Good afternoon,

On Friday, August 7, the ASC Curriculum Committee reviewed proposals to offer distance learning versions of English 2265, 2266, 2267, 2268, 3304, 3305, 3362, 4565, 4568, 7872.01 and 7872.02.

English 2265, 2267, 3362, 4565, 4568, 7872.01 and 7872.02 were unanimously approved by the Committee with contingencies and recommendations. The Committee did not vote on English 2266, 2268, 3304, and 3305, as they would like the points outlined in the feedback addressed before voting. For your convenience, I am cutting/pasting the feedback underneath my email as well attaching it as a separate Word document. I am also attaching a letter from Alison Crocetta, faculty Chair of the ASC Curriculum Committee, regarding the contingency to provide a curricular rationale for requesting distance-learning status for these courses.

I will return the courses to the department queue via curriculum.osu.edu in order to address the Committee's requests.

Should you have any questions about the feedback of the Committee, please feel free to contact Alison Crocetta (faculty Chair of the ASC Curriculum Committee; cc'd on this e-mail), or me.

Best wishes,
Shelby

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- English 2265 (existing course requesting 100% DL)
  - ASC asks that reading and task assignment deadlines be specified for each class session. The course schedule does not have any dates specified or deadlines listed.
  - Delivery mode: How long will each synchronous session be? Could you indicate how the instructor will interact with students in the synchronous sessions, particularly within the workshop space? There is simply not much detail about what the teacher-student dynamic will look like. Will the instructor lecture? How will the 100% synchronous online sessions be structured?
  - Rationale: On the course application, provide a more thorough curricular

rationale for requesting 100% distance-learning status. Please see the attached DL Rationale Request Letter for more information regarding this contingency.

- o *Readings: While a citation is provided for Writing Fiction, there are no citations for the short stories that students analyze. ASC asks that our syllabi list citations of the required texts for the course, which could be put as a list at the end of the syllabus* https://asccas.osu.edu/curriculum/syllabus-elements
- o *The attendance section (p. 8) looks like it refers to in-person classes, even though zoom was mentioned as mode of delivery earlier. The syllabus should clarify that you are talking about synchronous zoom.*
- o *Clarification: Under the "policies for this online course," there are written discussion posts mentioned, but these are not identified as assignments elsewhere on the syllabus.*
- o *Who will be the instructor and how can students contact the instructor?*
- o *Assignments: Overall, more detail could be provided for assignments much like the in- person syllabus does. For instance, the syllabus could include an example of a weekly prompt to help students understand what will occur in weekly work; descriptions of what would count as a well-written short story, and a well-written critique also could be   indicated.*
- o Unanimously approved with **three contingencies** (in bold above) and *five recommendations* (in italics above)
- English 2266 (existing course requesting 100% DL)
    - o The ASC working group discussed English 2266 and agreed that returning the proposed course syllabus for further work on the syllabus is appropriate. We recognize that many multi-section courses are taught from a basic syllabus that instructor adapt as they see fit. However, the DL approval process relies upon a fully developed syllabus from a faculty member. The proposed course should have the detail comparable to the in-person version and elaborate on how instruction will be accomplished in the online environment. We identified several issues that we believe can be addressed in a revision:
        - ▪ Clarity could be provided for students on the basic nature and structure of the course:
        - ▪ The curriculum.osu.edu application says that the course title is Introductory Poetry Writing, but the syllabus says the course title is Introduction to Poetry Writing.
        - ▪ What will be the day/meeting times for each weekly session?
        - ▪ Readings: ASC asks that our syllabi list citations of the required texts for the course on   our syllabi, which could be put as a list at the end of the syllabus, on the schedule, or at the beginning https://asccas.osu.edu/curriculum/syllabus-elements
        - ▪ Assignments: SC also asks that syllabi provide information about the length and format of papers and examinations. A description should be provided for each type of assignment (e.g., portfolio, written responses). What are general expectations for each of these types of assignments? Students could benefit from a sentence description of the workshopping   activity that comprises such a primary aspect of the course. The syllabus says it is 100% synchronous with twice weekly meetings, but the assignments are not clearly delineated for twice weekly meetings.
        - ▪ Online teaching environment: The syllabus could outline exactly how the

instructor will interact with students within the workshop space. There is not a sense of how materials will be collected / accepted by the teacher. What kind of feedback will the student receive? In general, how will the class actually be conducted online? The sample syllabus from the in-person class was clearer about these expectations.

- Schedule: Unlike the schedule for the in-person syllabus, there are no reading or task assignment deadlines specified for each live class session.
- Rationale: On the course application, provide a more thorough curricular rationale for requesting 100% distance-learning status. Please see the attached DL Rationale Request Letter for more information regarding this contingency.
- Who will be the instructor and how can students contact the instructor?

- No vote

- English 2267 (existing course requesting 100% DL)
  - **Schedule: ASC asks that syllabi specify reading and task assignment deadlines for each class session. There are no due dates or even mention of assignments on the schedule.**
  - **Online teaching environment. Exactly how the course will actually be taught online? How will instructors deliver their content? Since workshops take up so much class time, the syllabus could also describe this process.**
  - **Rationale: On the course application, please provide a more thorough curricular rationale for requesting 100% distance-learning status. Please see the attached DL Rationale Request Letter for more information regarding this contingency.**
  - *Readings: While citations are provided for Imaginative Fiction, and A Storybook Reader, there are no citations for the other texts that students analyze. ASC asks that our syllabi list the required texts for the course on our syllabi, which could be put as a list at the end of the syllabus , at the beginning or on the schedule, https://asccas.osu.edu/curriculum/syllabus-elements*
  - *Assignments: Details for written assignments are provided. However, two of the assignments are written in response to prompts. To improve clarity for students, you could include an example of what these prompts might look like.*
  - *Clarification: Under "policies for this online course," there are written discussion posts mentioned, but these are not identified as assignments elsewhere on the syllabus.*
  - *Modules: The syllabus indicates that each module is released one week ahead of time. Is there a particular day that modules are released?*
  - *The syllabus could indicate the instructor and his/her contact information for the course.*
  - *On p. 3 "virtual" is spelled incorrectly: "Carmen Zoom virtrual meetings"*
  - *Some content clearly hasn't been updated for distance learning: "You will be expected to attend a public or virtual reading this semester, take notes, and write a 500-word reflection afterward. Some may be held in Denney Hall, but there are many opportunities on and off campus."*
  - *Class sessions: What day and times will each synchronous session be?*
  - Unanimously approved with **three contingencies** (in bold above) and *several recommendations* (in italics above)

- English 2268 (existing course requesting 100% DL)

- o The ASC working group discussed English 2268 and agreed that returning the proposed course syllabus for further work on the syllabus is appropriate. We recognize that many multi-section courses are taught from a basic syllabus that instructors adapt as they see fit. However, the DL approval process relies upon a fully developed syllabus from a faculty member. The proposed course should have the detail comparable to the in-person version, and also elaborate on how instruction will be accomplished in the online environment. Below we indicate issues we believe can be addressed in a revision:
    - Class sessions: The syllabus should indicate at the beginning what term the course is for and what will be the mode of delivery-- not simply 100% DL, but the combination of synchronous and asynchronous modes. How long will each synchronous session be, and what will be the days and times?
    - Online teaching environment: According to OSU policy, students should expect 3 hours per week on direct instruction of some type. For each week the syllabus should specify the instructor's direct instructional content (e.g., lecture videos, Zoom discussions). In the case of 2268, how will three hours of instruction be applied each week? How will the required three hours of instructional content will be delivered?
    - Readings: ASC asks that our syllabi list the required texts for the course on our syllabi, which could be put as a list at the end of the syllabus, on the schedule, or at the beginning https://asccas.osu.edu/curriculum/syllabus-elements
    - Assignments. ASC also asks that syllabi provide information about the length and format of papers and examinations. Like the in-person version of the syllabus, a description and expectations could be provided for each type of assignment. Students could also benefit from a description of the workshopping activity that comprises such a primary aspect of the course. There's very little information about course expectations or procedures.
    - Schedule: ASC suggests that syllabi specify reading and other task assignment deadlines for each class session. The schedule is vague on due dates and specific reading assignments.
    - Rationale: On the course application, please provide a more thorough curricular rationale for requesting 100% distance-learning status. Please see the attached DL Rationale Request Letter for more information regarding this contingency.
- o Other Recommendations:
    - Clarification: Under the "policies for this online course," there are written discussion posts mentioned, but these are not identified as assignments elsewhere on the syllabus.
    - Modules: The syllabus indicates that each module is released one week ahead of time. Is there a particular day that Modules are released?
    - The syllabus could indicate the instructor for the course and their email address/phone number.
  - o **No vote**
- English 3304 (existing course requesting 100% DL)
  - o The ASC working group discussed English 3304 and agreed that returning the proposed course syllabus for further work on the syllabus is appropriate. The proposed course should have the detail comparable to the in-person version, but

also elaborate on how instruction will be accomplished in the online environment. Below we indicate issues we believe can be addressed in a revision:

- The syllabus should indicate at the beginning what term the course is for and what will be the mode of delivery-- not simply 100% DL, but the combination of synchronous and asynchronous modes that are used.
- According to OSU policy, students should expect 3 hours per week on direct instruction of some type. For each week the syllabus should specify the instructor's direct instructional content (e.g., lecture videos, Zoom discussions). How will three hours of instruction be applied each week?
- Assignments: The length of written assignments is not indicated.
- The syllabus doesn't deliver a clear sense of what a student can expect in the course. The assignments are interesting, but it is not clear from their descriptions how students will accomplish them in the online environment. For instance, will students complete   assignments individually, or in groups? How will you instruct them for each assignment? More information is needed on how the instructor will engage with the students and the mode of delivery.
- Clarification: Under Online Participation, it says there will be online quizzes, but there are   no quizzes listed under the grading category, and no online participation (10%) listed under the grading category.
- Schedule: ASC suggests that syllabi specify dates, reading assignments and other assignments due for each class session. More specific due dates would help students, as here only the week due is specified.
- Rationale: Provide a more thorough curricular rationale for requesting 100% distance-learning status. Please see the attached DL Rationale Request Letter for more information regarding this contingency.
  - **No vote**
- English 3305 (existing course requesting 100% DL)
  - The ASC working group discussed English 3305 and agreed that returning the proposed course syllabus for further work on the syllabus is appropriate. The proposed course should have the detail comparable to the in-person version, but also elaborate on how instruction will be accomplished in the online environment. Below we indicate issues we believe can be addressed in a revision:
    - Mode of delivery: The syllabus should indicate that the course mode of delivery up front; it should indicate that the course will be fully online, and whether synchronous, asynchronous, or a combination of modes are used.
    - According to OSU policy, students should expect 3 hours per week on direct instruction of some type. For each week the syllabus should specify the instructor's direct instructional content (e.g., lecture videos, Carmen activities involving the instructor). What, besides the 10-minute videos, contributes to the 3 hours/week direct instruction? Is there really only one video every two weeks?? The other assignments do not appear to involve direct instruction.
    - Readings: ASC asks that our syllabi list the required texts for the course on our syllabi, which could be put as a list at the end of the syllabus, on the schedule like the in-person syllabus does, or at the beginning

- Online environment: It is not clear from assignment descriptions how students will accomplish them in the online environment. Will students be completing them individually, for instance, or in groups? How will teaching occur in the online environment?
- Schedule: ASC requirements suggest that syllabi specify dates, reading assignments and other assignments due for each class session. The schedule seems overly condensed; it should break out each week individually. Assigned readings are nowhere specified.
- Weekly "required learning activities" are not otherwise described. Although each written assignment is described in some detail, there is no mention of length. Due dates are not included – only the two-week periods in which each is due.
- Rationale: Provide a more thorough curricular rationale for requesting 100% distance-learning status. Please see the attached DL Rationale Request Letter for more information regarding this contingency.
      - Other recommendations and observations: The section on technology should remove this note: "To instructor: Amend this list according to your course technology requirements". Page 6 instructions to customize was not edited out. On p. 9, "discussion board" has not been edited, as there is no mention of discussions elsewhere.
      - **No vote**
- English 3662 (existing course requesting 100% DL)
   - **Readings: Following ASC, citations for required texts for the course should be listed on the syllabus, which could be listed at the end of the syllabus, on the schedule like the in-person syllabus does, or at the beginning https://asccas.osu.edu/curriculum/syllabus-elements**
   - **Assignments and Instruction: ASC also asks that syllabi provide information about the length and format of assignments. A description could be provided for each type of assignment. What will the instructor do each session? The assignments do not make it clear how students should prepare for classes.**
   - **Schedule: ASC suggests that syllabi specify dates, reading assignments and other assignments due for each class session on the course schedule.**
   - **Rationale: Provide a more thorough curricular rationale for requesting 100% distance-learning status. Please see the attached DL Rationale Request Letter for more information regarding this contingency.**
   - *In the opening line, "courses" is misspelled, and does not agree with the definite article "an", implying one course: "This is an introductory literary editing and publishing course."*
   - *The name and contact information for the instructor can be provided.*
   - *Delivery mode: Is the once/week course a three hour Zoom session? If so, what day and time?*
   - *Title: The title of the course on the Syllabus says, Literary Editing and Publishing, but the official title of the course is "An Introduction to Literary Publishing." To avoid confusion the syllabus should probably use the official title.*
   - Unanimously approved with **four contingencies** (in bold above) and *four recommendations* (in italics above)
- English 4565 (existing course requesting 100% DL)

- o **Readings: ASC asks that our syllabi list citations of the required texts for the course on our syllabi, which could be put as a list at the end of the syllabus, on the schedule, or at the beginning https://asccas.osu.edu/curriculum/syllabus-elements**
- o **Schedule: ASC also calls for syllabi specifying reading and other assignments due for each class session. Page nine says that due dates are on the schedule and that they're on Carmen, but they aren't on the schedule. The schedule could also supply more information about the macro-workshop part of the course. Presumably students are each assigned to one these, but how and when does this happen?**
- o **Rationale: On the course application, please provide a more thorough curricular rationale for requesting 100% distance-learning status. Please see the attached DL Rationale Request Letter for more information regarding this contingency.**
- o *Assignments: To improve clarity for students, you might include a one sentence example of the kind of prompts involved in the Process Writing assignments.*
- o *Clarification: Participating in online activities for attendance: AT LEAST ONCE PER WEEK You are expected to log in to the live Zoom sessions as scheduled once weekly". Will the live, synchronous weekly sessions be recorded? This statement sounds like students have the option to log in and view a recorded lecture if they miss the live one, but then later it says "f you must miss class, please discuss your absence with the instructor as soon as possible.. ", so it sounds like the above must mean that they must log in at least once TO PARTICIPATE IN THE SYNCHRONOUS, LIVE SESSION. This could be made clearer.*
- o *The syllabus should indicate the instructor and their contact information for the course.*
- o *Class sessions: The syllabus could specify what day and for how long will each weekly synchronous session be.*
- o Unanimously approved with **three contingencies** (in bold above) and *four recommendations* (in italics above)
- English 4568 (existing course requesting 100% DL)
  - o **ASC asks that syllabi provide information about the length and format of papers and examinations, https://asccas.osu.edu/curriculum/syllabus-elements. Currently it is difficult to discern the particulars of the course assignments. A description and general expectations could be provided for each type of assignment.**
  - o **ASC also asks that syllabi specify on the schedule reading assignments and assignments due for each class session.**
  - o **Regarding OSU policy, students should expect 3 hours per week on direct instruction of some type. The syllabus could specify the instructor's direct instructional content (e.g., lecture videos on what topics, Carmen activities). That is, each week could describe the particular activity with greater detail; the syllabus could describe the potential activities with more detail.**
  - o **Rationale: The application should provide a more thorough curricular rationale for requesting 100% distance-learning status. Please see the attached DL Rationale Request Letter for more information regarding this contingency.**
  - o Unanimously approved with **four contingencies** (in bold above)

- English 7872.01 and 7872.02 (existing courses requesting 100% DL; identical courses except for letter grade vs. S/U)
    - **Provide a more thorough curricular rationale for requesting 100% distance-learning status. Please see the attached DL Rationale Request Letter for more information regarding this contingency.**
    - *Shortened citations for required readings have been provided; however since the topic is relevant to graduate students across units and colleges, having a syllabus with full citations for the readings might help potential students and their advisors learn what is covered in the seminar,* https://asccas.osu.edu/curriculum/syllabus-elements
    - *While not required by the College, the syllabus could include the grading scale.*
    - *Regarding Assignments: It could be indicated earlier in the syllabus (before the Schedule) that students need to complete at least one short paper by Week 7 of the course. The due date for the transcript assignment could also be indicated in the description, like the other assignments. There is a description of what is required for most assignments; the syllabus could specify expected format and length of weekly responses.*
    - *ASC Tech asked that the weekly schedule have dates, which can be added.*
    - Unanimously approved with **one contingency** (in bold above) and *four recommendations* (in italics above)