

General Education Course Requests October 2022

Approve	Conditionally Approve	Recycle
IDS 2935: Mathematics and the Humanities	IDS 2935: Novel Women	
IDS 2935: Magic and the Supernatural: From Greece and Rome to the Present	IDS 2935: Our Universe's Story	
IDS 2935: The Listening Life		
IDS 2935: AI + Art/Science/Fiction		
IDS 2935: Prosperity and Inequality: How Do We End Poverty		
IDS 2935: Black Horror and Social Justice		
IDS 2935: The Art and Science of Astrophotography		
IDS 2935: Exercise as Medicine		
IDS 2935: The Quest for Wisdom and Human Flourishing		
IDS 2935: Future Food		
IDS 2935: Creating Enabling Technologies for Differently Abled People		
IDS 2935: Why Maps Matter		

1. Course: IDS 2935: Mathematics and the Humanities

[CA][A]

Requesting: H, WR2000, Q1T

Submitter: [Konstantina Christodouloupoulou](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/17076>

Comments:

- ~~How will participation rubric be used to determine grade or total points. Recommend including a description of different quality levels for students' participation.~~ [We added a paragraph in the course syllabus (pages 7-8) providing details about the attendance and participation expectations. We also completed the participation grading rubric on page 8 of the syllabus. An updated syllabus was posted in the course approval system and is also attached here: Mathematics and the Humanities Syllabus_Revised_GEC.pdf. updated 9/27/22]

Quest Checklist comments:

- Required & Recommended Course Materials
 - Are all required and recommended course materials properly listed? ~~There is a textbook listed. A more thorough attribution would assist students in acquiring it. Other readings and works are available on the Canvas website.~~
- Description of Graded Work

- 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 includes information about the writing assignments, the required language for WR, and specific guidance. It should be noted that the analytical essay proposal of 500-600 cannot be included in the WR word count, if any of the graded language from the proposal appears in the final version of the analytical essay. (The General Education WR policy does not allow drafts of papers to be counted in the word count.)~~
- Faculty-Student Engagement
 - If the course does not demonstrate a high-level of faculty-student engagement, where in the syllabus must engagement be addressed? ~~The enrollment expectation is 46 students with two instructors, and one TA. Is it possible to include a brief description of how the team teaching will work? Will the instructors trade off weeks of teaching or will they be present and participate in each lecture equally? It would be helpful for students to understand what to expect. The syllabus includes “in-class activities” such as debates, think-pair-share events, and discussion implying a high level of faculty-student engagement.~~

2. **Course:** IDS 2935: Magic and the Supernatural: From Greece and Rome to the Present **[CA][A]**

Requesting: H, WR2000, Q1T

Submitter: [Konstantinos Kapparis](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/17035>

Comments:

- ~~Please add instructor telephone number.~~ **[Updated, 9/27/22]**
- ~~Syllabus weekly course schedule should include "assigned materials, other assignments, due dates, assessments." The weekly schedule for this syllabus is missing some of the assignments (weekly quizzes, writing assignments) and their dates.~~ **[Updated]**
- ~~Paper (2000 words, due by February 28; 2nd draft due by March 15; 3rd draft due by March 31) = 10% (as described above). The 3rd draft of the paper is the final version that students are to hand in. Feedback on the final version will be available on request during office hours.~~
 - All students must be given writing feedback prior to the end of the semester per General Education Writing requirements. **[Updated]**

Quest Checklist comments:

- Course Description
 - Is the multidisciplinary content of the course explicitly mentioned? ~~Neither the course description nor the Quest I/Gen Ed descriptions explicitly mention other disciplines. On p. 4 under the heading “Student Learning Outcomes” cultural texts, religion, arts, and humanities are mentioned. For sake of clarity, the information included on p. 2 and 4 could be synthesized into one concise statement of the course intentions and outcomes.~~

- Methods of Assessment and/or Grading Rubrics
 - Is participation graded? If so, is a participation rubric provided?
~~Participation is graded. It would be helpful for students to understand how the participation is recorded. It would also be helpful to have a complete rubric for participation, so that students understand how many points are given for each level of quality.~~

3. Course: IDS 2935: The Listening Life

[CA][A]

Requesting: H, Q1T

Submitter: [Lisa Athearn](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/17067>

Comments:

- ~~Recommend including guidance more specific description on desired active listening opportunities. i.e. Where, how, when. Perhaps a list of acceptable situations.~~ [Quest Learning Experiences: Active Listening Opportunities (ALO's) (3 x 100 points = 300 total points): Throughout the semester you will seek out opportunities to engage in active listening, applying the knowledge and developed skill sets you have learned in the class. Some examples of acceptable ALO are a guest lecture on campus, listening to a speaker at Turlington Plaza or simply listening to a friend. You are encouraged to actively listen and participate in a live, face-to-face listening event. Each ALO will engage in both self-reflection and experiential engagement as you will actively engage in a listening experience and then reflect on both your own perceptions of that experience as well as apply the relevant concepts to analyze your experience from an active listening standpoint. You will write up a report for each of those listening opportunities (about 2-3 pages per report). You should highlight relevant course material (e.g. What are some of the factors that influenced listening at this event? What type of listening did you engage in?). Your report should be 25% descriptive and 75% analytical. It should contain insight and critical thought. Please do not simply describe the content of the event. ALO's must be uploaded to the course Canvas site (preferably as Word documents) and are due on the following dates: ALO#1 is due on 2/10, ALO #2 is due on 3/10, and ALO#3 is due on 4/7. Updated 9/22/22]

Quest Checklist comments:

- Course Description
 - Does the Course Description explain sufficiently how the course engages the relevant Quest 1, Quest 2 and General Education Objectives?
~~The course description explains Quest 1 and Humanities Objectives. There is no mention of diversity in the course description nor is diversity implied in the weekly activities, assignments, and assessments.~~
- Required & Recommended Course Materials
 - Are all required and recommended course materials properly listed? ~~Yes. Three books are listed, and more material will be available on the Canvas website.~~
- Description of Graded Work

- Does the graded work include experiential learning activity and self-reflection? ~~Students are expected to complete three active listening opportunities. The activity appears to be experiential in nature and would require self-reflection. There are no specific experiential or self-reflection assignments.~~
- Methods of Assessment and/or Grading Rubrics
 - Is participation graded? If so, is a participation rubric provided? ~~Participation is graded. It is described but no rubric is provided. A rubric would be helpful.~~
- 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 Summaries are not typical of a Quest I course. A general topic and summary sentence are given for each week without any reference to the essential questions of the Course Description.~~
 - Do the Weekly Summaries indicate that the course focuses sufficiently on the multidisciplinary content mentioned in the Course Description? ~~The Weekly Summaries do not indicate the multidisciplinary content mentioned in the Course Description.~~
 - 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? ~~Diversity is not mentioned in the Weekly Summaries.~~
 - Are page numbers provided for each reading listed in the Weekly Schedule? ~~No. All readings are listed as TBD.~~
 - 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? ~~Because the Weekly Schedule does not include reading content and most assignments are listed as TBD, it is impossible to judge the rigorous or appropriateness of the course as a Quest I course. Due dates for the Active Listening Opportunities, Midterm, Final and Listening Analytical Essay are given.~~
- Student Learning Outcomes (SLOs)
 - Are course learning outcomes clearly stated? Are they assessable? ~~The learning outcomes are clearly stated in the Course Description. The SLOs appear on pg. 5-7 and require revision to align them with the Quest I syllabus template.~~
 - Do course learning outcomes align with the relevant Quest 1, Quest 2, and General Education learning outcomes? ~~The learning outcomes regarding the acquisition of listening skills are relevant to the Humanities designation. It is unclear how the overall content will be delivered. Because Quest I courses involve close faculty/student engagement, it would be helpful to state explicitly how faculty and students will engage. For the course to meet the Diversity designation, specific topics and questions related to minority groups within the United States would need to be woven throughout the course syllabus. This may be the intention of~~

~~the instructor and should be clearly stated and described throughout the syllabus (Course Description, Weekly Schedule topics, readings, and activities.)~~

- ~~○ Dropped the Diversity Gen-Ed designation.~~
- ~~○ Does the syllabus explain sufficiently how the course will assess student achievement of the relevant Quest 1, Quest 2, and General Education learning outcomes? As stated above, the SLOs (p. 5-7) would benefit from revision using the Quest I syllabus template.~~
- 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? A revision of the experiential learning and self-reflection components (p. 8) would assist students in understanding exactly what will occur in the course. A detailed description of the “in-class activities” in both components is needed if students and reviewers are to grasp the nature and benefits of the course.~~
 - ~~○ If the syllabus does not include a “Quest Learning Experiences” section, does it explain sufficiently elsewhere the experiential learning and self-reflection components of the course (see, for example, Sections II-IV)? Unfortunately, no.~~
- Rigor
 - ~~○ If the course is insufficiently or too rigorous, where must rigor be addressed (e.g., graded work, amount of reading, weekly schedule)? As stated above, the rigor of the course is difficult to evaluate without more detailed information regarding assignments, readings, and weekly activities.~~
- Faculty-Student Engagement
 - ~~○ If the course does not demonstrate a high-level of faculty-student engagement, where in the syllabus must engagement be addressed? The course would seem to have a discussion format. It would be helpful to confirm that assumption in the course description and weekly schedule. The weekly schedule should reflect the character and purpose of activities. To meet the General Education Diversity designation, clear evidence of content regarding minorities within US society must be present in the weekly topics, readings, and course activities. Page numbers for all readings need to be included, so that students understand the amount of time required for preparation each week. Reviewers use that information to evaluate the rigor of the course and compare it to the expectations of comparable lower-division courses.~~

4. Course: IDS 2935: Novel Women

[R][CA]

Requesting: H, D, WR2000, Q1T

Submitter: [Hilary Coulson](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/17080>

Comments:

- The first part of the Gen Ed Diversity subject area objectives is left off. Should be included in full or a link to designations may be provided.
<https://undergrad.aa.ufl.edu/general-education/gen-ed-program/subject-area-objectives/> [Added, 9/21/22]
- In the SLO table, the assessment shown for Humanities Critical Thinking is "Class discussion, viewing of documentaries." How will this be assessed? Are there additional assignments (maybe the written work) that would also be measuring students' critical thinking? [Updated.]
- The Course Description does not explain how the course engages the relevant Quest 1 and General Education Objectives, please update. [Updated]
- For the experiential learning assignment students create a podcast or book review themselves for publication online.
 - Please provide more detail regarding how this is an experiential learning assignment in line with Quest expectations. [No update.]
- Course does meet the 2000 word writing requirement.
 - "Journals, blogs, and reflection or reaction assignments: May not be counted if they approximate free writing and lack organization, critical thinking focus, and integration of ideas into the disciplinary context."
<https://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-wr-courses/wr-course-guidelines/> [The unit reflections are still required, but do not factor into the 2,000 word requirement.]
 - The experiential learning book review essay appears to give students the choice between writing a 1000 word essay, and recording a 15-minute podcast. Students choosing the podcast will not be meeting the writing requirement for the course. [There is no option now. Students must write the 1,000 word final assignment and the 1,000 word midterm to meet the total word count requirements of the course.]
 - There needs to be at least 2000 words of writing. [Updated in essays]
 - Please include a statement that indicates that the instructor will evaluate and provide feedback on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization. [Added]
- Students must write 3 unit reflections
 - When do units begin/end and when will reflections would be due. Adding Unit names or something similar to the weekly schedule may help. [Found in course schedule]
- Recommend separating writing from experiential learning and articulating specifics of experiential learning component in more detail. [Not updated]

Quest Checklist comments:

- Required & Recommended Course Materials
 - If the course will count towards the Writing Requirement, is a recommended writing manual listed? ~~Need to list a recommended writing manual for WR.~~
 - Description of Graded Work
 - 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?
~~It is not clear how the course meets 2,000 words. There is the 1,000-word essay. The reflective writings cannot count toward the WR words. Are the other 1,000 words in the comprehensive book review?~~

- Methods of Assessment and/or Grading Rubrics
 - If the course will count toward the Writing Requirement, does the Graded Work section include a writing assessment rubric and the required writing statements? ~~Need to include the required writing statements for General Education~~

5. Course: IDS 2935: AI + Art/Science/Fiction

[R][A]

Requesting: H, WR2000, Q1T

Submitter: [Amelia Winger-Bearskin](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/17014>

Comments:

- Writing
 - ~~Word count does not meet requirements. [Updated, 9/30/22]~~
 - ~~Missing the required style guide for the writing designation, which can be fixed by adding an official style manual to the list of required texts. [Added]~~
 - ~~The four “homework assignments” could be reframed/labeled as “short definition papers” to count as words that meet the word requirement but unclear currently. In-class writing assignments may not count for Writing requirements. The assignment description works with designation but the label doesn’t. [Changed to Book Topic assignments]~~
 - ~~Review subcommittee expressed concerns regarding the structure of the book topic assignments and whether these meet the standard for writing courses during the pilot of the course. The review subcommittee encourages the use of data to document the outcomes of this specific writing assignment prior to requesting permanent status. (<https://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-wr-courses/wr-course-guidelines/>)~~
 - ~~It appears only the final essay contributes to the writing requirements: <https://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-wr-courses/wr-course-guidelines/>~~
 - ~~Missing a statement about feedback on grammar, etc which isn’t here either. See the checklist. <https://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-wr-courses/writing-requirement-syllabus-policy/> [Added]~~
- ~~Participation rubric is incomplete please provide more detail/description for student expectations. [Updated]~~
- ~~Please provide more detail for the Experiential Learning and Self Reflection components.~~

- ~~How do these two components reflect the overall essential questions required by Quest?~~ [Artificial Intelligence: What is it? What is it used for? What is at stake? How can investigating AI from the perspectives of Art, Science, and Fiction help to uncover the history, present, future, and implications of AI? Each week we will explore AI core concepts from three perspectives: Art, Science, and Fiction. By the end of this course, you will be able to separate the facts from the hype and learn how to leverage fiction to prototype the future. This class is open to any student regardless of their technical or creative background. It has an interdisciplinary approach to the history and practice of AI, through an integrated humanities perspective. We look at prose, poetry, fine art, film, music, society, law, policy, and creative coding arts to understand the impact and innovation in the diverse fields of Artificial Intelligence. We will go over key concepts in AI and creative applications of Machine Learning Technologies.

- Underlined is the essential question.]

Quest Checklist comments:

- None uploaded

6. **Course:** IDS 2935: Prosperity and Inequality: How Do We End Poverty **[R][A]**
Requesting: S, N, Q2T
Submitter: [Xumin Zhang](#)
Link: <https://secure.aa.ufl.edu/Approval/reports/17100>
Comments:

- Experiential Learning:
 - [I revised the experiential learning/reflection significantly. There are 3 experiential learning activities and 3 reflections.
 - Students first reflect prior experience with poverty reduction organization/event. After a tour to Bread of The Mighty, student reflect new experience. After engaging to a volunteer service, students then reflect with further knowledge and experience. Lastly, students attend a poster symposium to summarize the course. Updated 9/29/22]
 - ~~Has the director of the Field and Fork pantry agreed to the visits? That will be a large number of student groups visiting the pantry at different times.~~ [Thanks for the thorough consideration, I replaced this visit with a visit to the off-campus organization – Bread of The Mighty. The initial contact and visit have been accomplished. Visits as small groups (10 students) have been confirmed.]
 - ~~Are there any concerns regarding student (not in the course) privacy regarding students utilizing the pantry for support during visits?~~ [Sorry, it was not considered. I canceled the on-campus food pantry visit and replaced by an off-campus activity.]
 - ~~Recommend utilizing other local organizations, food pantries, homeless services rather than confining to campus.~~ [Thanks for the great suggestion. I chose Bread of The Mighty. I also plan to

organize a volunteer service (2nd experiential learning activity). Group volunteer services have been confirmed by Bread of The Mighty, Alachua Habitat for Humanity. Other volunteer service opportunities, such as ReStore, UF Habitat are under contacting.]

- ~~What is the learning objective of visiting the Food and fork pantry?~~ [The learning objective of visiting food bank is to let students acquire experience in poverty reduction related non-profit organizations. Students will be able to answer questions about how to make the operation more effective and sustainable at the local level.]
- ~~Please provide more information regarding how group responsibility will be equitably shared among group members.~~ [I developed a Poster Symposium as the 3rd experiential learning activity. Students in groups (4-5 students) will develop a poster in the semester, and the poster will be presented in a Poster Symposium at the semester's end and assessed by peer students in the symposium. Member's participation will be evaluated by other team members. (More details are highlighted in the revised syllabus.)]
 - ~~Will any effort be made to differentiate individual group member grades based on level of individual effort, or will all group members automatically receive the same grade?~~ [Yes, the poster will be evaluated by other groups in the symposium, and individual member's participation/contribution will be evaluated by team members Student individual grade will be 75 points for poster (apply to all team members) and 25 points for participation (apply only to the individual).]
 - ~~Language regarding peer evaluations here is vague: "Peer Evaluation: 10 points. Each student will earn 10 points for filling out a thoughtful peer evaluation of your peers."~~
 - Please clarify who will be evaluating whom. [Thanks for the comment, this previous experiential learning activity is removed. I replaced it with a poster symposium, the poster will be evaluated by peer in the poster symposium. Students' participation and contribution will be evaluated by team members (participation evaluation will be provided in Canvas).]
- ~~Essay [Removed WR2000]~~
 - ~~Writing courses are required to recommend a writing or style guide. <https://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-wr-courses/writing-requirement-syllabus-policy/>~~
 - ~~Will these essays be based primarily on a single reading selected by the students?~~
 - ~~Please clarify what sort of mechanism will be built into the course to ensure quality control in this regard.~~

- ~~What kind of guidance will students receive in selecting appropriate articles?~~
- ~~Assessment rubrics on p. 5 and 12-13 seem redundant (and confusing, since they offer different criteria for assessment). [Removed]~~

Quest Checklist comments:

- 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. You should center your course description around a pressing question relevant to Quest 2. To quote the Quest website: "Where Quest 1 courses ask what it means, Quest 2 courses asks what we can do. Rather than offer introductory and survey courses to specific fields, Quest 2 courses invite students to encounter important real-world issues that cut across disciplines."~~
- Required & Recommended Course Materials
 - ⊖ Are all required and recommended course materials properly listed? ~~I recommend formally citing your recommended textbook so it's easier for students to find.~~
- Description of Graded Work
 - ⊖ Does the graded work include experiential learning activity and self-reflection? ~~Yes, but the experiential learning activity is not clear in this section. It's part of the presentation assignment, which is described more later, but could use more description in this section.~~
 - Does the graded work include experiential learning activity and self-reflection? ~~Yes, but the experiential learning activity is not clear in this section. It's part of the presentation assignment, which is described more later, but could use more description in this section.~~
- 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, but could highlight the experiential learning more. This is a group presentation assignment that involves visiting the UF food pantry. I recommend highlighting the visit and how it contributes to student learning.~~

7. Course: IDS 2935: Black Horror and Social Justice

[A]

Requesting: S, D, WR4000, Q2T

Submitter: [Sharon Austin](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/17094>

Comments:

- This course seems like it may qualify for 6000 words (based upon the assignments described in the syllabus), has the instructor considered requesting 6000 words?

Quest Checklist comments:

- Description of Graded Work
 - 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? ~~This class counts for 4000 words.—Please explain show the word counts of the assignments used to get to 4000 words.~~ Annotated Weekly Schedule
 - Do the Weekly Summaries indicate that the course focuses sufficiently on the multidisciplinary content mentioned in the Course Description? ~~This is designated as a behavioral science general education class.—To my non-expert eyes this looks like a humanities class from the weekly readings and movies.—Would it be possible to make the social science aspect more explicit?~~
 - Are page numbers provided for each reading listed in the Weekly Schedule? Not always.—~~Please provide page numbers.~~
 - 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 length.~~

8. Course: IDS 2935: The Art and Science of Astrophotography

[A]

Requesting: P, Q2T

Submitter: [Anthony Gonzalez](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/17095>

Comments:

- ~~The course does not appear to meet the requirements for a International designation. Weeks 1-6 appear to have no international component. There appear to be some international focus in weeks 9 and 12, but there must be International components in more than 50% of the course content/work.~~
 - ~~“[International courses](#) promote the development of students’ global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people’s understanding of an increasingly connected world.”~~
 - ~~If there is content or graded work that address the key elements of an International designation please provide more detail regarding how key elements are addressed and where. Please contact Casey Griffith if assistance is needed. [Removed request for N, 9/28/22]~~
- Recommend Approve for P/Q2T, recycle for N
- What are the impacts of missed classes on the 15% attendance grade? (see page 6-7). How is the participation translated from the rubric to numeric grades?

[Updated]

Quest Checklist comments:

- 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 question in course description to focus course. To quote the Quest website: "Where Quest 1 courses ask what it means, Quest 2 courses asks what we can do. Rather than offer introductory and survey courses to specific fields, Quest 2 courses invite students to encounter important real-world issues that cut across disciplines."~~
 - Does the Course Description explain sufficiently how the course engages the relevant Quest 1, Quest 2 and General Education Objectives? ~~Recommend revising course description to reference Quest 2 objectives and connect to a single pressing question.~~
- Required & Recommended Course Materials
 - Are all required and recommended course materials properly listed? ~~Listed, but would recommend full citation for textbooks and including authors for website links where appropriate.~~
- Description of Graded Work
 - Are the assignments clearly described? Are they appropriate for a lower-division course? Too rigorous? Not rigorous enough? ~~Yes, but assignment descriptions are in a later section. Consider moving assignment descriptions to this section.~~
- Annotated Weekly Schedule
 - Are page numbers provided for each reading listed in the Weekly Schedule? ~~Yes, but not clear how much reading is required each week. For example, one week's reading "Chapter 7: 369-535" is repeated in multiple weeks. Week 1 reading is 59 pages.~~
- Rigor
 - If the course is insufficiently or too rigorous, where must rigor be addressed (e.g., graded work, amount of reading, weekly schedule)? ~~Consider clarifying weekly readings and essay length further. Depending on the length of the readings and essays, may consider reducing assigned load.~~

9. Course: **IDS 2935: Exercise as Medicine**

[CA][A]

Requesting: S, Q2T

Submitter: [Anna Gardner](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/17044>

Comments:

- ~~Please provide a description of conversion from 380 points to grading scale with 100%.~~ [Note: Based on other suggestions, I have updated the points and the new total is 430. The grade as a percentage is simply based on the number of points awarded out of a total of 430 points possible (e.g.: 100% = 430/430 points, 90% = 387/430, etc). 9/22/22]

- How do the graded items in the course assess the student's mastery of the content and not just the methods?
 - ~~The graded assignments need to connect more strongly to the focus of the course/content on 'Exercise is Medicine'. It appears a majority of the grading is focused on the specific methods. [I appreciate this question as it is a valid point. I have gone back in to the assignments and made edits to enhance the focus on course content vs methods. For instance, I have edited/added questions on the reflection papers to include more focus on Exercise as Medicine. Also, for the group presentation, students will be guided to include a significant amount of information related to the role of physicians/physician training as it pertains to Exercise as Medicine. This will be included in their findings and interpretation portion of the presentation.]~~
- ~~Please provide more detail regarding the group project and grading. Will there be individual grade components, how will workload be distributed evenly, how will issues within a group be addressed when effort is not equal from all members? [These questions all reflect the typical struggles of assigning group work. From another one of my courses where a group presentation is given, I have found that it helps to give students expectations and suggestions up front in terms of how to approach the project (including how to distribute work evenly). I have also found that it helps to offer students time in class to work on the project, therefore, I can get a sense of how things are progressing (are they on track to complete the project in time and according to the rubric) and are all members of the group contributing their fair share. While this is certainly not an infallible approach, it has worked well. I also encourage students to be proactive in mentioning any potential group issues so we can address them accordingly before they take a toll on group rapport and affect presentation quality. Additionally, through Reflection Paper 4 (Reflection on Group Assignment), I am hoping to tease out this type of information to get an idea of how each group addressed these potential issues. As this will be my first time teaching the course, I will use feedback from this reflection paper to update grading and/or the assignment itself for future semesters.]~~
 - Encourage being able to provide further details pertaining to how the group assignment grading was handled in the pilot to the GEC committee when requesting Permanent status in the future. Example resource: <https://teach.ufl.edu/resource-library/group-work/>

Quest Checklist comments:

- Description of Graded Work
 - Are the assignments clearly described? Are they appropriate for a lower-division course? Too rigorous? Not rigorous enough? ~~Almost 45% of the grade is based on a group project. There is a rubric for the group presentation, but I worry about so much of the grade being decided by a group project. Often the workload in group projects is not evenly distributed and hence does not reflect contribution or knowledge of individual students. This is definitely not the norm for Quest classes. I would encourage you to reduce the percentage either by adding other~~

~~components to the grading or by having some part of the assignment be handed in individually. Please also provide some more information on how the Physician Interview would be graded. This is worth 30% of the grade. It is not uncommon (but not required) to have some quiz or test on the basic content, e.g. in short response format.~~

- Annotated Weekly Schedule
 - Are page numbers provided for each reading listed in the Weekly Schedule? ~~The page number are not included. Please include them or an estimate of page length.~~
 - Is the length of each video or film that students are required to watch outside of class provided in the Weekly Schedule? ~~Please include the length of the videos.~~
- 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 question about what happens in class. Are there lectures, group work, faculty led discussions, etc. Please provide a sentence of two about these in either the course description or the weekly schedule.~~

10. Course: IDS 2935: The Quest for Wisdom and Human Flourishing

[A]

Requesting: S, Q2T

Submitter: [Monika Ardelt](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/17004>

Comments:

- None

Quest Checklist comments:

- Faculty-Student Engagement
 - ~~If the course does not demonstrate a high level of faculty-student engagement, where in the syllabus must engagement be addressed? I think this is implicit in the weekly schedule. You might add that the discussions will actually be classroom discussions as opposed to lectures where the faculty member discusses a topic.~~

11. Course: IDS 2935: Future Food

[CA][A]

Requesting: S, Q2T

Submitter: [Kelsi Matwick](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/16954>

Comments:

- ~~The WR for the course is made up of multiple shorter papers/discussion posts. Some appear to be journal-type entries, which do not count toward the WR. The assignments are clear but the writing assignments are not.~~
 - ~~Please provide more detail regarding writing assignments~~
 - ~~Writing requirements can be updated or WR removed from the course request.~~

- ~~Please see the guidelines for writing requirements:~~
<https://undergrad.ua.ufl.edu/general-education/gen-ed-courses/structure-of-wr-courses/wr-course-guidelines/>
~~[We have provided more detail regarding writing assignments on the syllabus. Please see Description of Assignments on the updated syllabus. Email, 9/21/22]~~
~~[Removed Writing designation from request, 10/3/22]~~
- ~~How is the group project graded?~~
 - ~~Please provide more detail.~~ [The guidelines and grading for the group project are:
 - Participation: Each member is expected to contribute all throughout the planning, writing, and delivery of the presentation.
 - Presentation: Create an original, effective, and engaging presentation. Provide at least 4 visuals, make a recording of the presentation that is 6-8 minutes long; each member must speak and be visible on at least 2 slides. Presentation speaking must be evenly distributed among members.
 - References: Use at least 5 references. At a minimum, 2 must be from the course materials. Provide in-text citations throughout the presentation. Include References as the last slide.]
 - More detail for rubric:
 - The group project is graded on 5 criteria: Content and Creativity, Coherence and Organization, Slide Design, and Presentation Skills, and Participation.
 - Content and Creativity: The presentation contained an abundance of material which clearly related to the main arguments. External research was used to justify arguments or solutions. The presentation of the material was original and presented in a creative way that held the audience's attention. At least 4 visuals are used. At least 5 resources are used of which 2 are class resources. In-text citations and Reference List are included. Follows APA style.
 - Coherence and Organization: The problem and three viable solutions were clearly stated and examples were appropriate. Transitions and flow were easy to follow.
 - Slide Design: Slides were error- free and logically presented. Uses short, clear key points. Uses appropriate formatting. Shows neat design and relevance to the topic.
 - Presentation Skills: Team members were poised and had clear articulation, specifically 1) speakers demonstrated good volume and maintained eye contact, 2) enthusiasm and confidence were exuded, and 3) every team member spoke and participated at a very high and balanced level. The presentation fit into the time allotment of 6-8 minutes.
 - Participation: Individually contributed fully throughout the project by 1) communicating often and with substance, 2) contributing

meaningfully to the research and completion of the project, and 3) demonstrating a cooperative and supportive attitude.]

Quest Checklist comments:

- Description of Graded Work
 - Are the assignments clearly described? Are they appropriate for a lower-division course? Too rigorous? Not rigorous enough? ~~Yes, but assignments are only described in the weekly schedule. Consider moving assignment descriptions to this section instead.~~

12. Course: IDS 2935: Creating Enabling Technologies for Differently Abled People **[CA][A]**

Requesting: S, WR2000, Q2T

Submitter: [Nigel Newbutt](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/17099>

Comments:

- None

Quest Checklist comments:

- Required & Recommended Course Materials
 - Are all required and recommended course materials properly listed? ~~Please indicate that the readings are online and/or through Canvas and listed in the weekly schedule.~~
- Description of Graded Work
 - 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? ~~I believe the Analytical Essay is what counts towards the writing assignment. Please indicate that in this section.~~
- 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 design proposals involve group projects. I did not see much information on the assessment or rubric for these. Please provide more information.~~
- 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 question about what happens in class. For example are there lectures, group discussions, discussions led by the faculty member, etc.—Please provide a sentence or two describing class interaction in the course description or the weekly schedule.~~

13. Course: IDS 2935: Why Maps Matter

[A]

Requesting: S, Q2T

Submitter: [Ryan Good](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/17110>

Comments:

- None

Quest Checklist comments:

- Description of Graded Work
 - Are students required to complete at least one writing assignment? If the course will satisfy the Quest 1 requirement, does the graded work include at least one thesis-driven analytical essay (minimum 1,000 words)? ~~There is a Reflection writing assignment. While there is no set word count for Quest 2 courses, please provide more information about this essay since it seems like the only one.~~
- 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 question about what happens in class. Are there lectures, group discussions, faculty led discussions, etc.? Please include some information about this in either the course description or the weekly schedule.~~

14. Course: IDS 2935: Our Universe's Story

[CA]

Requesting: P, WR2000, Q2T

Submitter: [Zachary Slepian](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/17129>

Comments:

- Writing requirement:
 - 1000 of the words slated -- the 500 for the journal and 500 for the take home final exam, do not meet the requirements for Writing courses. <https://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-wr-courses/wr-course-guidelines/>.
- Recommend increasing the two essays -- both of which meet the standards -- to 1000 words each. If the instructor insists on keeping the distribution of words as is, the syllabus needs more detail documenting how the criteria referenced above will be met.
 - **Journals, blogs, and reflection or reaction assignments:** May not be counted if they approximate free writing and lack organization, critical thinking focus, and integration of ideas into the disciplinary context. <https://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-wr-courses/wr-course-guidelines/>
 - Essay
 - Please provide more detail regarding the analytical nature of the essay.
 - Will this essay be assigned and completed in class?
- **Recommend Recycle for Writing updates or Approve for P & Q2T only.** [Submitter wishes to move forward with CA recommendation and work with GEC representative on the writing components. -CG. 10/4/22]

Quest Checklist comments:

- 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? ~~Yes. Multiple questions in the course description, but seems most focused around “Where do we fit in[to the Universe]”? The essential/pressing question on page 13 isn’t a question.~~
- Does the Course Description explain sufficiently how the course engages the relevant Quest 1, Quest 2 and General Education Objectives? Recommend revising course description slightly to connect more closely with Quest 2 objectives.
- Description of Graded Work
 - Are the assignments clearly described? Are they appropriate for a lower-division course? Too rigorous? Not rigorous enough? ~~Yes, but consider separating out some of the lengthier assignment description to after the table. For example, you could have a subsection “Essay directions”.~~
 - 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? ~~Word count is indicated on WR assignments. Missing explanation for Take Home Final Exam that accounts for 500 words.~~
- 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? ~~Would like to see more description of weekly material covered. Many readings are listed as TBD.~~
 - Do the Weekly Summaries indicate that the course focuses sufficiently on the multidisciplinary content mentioned in the Course Description? ~~Yes, but consider emphasizing or adding multidisciplinary content. Favors Astronomy quite a bit.~~
 - Are page numbers provided for each reading listed in the Weekly Schedule? ~~No.~~
 - 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? ~~It is difficult to assess the degree of rigor without page numbers and a complete reading list. However, the assignment of multiple books and journal articles raises concerns that the amount of prep may be significant.~~
- 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, but would like to see more explanation of visit to UF teaching observatory.~~
- Rigor
 - If the course is insufficiently or too rigorous, where must rigor be addressed (e.g., graded work, amount of reading, weekly schedule)? ~~Consider clarifying weekly readings further. Depending on the length of the readings and essays, may consider reducing assigned load.~~

