

Compassion and the Arts

Fall 2019

Course: IDS 2935, 3G02(16222)

Meeting Times: Tuesday, Period 9-10 (4:05pm-6:00pm) and Thursday, Period 9 (4:05-4:55)

Location: Rinker Hall 106

Credit Hours: 3

Instructor: Amy Bucciarelli, MS, ATR-BC, LMHC

Instructor Office Location: Fine Arts Building D. Rm109

Office Hours: Wednesday 10AM-11AM and by appointment.

Email: *Email instructor **through Canvas** for prompt response to course issues.*

Only as a *back-up*, email: abucciarelli@ufl.edu

Phone: 321-247-7961; ***email through Canvas is best.***

COURSE DESCRIPTION

This course explores three essential questions related to the Examined Life:

1. What is the nature of compassion?
2. How does compassion contribute to quality of life? and
3. What role do the arts play in understanding compassion and in people acting compassionately?

Students will explore these questions through the historical, theoretical, and cultural roots of compassion – or how people respond to human suffering through empathetic action. Works of art, music, performing arts, literature, philosophy, religion, and history will help students reflect on the role of compassion within the human experience. Students will develop a critically informed view of how compassion impacts quality of life and citizenship as a UF student, and beyond.

GENERAL EDUCATION OBJECTIVES AND LEARNING OUTCOMES

This course confers General Education credit for Humanities (H) subject area course and it confers 2000 words toward the Writing Requirement (WR).

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. Students will learn to identify and analyze the key elements, biases and influences that shape thought. The course emphasizes clear and effective analysis and approaches issues and problems from multiple perspectives.

The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. While helping students meet the broad learning outcomes of content, communication, and critical thinking, the instructor will evaluate and provide feedback on students' written assignments with respect to content, organization and coherence, argument and support (when appropriate), style, clarity, grammar, punctuation, mechanics, and APA style. Course grades have two components: the writing component and a course grade. **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. It is not possible to meet the writing requirement and still earn a minimum grade of a C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.

In Compassion and the Arts, these objectives will be met in a variety of ways. Students will investigate the course questions through foundational readings, exemplar works of art (e.g. visual art, music, dance, theater, and creative writing), interactive class discussions, active-learning experiences, written reflections and papers, multi-media presentations, and cultural engagement in the community.

The Quest and General Education objectives will be accomplished through:

1. Evaluation of how individual understanding of compassion impacts citizenship.
2. Critique of how exemplar works of art have communicated about compassion.
3. Assessment of how compassion has been demonstrated through various historical, social, and cultural lenses.
4. Discussion about the relationship between personal beliefs about compassion and the collective experience of compassion.
5. Evaluation of the ethicality of complex issues regarding compassion.

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

STUDENT LEARNING OUTCOMES			
SUBJECT AREA	CONTENT	COMMUNICATION	CRITICAL THINKING
Quest 1	<p><i>Identify, describe, and explain the history, theories, and methodologies used to examine the essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course.</i></p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Identify and explain Historical and cultural examples of compassion. 2. Describe and explain theoretical, philosophical, social, and/or cultural factors that contribute to compassion. 3. Identify and explain works of art that depict or elicit compassion. 	<p><i>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.</i></p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Develop and articulate answers in response to the essential questions that consider personal, universal, and culturally informed ideas of compassion. 3. Understand and utilize arts-based communication to convey ideas of compassion. 4. Present ideas about compassion through class discussions, 	<p><i>Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course. Connect course content with critical reflection on students' intellectual, personal, and professional development at UF and beyond.</i></p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Analyze and evaluate themes of compassion by viewing arts-based cultural works in the community and then write reflections that synthesize course content with personal experience. 2. Create an arts-based compassion project, implement it in the community, and critically evaluate the impact of the project as it relates to the

		writing, and visual and oral mixed-media presentation.	course. 3. Articulate at least one component of compassion that is relevant to the development and experience of an undergraduate student at the University of Florida.
	<u>Related Readings</u> Armstrong, Chapters 1-9	<u>Related Readings</u> Armstrong, Chapter 8 Hult, Chapter 6 Turabian text	<u>Related Readings and Media</u> Armstrong, Chapters 10-13 Edson text <i>The Soloist</i> , Movie <i>The Telling Project</i> Documentary
Assessment of Quest SLOs	<ul style="list-style-type: none"> • Active In-Class Participation (through discussions and active-learning experiences) • Content Accountabilities • Mini Assignment 4: Annotated Bibliography • Mini Assignments 5: Paper Outline • Compassion Research Paper 	<ul style="list-style-type: none"> • Active In-Class Discussions • Mini Assignment 1: Hack the Harn Museum • Mini Assignment 2: Art Show/Performance • Reflective Essay 1 • Compassion Research Paper • Compassion Group Project 	<ul style="list-style-type: none"> • Mini Assignment 1: Hack the Harn Museum • Mini Assignment 2: Art Show/Performance • Mini Assignment 6: Group Project Proposal • Compassion Group Project • Reflective Essay 2
Humanities	<p><i>Identify, describe, and explain the history, underlying theory, and methodologies used in the course.</i></p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Define, describe, and explain compassion. 2. Utilize humanities-based methods and humanistic inquiry to deepen understanding of compassion. 3. Identify ways in which cultural values and personal experience influence perceptions of compassion. 	<p><i>Communicate knowledge, thoughts, and reasoning clearly and effectively.</i></p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Formulate and articulate a personal definition of compassion. 2. Respond to questions about the historical, theoretical, and cultural examples of compassion and articulate meaning in a contemporary context of compassion. 3. Develop and present course-informed ideas about the historical, theoretical, cultural and contextual perspectives of compassion. 	<p><i>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.</i></p> <p>Students will:</p> <ol style="list-style-type: none"> 1. Analyze and evaluate cultural considerations surrounding concepts of compassion especially regarding issues of identity such as: race, class, religious preference, ethnicity, cultural origin, political affiliation, age, and health. 2. Analyze and evaluate the historical, theoretical, and cultural origins of compassion and develop ideas about the application of compassion in a contemporary context. 3. Develop responses to core questions about compassion as they relate to personal, civic, global, and universal values.
	<u>Related Readings</u>	<u>Related Readings</u>	<u>Related Readings and Media</u>

	Armstrong, Chapters 1-9 Hult, Chapter 6	Armstrong, Chapter 8 Turabian text	Edson text <i>The Soloist</i> , Movie <i>The Telling Project</i> Documentary
Assessment of Humanities SLOs	<ul style="list-style-type: none"> • Active In-Class Participation (through discussions and active-learning experiences) • Content Accountabilities • Mini Assignment 4: Annotated Bibliography • Mini Assignments 5: Paper Outline • Compassion Research Paper 	<ul style="list-style-type: none"> • Active In-Class Discussions • Mini Assignment 3: Speaker Event • Reflective Essay 1 • Compassion Research Paper 	<ul style="list-style-type: none"> • Active In-Class Participation • Compassion Group Project • Reflective Essay 2

The Writing Requirement of 2000 words will be accomplished through:

1. Reflective Essay 1 (500-700 words)
2. Reflective Essay 2 (500-700 words)
3. Compassion Research Paper (1000-1200 words)

In order to receive credit for the 2000 words students must:

1. Turn in all written course work counting towards the 2000 words in order to receive credit for those words.
2. The instructor will evaluate and provide feedback on the student's written work with respect to content, organization and coherence, argument and support (when appropriate), style, clarity, grammar, punctuation, mechanics, and APA style (see Writing Rubric below)
3. Students must achieve a satisfactory or better on their writing assignments to receive the writing credit for this course.

WRITING RUBRIC			
	EXCELLENT (A+ to A)	SATISFACTORY (A- to B-)	UNSATISFACTORY (C+ - E)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide well-informed discussion with thorough understanding of sources.	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least 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.
ORGANIZATION AND COHERANCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and clear progression of ideas.	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	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.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation	Documents use persuasive and confident presentation of	Documents make only weak generalizations, providing little

	of ideas, strongly supported with evidence from valid, reliable, and relevant sources. Ideas are clear, thorough, and logical.	ideas, 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.	or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences display complexity and logical sentence structure. Documents display a precise use of vocabulary and sentence structure or a writing style that has excellent word choice and tone appropriate to the context, genre, and discipline.	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences display complexity and logical sentence structure. At a minimum, documents display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	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.
MECHANICS	Papers will feature correct and error-free presentation of ideas. Papers are well edited for spelling, punctuation, and grammar.	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy 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.
APA FORMATTING	Papers have correct APA style throughout including but not limited to: title, student-author's name, running head and headers, page numbers, leveled section headings, paragraph structure, appropriate font size and line spacing, appropriate paraphrasing of sources, in-text citations formatted correctly, extremely limited number (if any) direct quotes, a References page, and proper APA formatting and organization of references.	Papers have evidence of APA style throughout. Most, but not all of the paper is formatted correctly including but not limited to: title, student-author's name, running head and headers, page numbers, leveled section headings, paragraph structure, appropriate font size and line spacing. References are used to substantiate the paper and there is at least some evidence of source paraphrasing, in-text citations, and a limited number of direct quotes. The formatting of these items might be close to correct, but not totally correct. The paper has a References page, and evidence of APA formatting	Papers shows little to no APA style formatting. Maybe a few elements, but not all of the paper is formatted correctly. The paper is missing most or all of these elements including but not limited to: title, student-author's name, running head and headers, page numbers. The paper is poorly organized without: leveled section headings, paragraph structure, appropriate font size and line spacing. The paper indicates few sources or poorly paraphrased sources. In-text citations are not formatted correctly and there is a significant number of direct quotes. A References page is completely missing or has many errors including

		and organization of references, but might not be completely correct.	incorrect APA formatting and poor organization of references.
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REQUIRED READINGS AND COURSE CONTENT

Armstrong, K. (2010). *Twelve steps to a compassionate life*. New York, NY: Anchor Books.

Edson, M. (1999). *Wit: A play*. New York, NY: Farrer, Straus, & Giroux.

Foster, G. (Producer) & Wright, J. (Director). (2009). *The soloist* [Motion Picture]. United States: Dreamworks.

Purdue Online Writing Lab (n.d.). *APA formatting and style guide*. Retrieved from: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Turabian, K. (2010). *Student's guide to writing college papers* (4th ed.), G.G. Colomb, J.M. Williams, and the University of Chicago Press (Eds.). Chicago: Illinois, University of Chicago Press.

Additional required readings and online resources are posted in Course Materials on the course website in Canvas. These required readings will be posted at least one week in advance of the date on which they will be covered. *Class resources, announcements, updates, and assignments will also be made available through Canvas, so please check this site frequently:* <https://elearning.ufl.edu>

RECOMMENDED MATERIALS

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington: DC: American Psychological Association.

GROUP PROJECT MATERIALS

In the last half of the semester, students will work on a group Compassion Project. It is recommended that students budget \$10.00 per person for this project. It is not required to spend this money, but students might want to purchase things such as art supplies, paper supplies, or other small items for the project. Students will be paired in groups of 3-5 students and can combine the money together as a contribution to the group effort. *If for any reason this budget is not feasible for a student, please notify the instructor early in the semester and the student and instructor will work together to make sure this is not a prohibitive factor for the assignment.*

COURSE HOMEPAGE

The course homepage in Canvas (<https://elearning.ufl.edu>) is central to the class. You will access required readings, multi-media, and assignments through the homepage and turn in all assignments to Canvas. It will be updated regularly with announcements and syllabus changes. It is also where you should email your instructor with questions or for support. *Students are responsible for checking Canvas at least every 24 hours for updates. It is highly recommended*

that you set your notifications in Canvas to email or text you alerts for Conversation Messages (Canvas' name for emails), Announcements, Submission Comments, Grades, and Due dates.

COURSE SCHEDULE

All course readings and media for the designated week should be completed before coming to the Tuesday class that week, with the exception of Week 1 when the readings should be done before the Thursday class of that week. Assignments are due by Sunday at 11:59pm on the week they are assigned unless otherwise indicated.

Week	Topic	Readings/Media	Assignments DUE
1 8/20 & 8/22	Introduction to Course and Compassion	<ul style="list-style-type: none"> Read and View all materials in Week 1 Module 	1. Syllabus/ Canvas Navigation Quiz Due 8/22
2 8/27 & 8/29	Religious and Historical Roots of Compassion – Divine examples	<ul style="list-style-type: none"> 12 Steps to Compassion, Ch 1-2 Student’s Guide to Writing Ch 1 Read and View all materials in Week 2 Module 	1. Reflective Essay 1 Due 8/29 by 4:05pm
3 9/3 & 9/5	Religious and Historical Roots of Compassion -Universal Examples	<ul style="list-style-type: none"> 12 Steps to Compassion, Ch 3-5 Student’s Guide to Writing Ch 4 Read and View all materials in Week 3 Module 	1. Mini-Assignment 1: Annotated Bibliography
4 9/10 & 9/12	Philosophical Roots of Compassion	<ul style="list-style-type: none"> 12 Steps to Compassion, Ch 6-9 Student’s Guide to Writing Ch 5 Read and View all materials in Week 4 Module 	
5 9/17 & 9/19	Biological & Psychological Roots of Compassion	<ul style="list-style-type: none"> 12 Steps to Compassion, Ch 10-13 Student’s Guide to Writing Ch 7-8 Read and View all materials in Week 5 Module 	1. Mini-Assignment 2: Research Paper Outline
6 9/24 & 9/26	Philosophical, Historical, and Literary Examples of Compassion	<ul style="list-style-type: none"> Student’s Guide to Writing Ch 9 Read and View all materials in Week 6 Module 	
7 10/1 & 10/3	Twelve Steps to a Compassionate Life	<ul style="list-style-type: none"> Read and View all materials in Week 7 Module 	1. Compassion Research Paper
8 10/8 & 10/10	Listening and Seeing Compassionately through the Arts	<ul style="list-style-type: none"> Whit, read first half Read and View all materials in Week 8 Module 	
9 10/15 & 10/17	Relieving Suffering through the Arts	<ul style="list-style-type: none"> Whit, finish second half Read and View all materials in Week 9 Module 	1. Form groups for Group Project in-class 10/15 2. At least 2 of Mini-Assignments 3-5 Due
10 10/22 & 10/24	Compassionate Action through the Arts	<ul style="list-style-type: none"> Watch the Soloist (full-length movie) Read and View all materials in Week 10 Module 	1. Mini-Assignment 6: Group Project Proposal
11 10/29 & 10/31	Compassionate Resistance through the Arts	<ul style="list-style-type: none"> Read and View all materials in Week 11 Module 	

12 11/5 & 11/7	Empowering Others to Act Compassionately through the Arts	<ul style="list-style-type: none"> • Watch the Telling Project (Documentary) • Read and View all materials in Week 12 Module 	
13 11/12 & 11/14	The Artist's Responsibility in Compassion	<ul style="list-style-type: none"> • Read and View all materials in Week 13 Module 	
14 11/19 & 11/21	Gratitude and Compassion	<ul style="list-style-type: none"> • Student's Guide to Writing Ch8.6 • Read and View all materials in Week 14 Module 	2. All of Mini-Assignments 3-5 Due
15 11/26 & 11/28	Compassion Project Work Week	<ul style="list-style-type: none"> • Read and View all materials in Week 15 Module 	NO CLASS 11/26 THANKSGIVING HOLIDAY 11/28
16 12/3	Final Compassion Project Presentations & Course Conclusions	<ul style="list-style-type: none"> • Read and View all materials in Week 16 Module 	1. Compassion Group Project Due In-Class 2. Peer Review Due 12/3 11:59pm 2. Instructor Evaluations
Finals Week			Reflective Essay 2 Due 12/11 by 8am

Syllabus is subject to change at the instructor's discretion. Please always refer to the Canvas course website for the most up-to-date assignments and due dates.

ASSIGNMENT DESCRIPTIONS

1. **Attendance (10% of total grade)** – Attendance is required for this course. See section below for the full attendance policy.
2. **Active In-Class Participation (5% of total grade)** – This course is an interactive and participatory course, so students are expected to come to class having read the course learning materials prior to class and be prepared to engage in discussion and active-learning experiences. Students who receive an “A” for participation will:
 1. Consistently come to class well-prepared,
 2. Actively initiate and regularly contribute to on-topic discussions,
 3. Offer in-depth analysis of the course material,
 4. Take initiative to investigate and share relevant material that is not explicitly assigned,
 5. Model good classroom citizenship including listening without interrupting, responding to others respectfully and appropriately, no distractions from electronic devices, and promoting classmates to participate,
 6. Ability to engage in teamwork. This course is an active-learning class which requires engaged dialogue, small group work, and hands-on-exercises to facilitate the learning process.
3. **Content Accountabilities (Pop-Quizzes; 5% of total grade)** – Students will show knowledge of the readings and materials assigned for the week through pop-style content accountabilities. There will be a syllabus quiz and eight total content accountabilities throughout the semester. For each content accountability, students will answer five questions (2 pts each) that evaluate the student's review and comprehension of the

assigned materials. Content accountabilities are unannounced, so students should be come prepared for class each week.

4. **Mini Assignments (15% of total grade)** – Students will complete homework assignments that will help engage with the course learning at a deeper level. Some of the mini-assignments will prepare students for their major assignments. Others will engage them in experiential learning outside of the classroom by participating in community events and then engaging in critical reflection about the themes of compassion.
 1. Mini Assignment 1: Annotated Bibliography for Compassion Research Paper – Students will collect a minimum of ten valid and reliable academic sources related to a topic they are interested in exploring for their Compassion Research Paper. They will list the reference source in APA style *and* write a paragraph summary of the reference source. They will repeat that process for *each* of the ten sources (see Canvas assignment for full details and grading rubric).
 2. Mini Assignment 2: Compassion Research Paper Outline – Students will construct an outline for their Compassion Research Paper. The outline will include introductory points, a thesis statement, body sections and topics, and conclusion points (see Canvas assignment for full details and grading rubric).
 3. Mini Assignment 3: Art Show/ Performance – Students will be given a list of approved UF and Gainesville community art show and performances taking place during the course semester that relate to themes of compassion. Students can attend the event of their choice and will write a reflection about that cultural experience within the context of compassion (see Canvas assignment for full details and grading rubric).
 4. Mini Assignment 4: Speaker Event - Students will be given a list of approved UF and Gainesville community speaker events taking place during the course semester that relate to themes of compassion. Students can attend the event of their choice and will write a reflection about that cultural experience within the context of compassion (see Canvas assignment for full details and grading rubric).
 5. Mini Assignment 5: Hack the Harn – Students will do a self-guided tour through the Harn museum that requires them to look at different works of art relating to compassion. They will do a combination of written reflection, photo collage, and sketching for their assignment submission (see Canvas assignment for full details and grading rubric).
 6. Mini Assignment 6: Group Project Proposal – Students will be split into groups of 3-5 people for the Compassion Group Project. Together students will come up with a proposed plan for the Compassion Group Project and present a proposed arts-based project/activity that relates to compassion, an execution timeline, evaluation method for the project, and anticipated outcome from the project (see Canvas assignment for full details and grading rubric).
5. **Reflective Essays (20% of total grade)** – Students will complete two short essays (500-700 words each) that require reflection on personal life experiences related to compassion. Students will write one reflective essay at the start of the course. The second essay will be written at the end of the course and will include integrated course learning to measure growth of thought and intellectual development across the course experience. Because these essays count towards the total word requirement for the Writing Requirement portion of this course, it is important that the essays include original,

sophisticated ideas with thoughtful analysis. They papers must have well-crafted paragraphs, a well-crafted introduction, thesis, body, and conclusion, well-supported claims, and appropriate and effective voice, and APA style formatting (see Canvas assignment for full details and grading rubric).

6. **Compassion Research Paper (20% of total grade)** – Students will write a 1,000 to 1,2000-word research paper examining themes of compassion. Students will deeply and critically examine the works, life, and experiences of an artist, cultural movement, single piece of artwork, or symbols/stories that depict or exemplify ideas of compassion. They will need to make a case for why this is an embodiment of compassion based on theory and practice. They will substantiate their claims with relevant resources. They will also need to discuss implications of this work for communities, society, or humanity. In this paper, art is defined broadly, so students can choose to look at artist, musicians, thespians, dancers, creative writers, or other creative practitioners as approved by the instructor. Because this paper counts towards the total word requirement for the Writing Requirement portion of this course, it is important that the paper includes original, sophisticated ideas with thoughtful analysis. They paper must have well-crafted paragraphs, a well-crafted introduction, thesis, body, and conclusion, well-supported claims, and appropriate and effective voice, and APA style formatting (see Canvas assignment for full details and grading rubric).
7. **Compassion Project & Presentation (worth 25% of grade)** – Students will work in small groups (3-5 people) to propose and execute a compassionate project during the course of the semester. Students will use the ideas and principles from the course to execute an arts-based compassion exploration, initiative, project, activity, or event. Then, student groups will use a Pecha Kucha-style presentation (20 slides, 20 seconds each for a total of 6 minutes) to present the inspiration for their idea, the project itself, and the learning outcomes from the project. Group participation and accountability will be evaluated as part of the grade (see Canvas assignment for full details and grading rubric).

EVALUATION OF GRADES

Assignment	Total Points**	Percentage of Final Grade
Attendance	100	10%
Participation	100	5%
Content Accountability (9)	10 each	5%
Mini-Assignments (6)	100 each	15%
Reflective Essays (2)	100 each	20%
Compassion Research Paper	100	20%
Compassion Group Project	125	25%
	TOTAL	100%

***Most assignments are graded on a 100-point scale but are weighted in Canvas to the appropriate grade percentage.*

GRADING SCALE

Letter Grade	% Equivalency	GPA Equivalency
A	94-100%	4.0
A-	90.0-93.9%	3.67
B+	86.0-89.9%	3.33
B	83.0-85.9%	3.00
B-	80.0-82.9%	2.67
C+	76.0-79.9%	2.33
C	73.0-75.9%	2.00
C-	70.0-72.9%	1.67
D+	69.0-71.9%	1.33
D	65.0-68.9%	1.00
D-	62.0-64.9%	.67
E, I, NG, S-U, WF		0.00

A minimum grade of a C in the course is required for General Education credit. More information about UF grading policies can be found on the website:

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

CLASS ATTENDANCE AND MAKE-UP POLICY

Class attendance is required and expected. Students will be allotted one unexcused absence or two unexcused tardies after which, points will be deducted from the Attendance grade. After that students will lose 5 points per subsequent absence and 2.5 points per subsequent tardy.

In general, reasons for an excused absence from or failure to participate in class include serious illnesses or hospitalization, serious family emergencies, special curricular requirements (e.g. judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition, or debate. Absences from class for court-imposed legal obligations (e.g. jury duty or subpoena) are also excused. Students should submit appropriate documentation for an absence due to any of these reasons within one week of the absence.

Excessive tardiness or leaving early from class will affect your grade. You must be in class at least 40 minutes for each 50-minute segment to get credit for that 50-minute block. Two tardies (entering over 10 minutes late or leaving 10 or more minutes early) will count as one absence as described above.

Students who can demonstrate that they were unable to submit an assignment by the deadline due to an excused absence and who can provide appropriate documentation for the absence in a reasonable amount of time before or after the event will be given a reasonable period of time to make up the late work. Students should work with the instructor to draft a timeline for deadline submissions.

If students miss a class for some (unexcused) reason, they should obtain any material or assignments from another class member *and* email the instructor. Please note class PowerPoint presentations will not be distributed or made available on e-Learning.

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

LATE ASSIGNMENTS

Late assignments will be accepted for Mini Assignments, Reflective Essays, the Compassion Research Paper, and the Compassion Group Project for up to a week after assignments are due. A deduction of 5% of the total assignment points will be deducted per 24-hour period late. After a week, late assignments will not be accepted without a University-approved reason. In-class participation and Content Accountabilities cannot be made up unless the student has a University-approved reason. No late work is accepted for unexcused absences.

CLASS DEMEANOR

As a University of Florida Gator we want to treat other Gators with respect and create a classroom climate that is an effective learning environment for everyone. This means arriving to class on time, being prepared for class and to learn, and behaving in a manner that is respectful to the instructor and to fellow students. To ensure a positive environment, please do not: make complaints publicly (in front of other students); attack the instructor verbally, physically, or in written form; or express reactions in the classroom that would bring harm to other students. Failure to meet the UF Code of Conduct can impact a student's class participation grade or result in referral to the UF Judicial Office. A positive class experience can be made or broken by the approach the students take to the challenges of this course. Students that support each other, show good humor in the face of obstacles, show dedication in the face of setbacks, and show grace when others are not doing as well will help to create a positive communication climate.

Since we will be talking about sensitive issues that relate to race, religion, identity, illness, and ethics in this course, it is possible that students might hold opinions or experiences different than other students. Please respect each other's opinions and unique experiences within the discussions. In learning environments, it is ok to have rich discussions where people agree to disagree, but it should be done respectfully with an academic frame in mind. Conversations that do not contribute productively to the course discussion should be avoided. Throughout this course it will be especially important for each of us to:

- Display respect for all members of the classroom,
- Pay attention to and participate in all class sessions and activities,
- Avoid racist, sexist, or other negative language that may unnecessarily exclude members of our campus and classroom, and
- Avoid unnecessary disruption during class time (e.g. having private conversations, surfing the internet, checking emails, doing work for other classes, making/receiving calls, texting, eating in class, etc.)

Students are expected to behave according to the UF student code of conduct in their classes <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

UNIVERSITY HONESTY POLICY

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://www.dso.ufl.edu/sccr/process/student-conduct-honor-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 in this class.

COURSE EVALUATION

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/>.

STUDENTS REQUIRING ACCOMODATIONS

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. It is ideal to present this paperwork in the first week of the course.

HEALTH AND WELLNESS

Your wellbeing is important to the University of Florida. Please use these health and wellness resources as needed:

- *U Matter, We Care*: If you or a friend is in distress, please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to the student. <https://umatter.ufl.edu>
- *Counseling and Wellness Center*: <https://counseling.ufl.edu/>, 352-392-1575; and the University Police Department 352-392-1111 or 9-1-1 for emergencies.
- *Assault Recovery Services (SARS)*: Student Health Center, 352-392-1161
- *University Police Department*: 352-392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

ACADEMIC RESOURCES

- *E-Learning technical support*, 352-392-4357 (select option 2) or email to learningsupport@ufl.edu <http://helpdesk.ufl.edu>
- *Career Connections Center*, Reitz Union, 352-392-1601. Career assistance and counseling. <https://career.ufl.edu/>
- *Library Support*, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center*, Broward Hall, 352-392-2010 or 352-392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>

- *Writing Studio*, 302 Tigert Hall, 352-846-1138 <http://writing.ufl.edu/writing-studio/> Help brainstorming, formatting, and writing papers. Since this course is a Writing Requirement course, it is highly recommended that students utilize the Writing Studio. Please plan to visit the writing studio *at least* one-week in advance of paper deadlines with an outline or paper draft for assistance.
- *Student complaints On-Campus*: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>