

Compassion and the Arts

Spring 2023

Course: IDS 2935, 1EJ1(22855)

Meeting Times: Tues, Period 5-6 (11:45am-1:40pm) and Thurs, Period 5 (11:45-12:35)

Location Tues & Thurs: AND 0021

Credit Hours: 3

Instructor: Alana Jackson, MS

Office Hours: Tuesday (8:15AM-9:15AM) and by appointment over zoom link.

Email: *Email instructor **through Canvas** for prompt response to course issues.* Only as a back-up, email: ajackson21@ufl.edu

Phone: 352-273-3044

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.

QUEST AND GENERAL EDUCATION

- Quest 1
- Humanities
- Writing Requirement (WR) 2000 words

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.

OBJECTIVES AND LEARNING OUTCOMES

In Compassion and the Arts, Quest and Humanities 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 Humanities 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 & CONNECTION
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. 2. Understand and utilize arts-based communication to convey ideas of compassion. 3. Present ideas about compassion through class discussions, writing, and visual 	<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 blog and critically evaluate the impact of the blog activities

	<p>Related Readings Armstrong, Chapters 1-9</p>	<p>and mixed-media presentation</p> <p>Related Readings Armstrong, Chapter 8 Turabian text</p>	<p>as they relate to the course.</p> <p>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</p> <p>Related Readings and Media Armstrong, Chapters 10-13 Edson text <i>The Soloist</i>, Movie</p> <p><i>The Telling Project</i></p> <p>Documentary</p>
<p>Assessment of Quest SLOs</p>	<ul style="list-style-type: none"> • <i>Active Class Participation (through discussions and active-learning experiences)</i> • <i>Content Accountabilities</i> • <i>Art and Compassion Analysis Paper</i> • <i>Art and Compassion Analysis Paper Peer Review</i> 	<ul style="list-style-type: none"> • <i>Active Class Discussions</i> • <i>Art Experience +Reflection</i> • <i>Reflective Essay 1</i> • <i>Art and Compassion Analysis Paper</i> • <i>Compassion Blog</i> 	<ul style="list-style-type: none"> • <i>Art Experience + Reflection</i> • <i>Compassion Blog</i> • <i>Reflective Essay 2</i>
<p>Humanities</p>	<p><i>Identify, describe, and explain the history, underlying theory, and methodologies used in the course.</i></p> <p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. <i>Define, describe, and explain compassion.</i> 2. <i>Utilize humanities-based methods and humanistic inquiry to deepen understanding of compassion.</i> 3. <i>Identify ways in which cultural values and personal experience influence perceptions of compassion.</i> 	<p><i>Communicate knowledge, thoughts, and reasoning clearly and effectively.</i></p> <p><i>Students will:</i></p> <ol style="list-style-type: none"> 1. <i>Formulate and articulate a personal definition of compassion.</i> 2. <i>Respond to questions about the historical, theoretical, and cultural examples of compassion and articulate meaning in a contemporary context of compassion.</i> 3. <i>Develop and present course-informed ideas about the historical, theoretical, cultural and contextual</i> 	<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><i>Students will:</i></p> <ol style="list-style-type: none"> 1. <i>Analyze and evaluate cultural considerations surrounding concepts of compassion especially regarding issues of identity such as: race, ethnicity, class, religious preference, cultural origin, political affiliation, age, and health.</i> 2. <i>Analyze and evaluate the historical, theoretical, and cultural origins of compassion and develop ideas about the application of</i>

	<i>Related Readings Armstrong, Chapters 1-9</i>	<i>perspectives of compassion. Related Readings Armstrong, Chapter 8 Turabian text</i>	<i>compassion in a contemporary context. 3. Develop responses to core questions about compassion as they relate to personal, civic, global, and universal values. Related Readings and Media Edson text The Soloist, Movie The Telling Project Documentary</i>
Assessment of Humanities SLOs	<ul style="list-style-type: none"> • <i>Active In-Class Participation (through discussions and active-learning experiences)</i> • <i>Content Accountabilities</i> • <i>Art and Compassion Analysis Paper</i> • <i>Art and Compassion Analysis Paper Peer Review</i> 	<ul style="list-style-type: none"> • <i>Active In-Class Discussions</i> • <i>Reflective Essay 1</i> • <i>Art and Compassion Analysis Paper</i> 	<ul style="list-style-type: none"> • <i>Active In-Class Participation</i> • <i>Compassion Blog</i> • <i>Reflective Essay 2</i>

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 (1000-1500 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-	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at	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.

	informed discussion with thorough understanding of sources.	least an adequate discussion with basic understanding of 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 of ideas, strongly supported with evidence from valid, reliable, and relevant sources. Ideas are clear, thorough, and logical.	Documents use persuasive and confident presentation of 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.	Documents make only weak generalizations, providing little 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	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

		do not muddy the paper's argument or points.	
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 and organization of references, but might not be completely correct.	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 information, 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 incorrect APA formatting and poor organization of references.

- The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.
- The instructor will evaluate and provide feedback before the end of the course on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
- WR course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

REQUIRED READINGS AND COURSE CONTENT

Books

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

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

Turabian, K. (2010 **OR** 2019). *Student's guide to writing college papers* (4th ed. **OR** 5th ed.), G.G. Colomb, J.M. Williams, and the University of Chicago Press (Eds.). University of Chicago Press.

Movie Rentals *Students will need to budget \$10.00-15.00 for movie rentals available on streaming services.*

Foster, G. (Producer) & Wright, J. (Director). (2009). *The soloist* [Motion Picture]. Dreamworks. Marquand, R. (Director) & Kasdand, L. & Lucas, G. (Screenplay Writers). (1983). *Star wars:*

Return of the jedi. [Motion Picture]. Lucasfilm, Ltd.

Heller, M. (Director). (2019). *A beautiful day in the neighborhood.* [Motion Picture]. Sony Pictures.

OR

Neville, M. (Director). (2018). *Won't you be my neighbor?* [Motion Picture]. Focus Features.

Other films or media may be substituted or included at the discretion of the instructor to meet learning goals. If for any reason this movie 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 course.

Online Free Resource

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/ge_ernal_format.html

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

Book

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

BASIC ART SUPPLIES

Throughout the semester, students will engage in visual art activities for the Compassion Blog assignments. Students will need to have access to basic artmaking supplies including:

- Blank, unlined paper approx. 8" X 11 1/2" or larger (like printer paper or a sketchbook. Alternatively, you could use recycled cardboard from cereal boxes, shipping boxes, or paper bags from the grocery store); 10-15 sheets
- Pencil and/or pen
- 5 or 6 different colored pens, colored pencils, markers, crayons, and/or oil pastels
- Old magazines and/or "junk mail" that has pictures like printed ads or catalogues (for cutting- up and making collage. Alternatively, you could print images from a computer.)
- Glue, glue stick, and/or tape
- Pair of scissors

*If you will have a problem obtaining these supplies by the second week of classes, please email the instructor **during the first week of class**. The student and instructor will work together to make sure this is not a prohibitive factor for the arts engagements.*

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://ufl.instructure.com/courses/448189>

CANVAS ELEARNING PORTAL

The course portal in Canvas is central to the class. You will access required readings, multi-media, and assignments through the course portal and turn in all of your assignments to Canvas. The portal 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 alerts for Conversation Messages (Canvas' name for emails), Announcements, Submission Comments, Grades, and Due Dates.

The UF online eLearning system Canvas works most functionally on a PC or Mac laptop or desktop computer. You will also need to have a webcam or built-in video function to be able to be seen for any virtual class meetings.

Your internet speed will also be important for accessing Canvas, watching videos, and uploading video content which will be required throughout the semester. We have noticed that internet less than 3mps upload and 30 mps download will run slow and give you problems with the Canvas interface and course requirements.

STUDENT EXPECTATIONS

The course is a sequential course (meaning we have a set meeting time each week, where you will attend class). There are also set deadlines each week. Any course requires personal time-management and attention to deadlines. The course is three credits, and is 16-weeks long. As a student you should expect 2-3 hours of work outside of classroom time per 1 credit in a course. **Since this is a three-credit course you should anticipate spending 6-9 hours per week on assignments outside of class.** This time will be split between reading and watching course material, working on the Creative Blog, attending an arts experience, researching for your papers and writing your course papers. The amount of time per week will vary. Some weeks you will have much less than 6 hours of work and other weeks you might have more depending on what is assigned, what is due, and how you manage your time.

See the next page for the course schedule.

COURSE SCHEDULE

All course readings and media should be completed before coming to class on the day designated in Canvas. All assignments due on Tuesday/Thursdays are due by 11:45 before class. All other assignments are due at 11:59pm on the day assigned due.

Week	Topic	Readings/Media	Assignments DUE
1	Introduction to Course and Compassion	<ul style="list-style-type: none"> • Purchase all course books • Read the syllabus, Unit 1 and Home page materials 	1. Syllabus/ Canvas Navigation Quiz 2. Choose work of art
2	Introduction to Compassion and How to Look at Art <i>How does art demonstrate/ inspire compassion?</i>	<ul style="list-style-type: none"> • Purchase all course books • Read the syllabus and Home page materials • Preview Unit 2 Module 	In class presentation of chosen art
3	Introduction to Compassion and How to Look at Art <i>How is compassion contextualized within art?</i>	<ul style="list-style-type: none"> • Read and view all materials assigned in Unit 2 Module Read 12 Steps to a Compassionate Life pg. 3-24 (Armstrong, 2010) Watch Let's Revive the Golden Rule (9:39; Armstrong, 2009)	
4	Learn About Compassion – Part 1 <i>What are the historical, cultural, spiritual and other theoretical influences of compassion?</i>	<ul style="list-style-type: none"> • Read and view all materials assigned in Unit 3 Module Read 12 Steps Chapter 1, pg. 25-45 Read Student's Guide pg. 129-138: 4 th ed (Turabian, 2010) OR pg. 148-157: 5 th Ed (Turabian, 2019) Review course Writing Guide and APA style on CANVAS	
5	Learn About Compassion – Part 2	<ul style="list-style-type: none"> • Read and view all materials assigned in Unit 4 Module Read 12 Steps Chapter 1, pg. 45-64 Read Student's Guide pg. 44-55; 56-62 (4 th Ed) OR 52-64; 65-73 (5 th Ed)	1. Reflective Essay 1 2. Compassion Blog Set-Up/ Blog 1

6	<p>Look At Your Own World</p> <p><i>How can the arts be used as a vehicle for self-reflection, compassion, and holistic wellbeing?</i></p> <p><i>What does compassion look like through a systems approach?</i></p>	<ul style="list-style-type: none"> • Read and view all materials assigned in Unit 5 Module <p>Read Student's Guide pg. 63-82 (4th ed) OR 74-94 (5th Ed)</p> <p>Read 12 Steps Chapter 2, pg. 65-74</p>	Compassion Blog 2
7	<p>Compassion for Yourself</p> <p><i>What are some of the philosophical origins of compassion?</i></p> <p><i>What psychological mechanisms of compassion can you identify?</i></p>	<ul style="list-style-type: none"> • Read and view all materials assigned in Unit 6 Module <p>Read 12 Steps Chapter 3, pg. 75-90</p> <p>Read Student's Guide pg. 83-86; 89-98 (4th ed) OR 95-100; 101-109 (5th Ed)</p> <p>View Star Wars: Return of the Jedi (2:14:00) and complete analysis</p>	
8	<p>Empathy</p> <p><i>How do the arts use empathy to connect people to compassion?</i></p> <p><i>How can behavior be observed through an empathic lens?</i></p>	<ul style="list-style-type: none"> • Read and view all materials assigned in Unit 7 Module <p>Read 12 Steps Chapter 4, pg. 91-104</p> <p>Read Student's Guide pg. 115-128 (4th ed) OR 143-146; 133-142 (5th Ed).</p>	<ol style="list-style-type: none"> 1. Compassion Blog 3 2. Analysis Paper Draft 1
9	<p>Mindfulness</p> <p><i>How is mindfulness applied in contemporary practices of compassion?</i></p> <p><i>How is nature/ the environment connected to compassion?</i></p>	<ul style="list-style-type: none"> • Read and view all materials assigned in Unit 8 Module <p>Read 12 Steps Chapter 5, pg. 105-109</p> <p>Read Student's Guide pg. 129-138 (4th ed) OR 148-157 (5th Ed).</p>	<ol style="list-style-type: none"> 1. Update Compassion Blog 3 2. Paper Peer Review

WEEK 10: SPRING BREAK

11	<p>Action & How Little We Know</p> <p><i>How are compassion and action connected?</i></p>	<ul style="list-style-type: none"> • Read and view all materials assigned in Unit 9 Module <p>Read 12 Steps Chapter 6-7, pg. 110-130</p>	Compassion Blog 4 Final Peer Review
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12	<p>Speaking to One Another & Concern for Everyone</p> <p><i>How might listening be a compassionate act?</i></p> <p><i>How can the arts contribute to transcending held perspective?</i></p>	<ul style="list-style-type: none"> • Read and view all materials assigned in Unit 10 <p>Read 12 Steps Chapter 8 & 9, pg. 131-155</p> <p>View: An Introduction to StoryCorps (2:59) & choose 3 stories to listen to</p>	Compassion Blog 5
13	<p>Knowledge & Recognition</p> <p><i>How does arts engagement serve as a tool for compassion, and for whom?</i></p>	<ul style="list-style-type: none"> • Read and view all materials assigned in Unit 11 <p>Read 12 Steps Chapter 10-11, pg. 156-176</p> <p>Watch The Soloist (1:57:00)</p> <p>Read article and interview: "Ceramic artist confronts stigma against the homeless community"</p>	Compassion Blog 6
14	<p>Compassion in the face of COVID</p> <p>Compassion in Healthcare</p> <p><i>How are accessibility, health disparity, and globalization connected to compassion?</i></p>	<ul style="list-style-type: none"> • Read and view all materials assigned in Unit 12 and 13 <p>Review "When the World Turns Black" article</p> <p>View DanceGathering2020 Excerpts and complete reflection guide (50:35)</p> <p>Read W;t pg. 1-42 (Edson, 1999)</p>	Art Experience + Reflection
15	<p>Compassion in Healthcare</p> <p>Love Your Enemies + A Last Word</p> <p><i>How is compassion encountered in a healthcare setting?</i></p> <p><i>How are art therapy and arts in health connected to compassion in health environments?</i></p>	<ul style="list-style-type: none"> • Read and view all materials assigned in Unit 13 <p>Read W;t pg. 42-85</p> <p>Read 12 Steps Chapter 12 & 13, pg. 131-142; 143-155</p>	Compassion Blog 7 Reflective Essay 2
16	<p>Gratitude</p> <p><i>What comes after the 12 steps towards compassion?</i></p>	<ul style="list-style-type: none"> • Review Charter for Compassion • Wrap up/ Evals 	

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. Active In-Class Participation (15% of total grade)—This course is an interactive and participatory course, so students are expected to come to class having viewed and completed the course assignments and learning materials prior to class and be prepared to engage in discussion and active-learning experiences. There will be opportunity for student self-reflection and instructor reflection accounted at two points in the semester (~ every 5 weeks), and a rubric is provided within CANVAS incorporating the following. Students who receive an “A” for participation will:

1. Attend all classes, not missing more than 2 classes or being tardy more than 4 times (see **Class Attendance and Make-Up Policy** section below),
2. Consistently come to class well-prepared,
3. Actively initiate and regularly contribute to on-topic discussions,
4. Offer in-depth analysis of the course material,
5. Take initiative to investigate and share relevant material that is not explicitly assigned,
6. Model good classroom citizenship including listening without interrupting, responding to others respectfully and appropriately, no distractions from electronic devices, and promoting classmates to participate,
7. 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.

2. Content Accountabilities (8 Pop-Quizzes; 10% of total grade)— Students will show knowledge of the readings and materials assigned for the week through pop-quiz 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.

3. Art Experience+ Reflection (10% of total grade)—Students will reflect on approved local, regional, and international community art show and performances taking place during the course semester that relate to themes of compassion. These events may be in-person events or virtual events. Students should use their discretion in choosing what type of event to attend given their level of comfort with being in public spaces due to the COVID-19 Pandemic. If the student attends a live event the student should take appropriate precautions to maintain personal safety. 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. Compassion Blog (10 Blog Assignments;15% of total grade)—Students will complete art-based and active-learning activities that will help engage with the course learning at a deeper level. The blog will include an activity, documented evidence of the student completing the activity, and reflective writing by the student about the activity as

it relates to compassion. Each blog post will be submitted to a Discussion in the course so that other students can view the blog and make comments. These assignments also aim to build community among students in the online learning environment (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 near 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. The content of these papers includes well-crafted paragraphs, 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. Art and Compassion Analysis Paper (25% of total grade)—Students will write a 1,000 to 1,500-word research paper examining themes of compassion. Students will deeply and critically examine a work of art to understand its importance within the discussion of compassion. The student will evaluate meaning of the artwork, the influence of the artist, corresponding cultural movements, and historical context. Students will substantiate their claims with valid and relevant resources. They will also discuss implications of the work for communities, society, or humanity. In this paper, art is defined broadly, so students can choose to look at visual art, music, theater, dancer, creative writing, or other creative works. Students will select their work of art from an instructor approved list in Canvas. Students will submit their paper in three scaffolded assignments:

1. Paper Submission1 (Draft) (25 points)
2. Peer Review (25 points)
3. Final Paper (100 points)

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. A paper integrating learning includes 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).

EVALUATION OF GRADES

Assignment	Total Points**	Percentage of Final Grade
Participation	100	15%
Content Accountability (8)	10 each	10%
Art Experience + Reflection	100	10%
Compassion Blog (10)	100 each	15%
Reflective Essays (2)	100 each	20%
Art & Compassion Analysis Paper	100	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 to class meetings whether in person or virtual is required and expected. Attendance will be taken and recorded each class in CANVAS. Students will be allotted two unexcused absence or four 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. professional conferences or interviews – with instructor approval), 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, and the Compassion Research Paper 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 seven days, 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.

SUBMITTING ASSIGNMENTS

Naming Your Documents: When naming your assignment documents, the following format *must always be used*: Assignment Name_Your last name First initial. For example: ResearchPaper_SmithJ.

Formatting Style for Documents: All work submitted must use APA formatting. Please do not turn in documents of any kind unless they include document formatting (such as name, date, title, and page numbers). You may also need to include in-text citations, and reference lists when appropriate for the assignment.

Be sure to properly cite all sources that you quote or paraphrase. See the online APA Style Guide at the Purdue Online Writing Lab (OWL): <http://owl.english.purdue.edu/owl/section/2/10/> For the recommended course text: *Publication manual of the American Psychological Association*. Be careful to know that formatting from other sources, especially automatic formatting software such as Google Scholar, may not be reliable and students will be marked-off for improper formatting.

Grading Feedback from Instructor: Assignments will have a rubric that the instructor will use to evaluate students' grades. Rubrics for assignments can be found directly under the assignment instructions.

The Instructor will potentially leave grading feedback in five places:

1. Assignment Rubrics,
2. Submission Comments,
3. Quiz Comments,
4. In-text annotated feedback in the text of the document submitted, and/or
5. Track changes in an uploaded Word document.

*Students are responsible for checking **all** of these places to benefit from instructor feedback. Your future grade may be dependent on reading this feedback and making appropriate adjustments to future assignments.*

COURSE COMMUNICATIONS

It is the student's responsibility to communicate with the instructor promptly concerning any circumstances that might affect participation in the course. Please do not let any questions or concerns go unattended. It is the instructor's intention to respond to all e-mail communication within 24-48 hours during weekdays. ***It is important to email the instructor through the Canvas feature as the instructor prioritizes these emails.***

Netiquette/Communication Courtesy: Written communication and electronic interaction are central to online learning. All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and other

communication structures. Students are expected to understand the common principles of netiquette. Additionally, please check spelling, grammar and formatting as appropriate.

Canvas Notifications: It is strongly recommended that students set their Canvas notifications to alert them by email to the following course communications from the Instructor:

1. Announcements,
2. Submission Comments, and
3. Conversations (Canvas emails).
4. Grades, and
5. Due Dates

Students can do this by clicking on their Avatar on the left navigation bar > Click Notifications > and make sure that the checkmark icon is toggled green under the appropriate functions. *Students will be responsible for timely responses to these Instructor communications even if they don't set their notifications.*

General Course Questions Before asking general questions of the instructors, be sure to check the syllabus, the course Canvas website, Announcements, and the Student-to-Student Discussion, as your instructor will direct you to these sources. If your question is specific to your own work, progress, circumstances, grade, or is personal in nature, please email the instructor privately using the mail function in Canvas.

Office Hours Students are *highly* encouraged to attend office hours with the instructor at least once during the semester. Office hours are held weekly via Zoom (see link in CANVAS). Office hours can be useful to: Get to know your faculty member and ensure they are getting to know you as a student, talking through issues that are confusing or unclear from class, getting assistance with writing assignments in advance of the assignment deadline, following-up after an assignment has been graded to ask questions and learn how to improve for future assignments, to ask questions about course content that there wasn't time for in class, and talking to your faculty member about future goals that might relate to course content or their area of expertise. If you have class during the instructor's office hours, please email through Canvas and request an alternate meeting time.

Student-to-Student Questions This course has the option to use a Discussion for student-to-student questions. This Discussion board will **not** be monitored closely by the Instructor, although the Instructor might check-in from time-to-time. This Discussion board is for you to have conversations and support with your peers outside of the course assignments. Past students have used this discussion board to ask each other technical tips-and-tricks, study advice, and to garner generalized support and encouragement among the cohort. If your question is time-sensitive and relates to a grade, please email your instructor privately through the Canvas feature.

TECHNICAL ASSISTANCE

If you have difficulty accessing online course materials, submitting assignments, or using any component of the online environment, please contact the Help Desk at helpdesk@ufl.edu, 352- 392-4357—select option 2, and/or <http://helpdesk.ufl.edu>. If a technical problem affects an assignment deadline, you must provide the instructor with the ticket number and record provided to you by the UF Help Desk documenting your request for assistance. Only when extenuating circumstances are present or if the help desk could not resolve a timely request for assistance will an extension of a deadline be considered. E-mail the instructor within 24 hours of the technical difficulty if you wish to request an extension or make-up.

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 showing for 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. This helps to ensure a positive environment. Please adhere to the UF Code of Conduct. A positive class experience can be made by the approach the students take to the challenges of this course.

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 negative language that may unnecessarily exclude members of our campus and classroom, and
- Avoid unnecessary disruption during class time

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

RECORDING AND VIDEO PRIVACY

The class meetings in this course are not planned to be recorded. In the event that the instructor needs to record the class, the instructor will announce the intent to record. Students who participate with their camera engaged or utilize a profile image are

agreeing to have their video or image recorded. During any online sessions, if you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

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.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.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.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 someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care [website](#) to refer or report a concern and a team member will reach out to the student in distress.
- **[Counseling and Wellness Center](#)**: Visit the Counseling and Wellness Center [website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- **[Student Health Care Center](#)**: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center [website](#).
- **[University Police Department](#)**: Visit UF Police Department [website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- **[UF Health Shands Emergency Room / Trauma Center](#)**: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center [website](#).
- **[GatorWell Health Promotion Services](#)**: For prevention services focused on optimal wellbeing, including Wellness Coaching, visit the GatorWell [website](#) or call 352-273-4450.

ACADEMIC RESOURCES

- **[E-learning technical support](#)**: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- **[Career Connections Center](#)**: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- **[Library Support](#)**: Various ways to receive assistance with respect to using the libraries or finding resources.
- **[Teaching Center](#)**: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- **[Writing Studio](#)**: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- **[Student Complaints On-Campus](#)**