

From: Vankeerbergen, Bernadette
To: [Acome, Justin](#); [van Bladel, Kevin T.](#)
Cc: [Heysel, Garrett](#); [Aski, Janice](#); [Meier, Sam](#)
Subject: NELC 3504
Date: Wednesday, April 19, 2017 11:02:00 AM
Attachments: [image001.png](#)
[GE Assessment Rubric and Appendix for PHII 2340-1.pdf](#)

Dear Kevin and Justin,

On Friday, April 14, the Arts and Humanities 1 Panel of the ASC Curriculum Committee considered a proposal for new course NLEC 3504 with GE Cultures and Ideas.

The Panel unanimously approved the course with six contingencies and four recommendations:

- Contingencies:
 - Request concurrences from (1) Center for Medieval and Renaissance Studies and (2) Comparative Studies (Religious Studies).
 - Can this course be counted toward the Islamic Studies BA? If so, provide an updated curriculum map.
 - Grade breakdown and assignment descriptions are unclear. The description of the presentation states that the presentation has two components: a textual analysis handout and an in-class presentation. The assignment description then mentions an essay (that needs to be e-mailed) but does not explain if it is related to the presentation. Clarify if the presentation is a two or three-part assignment. Also, provide more information on the requirements for the textual analysis handout, presentation, essay, and essay exams.
 - Syllabus includes two sections on class participation, one on page 2 and one on page 3. Panel also wonders if the Woody Allen quote (“80% of success is showing up”) might suggest to students that attendance rather than active participation is sufficient for their participation grade.
 - Provide further explanation for how class participation will be evaluated. There are two components described (questions and attendance), but the criteria for evaluating these two components are not described. Additionally, the syllabus describes a contradictory policy for turning in discussion questions. In one paragraph on page 2 under the Requirements and Grading section, students are instructed to “come to discussion prepared with questions and observations on the readings.” In the Discussion and class participation section on page 2, students are instructed to email the professor with 3 questions before class.
 - The assessment plan provided is essentially a course assessment plan, not a GE assessment plan. Provide one or two specific methods of assessment for each expected learning outcome (ELO) with specific examples of questions for each method. Do not use assignment grades for GE assessment since most often factors other than fulfillment of a GE ELO influence a grade for an assignment. Prefer a rubric tied to the GE ELOs. The rubric for evaluating essays does not address GE ELOs; it is a rubric that evaluates the quality of writing—not the fulfillment of GE ELOs. The description of the follow-up/feedback process also seems to tie more to course goals than to GE expected learning outcomes. A sample GE assessment plan for a Philosophy course is provided as an example.

- Recommendations:
 - Panel recommends including due dates for papers and presentations in the course schedule.
 - The panel notices that the presentations will require a very significant amount of time, but time for the presentations is not included in the course schedule. For example, if there are 20 students in the class and each student is responsible for two 15-minute

presentations that would take 600 minutes of class time. With only 10 students, that is still 300 minutes or over 5 meetings of 55 minutes each.

- The course policies section on page 3 says that readings will be available in a course packet. No course packet is mentioned under readings on page 2. Furthermore, the use of computers is forbidden in the classroom (see p. 3) but p. 2 states that all articles and primary readings are on the course website. Additionally, the panel noticed numerous typos and an incomplete sentence at the top of page 3, which begins “Further instructions on class paper assignments can be found on the assignment handouts and course...”
- Disability statement used includes the previous location in Pomerene Hall. Update the disability statement to include the new location at 098 Baker Hall. See p. 15 of ASC Curriculum and Assessment Operations Manual for the correct disability statement https://asccas.osu.edu/sites/asccas.osu.edu/files/ASC_CurrAssess_Operations_Manual.pdf
“Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614-292-3307, slds@osu.edu; slds.osu.edu.”

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

If you have any questions about this feedback, please contact Janice Aski (faculty Chair of the Arts and Humanities 1 Panel; cc'd here), or me.

My best,
Bernadette



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