

Title
Course #
Credit Hours
Class meeting

The Ohio State University
Department/School
pre-requisite requirements

Title

I. Course Description

With the student in mind, provide a brief synopsis of what will happen in the course and the general content.

II. Course Objectives

What are the main goals of the course? If you are proposing a GEC (General Education Curriculum) course for the Arts and Humanities, 367, or Social Diversity Category how and what does this course specifically address? As well, answer #4 on the **GEC New Course Proposal**, and incorporate some of that verbiage into the syllabus.

III. Course Content and Procedures

Explicitly describe all aspects of the course, including expectations, special assignments, presentations, classroom participation, etc.

IV. Requirements and Evaluation

This can include percentages of what was described in III.

As well, describe all of your assignments and the expectations of each assignment.

Incorporate the assignments/tests/exams/papers/etc. into the course outline.

V. Grading Scale—required of all classes

Breakdown of percentages into letter grades, any caveats that are unique to your course (e.g. for every absence after three, your grade will be dropped by one full letter grade, i.e. from a B to a C.; if participation counts 10% or more, explain what is expected, etc.)

Note: you cannot drop a grade by $\frac{1}{2}$ a letter, only by $\frac{1}{3}$ with our grading system of + and -.

Note: if you include participation as part of your course, please include a statement similar to the following:

Discussion/Participation

Discussion requires more than just talk. You should pay attention and listen to others, ask questions of your peers and the instructor, engage your peers in student-to-student cross talk, take responsibility for picking up the dialogue when we hit silences or points of disagreement, and help keep the conversation on track. This will help keep the discourse

in the class moving in a democratic direction, where a variety of ideas, theories, and interpretations coexist and help inform one another.

Your participation includes being prepared and offering thoughtful comments throughout the course. Participation also means that you give your full attention during the class discussion, individual and group presentations and guest lectures, and asking questions and provide feedback afterward.

Discussion, participation, active engagement in the course materials, and characteristics of comments will be assessed each class session. Failing to pay attention, not contributing to discussions, or exhibiting distracted or distracting behavior (including, but not limited to, using electronic devices for non-course related activities, reading or engaging in discussion about non-course related material, or acting inappropriate with, or having disregard for, students, guests, or the instructor) during class will negatively impact your grade. If there is any reason that you cannot fully participate in class please let me know as soon as possible so we can discuss your options.

Participation as critical citizens

In this course I am committed to engaging you as critical citizens who value social and cultural difference, free speech, democracy, and self-reflection. As critical citizens, you are expected to demonstrate integrity, be responsive to the welfare of others, foster a positive classroom climate based on trust and mutual responsibility, and exhibit sensitivity to and respect for multiple socio-cultural realities, diversity and difference including, but not limited to, sexual identity, ability, class, race, gender, ethnicity, and age. This includes using suitable language, mannerisms and interpersonal skills. Together, we will learn from each other as we build and strengthen our critical skills for understanding the discourse of visual culture in art education.

VI. Required Texts

--if writing is a component, please include writing manual or style manual that you require

--also explain where texts are available

Recommended Texts

Additional Bibliography

VII. Topical Outline—required for all classes

Week by week, or Topic breakdown of the course with readings, assignments, discussions, exams, etc. included in the appropriate time slots.

VIII. Bibliography—required for all graduate courses

NOTE: if you are proposing a *new* course that includes both G and U, differentiate between the two and provide the requirements for both. G should require a substantial assignment different from U.

Other suggestions from the Arts and Sciences Committee on Curriculum and Instruction:

Statement of Academic Misconduct – Academic Misconduct (rule 3335-31-02) is defined as “any activity which tends to compromise the academic integrity of the institution, or subvert the educational process.” Please refer to rule 3335-31-02 in the student code of conduct for examples of academic misconduct.

Statement of Disability – To register a documented disability, please call the Office of Disability Services (located in 150 Pomerene Hall) at 292-3307; or 292-0901 TDD, and notify the professor.

Statement of escort service and phone number for evening courses 292-3322

Process for a New Course Request/Course Change/Course Withdrawal/ETC.

Departmental:

Once the course has approval of the appropriate committee, it should then have the following:

Assuming that the college curriculum committee representative has been a part of the course vetting process, the course is sent on to the ASC Curriculum Office in Smith Lab. This is usually accompanied by a brief contextual cover letter/note from the Chair of the U or G Studies committee to the Chair of the College Curriculum Committee.

College:

The ASC Curriculum Office places the course on the agenda. The departmental representative presents the course to the college curriculum committee. The representative is responsible for bringing back suggestions/corrections to the syllabus and course outline (if any).

The faculty member incorporates the suggestions, and sends the course back to the ASC Curriculum office. Once there, the college curriculum chair signs off on it and creates a cover letter that supports and contextualizes the course for the appropriate ASC subcommittee or OAA committee.

For GEC or Program Revisions the courses/proposals go on to Arts and Sciences Committee on Curriculum and Instruction:

From Sub B, if approved, the course continues on to OAA, Office of Academic Affairs.

If the course is a program proposal/revision, then it goes to the full ASC CC&I for a full faculty committee vote as well.

Office of Academic Affairs:

Once at OAA, the course is logged in on the day it arrives, and checked if missing any concurrences. Once approved by a subcommittee, the course is logged out on the day it goes forward to the Registrar's office.

It usually takes a couple of weeks for the course to show up in the database of the Registrar.