

# IDH 2930 (un)common read - When

## I. Course Information

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(un)common read IDH2930, Course number 26338

Fall 2020

Meeting Day/Time: Monday 4<sup>th</sup> period (10:40-11:30am)

This class is delivered synchronously online via Zoom at the above times. Links to the Zoom sessions and course material, including any updates to the syllabus, will be available from the Canvas course site. The [UF Help Desk](#), 352-392-4357 can help resolve technical issues, but also notify the instructor of any problems such as difficulty accessing Canvas or a slow internet connection.

### **Instructor**

Instructor: Selman Hershfield, [selman@ufl.edu](mailto:selman@ufl.edu) (preferred method of communication outside class time)

Office location: 2138 NPB

Office hours: Office hours will be determined by a poll during the first class. Appointments can always be made for times outside of the regular office hours.

Phone: (352) 392-9387

### **Required Course Materials (to purchase/rent)**

Daniel H. Pink, "When: The Scientific Secrets of Perfect Timing," Riverhead Books, New York, NY (2018). ISBN 9780735210639 for paperback version

### **Course Description**

If you are like me, you have had a much less structured schedule since March because of the coronavirus epidemic. This has given me (and perhaps yourself) a chance to think about how I would like to structure my time on a daily, weekly, and longer time scale. While in physics there is no difference between the time interval from 8am-9am and that from 8pm-9pm, for people there often is with "morning people" being more awake at 8am and "evening people" being more awake at 8pm. This is an (un)common reads course on the above book by Daniel Pink. In this book he presents some scientific evidence of time being nonuniform for people and gives many examples of why "when" matters. This includes both individual and group behavior on time scales from a day all the way up to an entire lifetime.

We will go through the six major topics in the book listed in the next section, discuss the text in class and do activities on our own as well as in groups. The book itself is quick read – only 218 pages, but the value is in thinking about the topics and applying them to our lives. This is not a book on time management. Rather, it is about going with the natural flow of time for people and making the most of it. While as the title suggests some scientific evidence is presented, much of the information is anecdotal. You should feel free to disagree with the book in our discussions. Each of us is different and experiences time in a unique way.

## II. Coursework & Schedule

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### Course Structure

The book is divided into 6 major topics:

1. Biological clocks: Some people are “larks” or morning people and others are “owls” and like to work late into the night. Most people have a low energy state sometime in the middle of the day.
2. Breaks: Taking a step away from the task at hand whether through a walk, a discussion, or a nap can re-energize you.
3. Beginnings: When one starts during the day or during the year effects the outcome. One can restart, as many of us do with New Year’s resolutions.
4. Midpoints: The middle of a task, a career, or a life frequently has low points where it appears nothing is moving forward. How can one overcome that?
5. Endings: How a project or a movie ends frequently determines how we remember it.
6. Synching: How do groups work together in time so as to achieve a common goal?

For each of these topics there will be a discussion of the studies and anecdotes. The book also has a set of practical recommendations of things to try, which the author calls time hacks. We will spend two class periods on each of these six major topics. In the first class period we will discuss the reading. You should feel free to agree or disagree with any of the points raised in the book. As noted earlier, we are all different and what works for one person may not work for everyone.

In the second class period we will try some applications of the ideas in the book. This may mean that in between the first and second class we try something individually, or it may mean that we have small group activities during the second class.

The last chapter is short and will be discussed during the last class, where we will also share our overall impression of what we have learned in the course. There is no final exam.

### Assignments

During the first class on Aug. 31 there will be a signup sheet, where students will volunteer for helping to lead two of the above  $2 \times 6 = 12$  class periods by (i) developing questions for discussion for the first period on a topic or (ii) developing activities for the second period on a topic. This will result in two or three students leading each class. The instructor will help keep things moving and fill in if need be, but this is primarily a student led class.

Discussion topics are due the Sunday before class. It is best if the group of students responsible for a class work together prior to submitting discussion questions and topics, but I understand that work frequently gets submitted right before the due date (see Midpoints).

Activities are to be presented in the Monday class before they are due so that everyone can do them (if necessary) between the first and second class on a topic. Some of the activities may require you to upload information to Canvas before class.

### Grading

Your grade is weighted by 30% for each of the class periods that you help lead, and 40% for participation during class. You should receive full credit for each component if you read the book, come prepared for class including doing any activities outside of class, and participate in classroom discussions. With a

class size of approximately 15 students, you may not get a chance to talk to the class a whole, but we will be having Zoom breakout sessions, where you will be able to share your thoughts and experiences. Scores will be posted to Canvas on a regular basis.

## **Etiquette**

In this class we will be talking about how we spend time. Thus, there will some personal information. It is expected that everyone is to be treated with respect. There will be differences between people. We should respect those differences - not ridicule them.

For example, I am an extreme morning person. I get going at 5 or 5:30am, which by most people's standard is way too early. My colleagues are surprised to get e-mails from me at that early hour. On the other hand, I am surprised to get e-mails from some of them at 1am in morning. Rather than poke fun of each other, we can make this work to our advantage by having the late night person work on a proposal in the evening, and the morning person work on it in the morning.

## Weekly Course Schedule

Date	Topic	Reading Before Class
Aug. 31	Course Introduction	
Sept. 14	Discussion: Biological Clocks	Pages 1-48
Sept. 21	Application: Biological Clocks	
Sept. 28	Discussion: Breaks	Pages 49-86
Oct. 5	Application: Breaks	
Oct. 12	Discussion: Beginnings	Pages 87-114
Oct. 19	Application: Beginnings	
Oct. 26	Discussion: Midpoints	Pages 115-144
Nov. 2	Application: Midpoints	
Nov. 9	Discussion: Endings	Pages 145-176
Nov. 16	Application: Endings	
Nov. 23	Discussion: Synching	Pages 177-210
Nov. 30	Application: Synching	
Dec. 7	Discussion: Language about Time Course Wrap-up	Pages 211-218

### III. Required Policies

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#### Statement on Attendance and Participation

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

#### Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100% of possible points		C	74 – 76%
A-	90 – 93%		C-	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B-	80 – 83%		D-	60 – 63%
C+	77 – 79%		F	<60

#### Students Requiring Accommodation

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) 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.

#### UF Evaluations Process

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/>.

#### 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 or TAs in this class.

## **Counseling and Wellness Center**

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

## **The Writing Studio**

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at

<http://writing.ufl.edu/writing-studio/>.

## **Online Privacy**

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. 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.

## **Additional Resources**

The course Canvas site has a listing of additional Health/Wellness and Academic Resources available to UF students.