can big data save the earth? (Q2 temporary)

[R]

Requesting: B, 2000 words

Submitter: [Geraldine Klarenberg](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14701>

Comments:

- Request is asking for WR but this is not indicated in the Course info section of the syllabus.
- Week 3 does not have readings. At least examples of the types of case studies the students will be reading would be helpful here.
- For clarity, please put numbers by the Reflective essays so it is clear how they line up with the SLOs.
- In the introduction, it is not clear how this is a B course--although, this may be inherently understood because the course is looking at environmental resources and sustainability. It needs to be a bit more explicit so the description meets the Gen Ed B designation.
- The syllabus is missing: the statement "A minimum grade of C is required for general education credit."
- Please include a recommended writing Style Guide.
- Please correct link to counseling and wellness center.
- Please include the verbatim General Education Designation and statement before the course materials section. Reference: <http://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/>

