

From: [Jones, Tia](#)
To: [Vankeerbergen, Bernadette](#)
Subject: RE: Somali 1101.02 and 1102.02
Date: Friday, May 18, 2018 3:48:26 PM
Attachments: [image001.png](#)
[SOMALI 1101 02- Online Syllabus- APP 2-2018.docx](#)
[SOMALI 1102 02- Online Syllabus- APP 2-2018.docx](#)

Hello Bernadette,

Thanks you for all of the feedback regarding these courses and all of your help with this process. I have the information/answers back from the instructor/developer regarding the feedback and would like to make the suggested changes. I cannot seem to get into courses to make the changes however. I am sorry if there is a way to do that and I am unaware of it, I am going to look more into it and get it worked out. In the meantime I at least wanted to share with you what the folks in Somali have sent to me in response of the feedback. Please see comments in red below. I have also attached the adjusted syllabi for the 2 on-line courses.

I also want to apologize for struggling with these courses and the website, I haven't had these kind of problems before and not sure what I'm doing wrong. Thank you again.

Best,
Tia

From: Vankeerbergen, Bernadette
Sent: Wednesday, April 04, 2018 12:12 PM
To: Jones, Tia
Cc: Heysel, Garrett; Taleghani-Nikazm, Carmen; Martinez, Glenn A.; Vankeerbergen, Bernadette
Subject: Somali 1101.02 and 1102.02

Dear Tia,

On Thursday, March 29, the Arts and Humanities 1 Panel of the ASC Curriculum Committee reviewed requests for Somali 1101.02 and 1102.02 (100% distance learning versions of 1101.01 and 1102.01, existing courses with GE Foreign Language).

The Panel unanimously approved the courses with a number of comments and questions. Please find below the feedback of the Panel. You will see that several comments are either identical or similar for both courses. For the most part, the changes can be made on the syllabi when the courses are taught next. However, I am highlighting those points that require a response now before the two courses are advanced.

Somali 1101.02:

- **Form in curriculum.osu.edu:**
 - **Adjust title so that students understand how this course differs from .01 (for example, by adding "distance learning" [or something similar] at the end of the title) **They are****

going to add the word online to the title to read: Elementary Somali I (online)

- Uncheck “greater or equal to 50% at a distance” since this course is being submitted for 100% distance learning delivery. **I will do so after I learn how to gain access to the form to make changes**
- The exclusions should be electronically enforced. **Absolutely, this will be marked.**
- On both the in-class and the distance learning syllabus, the GE goals and expected learning outcomes (ELOs) are outdated. They were updated at the time of semester conversion. Use exactly this wording <https://ascas.osu.edu/curriculum/ge-goals-and-learning-outcomes#Foreign%20Language> **This has been changed on the syllabus.**
- What are the discussion board posts? Are they in English or in Somali? If the latter, how do students have written conversations when they learn the basics of the language?

Discussion instructions are in English. Students write in English or Somali depending on the topic and progress. Students will create sentences and practice their new vocabulary and sentence structures. They will offer each other encouragements and corrections to each other thereby learning from each other. Every student will make a discussion posting based on prompts. Then student responds to postings from five other students, selecting students with least feedback. The whole class interacts in some form.

- What are the expectations for participation? Do discussion posts account for all of the participation grade?

Participation shall consist of a) accessing course contents, and b) discussion posts.

***Accessing contents:** There will be a video presentation each week. Every student is expected to watch the video, take notes, practice concepts and do assignments included in the lesson. Be sure you are logging in to the course on Carmen each week, including weeks with holidays or weeks with minimal online course activity. If you have a situation that might cause you to miss an entire week of class, discuss it with the course instructor, via email, as soon as possible.*

***Discussion Board Posts:** You are required to (i) make at least one original post in response to the online discussion instructions each week (ii) read comments from at least 5 students and, (iii) reply to at least 3 comments. The discussion is intended to be used by the students in the class to ask questions and practice their skills.*

- Trip to Somali restaurant: What happens if students live far away (even in a different state)?

If the student lives out of state or is unable to attend Somali lunch, they will make their own arrangements and send the instructor evidence of completion such as a picture, video or reflection of concepts they practiced or things they learned. I added instructions to the syllabus for making arrangements with instructor.

- Add information on necessary software (Microsoft Office 265 ProPlus)—**like on the syllabus**

for 1102.02. This information has been added to the syllabus

- Once the online version of Somali 1103 is submitted, the Panel will look more attentively at the GE assessment plan (since it is assumed that the GE expected learning outcomes are most often assessed once students finish the third course). There are several inaccuracies in the plan submitted at this point & it also should be more detailed. Amongst the inaccuracies are: (1) This course is not approved for “Social Diversity GE (level 1)”. Such a GE category does not exist. (2) SEIs can never be used for GE ELO assessment since not a single question pertains to the fulfillment of the GE ELOs. An assessment plan for German 1000-level language courses is provided as an example.

From the instructor/developer: “Once plans to develop Somali 1103.02 begin, I will work on the revisions to the assessment plan. I will refer to the German language template.”

Somali 1102.02:

- Form in curriculum.osu.edu:
 - Adjust title so that students understand how this course differs from .01 (for example, by adding “distance learning” [or something similar] at the end of the title) **They are going to add the word online to the title to read: Elementary Somali II (online)**
 - Uncheck “greater or equal to 50% at a distance” since this course is being submitted for 100% distance learning delivery. **I will do so after I learn how to gain access to the form to make changes**
- On the distance learning syllabus, the GE goals and expected learning outcomes (ELOs) are outdated. They were updated at the time of semester conversion. Use exactly this wording <https://ascas.osu.edu/curriculum/ge-goals-and-learning-outcomes#Foreign%20Language> . On the in-class syllabus, the GE ELOs are left out altogether. (Also, p. 1 of the in-class syllabus mentions the GEC. The GEC has not been used since before semester conversion.)

This has been changed on the syllabus.

- What are the discussion board posts? Are they in English or in Somali? If the latter, how do students have written conversations when they are still learning the basics of the language?

Discussion instructions are in English. Students write in English or Somali depending on the topic and progress.

- What are the expectations for participation? Do discussion posts account for all of the participation grade?

Participation shall consist of a) accessing course contents, and b) discussion posts.

***Accessing contents:** There will be a video presentation each week. Every student is expected to watch the video, take notes, practice concepts and do assignments included in the lesson. Be sure you are logging in to the course on Carmen each week, including weeks with holidays or*

weeks with minimal online course activity. If you have a situation that might cause you to miss an entire week of class, discuss it with the course instructor, via email, as soon as possible.

Discussion Board Posts: *You are required to (i) make at least one original post in response to the online discussion instructions each week (ii) read comments from at least 5 students and, (iii) reply to at least 3 comments. The discussion is intended to be used by the students in the class to ask questions and practice their skills.*

- Trip to Somali restaurant: What happens if students live far away (even in a different state)?

If the student lives out of state or is unable to attend Somali lunch, they will make their own arrangements and send the instructor evidence of completion such as a picture, video or reflection of concepts they practiced or things they learned.

- P. 7: Consider removing the trigger warning since it is unlikely that scenes depicting violence, acts of war, or sexual violence are included in a basic language course. Also, in an online environment, one cannot leave the “classroom to take a water/bathroom break.” In sum, the warning does not seem appropriate in this case. **This has been removed.**
- P. 7: There are two disability statements. Remove the second statement. **The second one has been removed.**
- P. 8: The mental health statement refers to the College of Pharmacy. The College of ASC would not ask students to go to the office of student services of another college. If you wish to use a mental health statement, please use the one recommended by the College of ASC (p. 14)
https://ascas.osu.edu/sites/ascas.osu.edu/files/ASC_CurrAssess_Operations_Manual.pdf
This has been removed and replaced.
- Once the online version of Somali 1103 is submitted, the Panel will look more attentively at the GE assessment plan (since it is assumed that the GE expected learning outcomes are most often assessed once students finish the third course). There are several inaccuracies in the plan submitted at this point & it also should be more detailed. Amongst the inaccuracies are: (1) This course is not approved for “Social Diversity GE (level 1)”. Such a GE category does not exist. (2) SEIs can never be used for GE ELO assessment since not a single question pertains to the fulfillment of the GE ELOs. An assessment plan for German 1000-level language courses is provided as an example.

I will use the German language assessment plan as a reference when developing the online version of Somali 1103. Thank you for the resource and the feedback.

Should you have any questions about this feedback, do not hesitate to contact Carmen Taleghani-Nikazm (faculty Chair of the A&H1 Panel on 3-29-18, cc’d here), or me.

Again, I will keep the courses in my queue until I hear back about the highlighted points above.

Best,
Bernadette



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