**ASCC Arts and Humanities 1 Panel**

Approved Minutes

Wednesday, March 17th, 2021 9:00AM – 10:30AM

CarmenZoom

**Attendees**: Anderson, Blackburn, Hilty, Koehnlein, Oldroyd, Staley, Steinmetz

1. Approval of 03/03/21 Minutes
	* Staley, Blackburn, **unanimously approved**
2. First-Year Seminar – Sellman & Schoon
	* **Please update the Disability Statement (as found on page 3 of the syllabus) to the most up-to-date version, which can be found on the ASC Curriculum and Assessment Services website at** [**https://asccas.osu.edu/curriculum/syllabus-elements**](https://asccas.osu.edu/curriculum/syllabus-elements) **.**
	* *The Panel recommends clarifying the assignments, specifically the summary papers. Are these summary papers the midterm and final paper? The Panel also suggests putting these assignments on the syllabus calendar, so students can best plan out their semesters.*
	* *The Panel recommends changing the sentence “At the end of each of the two TV series, students may write a short (2-3 page) summary of what they learned” as found on page 2 of the syllabus under Course Policies. They feel as if using the word “may” in that sentence will cause students confusion about whether or not these assignments are optional and/or if they affect the student’s overall grade in the course.*
	* Koehnlein, Staley, **unanimously approved** with **one contingency** (in bold above) and *two recommendations* (in italics above)
3. First-Year Seminar – Anich
	* **The Panel would like the syllabus to indicate what the threshold is for a student to receive a grade of “S” within the course in order for students to understand how they receive credit for the seminar.**
	* **The Panel would like to see further explanation about how the attendance, participation and journal assignments are graded while also providing additional information about these assignments, which are listed on page 1 of the syllabus.**
	* *The Panel would like to suggest placing the course assignments within the course calendar so students have clear expectations of deadlines and how best to plan their semester.*
	* Staley, Koehnlein, **unanimously approved** with **two contingencies** (in bold above) and *one recommendation* (in italics above)
4. Medieval and Renaissance Studies 2610 (existing course with GE Cultures and Ideas; requesting 100% DL)
	* **The Panel would like to see additional clarification around the course’s two different grading scales (as found on pages 7 and 8 of the syllabus), as they are unsure how assignments will be graded. In particular, they would like clarification around, for example, whether an 89.5% will receive a grade of both an A- and B+. Also, a D- is not an option for a final grade in the course and should be removed.**
	* **On page 2 of the syllabus, under the “This course fulfills GE” Cultures and Ideas” section, the syllabus does not explain how it will fulfill the GE ELOs. Please add an explanation as to how this course will fulfill each of the GE ELOs.**
	* *The Panel recommends providing clarification around paper revisions, as discussed on page 5 of the syllabus. They feel as if it is not entirely clear if these revisions are required assignments or optional assignments to simply improve upon a student’s grade.*
	* *An explanation of how to craft a cover sheet is listed twice within the syllabus (on pages 5 and 10). The Panel recommends removing one of these references.*
	* Staley, Blackburn, **unanimously approved** with **two contingencies** (in bold above) and *two recommendations* (in italics above)
5. English 2291 (existing course with GE Cultures and Ideas; requesting 100% DL)
	* **On page 1 of the syllabus, there is mention of no prerequisite for the course. The prereq for the course is English 1110, therefore the Panel would like to see this added to the syllabus.**
	* *The Panel recommends adding the exam dates to the syllabus, either to the description of the assignments (on pages 5 and 6) and/or to the course calendar (on pages 10-22).*
	* *The Panel recommends removing the old, outdated Disability statement as found on page 6 of the syllabus, as the correct and up-to-date statement is later in the syllabus, on pages 9 and 10.*
	* *The Panel mentions that this course has been selected to be offered as all course lengths, and would like to suggest you consider whether or not this course could be feasibly taught in a 4-week format.*
	* Koehnlein, Blackburn, **unanimously approved** with **one contingency** (in bold above) and *three recommendations* (in italics above)
6. English 4592 (existing course requesting 100% DL)
	* *The Panel recommends delineating the course grading percentages further (as found on pages 4 and 5 of the syllabus), specifically regarding the discussion post/informal writing section, as they feel as these assignment types are distinct enough to warrant their own percentage.*
	* *The Panel recommends removing the old, outdated Disability statement as found on page 7 of the syllabus, as the correct and up-to-date statement is later in the syllabus, on page 11.*
	* Blackburn, Koehnlein, **unanimously approved** with *two recommendations* (in italics above)
7. History 8550 (existing course requesting 100% DL)
	* **Please replace the old, outdated Academic Misconduct statement (as found on page 3 of the syllabus) with the current, most up-to-date statement. This statement can be found on the ASC Curriculum and Assessment Services website at** [**https://asccas.osu.edu/curriculum/syllabus-elements**](https://asccas.osu.edu/curriculum/syllabus-elements) **.**
	* *The Panel recommends separating the grading of active participation and providing constructive critiques (as found on page 5 of the syllabus) into two separate sections.*
	* *The Panel suggests changing the color of assignments in the syllabus from red to a different color, as red is also used for section titles and believe students may have a difficult time traversing the syllabus.*
	* Koehnlein, Staley, **unanimously approved** with **one contingency** (in bold above) and *two recommendations* (in italics above)