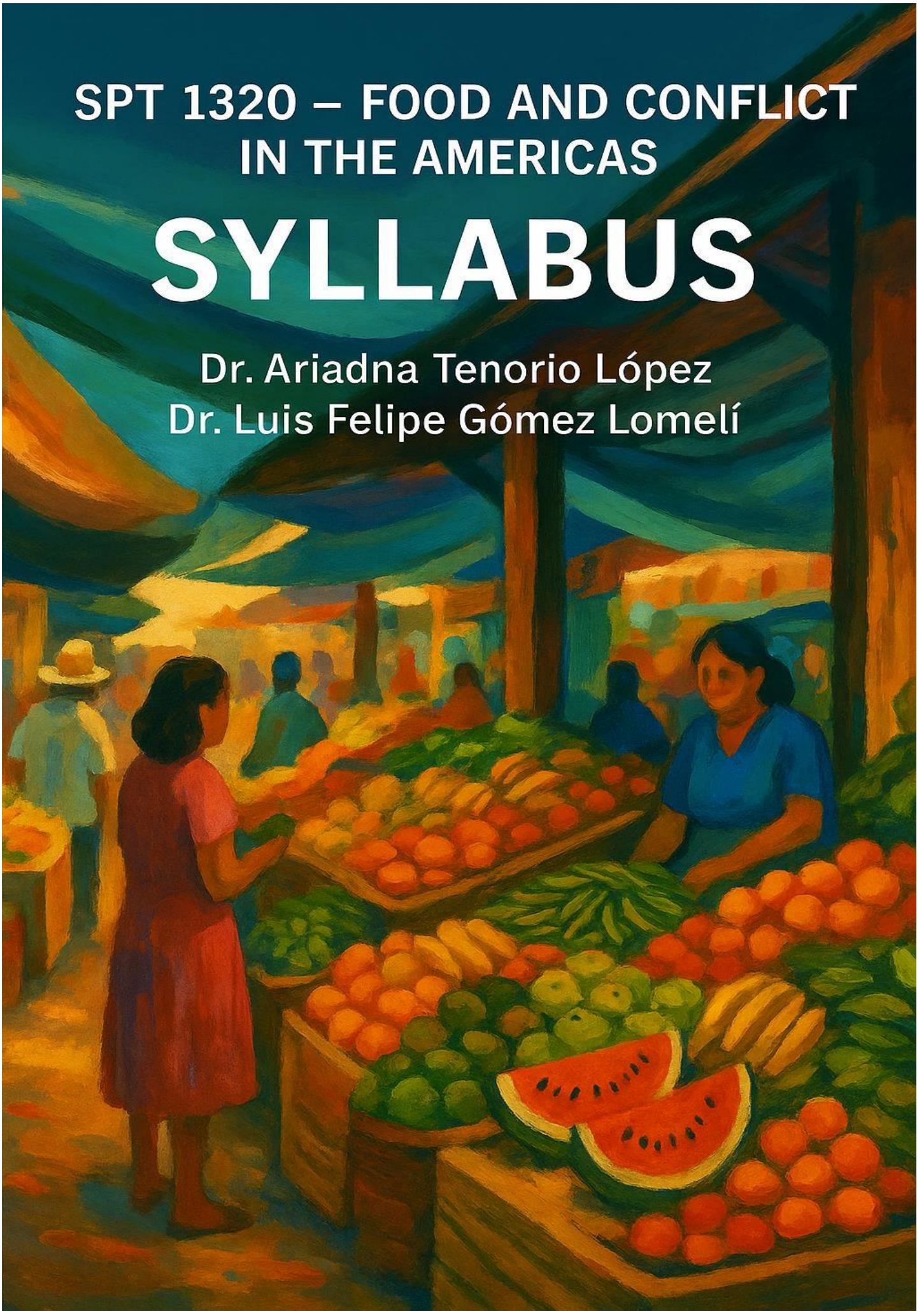


SPT 1320 – FOOD AND CONFLICT
IN THE AMERICAS

SYLLABUS

Dr. Ariadna Tenorio López
Dr. Luis Felipe Gómez Lomelí



SPT 1320 (23085)- Section 24IF
Comida y Conflicto en Las Américas
M,W,F Period 6 (12:50 PM- 1:40 PM)
AND0019

Instructor: Ariadna Tenorio
Email: an.tenoriolopez@ufl.edu
Office Hours: T 10-2 F 9-12 (or
by appointment)
Grinter Hall 368

Instructor: Luis Felipe Lomeli
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Office Hours: MWF 11-12.30 T
11.45-2.20 (or by appointment)
Grinter Hall 319F

STATEMENT ON LANGUAGE USE IN THE CLASSROOM

This course will be taught in Spanish, although some of the texts that we will study are in English. Approximately 24.38% (5,206) of UF students are Hispanic and many of them speak Spanish. Any student with a 3 or higher on AP Spanish, 4 or higher on IB Spanish, A or AS level AICE or dual enrollment credit for SPN 1120/1121 is qualified to enroll in this course. Research in language teaching and learning has shown that language instruction must provide significant levels of meaningful communication in the target language in order for students to develop language and cultural proficiency. The American Council on the Teaching of Foreign Languages recommends that language educators and their students use the target language as exclusively as possible at all levels of instruction. The main goal is for you to fully engage the material and express yourself intellectually, including across languages, if that allows you the greatest breadth of expression.



COURSE GOALS AND OBJECTIVES

This course uses literature, film, art, music, and a variety of historical texts, both written and visual, to examine conflicts regarding the use of natural resources, specifically food production, in Mexico, Central America and the Caribbean, at two key moments: the colonial period and the twentieth century. From Columbus's initial assessment of the profitability of natural and human resources that he encountered, to contemporary negotiations of trade deals involving agricultural products, conflict and war have shaped the land, the people, and the cultures in the region. We will focus on four products with a bloody history: sugar, bananas, coffee, and corn, to understand the local struggles, foreign interventions, and their aftermaths, including waves of migration. This course is designed to deepen your curiosity, knowledge, and commitment to cultural and linguistic competence by using well-known foods produced in Mexico, Central America, and the Caribbean to explore both the beginning of those industries in the aftermath of conquest and their consolidation during the twentieth century, two periods marked by the intense conflict of cultures and economic systems that still inform international relations today. You will apply what you learn about products you consume every day to the choices you make as a consumer and resident of a country, rethinking the circumstances of production and commerce.

This is a hybrid course, combining twice a week face-to-face classes with once a-week asynchronous online work. Every encounter is focused on the written and spoken exchange of ideas. You will be engaged through class discussion with the instructor and with your classmates, as well as through feedback from the instructor on your written work. This course encourages student initiative and insight by providing opportunities for reflection and choice. The e-portfolio requires you to reflect on your trajectory of learning and what it means in your personal, academic, and professional lives here at UF and beyond. Experiential learning is a core element, which you will

experience in class via live virtual exchange with people in the countries and industries we study and via dialogue with someone from those countries and/or in those industries here in Florida, and the process of reflection on those encounters, or through local community-based service learning. Scaffolded into the course are many stages of dialogue between you and the instructors as you consider and develop your final project.



Course SLOs

- C Content
- C1 Communication
- CT Critical Thinking
- C2 Connection

You will identify, describe, and explain the history of conflict and food production in the Caribbean and Central America (C, C2).

You will analyze and evaluate essential questions about the human condition through reading, class discussion, reflections, and final projects (C1, CT).

You will interview community members and connect what you learn to what you have studied (C1, CT, C2).

You will make connections between current global economic practices, international relations, history, and your own role as consumers and citizens (CT, C2).

You will improve your communication skills in two languages, in dialogue with others and in writing and reading, making you a more competent global citizen (C, C1, CT, C2).

You will learn to reach beyond easy explanations to seek more complex truths by studying the ideas that informed food production and conflict in this hemisphere (C, C1, CT, C2).

Quest and General Education Credit

Quest 1

Humanities

International (N)

This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Quest 1 Description, Theme, Essential Questions, and SLOs

Quest 1 Courses

- Address in relevant ways the history, key themes, principles, terminologies, theories, and methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition.
- Present different arts and humanities disciplines' distinctive elements, along with their biases, and influences on essential questions about the human condition.
- Require you to explore at least one arts or humanities resource outside their classroom and explain how engagement with it complements classroom work.
- Enable you to analyze and evaluate essential questions about the human condition clearly and effectively in writing and other forms appropriate to the discipline.
- Embed critical analysis of the role arts and humanities play in the lives of individuals and societies and the role they might play in your undergraduate degree programs.

Quest 1 Student Learning Outcomes (SLOs)

At the conclusion of the Quest 1 course, you will be able to:

- Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content)
- Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking)
- Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication)
- Connect course content and experiences to your planned intellectual development at UF and beyond (Connection)

You will do critical readings of texts, make connections between them, and study the values and motives of the cultures that produced them. You will also locate yourself in relation to the conflicts: how understanding or ignorance of those conflicts affects your life and choices. By filling in some of the silences in your education to date, you will come to understand more about the conflicts that still resonate today in Latin America.

Humanities Objectives and SLOs Description

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. You will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

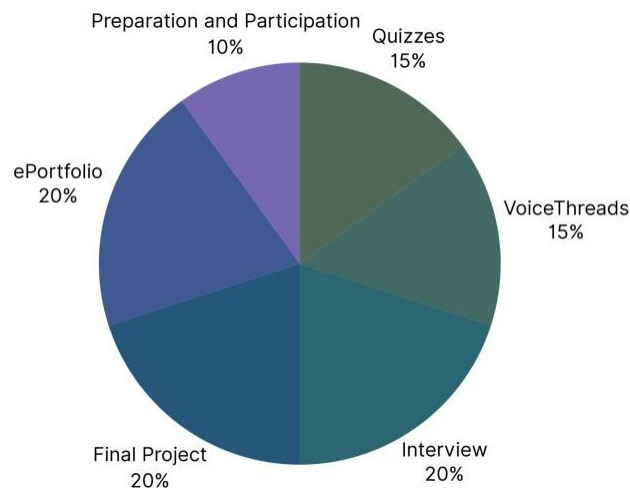
Humanities SLOs:

- Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
- Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

International Designation

Promoting the development of your global and cultural awareness through the examination of cultural, economic, geographic, historical, political, and/ or social experiences and processes that characterize the contemporary world. Providing opportunities to reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate your own and other people's understanding of an increasingly interconnected world. You will consider possible answers to essential questions that you will face as critical, creative, and thoughtful adult navigating the complex and interconnected realities in this corner of the Americas, where conflict has shaped and continues to shape the people of Mexico, Central America and the Caribbean, regional relations.

Assignment, Grade Scale and Policies



The grade scale for all classes in the Department of Spanish and Portuguese Studies is as follows:

A 100-93 A- 92-90
B+ 89-87 B 86-83 B- 82-80
C+ 79-77 C (S) 76-73
D+ 69-67 D 66-63 D- 62-60
E 59-0

NOTE: A grade of C- will not be a qualifying grade for major, minor, Gen Ed, or Basic Distribution Credit courses. For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog at

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Course components



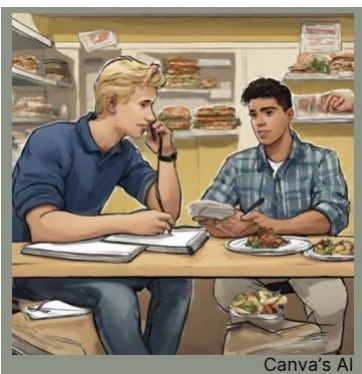
Quizzes

To maximize the interactive time in class meetings, it is important to read, understand and be fully prepared to engage the ideas in the assigned readings and visual texts before coming to class. With that in mind, before each class meeting there will be a quiz that allows you to demonstrate your understanding of the material we will engage in class.



VoiceThreads

VoiceThread activities allow you to consider, discuss and build on ideas we touch on in class. Each VoiceThread will include material to study and opportunities to express your thoughts. There will be a deadline for offering your thoughts.



Interview (Experiential Learning Component)

You will do a 20-30-minute interview with a family member or close acquaintance about their experience with food in a context of conflict, a time of change, or a meaningful moment that illustrates how food brings people together. Your interview should explore personal memories, cultural traditions, and the role of food in building or maintaining connections during challenging or transformative times. The students will be graded on:

1. The process work: Prepared interview questions informed by the essential questions regarding conflict, the material we have studied, and the interviewee's work Extensive notes taken during or after the interview, which can be recorded for audio.
2. The recorded analysis of the interview: in a 3-4-minute video in Canvas the student analyzes and contextualizes something s/he learned in the interview, connects that to the essential questions and to the key elements, biases or influences that shape contemporary thinking with regards to food and conflict. This is not a video of the interview but rather a video of the student analyzing the ideas and issues that came up in the interview. *See the rubric on Canvas for more details.



ePortfolio

The e-portfolio will include an “about me” page, three essays, the 5- minute video described above, and a page about the final project, including images if applicable.

Essay 1 – Connecting Past and Present in Food Production

We have read about different moments in the history of food production, such as:

- Chinampas: an agricultural system developed by the Aztecs.
- Columbus Letters: first impressions of new foods in the Americas.
- A Pineapple for the King: how a tropical fruit traveled across the world.
- Fuels of Industry: the role of sugar and other products in industrial growth.

Write a 1,000-word essay (Font: Calibri, Arial, or Times New Roman, 12 pt, double-spaced) answering these two guiding questions:

1. Choose one historical example of food production from our readings (for example: chinampas, pineapple cultivation, sugar production, etc.). How did this system or product work in its original historical context?
2. In what ways could this method, product, or idea be adapted or used in the world today? Give concrete examples of how it might fit into modern food production, trade, or consumption. Focus on clear description and explanation in your own words.

Possible Example Topics

Example 1 – Chinampas for Modern Cities

Explain how chinampas worked in the Aztec world and describe how a similar system could be used in urban farming today to grow vegetables close to consumers.

Example 2 – The Pineapple’s Global Journey

Describe how pineapple were produced and transported in the colonial era, and discuss how pineapple cultivation and trade could be developed or improved today using modern transportation and storage methods.

Essay 2 -What have I learned about the conflicts that affect current food production in Latin America?

Research and write a 200-word description of a conflict affecting food production in a Latin American country (that we will not study in this course). Then write a 300-word reflection based

on the questions below. (500 words, total) (Font Calibri/Arial/Times New Roman 12, double space)

Questions:

What are the likely short- and long-term consequences?

What ethical issues arise within and as a result of these conflicts?

What solutions do you recommend to resolve the conflict? Contextualize your answer

Essay 3 “How has what I have learned in this course changed me?”

Write a 500-word minimum reflection about the connection between the course content and your personal history, your choices, your studies, and what more you want to learn about comida y conflicto. Feel free to write in Spanish, in English, or in a combination. (Font Calibri/Arial/Times New Roman 12, double space)

Guiding questions:

How have any of the conflicts we have studied affected you or your family? How has what we have studied changed your ideas about your choices as a consumer? What new understanding(s) do you have about issues related to food production?

How do your own experiences, background, or personal interests shape the way you understand and interpret the topics we have studied in this course? For example, if you have cooked certain dishes at home or learned about specific foods from family traditions, that might influence how you connect with the readings and discussions in class. Or how has your career choice been impacted by what we are learning? For example, if you are planning to go into business in the food industry, banking, law, international relations, how does that influence what you are learning in this course? What more would you like to learn about the issues we have studied? What questions remain for you?

Final Project

Early in the semester each student will choose one of the options below and on the dates indicated in the calendar submit a proposal and a progress report before submitting the final project. Students will indicate which final project they will do and why, what resources they have and what more they might need, and it will include a timeline for completing their project. They will then get feedback and guidance from the instructors. Students are strongly encouraged to use Spanish in their project in order to broaden their linguistic competence but will not be penalized for choosing English or a combination of Spanish and English.

1. Creative writing

- a. Illustrated Poetry Book. An illustrated collection of at least twelve poems. The collection should have an academic introduction. The book will be presented in the last week of classes.
- b. Theater Play (script and presentation). A short play (20 minutes) that explores one of the topics studied in class. The play must have at least two characters. The written work must be accompanied by an academic introduction. The play will be presented in front of the class during the last week of the semester.
- c. Illustrated Storybook for Children. A storybook that addresses one of the conflicts studied in class. All sections of the book should be illustrated. The project will be presented in the last week of classes.

2. Visual arts

- a. Small collection of paintings or drawings (minimum of six) in any medium. The collection must explore some of the topics of the course. Each unit must be accompanied by a story or written explanation. The project will be presented in the last week of classes.
- b. Collection of conceptual photography- Conceptual photography is the art of producing diverse meanings based on the contraposition of objects and subjects in a specific space. The collection of at least twelve conceptual photographs must explore some of the topics of the course. Each photograph must be accompanied by a story or explanation. The project will be presented in the last week of classes.

3. Academic Essay & Poster

An academic research paper on a topic related to the class, a minimum of 6 pages (8 max.), in Times New Roman 12, double spaced. It will be presented during the last week of the semester by means of an academic poster.

Attendance, Preparation for the Class, Active Participation and Make-ups

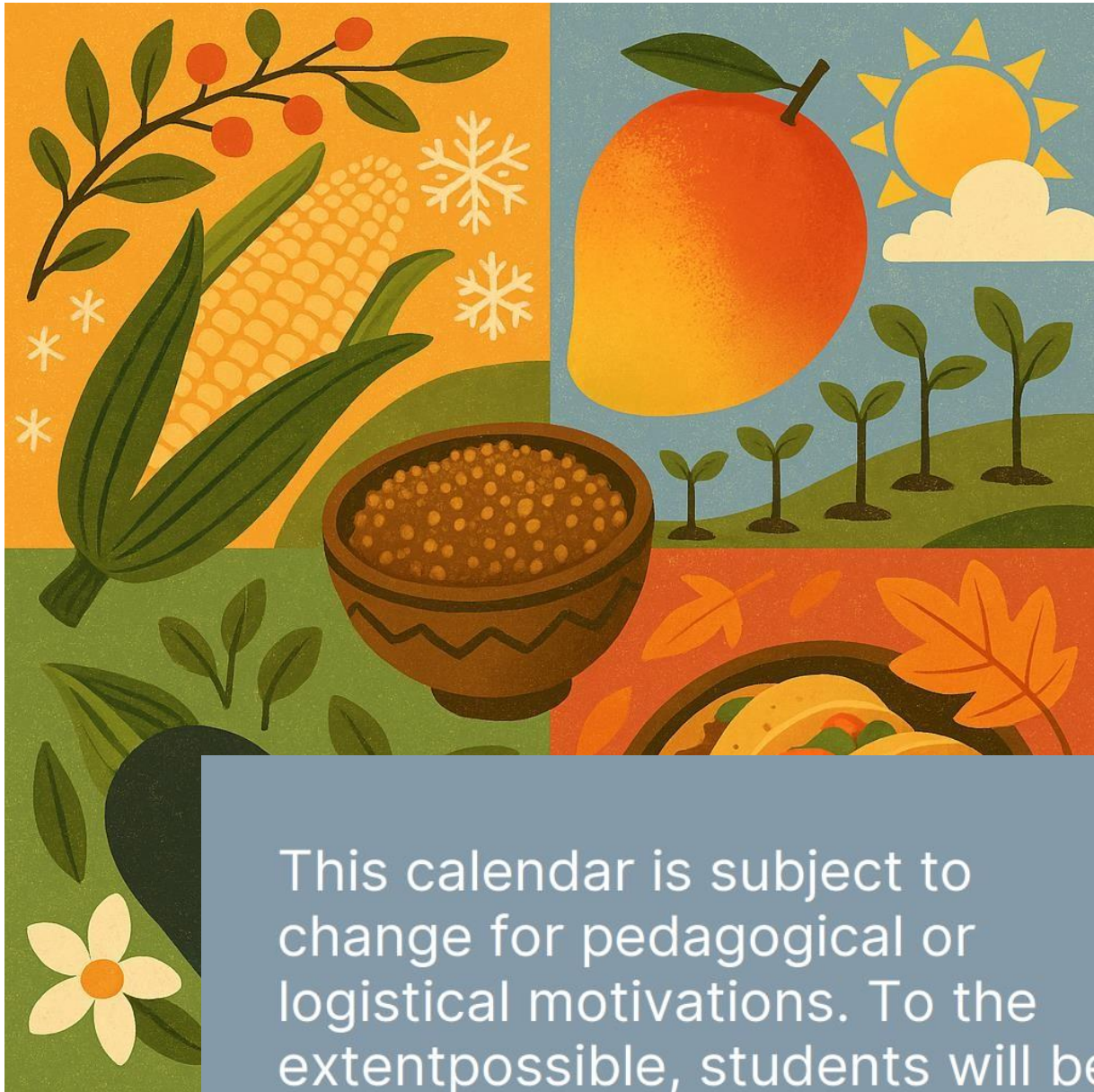
You are expected to come to class prepared to actively engage the ideas in the assigned materials, having already completed the corresponding homework assignments. The participation grade depends on several factors, including participation in class discussions and activities in small groups, preparation of homework assignments, and collegiality toward classmates and instructor. Participation will be graded biweekly.

Attendance is required and will be recorded daily. Absences are excused based on university policy. You will be allowed three unexcused absences for which no documentation or excuse is required. Three late arrivals and or early departures will count as one unexcused absence. After the third unexcused absence, one percentage point per absence will be deducted from your final grade.

In the case of university-approved absences, you must provide official documentation to your instructor WITHIN ONE CALENDAR WEEK of the absence to be excused (and no later than one day after you return to class if an emergency caused you to miss an assessment). If you do not do so, the absence will be unexcused. Any work missed due to excused absences will be handled on a case-by-case basis. Assignments may not be made up due to unexcused absences. Late work is not accepted.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Calendar



This calendar is subject to change for pedagogical or logistical motivations. To the extent possible, students will be notified in advance of any such changes

Week	Day		Module	Class Topic	Assignment (Tarea) (Before Next Class)
AUGUST					
1	F	22	Módulo 1. Viejo mundo/ Nuevo mundo	Introduction to the course Syllabus	1.Chinampas: An Urban Farming Model of the Aztecs. (on Canvas) 2. Quiz 1. (on Canvas)
2	M	25		Chinampas	1. Introduction to the Letters from America (on Canvas) 2. Quiz 2. (on Canvas)
	W	27		Colombus Letters	
	F	29	VoiceThread 1. I introduce myself		1. A Pineapple for the King (On canvas) 2. Quiz 3 (on Canvas)
SEPTEMBER					
3	M	1	NO CLASS (holiday)		
	W	3	Módulo 2. Nuevo mundo/ Nuevos alimentos	New Foods/ Piña	1.Watch videos Canvas to prepare for Friday’s VoiceThread.
	F	5	VoiceThread 2.		1. Fuels of Industry (on Canvas) 2. Quiz 4 (on Canvas)
4	M	8		New Foods /Papa	1. Global Food Security (on Canvas) 2. Quiz 5 (on Canvas)
	W	10		New Foods /Papa	1. Watch the video on Canvas to prepare for Friday's Voice Thread.
	F	12	VoiceThread 3.		1. Evaluating the Green Revolution Dominant Narrative for Latin America (on Canvas) 2. Quiz 6 (on Canvas)
5	M	15	Módulo 3. La revolución verde	Green Revolution in Latin America	1. Constructing the Sandwich (on Canvas) 2.Quiz 7 (on Canvas)

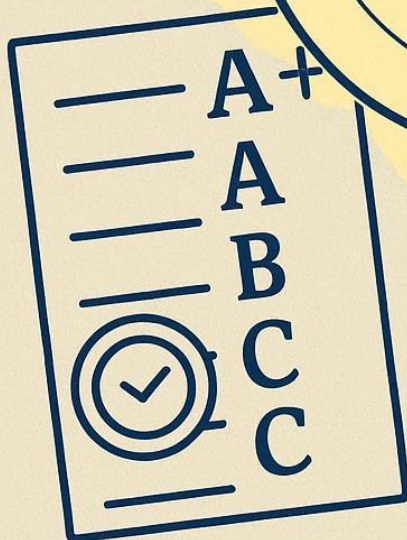
	W	17		The Real History Behind Burritos	Start working on Site and Home Page
	F	19	Submit: ePortfolio: Site and Home Page		Submit ePortafolio Site and Home Page
6	M	22		Norman Borlaug	1. <i>Banana Wars</i> 23-32 (on Canvas) 2. Quiz 8 (on Canvas)
	W	24	Módulo 4. La industria bananera	La enfermedad del plátano.	
	F	26	Essay 1.		Submit Essay 1.
7	M	29		Murales de Diego Rivera (on Canvas)	1 . <i>Cien años de soledad</i> (caps XV–XVI; pp. 272–279) (on Canvas) 2. Quiz 9 (on Canvas)
OCTOBER					
	W	1		Banana Massacre	Browse the Scrapbook of United Fruit Company Photographs to prepare for Friday's Voice Thread.
	F	3	<i>VoiceThread 4.</i>		1. Asado en cuero (BARBECUE ON THE LEATHER) (on Canvas) 2. Quiz 10. (on Canvas)
8	M	6	Módulo 5. El asado y la conquista del desierto argentino	La conquista del desierto	1. Martin Fierro Second Canto (6-14 on Canvas) 2. Quiz 11. (on Canvas)
	W	8		Martin Fierro	
9	F	10	Essay 2.		Submit Essay 2.
	M	13	Módulo 6. How to do and interview and write the comment		Send the "Preguntas para entrevista"
	W	15			Send draft of final project

					1. Octavio Paz "Higiene y represión" (on Canvas) 2. Quiz 12 (on Canvas)
F 17 NO CLASS					
10	M	20	Módulo 7. Estética y conflicto	Octavio Paz	Artista y obra (ver en Canvas)
	W	22		Art & Food	
	F	24		Art & Food	
					Submit the interview and comment
11	M	27	Módulo 8. Between Cultural Appreciation and Cultural Appropriation	Comida internacional?	Watch the video "Do We Own Food?" and be prepared to comment in class.
	W	29		El Califa de León Thalía Barrios García	-
	F	31	Work on your final Project		Watch the video "Brazil: The communities living in conflict with palm oil producers" and be prepared to comment in class.
NOV					
12	M	3	Modulo 9. Monocultivos y super alimentos	Aceite de palma	Watch the video "La expansión sojera en la región pampeana" and be prepared to comment in class
	W	5		La soja	1. "El carrito" Mariana Enriquez (on Canvas) 2. Quiz 13. (on Canvas)
	F	7	Work on your final Project		Send Final Project
13	M	10		El costo real del aguacate	1. "Arandas" Luis Felipe Lomelí (On Canvas) 3. Quiz 14. (On Canvas)
	W	12		The True Cost of Quinoa	Quinoa: The Dark Side of an Andean Superfood Quiz 15. (on Canvas)

	F	14	Essay 3.		Submit Essay 3
14	M	17		Food and Violence	
	W	19	Final presentations		
	F	21	Final presentations		
15	M	24	NO CLASS		
	W	26	Final presentations		
	F	28	Final presentations		
DEC					
16	M	1	Final presentations		
	W	3	Final Notes		

RUBRICS

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VoiceThread (20 points)*Adapted from Dr. Jacob Rump*

Criteria	Exceeds expectations	Meet expectations	Approaches expectations	Does not yet meet expectations
Presentation posts	(+10) Posts are conceptually sophisticated and engage with the class material through pertinent questions and reasoning; They relate issues and arguments from different parts of the course and make reference to earlier lectures, readings, themes, and/or discussions.	(+8) Posts are organized and well developed and ask questions to frame the class material in an original and thoughtful way, including use of reasoning, but lack overall coherence or conceptual clarity.	(+6) Posts meet the stated length requirement and are relevant, but are undeveloped, do not raise pertinent questions or state reasons, do not engage class material, or simply re-state the topic of the reading.	(+4) Presentations are brief and superficial or are not relevant to course topics.

ePortfolio (100 points)

Criteria	Outstanding	Good work!	Okey...	Missing items	No evidence
Home Page	(+20) Includes all required items, introduction in Spanish or English with no errors at all in an appealing layout.	(+15) Missing one item a/o has errors in Spanish/English a/o problems with layout.	(+10) Missing 2-3 items; has an introduction in Spanglish; serious layout problems.	(+5) Missing 4 items...	(0)
About Me	(+20) Includes all five items, a professional look in an appealing layout; 300-400 words.	(+15) Missing one item; less than 300 or more than 400 words; problems with layout.	(+10) Missing 2-3 items a/o serious layout problems.	(+5) Missing 4 items...	(0)
Photo Gallery	(+20) 5 culturally sensitive photos, all with captions that describe the photo. 3 photos have a brief reflection that explain their importance.	(15+) 1-2 missing or culturally insensitive photos; 1-2 missing captions; 1 missing reflection.	(+10) 3 missing or culturally insensitive photos, 3 or more missing captions a/o both brief reflections.	(+5) Fewer than 2 photos.	(0)
VoiceThread and/or Essays	(+20) Includes 3 buttons, each with an image, that link to a VoiceThread or Reflective Essay.	(+15) 2 VoiceThreads or Reflective Essays, missing buttons, or images.	(+10) Only 1 VoiceThread or Reflective Essay, a/o no button or image.	(0) Does not include VoiceThreads or Reflective Essay.	n/a
Final Project	(+20) Includes 100% of final project.	(+15) Includes 75% of final project.	(+10) Includes 50% of final project.	(+5) Includes less than 50% of final project.	(0)

Essay (100 points)

Criteria	(+10) Exceeds expectations	(+8.5) Meet expectations	(+7) Approaches expectations	(5-0) Does not yet meet expectations
Depth of Reflection/Analysis	Response demonstrates an in-depth reflection or analysis on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection or analysis on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection or analysis on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection or analysis on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Use of textual evidence and historical context	Use specific and convincing examples from the texts studied to support claims in your own writing, making insightful and applicable connections between texts.	Use relevant examples from the texts studied to support claims in your own writing, making applicable connections between texts.	Use vaguely examples from the text to support most claims in your writing with some connections made between texts.	No examples from the text are used and claims made in your own writing are unsupported and irrelevant to the topic at hand.
Structure	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
Voice (Translanguaging)	Use stylistically sophisticated language that is precise and engaging, with notable sense of voice, awareness of audience and purpose, and varied sentence structure.	Use language that is fluent and original, with evident a sense of voice, awareness of audience and purpose, and the ability to vary sentence structure.	Use basic but appropriate language, with a basic sense of voice, some awareness of audience and purpose and some attempt to vary sentence structure.	Use language that is unsuitable for the audience and purpose, with little or no awareness of sentence structure.
Personal Growth	Demonstrates significant personal growth and awareness of deeper meaning through inferences made examples, well developed insights, and substantial depth in perceptions and challenges. Synthesizes current experience into future implications.	Demonstrates satisfactory personal growth and awareness through some inferences made, examples, insights, and challenges. Some thought of the future implications of current experience.	Demonstrates less than adequate personal growth and awareness through few or simplistic inferences made, examples, insights, and/or challenges that are not well developed. Minimal thought of the future implications of current experience.	Personal growth and awareness are not evident and/or demonstrates a neutral experience with negligible personal impact. Lacks enough inferences, examples, personal insights and challenges, and/or future implications are overlooked.

Participation Round (20 points)

Criteria	Exceeds expectations- Outstanding!	Meets expectations- Good work!	Approaching expectations- Okey, but needs improvement...	Does not meet expectations
Engagement in class	(+10) I always actively participate in group/pair discussions, and I am often the leader in my groups. AND I participate regularly in whole-group discussions and the comments that I make and/or the questions that I ask show that I have been actively listening during our conversation and that I am building on/adding to that discussion purposefully.	(+9) I always participate actively in group/pair discussions, and I regularly contribute to whole-group discussions. AND/OR My comments in whole-group discussions sometimes link to what a colleague or the instructor has shared, but sometimes I make comments that don't go with the flow of the conversation (e.g., I sometimes make a comment just to comment).	(+7.5) I generally participate in group/pair discussions, but sometimes I show a lack of interest or initiative in these groups and/or in whole-group discussions.	(+5) I rarely participate in class, and I show little interest in group/pair discussion or whole-group discussions.
Preparation	(+6) I always come to class prepared (including bringing any texts, materials, or notes for the day as listed on the syllabus and/or shared via emails/Canvas announcements sent by the professor). AND Additionally, the questions I ask and the comments that I make often demonstrate that I am well-prepared for class (e.g., I refer specifically to what we were to prepare for the day, including class texts, classroom experiences, etc.).	(+5) I always come to class prepared (including bringing any texts, materials, or notes for the day as listed on the syllabus and/or shared via emails/Canvas announcements sent by the professor). AND The questions I ask and the comments that I make sometimes demonstrate that I am well-prepared for class (e.g., I sometimes refer to class texts, classroom experiences, etc. rather than making general statements.)	(+4) I generally come to class prepared, though occasionally it is clear that I do not bring the texts for the day and/or do not have the materials or notes as listed on the syllabus and/or shared via emails/Canvas announcements sent by the professor).	(+2) I rarely bring necessary materials (texts, materials, notes) to class.
Collegiability	(+4) I am respectful of the professor and my colleagues. AND I am always a good colleague (e.g., engaging with and involving others, actively helping classmates when needed) in tasks and before and after tasks. I contribute significantly to our positive interpersonal and academic environment of the class. AND I never use technology (incl. laptop) inappropriately in class.	(+3.5) I am respectful of the professor and my colleagues. AND I am a good colleague overall. I often show an effort to engage with and help the colleagues around me in tasks and before and after tasks. AND I never use technology (incl. laptop) inappropriately in the classroom.	(+3) I am respectful of the professor and my colleagues, but I don't show much interest in engaging with and/or helping those around me unless it's part of a task. AND I never use technology (incl. laptop) inappropriately in the classroom.	(+0) I have acted disrespectfully towards the professor and/or my colleagues (including refusing to collaborate). AND/OR I use / have used technology (incl. laptop) inappropriately in the classroom.

University Policies

Attendance and make-ups

Requirements for class attendance and make-up exams, assignments, and other working this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Accommodations

Students who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email, they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

Academic Integrity

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code." On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled

students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without the permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

University Resources

Health and Wellness

U Matter, We Care: umatter@ufl.edu; <https://umatter.ufl.edu>; 392-1575 · Counseling and Wellness Center: <https://counseling.ufl.edu/>; 392-1575 · Sexual Assault Recovery Services (SARS): Student HealthCare Center; 392-1161 · University Police Department: <https://www.police.ufl.edu/>; 392-1111(911 for emergencies)

Academic Resources

E-learning technical support: helpdesk@ufl.edu; <http://helpdesk.ufl.edu/>; 352-392-4357 · Career Connections Center: Reitz Union Suite 1300; <https://career.ufl.edu/>; 392-1601 · Library Support: <https://cms.uflib.ufl.edu/ask> · Teaching Center: Broward Hall; 392-2010 or 392-6420 · Writing Studio: 2215 Turlington Hall; <https://writing.ufl.edu/writing-studio/>; 846-1138

Procedures of Conflict and Resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the (Under)Graduate Coordinator or the Department Chair. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<https://ombuds.ufl.edu/>; 392-1308) or the Dean of Students Office(<https://dso.ufl.edu/>; 392-1261). For further information refer to the Student Honor Code and Student Conduct Code webpage (for residential classes) or <https://distance.ufl.edu/getting-help/student-complaint-process/> (for online classes).