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To: [Blacker, Noah](#); liu.737@osu.edu; [Smith, Jeremie](#)
Cc: [Vankeerbergen, Bernadette](#); [Romero, Eugenia](#)
Subject: Turkish 1102, Uzbek 1102, Persian 1102, Hebrew 1102.01
Date: Thursday, September 23, 2021 12:09:00 PM
Attachments: [image001.png](#)
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[Feedback to NELC 9-17-21.docx](#)

Good morning,

On Friday, September 17th, the Arts and Humanities 2 Panel of the ASC Curriculum Committee reviewed proposals to offer distance learning versions of Persian 1102, Hebrew 1102.01, Turkish 1102, and Uzbek 1102.

All of the above courses were unanimously approved by the Panel with contingencies and recommendations. For your convenience, I am cutting/pasting the feedback underneath my email as well attaching it as a separate Word document.

I will return the Hebrew and Persian courses to the department queue via curriculum.osu.edu in order to address the Panel's requests. The Turkish and Uzbek courses will continue through the approval process.

Should you have any questions about the feedback of the Panel, please feel free to contact Eugenia Romero (faculty Chair of the A&H 2 Panel; cc'd on this e-mail), or me.

Best,
Rachel



Rachel Steele, MA

(Pronouns: she/her/hers / Honorific: Ms.)

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BLACK LIVES MATTER

STOP AAPI HATE

DACA/undocumented ally



I acknowledge that 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 honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the

1. Turkish 1102

- *The Panel recommends removing the duplicate text that occurs in several places in the syllabus. For example, some of the same material is covered twice on pg. 5 under “Credit Hours and Work Expectations” and then again on pg. 8-9 under “Descriptions of Major Course Assignments.”*
- *The Panel recommends that the syllabus (pg. 3 under “Mode of delivery”) clarify that students must be logged into Carmen Zoom during synchronous class meetings, not just logged into the Carmen website.*
- *The Panel recommends that the Grading Policy (syllabus pg. 8 under “How your Grade is Calculated”) be clarified, as the percentages given only add up to 70%.*
- *The Panel respectfully suggests that the instructor list a Netflix subscription as required material (syllabus, pg. 6 under “Required Materials and/or Technologies”). As an alternative, the Panel respectfully suggests that the instructor consult with their subject librarian to explore alternative sources which might be more cost effective for students. (<https://library.osu.edu/subject-librarians?page=0>)*
- The Panel noticed that the in-person syllabus for the course is still using an outdated “Students with Disabilities” statement. They offer a friendly reminder that the Student Life Office of Disability Services is now in Baker Hall, and the most up-to-date SLDS syllabus statement can be found at <https://asccas.osu.edu/curriculum/syllabus-elements>.
- Paulsen, Wilson, unanimously approved with *4 recommendations* (in italics above) and one comment

2. Uzbek 1102

- *The Panel recommends that the weekly schedule (syllabus, pg. 11-12 under “Weekly Schedule”) be broken down by week rather than 1 or 2 week “clusters” to clearly show student workload for each weekly module as described on pg. 2 of the syllabus under “How This Online Course Works”.*
- *The Panel recommends that the syllabus tell students where they can purchase the course textbook (syllabus pg. 4 under “Required Materials and/or Technologies”).*
- *The Panel recommends that the syllabus (pg. 6 under “Grading and Faculty Response”) specify how or where (email, Carmen, etc.) students should turn in homework, projects, quizzes, and exams.*
- *The Panel recommends that the Grading Scale be amended to include the grades of D+, D, and E (syllabus pg. 6 under “Grading Scale”).*
- The Panel noticed that the in-person syllabus for the course is still using an outdated “Students with Disabilities” statement. They offer a friendly reminder that the Student Life Office of Disability Services is now in Baker Hall, and the most up-to-date SLDS syllabus statement can be found at <https://asccas.osu.edu/curriculum/syllabus-elements>.
- Paulsen, Parsons, unanimously approved with *4 recommendations* (in italics above) and 1 comment.

3. Persian 1102

- **The Panel asks that the department adjust the Course Schedule (syllabus, pg. 12-16)**

to break the class into specific weekly modules as stated on pg. 2 under “How This Online Course Works-Pace of online activities”. The Panel feels that students should have a better idea of the amount of work expected in each week rather than in 2 or 3 week segments.

- **The Panel asks that the department adjust the Course Schedule (syllabus, pg. 12-16) to provide specific due dates for all assignments, including homework, quizzes, presentations, and exams**
- **The Panel asks that the “Extra contribution” listed on pg. 5 of the syllabus be further explained under “Descriptions of Major Course Assignments” so students will understand how these points can be earned.**
- **The Panel asks that the department provide more information to students regarding the Intercultural Development Inventory. Specifically, they would like to know how students will earn this 5% of the grade should they choose not to participate in the study.**
- *The Panel recommends that the syllabus clarify information surrounding credit hours and hours of work expected outside of the class. On pg. 1 of the syllabus (under “Course Information”) the course is listed as 4 credit hours, but on pg. 2 (under “Pace of online activities”) it says the course is 3 credit hours and expects 6 hours of homework. On the same page, (under “Credit hours and work expectations”) 4 credit hours and 8 hours of homework are listed as expectations.*
- *The Panel recommends that the department remove the words “First-session” from the description of the Midterm Examination (syllabus pg. 5 under “Grading and Faculty Response”) to eliminate confusion with First Session/Second Session course structure.*
- *The Panel recommends that the Grading Scale be amended to include grades of D+, D, and E (syllabus pg. 5 under “Grading and Faculty Response – Grading Scale”).*
- *The Panel recommends adjusting the language regarding “handouts” (syllabus pg. 7 under “Homework – Reading assignments”) to specify how students might receive supplemental materials in an online course.*
- *The Panel recommends reconsidering the use of Facebook as a community building tool since it is outside of the purview of university technology. They respectfully suggest the use of Carmen or Microsoft Teams as alternatives to Facebook.*
- *The Panel noticed that the in-person syllabus for the course is still using an outdated “Students with Disabilities” statement. They offer a friendly reminder that the Student Life Office of Disability Services is now in Baker Hall, and the most up-to-date SLDS syllabus statement can be found at <https://ascas.osu.edu/curriculum/syllabus-elements>.*
- **Wilson, Paulsen, unanimously approved with 4 contingencies (in bold above) 5 recommendations (in italics above,) and one comment**

4. Hebrew 1102.01

- **The Panel asks that the department clarify the Course Schedule (syllabus pg. 12-13). Specifically, they would like to see dates/days on which quizzes, unit tests, exams and presentations will be given.**
- *The Panel recommends that the department edit the number of hours per week that students are expected to spend on homework to align with the university expectations for a 4 credit hour class (syllabus, pg. 3 under “How This Online Course Works”).*

University expectations regarding this can be found here:

https://ascas.osu.edu/sites/default/files/2021-09/2021-22_asc_curriculum_and_assessment_operations_manual.pdf under item VI.B.3.

- The Panel recommends that the homework policy be clarified for students. On pg. 3 of the syllabus (under “How This Online Course Works – Daily homework”) it mentions homework as being “after each class” and gives instructions for turning it on Carmen. However, on pg. 7 (under “Late Assignments”) it says that homework is due before the start time of the following class.
- The Panel would like to comment that they appreciated the strong pedagogy and recommendations for language learning in the syllabus.
- The Panel noticed that the in-person syllabus for the course is still using an outdated “Students with Disabilities” statement. They offer a friendly reminder that the Student Life Office of Disability Services is now in Baker Hall, and the most up-to-date SLDS syllabus statement can be found at <https://ascas.osu.edu/curriculum/syllabus-elements>.
- Paulsen, Wilson, unanimously approved with **one contingency** (in bold above,) *two recommendations* (in italics above) and two comments.