

# AML 2070: American Literature (Section 0211, Class #10270), Fall 2023

## “America From The Margins”

**Instructor Name:** Tiffany Pennamon ([tpennamon@ufl.edu](mailto:tpennamon@ufl.edu))

**Canvas URL:**

**Course Meeting Times & Location:**

MWF, Period 5 (11:45am-12:35pm) – Matherly Hall 0118

**Office Hours:**

Mondays and Wednesdays, Period 4 (10:40-11:30am) – Turlington

Zoom appointments available upon request: <https://ufl.zoom.us>

### Course Description

Great writers shape their nation’s identity and ideals through their bearing witness to the social, cultural, political, and economic conditions around them. While many readers are familiar with writers who have molded America’s national ethos like Ernest Hemingway, William Faulkner, and Emily Dickinson, audiences tend to overlook those literary figures who write from the margins of American society. Therefore, students in this course will largely engage the stories, poetry, film, and other creative expressions by American writers of color who have also shaped America – and thus, “Americanness” – beginning in the late 18th century to the 21<sup>st</sup> century.

The first six weeks of the semester examine the American literary canon in its earliest configuration – commonly white, male authors – and how their writing mirrored and/or informed ideas of racial, economic, regional, gendered, and religious identity in America. We will then move into a critical investigation of how writers such as Toni Morrison, Zora Neale Hurston, Julia Alvarez, James Baldwin, and Elizabeth Acevado destabilize or even rewrite “Americanness” altogether. Guiding questions for this course include: 1) What does it mean to be American?; 2) Is there such thing as an American identity?; and 3) How do non-white writers challenge and expand ideals of “Americanness,” especially notions of class, gender, sexuality, family, race, and power? We will work through these questions together as the American literary canon continues to evolve.

At the end of this course, students will be able to:

- Identify the characteristics of American literary traditions, authors, genres and themes from its beginnings through the early 21<sup>st</sup> century;
- Understand and apply the political, sociocultural or historical contexts of American literature from its beginnings through the early 21<sup>st</sup> century;
- Identify and explain connections between individual texts and a variety of literary interpretations, including secondary critical texts;
- Respond to, explicate, analyze, and evaluate literary texts;
- Express well-supported opinions of texts and use a style appropriate for academic discourse using formal writing;
- Cite sources in essays using standard documentation procedures.

**COVID Statement:** In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit ONE.UF for screening / testing and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- As with any excused absence, you will be given a reasonable amount of time to make up missed work.

#### **General Education Objectives:**

- This course confers General Education credit for either Composition (C) or Humanities (H). This course also fulfills 6,000 of the university's 24,000-word writing requirement (WR).
- *Composition courses* provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing intensive. They require multiple drafts submitted to your instructor for feedback before final submission.
- Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.
- The University *Writing Requirement (WR)* ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. 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. This means that written assignments must meet minimum word requirements totaling 6000 words.

#### **General Education Learning Outcomes:**

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

#### **Required Texts:**

Alvarez, Julia – *How the Garcia Girls Lost Their Accents* (1991)

Baldwin, James – *Giovanni's Room* (1956)

Hawthorne, Nathaniel – *The Scarlet Letter* (1850)

Hurston, Zora Neale – *Their Eyes Were Watching God* (1937)

Morrison, Toni – *The Bluest Eye* (1970)

## Assignments

The writing assignments for this course are designed to meet the minimum requirements of the University Writing Requirement (WR) credit (<https://catalog.ufl.edu/UGRD/student-responsibilities/writing-requirement/>). To satisfy this requirement, every assignment's word count must be fulfilled. You **should not include a paper's reference list in your word count**. Submitted assignments short of the minimum word count will receive zero credit.

Assignment	Points (Percentage)	Due Date
Participation (including attendance, discussion leading, pop quizzes, writing conferences, and other in-class activities)	200 points (20% of final grade)	N/A
Critical Response Papers (Three, 675 words each, 2000-word total)	100 points each, 300-point total (10% each, 30% of final grade)	Wk 3, Wk 7, Wk 11
Midterm Creative Project (1500-word minimum)	150 points (15% of final grade)	Oct. 20
Final Paper Prospectus (500-word minimum) & Annotated Bibliography	100 points (10% of final grade)	Nov. 13
Final Research Paper (2000-word minimum)	250 points (25% of final grade)	Dec. 12

- **Participation Activities:** You will be responsible for actively attending and participating in class workshops and discussions, including offering insightful questions or commentary.
- **Three (3) Critical Response Papers (675 words minimum, each):** You will write three (3) response papers to your choice of the week's readings or film. These papers should be analytical in nature and demonstrate critical thinking, rather than reflecting a general summary of the work or your personal feelings about the text/film. Support your argument by quoting, paraphrasing, or summarizing the reading/film (but don't just leave your response as a summary!). You may address historical context, politics, aesthetics, etc. These papers are intended as a means for further thinking and to promote discussion about the text/film. They are not intended to be burdensome and will be graded primarily on richness of thought. However, you should still edit these papers for mechanics and grammar as you would with a longer essay.
- **Midterm Creative Project (1500 words minimum):** We will consult a range of literary works (longform fiction, poetry, photojournalism, film, short stories etc.) in this course. Your midterm creative project will be a mixed-media project of your choosing that encompasses a 1500-word analytical essay plus an additional media equivalent. The media equivalent might look like a TikTok, IG Reel, or simulated newscast explaining your research findings to a general audience, or a poem, monologue, letter, or music playlist from the perspective of a text's character. Get creative! The goal of this project is to use any of the texts read so far to answer any of the guiding questions of this course. Because of the creative nature of this project, please do feel free to incorporate any personal experiences or stories. Keep in mind that your audience for this assignment will be a blended academic and non-academic audience.
- **Final Paper Prospectus & Annotated Bibliography (500 words minimum):** The prospectus should explain the critical questions and text/film(s) your final research paper will cover. The annotated bibliography, in MLA format, should include at least three secondary sources found during your preliminary research process that you may want to cite in the final paper.

- **Final Research Paper (2000 words minimum):** This paper will use the works from class as well as secondary sources to propose and support an argument about a text/film, author, movement, historical period, or other issue related in some way to the course's content and themes.

### Grading Scale

A	4.0	93-100	930-1000		C	2.0	73-76	730-769
A-	3.67	90-92	900-929		C-	1.67	70-72	700-729
B+	3.33	87-89	870-899		D+	1.33	67-69	670-699
B	3.0	83-86	830-869		D	1.0	63-66	630-669
B-	2.67	80-82	800-829		D-	0.67	60-62	600-629
C+	2.33	77-79	770-799		E	0.00	0-59	0-599

Grading for this course will be rigorous. If an assignment illustrates disregard for spelling, grammar, citation guidelines, or a general carelessness in the writing, the assignment will be failed. Do not rely on your instructor for copy-editing, even on drafts.

### ASSESSMENT RUBRIC

	SATISFACTORY	UNSATISFACTORY
<b>CONTENT</b>	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
<b>ORGANIZATION AND COHERENCE</b>	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
<b>ARGUMENT AND SUPPORT</b>	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
<b>STYLE</b>	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.

<b>MECHANICS</b>	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.
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### Grade Appeals:

In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant, in the Department office (4008 TUR). Please contact Ms. Blount at [cblount@ufl.edu](mailto:cblount@ufl.edu). Grade appeals may result in a higher, unchanged, or lower final grade.

For more information on UF Grading policies, visit:

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

### Course Schedule

Please note that the daily schedule is subject to change. When changes occur, I will notify you beforehand. Complete the readings and assignments listed below before class on the day on which they are listed.

Week 1		
Date	Assignments and Daily Activities	HW Due
Aug. 23	<b>Unit 1: Overview of American Literary Periods</b> -Syllabus Review -Introductions -Introduction to American Literature and its historical development	<i>Start working on your Class Profile and the Introductory Course Survey</i>
Aug. 25	-The <a href="#">Iroquois Creation Story</a> -Benjamin Franklin, " <a href="#">Remarks Concerning the Savages of North America</a> "	
Week 2		
Date	Assignments and Daily Activities	HW Due
Aug. 28	<b>Unit 2: Post-Independence and the Rise of American Literary Voices</b> -Thomas Paine – <a href="#">Common Sense</a> (Ch 1 & 3) -Phillis Wheatley – selected poems: " <a href="#">On Being Brought from Africa to America</a> ," " <a href="#">To His Excellency General Washington</a> "	
Aug. 30	-Frederick Douglass, "What to the Slave is the Fourth of July?" -Frances Ellen Watkins Harper - " <a href="#">Bury Me in a Free Land</a> " poem	
Sept. 1	<b><i>Southern American Gothic</i></b> -Edgar Allen Poe – "The Fall of the House of Usher"	
Week 3		
Date	Assignments and Daily Activities	HW Due
Sept. 4	<b>HOLIDAY – NO CLASS</b>	
Sept. 6	-Edgar Allen Poe – "The Cask of Amontillado"	

Sept. 8	-Library Workshop: Conducting Research, UF Libraries (Class will meet in Library West)	<b>Critical Response 1 Due</b>
Week 4		
Date	Assignments and Daily Activities	HW Due
Sept. 11	<b>Who's Moral in America? Shame, Civility, Self-Hood</b> -Nathaniel Hawthorne – <i>The Scarlet Letter</i> (Intro: <b>The Custom-House</b> through Ch 5: <b>Hester at her Needle</b> )	
Sept. 13	-Nathaniel Hawthorne – <i>The Scarlet Letter</i> (Ch 6: <b>Pearl</b> through Ch 14: <b>Hester and the Physician</b> )	
Sept. 15	-Nathaniel Hawthorne – <i>The Scarlet Letter</i> (Ch 15: <b>Hester and Pearl</b> through Ch 24: <b>Conclusion</b> )	
Week 5		
Date	Assignments and Daily Activities	HW Due
Sept. 18	<b>Unit 3: Post-Civil War</b> -Kate Chopin – “The Story of an Hour”	
Sept. 20	-Emily Dickinson – selected poems: “ <a href="#">I’m Nobody! Who are you?</a> ,” “ <a href="#">Tell all the truth but tell it slant,</a> ” “ <a href="#">Fame is a bee.</a> ”	
Sept. 22	<b>-Introduce Midterm Creative Project</b> -Watch “American Experience: The Gilded Age”	
Week 6		
Date	Assignments and Daily Activities	HW Due
Sept. 25	-Watch “American Experience: The Gilded Age” (cont.)	MLA Quiz
Sept. 27	-Selected pages from Jacob Riis’ <i>How the Other Half Lives</i> (Introduction) and (“Jewtown” pgs 82-91)	
Sept. 29	-Selected pages from Jacob Riis’ <i>How the Other Half Lives</i> (“The Street Arab” pgs 147-158)	
Week 7		
Date	Assignments and Daily Activities	HW Due
Oct. 2	<b>PROFESSOR AWAY AT CONFERENCE (Oct. 1-4)</b> <b>Unit 4: Turn of the 20<sup>th</sup> Century</b> Gordon Parks Photography - <a href="https://www.gordonparksfoundation.org/gordon-parks/photography-archive">https://www.gordonparksfoundation.org/gordon-parks/photography-archive</a> **Discuss 1-2 photos of your choosing on Canvas discussion board.	
Oct. 4	-Work on Critical Response Paper 2 *OR* watch “ <a href="#">Zora Neale Hurston: Claiming a Space</a> ”	<b>Critical Response 2 Due</b>
Oct. 6	<b>HOMECOMING – NO CLASS</b>	
Week 8		
Date	Assignments and Daily Activities	HW Due
Oct. 9	<b>The Subaltern Woman Speaks</b> -Zora Neale Hurston – <i>Their Eyes Were Watching God</i> (ch 1-6)	<b>Additional Resource:</b> UF’s <a href="#">Zora Archives</a>
Oct. 11	-Zora Neale Hurston – <i>Their Eyes Were Watching God</i> (ch 7-15)	
Oct. 13	-Zora Neale Hurston – <i>Their Eyes Were Watching God</i> (ch 16-end)	
Week 9		
Date	Assignments and Daily Activities	HW Due
Oct. 16	<b>Unit 5: Since 1950</b> -Gwendolyn Brooks – selected poem: “ <a href="#">The Mother</a> ” -Nikki Giovanni – selected poem: “ <a href="#">Nikki-Rosa</a> ”	

	-Langston Hughes – selected poems: “ <a href="#">I, Too</a> ,” “ <a href="#">American Heartbreak</a> ”	
Oct. 18	-Watch <a href="#">James Baldwin/Nikki Giovanni conversation</a>	
Oct. 20	-Peer Review Midterm Creative Project	<b>Midterm Creative Project Due</b>
Week 10		
Date	Assignments and Daily Activities	HW Due
Oct. 23	<b><i>Gender Talk, Sex Talk - Freedom Abroad?</i></b> -Introduce Final Research Paper & Prospectus -James Baldwin – <i>Giovanni's Room</i> (all of “Part One”)	
Oct. 25	-James Baldwin – <i>Giovanni's Room</i> (Part Two: ch 1-3)	
Oct. 27	-James Baldwin – <i>Giovanni's Room</i> (Part Two: ch 4-end)	
Week 11		
Date	Assignments and Daily Activities	HW Due
Oct. 30	- <i>Writing Workshop: Writing a Longer Research Paper</i> (Class will meet in Library West)	
Nov. 1	<b><i>Beautiful Innocence, Violence, &amp; Family</i></b> -Toni Morrison – <i>The Bluest Eye</i> (pgs 1-80; first six chapters)	
Nov. 3	-Toni Morrison – <i>The Bluest Eye</i> (pgs 81-131; chapters 7-9)	<b>Critical Response 3 Due</b>
Week 12		
Date	Assignments and Daily Activities	HW Due
Nov. 6	-Toni Morrison – <i>The Bluest Eye</i> (pgs 132-174)	
Nov. 8	-Toni Morrison – <i>The Bluest Eye</i> (pgs 175-end)	
Nov. 10	<b>HOLIDAY – NO CLASS</b>	
Week 13		
Date	Assignments and Daily Activities	HW Due
Nov. 13	- <b>Prospectus &amp; Annotated Bibliography Presentations and Workday</b>	<b>Prospectus &amp; Annotated Bibliography Due</b>
Nov. 15	<b><i>Between Two Worlds: Is America Home?</i></b> -Julia Alvarez – <i>How the Garcia Girls Lost Their Accents</i> (Ch 1: <b>Antojos</b> through Ch 3: <b>The Four Girls</b> )	
Nov. 17	-Julia Alvarez – <i>How the Garcia Girls Lost Their Accents</i> (Ch 4: <b>Joe</b> through Ch 7: <b>Daughter of Invention</b> )	
Week 14		
Date	Assignments and Daily Activities	HW Due
Nov. 20	-Julia Alvarez – <i>How the Garcia Girls Lost Their Accents</i> (Ch 8: <b>Trespass</b> through Ch 11: <b>The Blood of the Conquistadores</b> )	
Nov. 22	<b>HOLIDAY – NO CLASS</b>	
Nov. 24	<b>HOLIDAY – NO CLASS</b>	
Week 15		
Date	Assignments and Daily Activities	HW Due
Nov. 27	-Julia Alvarez – <i>How the Garcia Girls Lost Their Accents</i> (Ch 12: <b>The Human Body</b> through Ch 15: <b>The Drum</b> )	
Nov. 29	-Elizabeth Acevado – “ <a href="#">Hearing That Joe Arroyo Song at Ibiza Nightclub, 2008</a> ,” “ <a href="#">A Daughter Named after Nina</a> ”	
Dec. 1	<b>Unit 6: A New American Canon?</b>	

	-Octavia Butler – <i>Parable of the Sower</i> (excerpts of Ch 1-3) -Rita Dove – selected poem: " <a href="#">Testimonial</a> "	
	Week 16	
Date	Assignments and Daily Activities	HW Due
Dec. 4	-Final Research Paper Prep Day (peer review, questions, drafting, etc)	
Dec. 6	-Course Wrap-Up / Student Evaluations	
	<b>Final Research Paper due on Tues., Dec. 12<sup>th</sup> at 11:59pm</b>	

## Course Policies

### General Notice:

You must complete *all assignments* to receive credit for this course.

### Attendance:

Attendance is required. Like all lecture-discussion courses, this one needs you! **Missing three 50-minute class periods will result in a lowered course grade; if a student misses more than six 50-minute class periods during a semester, the student will fail the entire course.** \*\*Please note that missing a double-period class counts as two absences. Use your allotted absences wisely (for emergencies, major illness, etc) as you would for any job.

Exemptions from the attendance policy include only those absences involving university-sponsored events, such as athletics and band, and religious holidays. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed. Requirements for class attendance and make-up exams, assignments, and other work in this class are consistent with university policies that can be found at <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

### Tardiness:

If a student enters class after roll has been taken, they are late, which disrupts the entire class. Three (3) instances of tardiness count as one absence.

### Classroom Behavior:

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

- **Technology Use:** Cell phones are strictly prohibited during class; your phones must be set to silent. Students are permitted to use their laptops and/or tablets during class time, as long as this usage is for participating in class discussions or accessing assigned readings.

### UF Statement on Harassment:

The University of Florida is committed to providing a safe educational, working, and residential environment that is free from sexual harassment, discrimination, or misconduct directed towards any and all members of the community: <https://titleix.ufl.edu/about/title-ix-rights/> and <https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/>



**Assignment Submissions & Late Penalty:**

Papers and drafts are due at the beginning of class or online at the assigned deadline; failure of technology is not an excuse for submitting late work.

**\*Work turned in after the given deadline will be considered late and will be penalized by ONE (1) letter grade for every day (Mon.-Sun.) it is late. After the third day, the instructor will no longer accept late assignments for credit. If you need an extension on an assignment, please request one as early as possible.**

**Paper Formatting:**

All papers will be submitted as MS Word (.doc, .docx) documents to Canvas. Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered.

**Paper Maintenance Responsibilities:**

Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.

**Policy on Environmental Sustainability:**

Whenever possible, I will use paper-sparing electronic media to distribute our course materials. Consider purchasing electronic editions of assigned texts when they are available, or used copies of print texts. If you do not elect to keep your print books, consider sharing them with others after the semester ends. (For example, you could donate them to the Alachua County Friends of the Library annual book sale.)

**Academic Honesty:**

UF students are bound by The Honor Pledge: "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/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

- **Definition of Plagiarism:**

A student must not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

- Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
- Self-plagiarism, which is the reuse of the student's own submitted work, or the simultaneous submission of the student's own work, without the full and clear acknowledgment and permission of the faculty to whom it is submitted.
- Submitting materials from any source without proper attribution.
- Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the student did not author.

Each student's work may be tested for its originality against a wide variety of databases by anti-plagiarism sites to which the University subscribes, and negative reports from such sites may constitute proof of plagiarism. If you commit academic dishonesty, you will receive a zero for the assignment, and the instructor may submit the incident to the Dean of Students Office as an Honor Code violation. If you are unsure if what you are doing constitutes academic dishonesty, ask your instructor **before** turning in an assignment. **Important Tip:** You should never copy and paste something from the Internet without providing the exact location from which it came.

### **Writing Studio:**

The University Writing Studio is located in Turlington 2215 and is available to all UF students. Free appointments can be made up to twice a week. Visit <https://writing.ufl.edu/writing-studio/> to learn more.

### **Students with Disabilities:**

Students with disabilities who experience learning barriers and would like to request academic accommodations should register with the **Disability Resource Center** by visiting <https://disability.ufl.edu/students/get-started/> or calling 352-392-8565. In some instances, securing an accommodation letter is not possible, despite experiencing a disability. Therefore, it is important for students to share and discuss their access needs with their instructor as early as possible in the semester.

### **Students in Distress:**

For guidance during distressing situations, please contact **U Matter We Care**, the **Counseling and Wellness Center**, or the **Dean of Students Office**. They can help students navigate resources and academic procedures for personal, medical, and academic issues.

**U Matter We Care:** <http://umatter.ufl.edu>, [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-294-2273 (CARE)

**Dean of Students:** <https://dso.ufl.edu/>, 202 Peabody Hall, (352) 392-1261

**Counseling and Wellness Center:** <https://counseling.ufl.edu/>, (352) 392-1575

**Field & Fork Pantry:** <https://fieldandfork.ufl.edu/>, located near McCarty B, 352-294-2208

**Student Health Care Center:** <http://shcc.ufl.edu/>, multiple locations, (352) 392-1161

### **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.aa.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.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.