

From: [Vankeerbergen, Bernadette](#)
To: [Brenner, Naomi](#); [Smith, Jeremie S.](#)
Cc: [Heysel, Garrett](#); [Taleghani-Nikazm, Carmen](#)
Subject: Hebrew/Jewish Studies 3205, 3703, 3704, 3708; NELC 3105, 2367.01 and 2367.02
Date: Monday, April 29, 2019 1:30:00 PM
Attachments: [image001.png](#)
[Feedback.docx](#)

Dear Naomi and Jeremie,

On Wednesday, April 17, the Arts and Humanities 2 Panel of the ASC Curriculum Committee reviewed

- proposals to change the level from 2000 to 3000 for Hebrew/Jewish Studies 3205, 3703, 3704, and 3708;
- proposals to create three new courses: NELC 3105, 2367.01 and 2367.02.

The Panel approved the four course level changes with a number of recommendations, comments, and questions listed below. These can be addressed when the courses are taught—though the Panel would like to know now why “ancient” was dropped from the title of 3205. The Panel did not take a vote on the three new course proposals as several points need to be addressed first. The feedback for those three new courses is listed below as well.

For your convenience, I am also attaching the Panel’s feedback as a separate Word document.

The four course changes will now be advanced to OAA and OUR. As for the three new course requests, these will be sent back to your queue so that the feedback of the Panel can be addressed.

If you have any questions, please contact Carmen Taleghani-Nikazm, or me.

Best,
Bernadette



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1. Hebrew/Jewish Studies 3205 (course change from 2000-level to 3000-level; existing course with GE VPA)
 - The panel was wondering why the course title and description will no longer include “ancient.”
 - The assessment plan talks about embedded questions on the midterm exam. It would appear that “questions” were meant (rather than “embedded questions”). Furthermore, on the next page, the first set of concrete examples indicates these will be questions in quizzes (rather than the midterm exam). Please make sure that the information is consistently accurate since a GE assessment plan needs to be implementable.
2. Hebrew/Jewish Studies 3703 (course change from 2000-level to 3000-level; existing course with GE Literature & GE Diversity-Global Studies)
 - The panel noticed that on the course change request for the Hebrew course the cross-listing with Jewish Studies was presumably accidentally removed.
 - The panel noticed that on page 3 of the syllabus under exam information the exam schedule link refers to Fall 2017. The Panel wanted to make sure that this link would be updated in the final version of the syllabus.
 - The panel also had a recommendation for the GE assessment plan: In the plan, the term “Embedded questions” is used, but this term can just be changed to “questions.”
3. Hebrew/Jewish Studies 3704 (course change from 2000-level to 3000-level; existing course with GE Literature & GE

Diversity-Global Studies)

- On pages 3, 4, and 5 of the syllabus, there are references to the “quarter.” Please update this to say “semester.”
 - On page 6 of the syllabus, Spring 2018 appears above the schedule. The panel just wants to make sure this will be updated in the final version.
 - P. 6: Please use more recent & complete disability statement with the correct address in Baker Hall:
The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.
 - The panel also had a recommendation for the GE assessment plan: In the plan, the term “Embedded questions” is used, but this term can just be changed to “questions.”
4. Hebrew/Jewish Studies 3708 (course change from 2000-level to 3000-level; existing course with GE Literature & GE Diversity-Global Studies)
- The panel was unclear as to what the written assignments in the GE assessment plan are referring to since there is no mention of written assignments in the syllabus. Please clarify whether the syllabus is missing a written assignment or if the assessment plan contains a measure that will not/cannot be used for this course.
5. NELC 3105 (new course; requesting GE Diversity—Global Studies & GE Social Science-Individuals and Groups)
- Request concurrence from Linguistics.
 - In the syllabus, the weekly schedule is very succinct. In addition to the topics to be covered, include readings and assignments.
 - By providing more course content information in the schedule and adding specifics in the GE rationale for Diversity-Global Studies, it may be easier for the panel to ascertain whether the course fulfills this GE category. Please notice that the ASC Curriculum and Assessment Operations Manual has this to say about the GE rationale: “[It] discusses how each individual GE expected learning outcome will be met in most or all of the following: (a) the course objectives, (b) the readings, (c) the topics, (d) the written assignments, and (e) other course components.” However, from the information currently provided to the Panel, it would appear that the course is mainly focused on linguistics.
 - GE assessment plan:
 - As seen in other GE course requests, the term “embedded questions” is used there where “questions” is probably meant.
 - For both GE categories, the plan refers to “written assignments” and questions on the “final exam.” However, such assignments are not included in the syllabus. Therefore, it would seem that some of this is cut/pasted from another course.
 - There are two appendices. Both refer to Persian 3350, instead of NELC 3105.
 - For GE Diversity-Global Studies: The panel feels that the questions provided to assess ELO 2 for Global Studies are not relevant to the ELO. Specifically, ELO 2 mentions how students’ own attitudes and values are shaped, but the questions provided do not address this.
6. NELC 2367.01 (new course; requesting GE Writing and Communication Level 2 and GE Diversity-Social Diversity in the US)
- For both this course and NELC 2367.02:
GE Writing and Communication—Level 2 courses (2367s) have very specific requirements to guarantee that those are foremost writing courses, rather than content courses that are writing intensive. Please consult the instructions in the ASC Curriculum and Assessment Operations Manual pp. 35-38 https://ascas.osu.edu/sites/ascas.osu.edu/files/ASC_Curriculum_and_Assessment_Operations_Manual_2018-19.pdf . In particular, please pay attention to the GE rationale (p. 35) & the additional questions for second writing courses (p. 38). The information is also pasted below:
 - A GE rationale that discusses how each individual GE expected learning outcome will be met in most or all of the following: (a) the course objectives, (b) the readings, (c) the topics, (d) the written assignments, and

(e) other course components. For (d) written assignments, specifically explain (1) how the students gain significant writing experiences and other related skills involving effective written and oral communication, (2) how the syllabus includes opportunities for feedback on writing and revision, and (3) how students are encouraged to develop information literacy.

The key is to discuss each GE expected learning outcome separately so that the reviewing faculty panel can clearly see that each ELO is sufficiently addressed in the course.

o Level Two

The Second Writing Course is offered by departments from across the university, should be accessible to non-majors, and is expected to include content and writing pertaining to the United States. Completion of English 1110 (or equivalent) and sophomore standing (or above) are necessary prerequisites. Credit for the second writing course is not allowed to count for both the major and the GE requirement.

Proposals for Level Two Courses should also address the following questions:

- Does the course build on the fundamentals of the First Writing Course?
- How does the course incorporate topics and writings related to the United States?
- Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course?
- In what ways does this course give students the opportunity to receive feedback on their writing and oral communication and revise their communications in light of this feedback?
- Based on that, request to add “and sophomore standing” to the listed prerequisite and remove the freshman intended rank on the form in curriculum.osu.edu.
- Note that neither the course title, nor the short description that will appear in the course catalog, nor the longer description that appears on p. 1 of the syllabus indicate that this is primarily a writing course. Rather than a writing course where the elements, art, and skill of writing are discussed and enhanced, the proposed course appears to be more a content course that is writing intensive.
 - o There is no writing manual (or other materials pertaining to writing) included in the syllabus.
 - o Writing instruction is not explicitly stated in the syllabus. Make clear in schedule when writing instruction takes place & what is covered.
 - o It is not clear how the course builds on the fundamentals of the First Writing Course.
 - o It is not clear how the course gives students the opportunity to receive feedback on their writing and oral communication and revise their communications in light of this feedback.
 - o How are students encouraged to develop information literacy?
 - o The midterm exam reinforces the impression that the course is foremost content-focused.
- The disability statement is outdated. (Please see feedback above for Hebrew/JS 3704.)
- GE assessment plan: The methods used for direct assessment do not in fact assess the expected learning outcomes of the GE Writing and Communication—Level 2. Embedded questions would not work here.
- This might be a useful sample syllabus and GE assessment plan for GE Writing and Communication—Level 2: https://ascnet.osu.edu/storage/request_documents/3955/English%202367.08%20New%20Course.pdf

7. NELC 2367.02 (new course; requesting GE Writing and Communication Level 2 and GE Social Science—Individuals and Groups)

- The number for the course should be 2367.02, but the dept encoded it as 2367 on the form in curriculum.osu.edu. Request to add “and sophomore standing” to the listed prerequisite and remove the freshman intended rank on that form.
- Under the current GE, the Writing and Communication—Level 2 course should focus on the American experience. However, this course is about Islam and Muslims in a global context. Only 3 weeks pertain to the United States. Make sure the course focus is on the American experience.
- Some of the same feedback as for 2367.01 is valid here. Neither the course title, nor the short description that will appear in the course catalog, nor the longer description that appears on p. 1 of the syllabus indicate clearly that this is foremost a writing course. The syllabus as a whole focuses more on lectures, discussions, debates, film viewing, and presentations. There are some mentions of feedback on writing, style, organization, reading comprehension and argument, but that aspect of the course should become more central and be further emphasized in the syllabus. The GE rationale for Writing and Communication—Level 2 does refer to effective argument-centered essay writing and oral presentations that need to be based on evidence and clear reasoning, but the syllabus itself (especially the readings and the schedule) does not reflect that very well.
- List which writing manual or other materials pertaining to writing will be used.

- Make clear in schedule when writing instruction takes place & what is covered.
- The disability statement is outdated. (Please see feedback above for Hebrew/JS 3704.)
- P. 7: The email address under “Contact me” is for another faculty member than the one teaching the course.
- GE assessment plan: The methods used for direct assessment do not in fact assess the expected learning outcomes of the GE Writing and Communication—Level 2. Embedded questions would not work here. (The questions submitted have to do with the themes of the course.)
- See above for useful sample syllabus and GE assessment plan.