

**From:** [Vankeerbergen, Bernadette](#)  
**To:** [Renga, Dana](#); [Willging, Jennifer](#); [Afanasyeva, Sonya](#)  
**Cc:** [Crocetta, Alison](#); [Horn, David](#); [Heysel, Garrett](#); [Oldroyd, Shelby O.](#)  
**Subject:** French 1802 and 2801  
**Date:** Thursday, August 13, 2020 6:19:00 PM  
**Attachments:** [image001.png](#)  
[ASCC DL Rationale Request.docx](#)

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Dear Dana, Jennifer, and Sonya,

On Friday, August 7, the ASC Curriculum Committee reviewed proposals to offer distance learning versions of French 1802 (an existing course with GE Cultures and Ideas) and 2801 (an existing course with GE VPA).

Please find below the feedback of the Committee:

French 1802: Unanimously approved for 100% DL with **two contingencies (in bold below)** and *two recommendations (in italics below)*

- **Provide more detailed description of why a DL mode of delivery would work well for this course rather than going the temporary assurances route. Please see the attached DL Rationale Request Letter for more information regarding this contingency.**
- **Changing the title of the course from “Cultures of the French-Speaking World” to “Comics and Culture” goes beyond the time-sensitive DL scope of the Summer ASCC meetings. (That is, the Summer ASCC is only reviewing DL requests for Autumn 2020.) The title change requested is accompanied by a change in the course description. Under its new description, the course specifically focuses on comics and culture. As you may know, the Dept of English offers a course on comics: English 2464 “Introduction to Comics Studies.” ASCC asks that the change of title/content be run by the Dept of English for their concurrence. This is all the more important since the proposed new title of French 1802 does not reflect that the focus of the course would be on comics in the French-speaking world. “Comics and Culture” could encompass a host of different traditions. Please separate the request for a change in title and content from the request for DL approval. Resubmit the current DL request without the title/content change & later this Fall, once you have obtained a concurrence from English, submit a separate request for change in title/content.**
- *P. 3: Consider removing the reference to a 7-week offering in the syllabus. This may distract students.*
- *The GE assessment plan uses two embedded questions on the final exam to assess the expected learning outcomes and expects at least 85% of students to score 85% or better. The plan does not say which question addresses which expected learning outcome. It is important that the two expected outcomes are assessed separately. (One can assume that the first question goes with the first ELO and the second question with the second ELO, but that is not clear.) Also, for each expected learning outcome, design a rubric to map the question answer into a score.*

French 2801: Unanimously approved with **one contingency** (in bold above) and *three*

*recommendations* (in italics above)

- **Provide more detailed description of why a DL mode of delivery would work well for this course rather than going the temporary assurances route. Please see the attached DL Rationale Request Letter for more information regarding this contingency.**
- *Page 2 of the syllabus states that in the case of enrollment exceeding 60, some of the students will have weekly synchronous sessions with a GTA instead of the faculty. This is problematic, as the quality of instruction will likely differ between sessions led by faculty and those led by GTAs. Consider capping enrollment at 60.*
- *Page 6, typo in second line: "After 48 hours, a gentle nudge/resend is inappropriate if your question is time-sensitive." This should read "appropriate."*
- *The GE assessment plan uses two embedded questions on the final exam to assess the expected learning outcomes and expects at least 85% of students to score 85% or better. The plan does not say which question addresses which expected learning outcome. It is important that the two expected outcomes are assessed separately. (One can assume that the first question goes with the first ELO and the second question with the second ELO, but that is not clear.) Also, for each expected learning outcome, design a rubric to map the question answer into a score.*

In a minute, I will return both courses via curriculum.osu.edu in order to enable the department to address the Committee's feedback. (Please notice that in the short run, for Autumn delivery, neither course will need to go through the DL assurance process. However, to obtain permanent DL status, revisions addressing the feedback above will need to be submitted by the department.)

Please note that Maria Miriti will be taking over as faculty Chair of the ASC Curriculum Committee starting Monday morning. Should you have any questions about the feedback of the Committee, please feel free to contact, Alison Crocetta (through Sunday, August 16), Maria Miriti (starting Monday, August 17), or me.

My best,  
Bernadette



**Bernadette Vankeerbergen, Ph.D.**  
Program Director, Curriculum and Assessment  
College of Arts and Sciences  
154D Denney Hall, 164 Annie & John Glenn Ave.  
Columbus, OH 43210  
Phone: 614-688-5679 / Fax: 614-292-6303  
<http://ascas.osu.edu>