

From: Vankeerbergen, Bernadette
To: [Simmons, Clare](#); [Lowry, Debra](#)
Cc: [Heysel, Garrett](#); [Aski, Janice](#)
Subject: English 2367.01 and .02 distance learning
Date: Tuesday, November 29, 2016 2:10:00 PM
Attachments: [image001.png](#)

Dear Clare and Debra,

On Tuesday, November 22, the Arts and Humanities 1 Panel of the ASC Curriculum Committee considered proposals to offer 100% distance versions of English 2367.01 (an existing course with GE Writing and Communication-Level 2 & GE Diversity-Social Diversity in the US) and English 2367.02 (an existing course with GE Writing and Communication-Level 2, GE Literature, and GE Diversity-Social Diversity in the US).

Please find below the feedback of the Panel:

- 1) English 2367.01: unanimously approved with six contingencies and one recommendation
 - Contingencies:
 - Syllabus:
 - Explanations for the 5 assignments need to be provided in the syllabus.
 - P. 5: Peer review: It is 20%, but in the first sentence of the explanatory paragraph it is said to be worth 30%.
 - The syllabi use outdated GEC goals and expected learning outcomes used under quarters. Please update syllabi:
<http://ascas.osu.edu/curriculum/ge-goals-and-learning-outcomes>
 - GE Writing and Communication-Level 2:
Goals: Students are skilled in written communication and expression, reading, critical thinking, oral expression, and visual expression.
Expected Learning Outcomes:
 1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
 2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
 3. Students access and use information critically and analytically.
 - GE Diversity-Social Diversity in the United States
Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.
Expected Learning Outcomes:
 1. Students describe and evaluate the roles of such

categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.

2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

- Statement on academic services refers to ASC academic services. Since this course is a GE course, it can be taken by students from any college at Ohio State. Therefore, services listed should not exclusively be ASC's (since academic advisors in ASC do not advise non-ASC students).

Instead of inserting this link

<http://artsandsciences.osu.edu/academics/current-students/advising> , please use this one <http://advising.osu.edu/welcome.shtml>

- Assessment plan: The document submitted refers to the assessment plan included in the "Spring 2015 Assessment Plan and Report for English 2367.01 and English 2367.02."
 - At the time, the ASCC Assessment panel probably overlooked the fact that SEIs do not assess GE. Indeed, no questions in SEIs pertain to the GE expected learning outcomes of a course.
 - There are references to "pre- and post-surveys" as direct measures to assess the GE Diversity-Social Diversity in the US. Since surveys are not direct measures (they are indirect measures), do you mean something else (e.g., pre- and post-tests)? Please explain.

- Suggestion: Use a different decimal for on-line course. For example, .01 could be kept for in-class version and .11 (or other meaningful decimal) could be used for distance delivery version.

2) English 2367.02: unanimously approved with six contingencies and one recommendation

- Contingencies:

- Syllabus:

- The syllabi use outdated GEC goals and expected learning outcomes used under quarters. Please update syllabi:

<http://asccas.osu.edu/curriculum/ge-goals-and-learning-outcomes>

GE Writing and Communication-Level 2:

Goals: Students are skilled in written communication and expression, reading, critical thinking, oral expression, and visual expression.

Expected Learning Outcomes:

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.

3. Students access and use information critically and analytically.

GE Diversity-Social Diversity in the United States

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

- This course also has GE Literature, but that status is not acknowledged on the syllabi. Provide goals and expected learning outcomes for GE Literature on the syllabi.

GE Literature

Goals: Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

Expected Learning Outcomes:

1. Students analyze, interpret, and critique significant literary works.
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

- Statement on academic services refers to ASC academic services. Since this course is a GE course, it can be taken by students from any college at Ohio State. Therefore, services listed should not exclusively be ASC's (since academic advisors in ASC do not advise non-ASC students).

Instead of inserting this link

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 - There are references to "pre- and post-surveys" as direct measures to assess the GE Diversity-Social Diversity in the US. Since surveys are not direct measures (they are indirect measures), do you mean something

else (e.g., pre- and post-tests)? Please explain.

- The plan does/did not address the GE Literature category. Please provide a GE assessment plan that addresses the 2 Expected Learning Outcomes for GE Literature in an on-line environment.

- Suggestion: Use a different decimal for on-line course. For example, .02 could be kept for in-class version and .12 (or other meaningful decimal) could be used for distance delivery version.

I will return the courses via curriculum.osu.edu in a minute to enable the department to address the points above.

Should you have any questions about this feedback, do not hesitate to contact Janice Aski (cc'd here), faculty Chair of the Arts and Humanities 1 Panel, or me.

My best,
Bernadette



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