The Department of Animal Sciences appreciates the continued feedback from the Arts and Sciences Curriculum Committee – Arts and Humanities Panel. Although the concerns raised by the current panel after considering the submitted response were not noted by the original CCI Assessment subcommittee (2 June 2011), they were considered by the instructors who have continued to revise the course. As noted in the response submitted last summer, the instructors have continued to consult with Dr. Chris Manion, Writing Across the Curriculum (WAC) coordinator at the Center for the Study and Teaching of Writing (CSTW), and other members of the CSTW to further refine and revise the course to address the learning goals associated with second writing courses. The following steps have been taken by the instructor since the response to feedback was submitted last summer:

1. Instructor participated in the UCAT Course Design Institute, focusing on assignments, assessments and criteria that support the learning goals of the course
2. Instructor consulted with Dr. Chris Manion and met with other instructors in the second writing community at OSU regarding development of written and oral communication assignments that support the learning goals, development of rubrics, peer review of writing, training of graduate assistants to assess writing, and effective grading (participating in the Winter Quarter WAC Reading Group - *Effective Grading: A Tool for Learning and Assessment,* by Barbara Walvoord and Virginia Johnson Anderson).
3. Instructor wrote an Impact Grant proposal and received funding from Learning Technology in the Office of the CIO to utilize technology to enhance student learning and engagement in the course, particularly focusing on the written and oral communication components and how to more effectively achieve the associated learning goals of the course
4. Instructor requested and received a recommendation for a writing text from Dr. Chris Manion. The selected text both complements the course content and supports the development of student written and oral communication skills. The instructor has contacted the publisher of the text (Norton Publishing) and has been provided access to the instructor web portal for the text as well as an examination copy of the text.

In addition to providing a revised syllabus, each of the concerns of the panel is addressed individually (below), and we are happy to provide any additional information required. In addition, Dr. Chris Manion indicated he is available to respond to questions or concerns of the panel if desired.

Comments of the February 9 meeting of the ASCC Arts and Humanities Panel and response:

* **There are several writing assignments. Some of the exams have been turned into writing assignments.**

There are no exams in the course - students are evaluated by teaching staff on written assignments (both in-class and out-of-class), by an oral presentation, by class participation (assessed via short written response), and by peers on the peer feedback activity associated with the essay and participation in the group project.

**Concern: the main component of the course, the lecture, does not address writing itself--recitation will tackle writing but along with other topics. *Core* of course is not writing workshop as one expects in a second-level writing course.**

The content of the course – focused on the relationship between humans and animals, when and how this relationship developed and the importance of this relationship in current and future societies – provides the fodder for thought that needs to be expressed, either orally or written. As stated by the authors of “They Say/I Say”, the use of the text in the context of this course “will spark students’ interest in some of the most pressing conversations of our day and provide them with some of the tools they need to engage in those conversations with dexterity and confidence.” The subject of the course, Animals in Society, is one of those “pressing conversations”.

The structure of the course results in virtually equal contact time between the lecture component and the recitation component. The primary emphasis of the revised recitation component addresses written and oral communication skill development, utilizing the text for the course in applications relating to the content of the course. The use of videos and widely varying subjects in articles and activities extends the content relayed in lecture, and provides students opportunities to reflect, express their perspective and enter into dialogue with others with different perspectives and opinions. The recitation activities are directly related to second writing learning goals, and support the other learning goals of the course. There is additional focus in the lecture (through the use of written short response and discussion activities) on the second writing goals, for example: critical analysis (Learning Goal #1), discussion skills (Learning Goal #1), effective expression of ideas (Learning Goal #1), oral expression (Learning Goal #2), and effective communication (Learning Goal #3).

**Other types of issues: feedback about first writing assignment in week 8 is quite late in the semester for a course focused on writing; final draft on paper 1 is not due until week 9.**

The instructor solicited and received feedback from students enrolled in the course during Autumn 2011 regarding the sequencing of course writing assignments and has reorganized these to more effectively meet the needs of students. Students are required to seek both informal (out of class) and formal peer feedback on writing activities from the onset of the course. This will start with solicitation of feedback regarding short reflective pieces written by students in class and revised following feedback prior to submission for assessment. This peer feedback occurs much earlier in the term (in the second week). Please see the revised syllabus for more detail regarding the prevalence of opportunities for peer feedback and revision. Additionally, writing assignments are more evenly distributed throughout the term, and multiple opportunities for writing now occur within each content module.

* **There is no assigned text.**

As noted above, the course instructor sought recommendations for a text from Dr. Chris Manion, and has selected *“They Say/I Say”: The Moves That Matter in Academic Writing with Readings* (2nd Ed) by G. Graff, C. Birkenstein and R. Durst. This text complements the course very well and supports the progression of learning written and oral communication skills envisioned by the instructor and the course learning goals.

* **Syllabus contains a 17-week schedule (should be 14)**

The instructor has removed the week-by-week schedule of the course to reflect the lectures/recitations that will occur without specifying a week, as this could be confusing to a student. Autumn semester, for which the previous version of the syllabus was developed, is confusing as the 14 weeks of the term stretch over a 17 week period of time due to holidays and half weeks. We agree that the tagging of weeks is not helpful and will leave the details of “weeks” out of the syllabus. More details regarding dates will be provided students in an accompanying course timetable as has been customary for this course.