

## Term Information

Effective Term Summer 2021  
*Previous Value* Autumn 2022

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Distance Learning section to be added

**What is the rationale for the proposed change(s)?**

We are seeking permanent DL designation for this course

**What are the programmatic implications of the proposed change(s)?**

**(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

We do not anticipate any negative programmatic implications. The proposed changes will only afford our students more access to a refined course that is a requirement of our BFA, BA and minor courses of study.

**Is approval of the request contingent upon the approval of other course or curricular program request? No**

**Is this a request to withdraw the course? No**

## General Information

Course Bulletin Listing/Subject Area Art  
Fiscal Unit/Academic Org Art - D0215  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2300  
Course Title Two-Dimensional Studies  
Transcript Abbreviation 2-Dimensional Std  
Course Description Students will create aesthetic and interpretive studies exploring organizational elements and principles of 2D composition, visual perception, critical thinking, invention and material experimentation as they pertain to art practice. Students will advance written, oral and visual communication skills as they interpret and respond to significant works of art and their own expressive goals.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
*Previous Value* No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Laboratory  
Grade Roster Component Laboratory  
Credit Available by Exam Yes  
Exam Type Advanced Placement Program  
Admission Condition Course No

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<b>Off Campus</b>	Never
<b>Campus of Offering</b>	Columbus, Lima, Mansfield, Marion, Newark

## **Prerequisites and Exclusions**

**Prerequisites/Corequisites**  
**Exclusions**  
**Electronically Enforced**

No

## **Cross-Listings**

**Cross-Listings**

## **Subject/CIP Code**

<b>Subject/CIP Code</b>	50.0799
<b>Subsidy Level</b>	Baccalaureate Course
<b>Intended Rank</b>	Freshman, Sophomore

## **Requirement/Elective Designation**

Required for this unit's degrees, majors, and/or minors

General Education course:

Visual and Performing Arts; Literary, Visual and Performing Arts

The course is an elective (for this or other units) or is a service course for other units

## **Course Details**

**Course goals or learning objectives/outcomes**

- At the successful completion of the course the student will demonstrate:
- a fundamental understanding and application of terminology, media and processes that connect 2D modes of making.
- the ability to analyze, appreciate, and interpret significant works of art. Students will also engage in informed observation and/or active participation in the discipline of 2-D related practices within the visual arts.
- how two-dimensional art may record, question, critique, interpret and inform social and cultural issues both in historic and contemporary contexts through research and creative practice.
- ability to generate, organize and communicate ideas in an increasingly sensitive and critically aware manner.
- ability to contextualize and apply art and design vocabulary in class projects, oral presentations and critiques.
- an ability to consider and apply an appropriate level of finish and crafting intention for a particular set of materials, tools and ideas.

**Content Topic List**

- Elements and Principles of Design
  - Figure to Ground Relationships
  - Value and Color
  - Sequence and Narrative
  - Text and Image (Text as Image)
  - Book Arts
  - Culturally and historically significant 2-D Work of Art
  - Collage strategies
  - Ideation
  - Researching contemporary artists
  - Critiquing and analyzing works of art
- No

**Sought Concurrence**  
*Previous Value*

**Attachments**

- Art 2300 Distance Learning.pdf: DL Syllabus  
*(Syllabus. Owner: Wendel,Sarah Ann)*
- Art 2300 In Person Syllabus.docx: In Person Syllabus  
*(Syllabus. Owner: Wendel,Sarah Ann)*
- Art 2300 Tech Rev.docx: Technical Review Sheet  
*(Other Supporting Documentation. Owner: Wendel,Sarah Ann)*

**Comments**

- -Please upload Ian Anderson's filled out review sheet <https://ascas.osu.edu/curriculum/distance-learning-courses>
- Please upload the in-person syllabus for the course.
- Please check of DL box on this form. *(by Vankeerbergen,Bernadette Chantal on 03/16/2021 03:07 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Wendel,Sarah Ann	03/16/2021 09:36 AM	Submitted for Approval
Approved	Rush,George Sherman	03/16/2021 10:37 AM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/16/2021 03:07 PM	College Approval
Submitted	Wendel,Sarah Ann	03/17/2021 10:33 AM	Submitted for Approval
Approved	Rush,George Sherman	03/17/2021 10:46 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	03/21/2021 06:27 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	03/21/2021 06:27 PM	ASCCAO Approval

# 2D Foundation Studies

ART 2300

## Term

### Course Information

Instructor:  
Email:  
Office:  
Office Hours:  
Mode of course delivery: DL Online  
Time:

\*NOTE: This course is run in many sections each semester and taught by multiple faculty including lecturers and GTAs.

## Prerequisites: None

## Course Description

Art 2200-Visual Studies: 2-Dimensional Art is a General Education Course within the Department of Art in the College of Arts and Sciences at The Ohio State University under the category of Art and Humanities: Analysis of Texts and Works of Art.

Students will create aesthetic and interpretive studies exploring organizational elements and principles of 2D composition, visual perception, critical thinking, invention and material experimentation as they pertain to art practice. Students will advance written, oral and visual communication skills as they interpret and respond to significant works of art and their own expressive goals.

## Course Goals / Rationale

The learning in this course is rooted in an intensive studio-based art making experience in which students will gain the necessary skills to begin creating significant works of art within a historically and culturally aware context. This studio practicum prepares each student for the careful interpretation and evaluation of their own work, that of their peers and artwork of current or historical significance. This capacity for interpretation and evaluation is made possible through the emphasis of learning to see and translating what is seen during the act of drawing.

Studio critiques, class discussions and/or short research assignments provide a unique opportunity for students to engage in a critical discourse using a shared vocabulary of art and design. During critiques students learn to assess and analyze each work of art in

terms of process, meaning, how it could be improved and what questions it may pose. Critiques are also an opportunity for each student to be self-reflective about their own learning process and gain a unique perspective about what they have done, how it connects to other work they are seeing and how they have grown in the process.

## Course Learning Objectives

At the successful completion of the course the student will demonstrate:

- a fundamental understanding and application of terminology, media and processes that connect 2D modes of making.
- the ability to analyze, appreciate, and interpret significant works of art. Students will also engage in informed observation and/or active participation in the discipline of 2-D related practices within the visual arts.
- how two-dimensional art may record, question, critique, interpret and inform social and cultural issues both in historic and contemporary contexts through research and creative practice.
- ability to generate, organize and communicate ideas in an increasingly sensitive and critically aware manner.
- ability to contextualize and apply art and design vocabulary in class projects, oral presentations and critiques.
- an ability to consider and apply an appropriate level of finish and crafting intention for a particular set of materials, tools and ideas.

*This course is comprised of online lectures, Zoom discussions, presentations, assignments, participatory activities and exercises, individual and group discussions...*

## General Education (GE) Goals and Expected Learning Outcomes (ELOs) for Visual and Performing Arts (VPA):

### 1. Goals:

Students evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

### 2. Expected Learning Outcomes:

1. Students analyze, appreciate, and interpret significant works of art.
2. Students engage in informed observation and/or active participation in a discipline within the visual, spatial, and performing arts.

### 3. How the course will satisfy the ELOs:

In this course, students evaluate significant art related writings and works of art. Such studies develop capacities for aesthetic and historical response and reflection; interpretation and evaluation; critical listening, reading, seeing, thinking, writing, and making; and experiencing a particular discipline within the arts and reflecting on that experience.

## HOW THIS COURSE WORKS

### Mode of delivery

This course is 100% distance learning course.

Synchronous Zoom meetings will be used for the introduction of assignments, breakout group meetings, and group critique discussions. Other activities such as working on assignments, exercises, viewing videos, and reading assignments will be executed asynchronously. Students will use Miro and u.osu.edu site for uploading and sharing images of work. Carmen will be used for course information and assignment submissions. Weekly announcements will serve to inform when activities will take place.

All university standards and policies remain in place as related to Title IX, academic misconduct, allowances for students with disabilities, studio conduct and respect for others, and other related issues. We will be meeting and interacting in an online format, not an anonymous one. We will conduct ourselves and treat others as if we were meeting in person.

### Pace of online activities

This course is divided into modules with weekly expectations. The assignment calendar outlines essential deadlines. Students are expected to keep pace with weekly deadlines and meetings but may schedule their efforts freely within that time frame.

### Credit hours and work expectations

*This is a 3-credit-hour course. According to **Ohio State policy**, students should expect around 6 hours per week of time spent in class and an addition to 3 hours of on out of class work to receive a grade of (C) average. In total, students should be prepared to commit a minimum of 9 hours per week to this course.*

### Attendance and participation requirements

Art is a field that requires discipline, timely participation, and respectful and thoughtful communication. Active engagement is essential to learning in our discipline. You are expected to come to class prepared to work on coursework and engage discussions.

Timely and productive class activities and meeting in-progress deadlines are factors in evaluation of assignments. While synchronous class experiences and discussions are impossible to recapture or duplicate, essential course materials and supportive resources will be available through Carmen, Zoom recordings, Buckeye Box or One-Drive. SLDS (Student Life and Disability Services) registration of extenuating circumstances or factors impacting attendance are requested to facilitate accommodations to standard policies.

The Department of Art recognizes that students may on occasion miss class activities due to extenuating circumstances such as illness, emergency or other important matters. When this occurs, it is your responsibility to acquire updates and notes and to review asynchronously available course materials. Please communicate attendance concerns with me in a timely manner when appropriate.

The successful completion of this course relies on the completion of studio projects and numerous related exercises- specified in Carmen- as well as their accompanying readings, participation in discussions and critiques of these studio projects and readings, and related short writing assignments.

Because this is a Distance Learning course, your attendance is based on your online activity and participation that can be completed asynchronously, as well as direct synchronous sessions listed below and on the syllabus course schedule. The following is a summary of everyone's expected participation:

**Participating in online activities:** Twice per week you are expected participate in course activities by logging in to the course via Carmen and/or Miro. Readings, online viewings of artist interviews, videos and films, writing assignments, completion of projects are asynchronous, but please note due dates. Attendance, preparation, communication, productive class activity and meeting in-progress deadlines are factors in the assessment of your assignments.

**Office hours and live Zoom sessions:** Live sessions are highly recommended. If you cannot make the lectures, they will be recorded and transcribed via zoom. Office hours are optional.

## Readings

All required readings will be posted to Carmen.

## Course Materials

Students are required to purchase supplies for this course. Please access [Blick U here](#) to find course material and tool list (also see module 1 in Carmen).

Plan ahead when ordering online. All project deadlines must be met, and late delivery of materials or last-minute shopping is not valid as an excuse for late work.

Additional materials may be explored or needed on a per project basis as you explore your ideas. Supplies that will be very helpful: Computer or iPad.

Be creative and responsible (recycle etc.). I will discuss and demonstrate many of these materials in class and by request.

\*Art materials can also be purchased independently by going to the Blick retail store, Blick store phone purchase and home delivery ((614) 792-1900) or through your preferred resource. Barnes and Noble, Michael's, Joann Fabrics, Staples, Walmart, hardware, and home supply stores are other retail sources. Plan ahead when ordering online. All project deadlines must be met, and late delivery of materials or last-minute shopping is not valid as an excuse for late work.

Additional materials may be explored or needed on a per project basis as you explore your ideas. Be creative and responsible (recycle etc.) We will discuss and demonstrate many of these materials in class and by request.

## Course Technology

### Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](http://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](http://go.osu.edu/zoom-meetings))  
Recording a slide presentation with audio narration ([go.osu.edu/video-assignment-guide](http://go.osu.edu/video-assignment-guide))
- Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](http://go.osu.edu/video-assignment-guide))

### Course technology

Baseline technical skills for online courses

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

Required software/technologies for this course

- [CarmenZoom virtual meetings \(free\)](#)
- Required equipment
- Computer: current Mac (OS X) or PC (Windows 7+) with internet connection that can support CarmenZoom calls
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

### Carmen access

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in



Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](http://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](http://ocio.osu.edu/help)
- **Phone:** 614-688-4357 (HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

### Accessibility of course technologies

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [CarmenCanvas accessibility](#)
- [CarmenZoom accessibility](#)

## Grading and Faculty Response

### How your grade is calculated

You will be assessed on assignment objectives (proficiencies and initiative), class activities, meeting all deadlines (in-progress and final), creativity, exploration and research initiative/vigor, adaptive learning, and participation in exercises, reviews and discussions.

There are 300 possible points this term. Exercises, discussions, and participatory activities are elements in your module grade.

### Module 1 Shape Grammar: 100 pts

In this module, we will study the visual elements and principles of composition drawing through structural approaches. We will explore observational drawing skills such as visual measuring, triangulation, contouring, and perspective.

**Module 2** Imagination and Communication: 100 pts

In this module, we will engage in collaboration to further our study of the Elements and Principles of composition to include concept building strategies and combining elements with focus on pattern.

**Module 3** Context: 100 pts

In this module, we will expand our study communication and expression through the GE assignment. We will examine the artwork of past and present 2D artists. Using our interpretive processes and understanding of essential art vocabularies, we will identify and construct context to inspire 2D compositions in artist book form: written and visual.

**Late assignments**

Late assignments will be accepted up to one week past due with impact on point accumulation applied to participation score (max. accumulation of 50% in participation with late submission), unless otherwise defined with me. If you miss deadlines due to valid, extenuating circumstances you may submit the required work at a date agreed upon with me with no penalty. Contact me to arrange a discussion within one week of the missed classes and/or work.

**Grading Scale**

A (93–100) Work, initiative, and participation of exceptional qualityA-

(90–92.9) Work, initiative and participation of very high quality

B+ (87–89.9) Work, initiative and participation of high quality which reflects higher than average abilities

B (83–86.9) Very good work, initiative and participation that satisfies the goals of the course

B- (80–82.9) Slightly above average work, initiative and participation that satisfies the goals of the course

C+ (77–79.9) Average work, initiative and participation which reflects an understanding of course material

C (73–76.9) Adequate work; student has a less than average level of initiative and participation

C- (70–72.9) Passing but below good academic standing; student has a less than average level of work, initiative and participation

D+ (67–69.9) Below average work, initiative and participation

D (60–66.9) Well below average work, initiative and participation

E (59.9–0) Failure; no credit. Unsuccessful completion of work. Limited or nonparticipation. Objectives of the assignment are not met or are met in a significantly limited way.

## Feedback and Response Time

Project grading and feedback can generally be expected within 2 weeks.

You can expect a reply to emails within 24-36 hours Monday–Friday, but no response should be expected between 5pm and 8am.

## Carmen

Carmen ([carmen.osu.edu](https://carmen.osu.edu)) is used for general communication through announcements. Carmen is where assignment information, sharing ideas and work, collaborative engagement and assignment development, grades and feedback, readings, and general course content components are posted.

## Email

Email through Carmen's inbox function or through your BuckeyeMail will be the only source of private and secure digital conversations I will use with you. Secure Information on general concerns, assignments, class inquiries, or other similar topics should be addressed using these sources.

All university correspondence is sent to your BuckeyeMail email address, and all email sent to faculty and staff should be sent from your BuckeyeMail email address.

Ohio State will never ask for your Ohio State username or password. Do not reply to any email asking for your Ohio State username, password, or other personal information. Report such messages to [report-phish@osu.edu](mailto:report-phish@osu.edu).

## Other course policies

### Academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this

course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- *Ten Suggestions for Preserving Academic Integrity* ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## Reusing past work

In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic explored in previous courses, please discuss the situation with your instructor at the start of the assignment/project.

## Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

FOR UNDERGRAD COURSES: <http://advising.osu.edu>

## Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](http://go.osu.edu/ccsondemand). You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](http://go.osu.edu/wellnessapp).

## Accessibility accommodations for students with disabilities

### Requesting accommodations

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](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

### Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Canvas accessibility \(go.osu.edu/canvas-accessibility\)](https://go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](https://go.osu.edu/zoom-accessibility))
- Collaborative course tools

**Optional:** *(to be included or expanded per instructor discretion)*

### General Class and Studio Policies

- **Discussion and communication guidelines**

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

- Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender identity and expression, and nationalities. Class rosters are provided to the instructor and may include the student's legal name unless changed via the University Name Change policy. I will gladly honor your request to address you by another name or gender pronoun. Please advise me of this early in the semester so that I may make appropriate changes to my records.
- Tolerance. Required and elective art courses contain content that can include some language, imagery, or dialogue that may be challenging or offend some students. While no student is required to participate in a presentation or discussion of art or design that offends them, it is important to remain open-minded and participate in a cooperative and respectful manner. Art can often challenge our ideas and experiences, and can lead us into some lively discussion, concepts and imagery. Differences (in ideas, perspectives, experiences, etc.) can be positive, productive and educational, challenging and provocative, so please, engage in the exchange of ideas respectfully. Please see me with your concerns as soon as possible.
- Please contact me in advance (during the first week of class or as soon as circumstances develop during the term) if you have circumstances that may affect your performance and ability to fulfill your responsibilities in this course.

- **Statement on Title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

- **Commitment to a diverse and inclusive learning environment**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

- **Land Acknowledgement**

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical

contexts that has and continues to affect the Indigenous peoples of this land. More information on OSU's land acknowledgement can be found here: <https://mcc.osu.edu/about-us/land-acknowledgement>

## Calendar

(see Assignment outlines and Miro Board for more details)

1/12 Tuesday	Welcome, Intro to course structure and objectives Miro Board intro
1/14 Thursday	Intro continued Intro to E1: Entopic Graphomania
1/18 Monday	Entopic Graphomania exercise due Discussion/review
1/19 Tuesday	Introduction to Elements and Principles Introduction to Assignments
1/21 Thursday	Continued Intro to Elements and Principles. A1 option 1 work and discussions.
1/26 Tuesday	Module 1, Option 1 work and discussion <b>Group 1 meets on Zoom from 3:55-5:10</b> <b>Group 2 meets on Zoom from 5:25- 6:40</b> <i>(Groups 3 and 4 will work on Assignment option 1 independently. Review tutorials and Carmen supportive resources.)</i>
1/28 Thursday	A1 Option 1 work and discussion <b>Group 3 meets on Zoom from 3:55-5:10</b> <b>Group 4 meets with on Zoom from 5:25- 6:40</b> <i>(Groups 1 and 2 will work on Assignment option 1 independently. Review tutorials and Carmen supportive resources.)</i>
2/2 Tuesday	All: Discussion about Critiques Option 1 informal review Option 2 work
2/4 Thursday	Module 1, Option 2 work and discussion <b>Group 3 meets on Zoom from 3:55-5:10</b> <b>Group 4 meets on Zoom from 5:25- 6:40</b> <i>(Groups 1 and 2 will work on Assignment option 2 independently. Review tutorials and Carmen supportive resources.)</i>



<p><b>2/9</b> Tuesday</p>	<p>Module 1: Option 2 work and discussion  <b>Group 1 meets on Zoom from 3:55-5:10</b>  <b>Group 2 meets on Zoom from 5:25- 6:40</b>  <i>(Groups 3 and 4 will work on Assignment option 2 independently. Review tutorials and Carmen supportive resources.)</i></p>
<p><b>2/11</b> Thursday</p>	<p>Informal review and feedback          Module 1- Upload assignments to Miro for discussion and input.</p>
<p><b>2/15</b> Monday</p>	<p><b>Module 1 due by 11:59 pm. Upload PDF to Carmen, and to Miro board</b></p>
<p><b>2/16</b></p>	<p>Review Module 1</p>
<p><b>2/18</b></p>	<p>Introduction to Module 2: Pattern          PowerPoint part 1          Collaboration exercise</p>
<p><b>2/23</b> Tuesday</p>	<p>No class- instructional break</p>
<p><b>2/25</b> Thursday</p>	<p>Asynchronous:          Collab-o exercise due by the end of class- upload to Miro.          Touch base as a whole class 3:55- 4:30- Everyone!          Watch assignment PowerPoint part 2.          Collaborate: Complete abstractions as tests for mandala pedals/components, establish concept and grid.</p> <p>Synchronous: Meeting with teams          4:30-4:55          5:00-5:25          5:40-6:05          6:10-6:40</p>
<p><b>3/2</b> Tuesday</p>	<p>Asynchronous:          Collaborate- Work on completed abstractions and begin testing elements in grid.          Use trace paper (or digital layers) to test different arrangements and patterns.          Minimum of three! Illustrator experiment upload to Miro.</p> <p>Synchronous: Meeting with teams          3:55-4:25          4:30-4:55          5:00-5:25          5:40-6:05</p>

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	6:10-6:40
<b>3/4</b> Thursday	Informal in-progress review: Everyone Exercise prompt Open meetings 6:00-6:40
<b>3/9</b> Tuesday	Meeting with teams: 3:55-4:25 4:30-4:55 5:00-5:25 5:40-6:05 6:10-6:40
<b>3/11</b> Thursday	<b>Everyone check in 3:55-4:30pm: final questions before final submission.</b> Meeting with teams: 4:30-4:55 5:00-5:25 5:40-6:05 6:10-6:40
<b>3/15</b> Monday	Final Mandala assignment Due A single PDF including labeled (nature inspired and human-made inspired) images of your mandalas with a concise (shared with your team-mate) statement (approx. 200-250 words) describing your composition (forms that inspired it, supportive ideas related to your unique mandala and compositional focus)- upload to Carmen assignment. Complete the Self-evaluation in class on March 16th- upload to Carmen.
<b>3/16</b> Tuesday	Module 2 Review Color Discussion and experiments
<b>3/18</b> Thursday	Color Discussion and experiments
<b>3/23</b> Tuesday	Intro to Module 3: GE Assignment
<b>3/25</b> Thursday	Intro to Module 3 continued Exercise 1: Written Analysis
<b>3/30</b> Tuesday	Exercise 1: Written Analysis draft exchange Content development

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	Demo: Book prototyping
<b>4/1</b> Thursday	<b>Group 1 meets on Zoom from 3:55-5:10</b> <b>Group 2 meets on Zoom from 5:25- 6:40</b> <i>(Groups 3 and 4 will work on Assignment independently. Review tutorials and Carmen supportive resources. Content development, Book prototyping)</i>
<b>4/6</b> Tuesday	<b>Group 3 meets on Zoom from 3:55-5:10</b> <b>Group 4 meets on Zoom from 5:25- 6:40</b> <i>(Groups 1 and 2 will work on Assignment independently. Review tutorials and Carmen supportive resources. Content development, Book prototyping)</i>
<b>4/8</b> Thursday	Paper Due: Exchange discussion Open work session.
<b>4/13</b> Tuesday	<b>Group 1 meets on Zoom from 3:55-5:10</b> <b>Group 2 meets on Zoom from 5:25- 6:40</b> <i>(Groups 3 and 4 will work on Assignment independently.)</i>
<b>4/15</b> Thursday	<b>Group 3 meets on Zoom from 3:55-5:10</b> <b>Group 4 meets on Zoom from 5:25- 6:40</b> <i>(Groups 1 and 2 will work on Assignment independently.)</i>
<b>4/20</b> Tuesday	Final Review Module 3
<b>4/22</b> Thursday	Final Review Module 3 continued
<b>4/29</b>	Thursday Apr 29 6:00pm-7:45pm final Revised written paper due

The Ohio State University, Department of Art, Foundation Course Syllabus

## GEC ART 2300 – Visual Studies: 2-Dimensional Art

Spring 2020

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### Course Info

Location: Hopkins Hall 362

Days and Time: MWF 10:05 – 11:55 am

### Contact

Instructor: Maggie Schmiegelow

Email: [Schmiegelow.1@buckeyemail.osu.edu](mailto:Schmiegelow.1@buckeyemail.osu.edu)

Phone: (614) 292 -5072, Art Dept. Phone, Please Leave Message

Mailbox: Room 258 Hopkins Hall (Art Dept. Main Office)

Office Hours: By appointment only

Office Location: Adjunct Office Hopkins 254C

Main Art Office: Hopkins Hall 258

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### Course Description:

Art 2300-Visual Studies: 2-Dimensional Art is a General Education Course within the Department of Art in the College of Arts and Sciences at The Ohio State University under the category of Art and Humanities: Analysis of Texts and Works of Art.

Students will engage in aesthetic and interpretive examinations in organizational elements and principles of two-dimensional composition to explore concepts in 2D space, visual perception, critical thinking, invention and material experimentation as they pertain to art practice. Students will apply written, oral and visual communication skills as they evaluate, interpret and respond to significant works of art and their own expressive goals.

### Course Goals / Rationale:

The learning in this course is rooted in an intensive studio-based art making experience in which students will gain the necessary skills to begin creating significant works of art within a historically and culturally aware context. Such studies develop capacities in each student for the careful interpretation and evaluation of their own work, that of their peers and artwork of current or historical significance. This capacity for interpretation and evaluation is made possible through the emphasis of learning how to organize, manipulate and communicate with visual information in a two-dimensional format.

Studio critiques, class discussions and/or short research assignments provide a unique opportunity for students to engage in a critical discourse using a shared vocabulary of art and design. During critiques students learn to assess and analyze each work of art in terms of process, meaning, how it could be improved and what questions it may pose. Critiques are also an opportunity for each student to be self-reflective about their own learning process and gain a unique perspective about what they have done, how it connects to other work they are seeing and how they have grown in the process.

### Learning Objectives:

At the successful completion of the course the student will demonstrate:

- a fundamental understanding and application of terminology, media and processes that connect 2D modes of making.
- the ability to analyze, appreciate, and interpret significant works of art. Students will also engage in informed observation and/or active participation in the discipline of 2-D related practices within the visual arts.
- how two-dimensional art may record, question, critique, interpret and inform social and cultural issues both in historic and contemporary contexts through research and creative practice.
- ability to generate, organize and communicate ideas in an increasingly sensitive and critically aware manner.
- ability to contextualize and apply art and design vocabulary in class projects, oral presentations and critiques.
- an ability to consider and apply an appropriate level of finish and crafting intention for a particular set of materials, tools and ideas.

### **General Education (GE) Goals and Expected Learning Outcomes (ELOs) for Visual and Performing Arts (VPA):**

#### **1. Goals:**

Students evaluate significant works of art in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

#### **2. Expected Learning Outcomes:**

1. Students analyze, appreciate, and interpret significant works of art.
2. Students engage in informed observation and/or active participation in discipline within the visual, spatial, and performing arts.

### **Course Calendar**

#### **SEE CARMEN FOR FULL COURSE CALENDAR**

**\*\*Please Note:** *The instructor reserves the right to adjust the course schedule if necessary.*

#### **Important Dates:**

January 20	NO CLASS (Martin Luther King Day)
January 27	FINAL CRITIQUE (Project 1)
February 12	FINAL CRITIQUE (Project 2)
March 06	FINAL CRITIQUE (Project 3)
March 09-13	NO CLASS (Spring Break)
March 27	FINAL CRITIQUE (Project 4)
April 20	FINAL CRITIQUE (Project 5)
Exam Week	<b>FINAL EXAM: TBD</b>

\* All students are expected to be present for the scheduled final exam (see course calendar). Plan accordingly.

**Important dates:** Please refer to the university academic calendar for specific dates and deadlines.

<https://registrar.osu.edu/staff/bigcal.asp>

## **Grading Standards, Student Responsibilities and Student Services:**

### **I. Class work / Homework**

- A. Your performance will be evaluated not only on the quality of your work, but on your entire performance - your understanding of the basic skills and concepts covered, your resourcefulness, initiative, adaptive learning, active participation in all class activities and overall rigor as a student.
- B. All assignments must be submitted on the scheduled due date. Every student should be prepared to present his or her project to the class at the final critique. **Late assignments will be reduced by one full letter grade for every day after the original due date.** Some projects may be redone at the discretion of the instructor.
- C. Students are expected to attend all classes, and to work in class, as well as at home on assignments. Expect to spend a minimum of 6 hours per week outside of class for a 3-credit studio course. Art supplies and books must be brought to class each day. Save all work done in this class; keep it clean and presentable for possible review at any point in the term and for inclusion in a BA and/or BFA portfolio application.

Grades in each of your courses within the Foundation Program will be based on the following grading scale and descriptions.

- A (93-100)** Work of exceptional quality: student excels at verbalizing ideas and assignments are of exceptional quality.
- A- (90-92)** Work of very high quality: student excels at verbalizing ideas and assignments are of very high quality.
- B+ (87-89)** Work of high quality, which reflects higher than average abilities: student has a high level of participation during discussion, assignments are of high quality.
- B (83-86)** Very good work that satisfies goals of the course: student has a very good level of participation during discussion, assignments are of very good quality.
- B- (80-82)** Slightly above average work that satisfies the goals of the course: student has a very good level of participation during discussion, assignments are of good quality.
- C+ (77-79)** Average work, which reflects an understanding of course material: student has an average level of participation during discussion, assignments are of an average quality.
- C (73-76)** Adequate work; passable: student has a less than average level of participation during discussion, assignments are of an adequate quality.

- C- (70-72)** Passing work but below good academic standing: student has a less than average level of participation during discussion, assignments are of a less than adequate quality.
- D+ (67-69)** Below average work: student has a below average level of participation during discussion, assignments are below average quality.
- D (60-66)** Well below average work: student has a well below average level of participation during discussion, assignments are well below average quality.
- E (59-0)** Failure; no credit

### **Grading Criteria:**

Grades in this course will be evaluated based on the following criteria and system:

Project 1:	200 pts.
Project 2:	200 pts.
Project 3:	300 pts.
Project 4:	150 pts.
Project 5:	300 pts.

### **Critiques**

Critiques are an important part of the artistic process and should be seen as an opportunity to provide and to receive feedback. Remember, a critique is not a personal attack against you, but an invaluable source of feedback and information necessary for artistic growth. The responsibility of a successful critique lies both with the artist and the engaged observer. Participate earnestly and often! Students' participation in critique sessions will factor in heavily to project participation grades.

### **III. Attendance Policy**

#### **Department of Art Attendance Policy**

Timely and regular attendance is an expectation of all courses in the Department of Art. We understand that each student may upon occasion need to be away from class due to illness or other important matters. Missed classes due to late enrollment count as absences. The following policy recognizes these life issues while establishing a set of academic standards necessary to encourage best learning practices.

**Attendance Policy:** Absences are not excused. Attendance is mandatory in all scheduled classes and labs as all absences in a studio environment impede student progress. For absences occurring during the withdrawal period:

- For courses meeting once per week, students who are absent a third (3) time should withdraw from the course or will be given an E.  
*\*For clarification speak to your instructor.*
- For courses meeting twice per week, students who are absent a sixth (6) time should withdraw from the course or will be given an E.  
*\*For clarification speak to your instructor.*
- For courses meeting three times per week, students who are absent a ninth (9) time should withdraw from the course or will be given an E.  
*\*For clarification speak to your instructor.*

If one of the above absence maximums is reached after the withdrawal period, the student will receive a failing (E) grade in the course.

- **If you are late to class, it will impact your grade.** Three tardies will equal one absence. However, if you are more than 15 minutes late to class, you will be counted absent. Also, if you come to class without the proper materials needed to work on a given project, you may be counted absent on that day at the discretion of your instructor.
- If for some reason you cannot attend a class, contact me via e-mail prior to class to make arrangements for making up what you have missed. Contacting me in advance does not excuse the absence in terms of grading. Ultimately, it is the student's responsibility to figure out what was missed during an absence.
- After you reach your third absence your grade will drop one full letter grade, then again after your sixth.
- Critiques are **mandatory**. If you do not show up for these dates, you show up late or leave early, your project **grade will be reduced by one full letter grade**. Even if a student's work is incomplete, that student's presence is required. You will be better off bringing an unfinished project to the critique than not showing up or not presenting anything at all.
- If a final project or homework assignment is turned in late, your instructor will lower your grade by one letter grade for each class period that it is not turned in.
- A grade of Incomplete is only issued by Foundation Studies faculty in consultation with the Director of Foundation Studies. Incompletes are rarely given, and then only in relationship to illness, a documented death in the family or highly unusual life circumstance.

*"Art courses are perhaps community efforts to a much greater degree than many other university offerings. The students work together, benefiting from each other's triumphs and mistakes; lectures, demonstrations and other relevant events tend to be impromptu, growing out of the immediate dynamic of the class itself. Under these circumstances, attendance is of utmost importance; no student can fully utilize the resources, human and otherwise, available without being in class regularly."* – The Grading Standards Committee, Department of Art, The Ohio State University, February 27, 1982

#### **IV. Freshman Forgiveness**

If you receive a D+, D or E in a class during your freshman year (before you have earned 45 credit hours) you may retake the course, and the first grade will be dropped from your cumulative point-hour ratio. However, the record of the original grade will remain on your transcript. You may only retake the course once, and you must retake it before you earn 90 hours. If you earn a worse grade the second time around, that grade counts, not the higher grade! You can use the forgiveness rule for up to 15 hours. It is best to retake the course(s) as early as possible.



Keep in mind that if you are considering applying to graduate or professional schools, or even to other colleges at The Ohio State University, their admission processes will look at all grades and may recalculate the original grade(s) into your total.

#### **V. Academic Misconduct:**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations and artwork created in studio courses. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at [http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp). The Foundation Program in the Department of Art adheres to all aspects of this Code of Conduct especially in matters relating to the following: Academic Misconduct, Endangering Health or Safety, Sexual Misconduct, Destruction of Property, and Theft/Unauthorized Use of Property.

#### **Disability Services:**

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.

Please contact:

Student Life Disability Services to coordinate reasonable accommodations for students with documented disabilities.

098 Baker Hall  
113 W. 12th Ave  
Columbus, OH 43210

Office Phone: 614-292-3307

General business email: [slds@osu.edu](mailto:slds@osu.edu)

Exam accommodations email: [slds-exam@osu.edu](mailto:slds-exam@osu.edu)

Web address: <https://slds.osu.edu/>

### **VII. Foundation Studies Advising:**

General questions you may have about Foundation Studies and BA/BFA Portfolio Requirements should be sent to: [art\\_advisor@osu.edu](mailto:art_advisor@osu.edu).

### **VIII. OSU Counseling and Consultation Service (CCS)**

*Free, individual and confidential* counseling services are available through the CCS office.

Location: 4<sup>th</sup> Floor

Younkin Success Center

1640 Neil Avenue

(Just South of 11<sup>th</sup> Avenue)

Just call, (614) 292-5766 to schedule an appointment.

#### **Mental Health Services:**

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) or calling 614-- 292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800--273--TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org).

#### **VIV. Toxic Material Policy**

The Foundation Studies program recognizes your individual right to and responsibility for a safe working environment. To ensure studio safety, the following materials and processes are not permitted in Hayes Hall.

##### **Please refrain from:**

- the use of spray fixative is prohibited in classrooms, hallways, stairwells or courtyard areas! Please use the spray booth located in Room 477 Hopkins.
- painting on floors, walls, sidewalks or other building or outdoor structures.  
(All painting should be done in the proper facility! Please be sure to discard any protective materials such as cardboard or newspaper in the dumpster behind Hayes Hall.)
- the use of toxic glues, resins and paints.
- the burning of any material.
- standing on stools while you are working in the studio.

*Please come to class in appropriate work clothes and wear eye protection when you are working with wire or any sharp materials.*

#### **X: Technology Policy**

##### Cell Phones:

Students should feel free to use their phones WHEN APPROPRIATE. Appropriateness can be difficult to gauge, but students should rely on proper decorum whenever possible. If you are confused or would like to have a longer conversation about technology in the public sphere, please feel free to schedule a time to meet during office hours. Keep in mind that it is almost NEVER APPROPRIATE to answer a phone call in class or text while the instructor is speaking. Repeated infractions may result in a deduction of points from your final grade.

##### Music and Headphones:

Headphone use is not allowed during class time. It is difficult to be an active member of the class if you are sequestered into your own musical world. I will provide opportunities for the class to listen to music when appropriate. If you find the communal music bothersome, please let me know.

#### **XI. Locker Policy**

Please be advised that all student lockers must be cleaned out by the last day of finals week- **April 28th, 5pm**. Locks will be cut, and locker contents discarded during the Foundation Studies clean up. Please follow this policy as the Foundation Studies program cannot be held responsible for your lost art materials and artwork after the last day of finals week of the semester you are enrolled.

#### **XII. Trigger Warning Language**

Some content of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving

classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

### **XIII. University Escort Service**

University Escort Service: 292-3322  
Service available after 6 PM.

### **XIV. Professional Courtesy and Sensitivity**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender identity and expression, and nationalities. Class rosters are provided to the instructor and may include the student's legal name unless changed via the University Name Change policy. I will gladly honor your request to address you by another name or gender pronoun. Please advise me of this early in the semester so that I may make appropriate changes to my records.

### **MATERIALS LIST:**

Students will need to provide the following materials for this course. We will discuss this list in class on the first day.

- Mechanical pencil
- USB Thumb Drive
- Bristol Pad, 100 lb., 20 sheets Smooth, (19" x 24")
- Various achromatic (black, grey, or subtle earth tones) media (ink, graphite, Conte Crayons, coffee, tea, etc.) AND various mark making tools (pen, brush, toothbrush, feather, branch, etc.) – THINK CREATIVELY
- Brown Chip Board, 1 22"x28" sheet
- Black (both sides) Mat Board, (1/16" thickness), (18 1/2" x 18 3/4" min.)
- TomBow Aqua Mono Liquid Glue
- Gluestick
- Spray Adhesive
- Black (both sides) Mat Board, (1/16" thickness), 2 pieces (8 1/2" x 11" ea.)
- Plethora of Black and White / Color, photographic collage materials
- Various colored papers (Wait to buy until you know what you need)
- Faber-Castell Pitt Artist Pen Set – Black, Various Nibs (S,F,M,B), Set of 4

\*\*Various other materials will be needed as determined by the student for each project.

The following is a list of materials you may be interested in purchasing for various projects throughout the term. I would suggest you wait to go out and purchase the things on this list until you decide you need them,

as none of them are necessarily required to complete the making prompts I will give you.

- PVA Glue
- Metal Square
- Bone Folder
- Printmaking paper or other unique paper for bookmaking
- Cardstock Paper (110 lb)

**PLACES TO LOOK FOR SUPPLIES:**

**\*DICK BLICK POP-UP SALE:**

**Where: Hopkins Hall Lobby**

**When: January, 7-9, 10:00 am – 4:00 pm**

Blick Art (Sawmill Rd. just north of 161), Barnes and Noble- Long's Bookstore, Staples, Michaels...

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course: Art 2300**

**Instructor: TBD**

**Summary: 2D Foundation Studies**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>Carmen</li> <li>Office 365</li> <li>Miro</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>Synchronous Zoom lectures.</li> <li>Additional asynchronous materials.</li> <li>Carmen discussion board postings.</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			Assuming computer labs will be open for AU21, Adobe is provided for free in those labs. If the labs are not open for AU21, the department does have the ability to purchase license on behalf of their students for \$25 per student.
6.4 The course technologies are current.	X			All are updated regularly
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No 3 <sup>rd</sup> party tools are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No 3 <sup>rd</sup> party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Instructions are provided.
8.4 The course design facilitates readability	X			
8.5 Course multimedia facilitate ease of use.	X			All assignments and activities that use the Carmen LMS with embedded multimedia

				facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser
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**Reviewer Information**

- Date reviewed: 3/11/21
- Reviewed by: Ian Anderson

**Notes: This looks good!**

<sup>a</sup>The following statement about disability services (recommended 16 point font):  
 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](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.  
<http://advising.osu.edu/welcome.shtml>

<sup>c</sup>Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.