Term Information

Effective Term   Autumn 2022

Course Change Information

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

Distance learning approval.

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

Increased demand for online sections.

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)?

No significant programmatic implications.

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	Sociology
Fiscal Unit/Academic Org	Sociology - D0777
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3549
Course Title	Statistics in Sociology
Transcript Abbreviation	Statistics in Soc
Course Description	An introduction to the application and interpretation of quantitative analysis in sociological research; emphasis on the description of social variables and hypothesis testing. Au, Sp, Su Sems.
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
	Greater or equal to 50% at a distance
Previous Value	*No*
Grading Basis	Letter Grade
Repeatable	No
Course Components	Laboratory, Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
Previous Value	*Columbus, Mansfield, Marion*

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Previous Value   Not open to students with credit for 549.
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   27.0501
Subsidy Level   Baccalaureate Course
Intended Rank   Sophomore

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
General Education course:
    Data Analysis; Mathematical and Quantitative Reasoning (or Data Analysis)
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
- An introduction to the application and interpretation of quantitative analysis in sociological research; emphasis on the description of social variables and hypothesis testing

Content Topic List
- Levels of measurement
- Frequency distributions
- Measures of central tendency
- Distributions
- Probability
- Central limit theorem
- Confidence intervals
- Hypothesis testing
- Analysis of variance
- Chi-square statistic
- Correlation & regression

Sought Concurrence   No
Previous Value

Attachments

- 3549-DLSyllabus.docx: DL syllabus

  (Syllabus. Owner: Downey,Douglas B)

- Frank_Fall 19.pdf: Face-to-face sylalbus

  (Syllabus. Owner: Downey,Douglas B)

- 3549_ASC_DL_CoverSheet_Jeremie.docx

  (Other Supporting Documentation. Owner: Downey,Douglas B)

Comments

- The version of the cover sheet that Jeremie would review would be signed off by him. So it is not clear if this course has been reviewed by him & whether the version of the syllabus is ready for review by the panel. *(by Vankeerbergen,Bernadette Chantal on 09/04/2021 02:21 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Downey,Douglas B	08/16/2021 11:08 AM	Submitted for Approval
Approved	Downey,Douglas B	08/16/2021 11:09 AM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/04/2021 02:21 PM	College Approval
Submitted	Downey,Douglas B	09/06/2021 02:35 PM	Submitted for Approval
Approved	Downey,Douglas B	09/06/2021 02:36 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/15/2021 12:34 PM	College Approval
Submitted	Downey,Douglas B	09/15/2021 02:01 PM	Submitted for Approval
Approved	Downey,Douglas B	09/15/2021 02:01 PM	Unit Approval
Pending Approval	Vankeerbergen,Bernadette Chantal	09/15/2021 02:01 PM	College Approval

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title: Soc 3549, Statistics in Sociology

Carmen Use

Please consider using ASC's distance learning course template. For more on use of Carmen:
https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. Yes

If no: Enter additional details if you responded no...

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. Yes

Syllabus is consistent and is easy to understand from the student perspective. Yes

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning an end of a week or module. Yes

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. Yes

Additional comments (optional):
Enter any additional comments about syllabus...

Instructor Presence

For more on instructor presence: https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

☒ Regular instructor communications with the class via announcements or weekly check-ins

☒ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor

☒ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions

☒ Regular opportunities for students to receive personal instructor feedback on assignments

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Please comment on this dimension of the proposed course (or select/explain methods above):
Students will hear from instructors through uploaded lecture videos, feedback on assignments, as well as optional office hours or email.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the Quality Matters rubric. For information about Ohio State learning technologies: https://teaching.resources.osu.edu/toolsets

The tools used in the course support the learning outcomes and competencies. Yes

Course tools promote learner engagement and active learning. Yes

Technologies required in the course are current and readily obtainable. Yes

Links are provided to privacy policies for all external tools required in the course. Yes

Additional technology comments:
Enter any additional comments about course technology...

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)
This course is asynchronous, with a few optional synchronous components, such as office hours.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:
Enter comments...

Workload Estimation

For more information about calculating online instruction time: ODEE Credit Hour Estimation

Course credit hours align with estimated average weekly time to complete the course successfully. Yes

Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2. Yes

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:
The course will typically look like watching instructor lecture content (1-2 hours), weekly canvas activities such as quizzes or posts (1-2 hours), completing reading and homework assignments (2-3 hours). Additional work will be present in certain weeks such as exams (2-3 hours).

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. Yes

Accessibility

For more information or a further conversation, contact the accessibility coordinator for the College of Arts and Sciences. For tools and training on accessibility: Digital Accessibility Services

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Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. Yes

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. Select

Description of any anticipated accommodation requests and how they have been/will be addressed. Any accommodation requests will be met and if the instructor has any questions about how best to do that, they will contact SLDS.

Additional comments:
Enter any additional comments about accessibility...

Academic Integrity

For more information: https://go.osu.edu/teaching-resources-academic-integrity

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: Yes

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: Yes

Additional comments:
Enter additional comments about academic integrity...

Frequent, Varied Assignments/Assessments

For more information: https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

☒ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation

☒ Variety of assignment formats to provide students with multiple means of demonstrating learning

☒ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):
The students' learning will be assessed through a variety of measures, such as Canvas weekly activities, homework, and exams.

Community Building

For more information: https://teaching.resources.osu.edu/teaching-topics/student-interaction-online

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Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

☒ Opportunities for students to interact academically with classmates through regular class discussion or group assignments

☒ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum

☒ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):
Students will be able to interact with each other through both discussion board posts, and in the course Q&A format.

Transparency and Metacognitive Explanations

For more information: https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

☒ Instructor explanations about the learning goals and overall design or organization of the course

☒ Context or rationale to explain the purpose and relevance of major tasks and assignments

☒ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools

☒ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting

☒ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress

☒ Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):
Homework and other learning assessments will be linked with overall learning goals and objectives.

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:
The course syllabus is clear and contains all required syllabus elements. However, the course syllabus does not fully explain expectations for "Carmen engagement". The course does not appear to require student interaction or substantively facilitate a community of learners. The course instructor should consider adjustments to the course to better address peer interaction and community building. – Jeremie Smith (Distance Education Coordinator)

Syllabus and cover sheet reviewed by Jeremie Smith on 7/26/2021.
Additional resources and examples can be found on ASC's Office of Distance Education website.

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Statistics in Sociology (Sociol 3549)

Autumn 2019

Professor: Dr. Reanne Frank (frank.219@osu.edu)
GTA: Courtney DeRoche
Class Meetings: Mondays 10:20am-12:10pm
Lab Meetings: Tuesdays: 9:10-10:05am (23055); 10:20-11:15am (23055)
Lecture Classroom: Townshend Hall 247
Lab Classroom: Townshend Hall 250
Dr. Frank's Office Hours: Email for appointment (212 Townshend Hall)
Courtney DeRoche's Office Hours: Mondays 12:30-1:30pm and Tuesdays 11:15am-12:15pm (250 Townshend Hall)
Tutoring for 3549: Townshend Hall 160. Shannon Doane and Jordan Guthrie. Hours will be posted on Carmen.
Class Website is on Canvas (within Carmen): https://carmen.osu.edu/

Course Description:

This course provides a basic introduction to the application and interpretation of statistical analysis in the social sciences. Sociology 3549 fulfills the data analysis sub-requirement under the "Quantitative and Logical Skills" category of the General Educational Curriculum (GEC). The aim of the course and its GEC learning objective is for students to understand the basic concepts of statistics and probability, comprehend mathematical methods needed to analyze statistical arguments, and recognize the importance of statistical ideas.

By the end of the course, you will be familiar with a variety of basic statistical techniques that allow you to examine interesting social questions. In addition to understanding mainstream sociological research, the skills you learn in this class will allow you to be more critical consumers of statistical information.

The course is divided into three main sections: (1) Descriptive Statistics; (2) Inferential Statistics; and (3) Applied Statistical Techniques. Descriptive statistics are methods that allow you to present a set of scores in a summary form. The primary concepts that we emphasize are central tendency (e.g. mean, mode, median) and dispersion (e.g. standard deviation, variance). The second section, Inferential Statistics, is the backbone of statistical reasoning and it involves making estimates about a population (e.g. the entire class) based on a sample (e.g. 10 or 12 students in a class). This process necessarily involves the invocation of the basic rules of probability and it will introduce you to hypothesis testing which is used throughout the sciences. In the third section of the course, we will review several important applications of statistics (e.g. cross-tabs, correlation, simple regression). This section will emphasize interpretation rather than computation. You will also learn how to use one of the computer programs (STATA) that is widely used to perform statistical analysis.

Course Materials:
Frankfort-Nachmias, Chava and Anna Leon-Guerrero. *Social Statistics for a Diverse Society* OR *Essentials of Social Statistics for a Diverse Society.* Sage Publications. ANY edition.

I encourage all students to look for discounted versions of the book online. There is a CONSIDERABLE difference in price between a new copy and the less expensive options available online. I will also have the book on reserve at the main library.

Grading:

2 exams	50%
Attendance	6%
4 assignments	44% (four assignments, each worth 11%)
	100%

Final grades are based on each student's total point score as determined by performance on examinations, problem sets and attendance in lab and lecture. Grades are based on a percentage of 500 points (220 points from 4 assignments (55 points each); and two exams (125 points each). 30 points will be rewarded to those students who attend at least 85% of lectures and lab recitations (i.e. at least 22 of the 26 lectures and labs that follow the introductory class [12 lectures and 14 labs]). For each subsequent lab or lecture missed (**beyond the first 4**) 1.4 points will be deducted from the 30 points. Extra credit points (available through in-class exercises) will be added to the total number of points earned by the student.

Percentage (%)	Points	Grade
100	500+	A+
99-93	499-465	A
92-90	464-450	A-
89-87	449-435	B+
86-83	434-415	B
82-80	414-400	B-
79-77	399-385	C+
76-73	384-365	C
72-70	364-350	C-
69-60	349-300	D
59-0	299-0	F

Requirements
1. Attendance to lecture and lab section is <u>required.</u> Attendance is worth 30 points or 6 percent of your grade. Each person is allowed to miss 4 labs/lectures before any points are deducted. Therefore, NO excuses for absenteeism will be accepted. **PLEASE refrain from notifying the TA and/or Dr. Frank every time you will be absent.** In the course of the semester many students will have reasonable excuses for missing class (these include all illnesses! Please do not come to class if you are feeling ill!). These will count towards the four classes you are allowed to miss. Dr. Frank and/or the TA do not need to be notified of the reason. Class notes will be posted on the class website prior to the lecture. You will print the class notes and bring them to class for note guides.

2. Four assignments will be made throughout the semester. These will include a combination of problem solving (hand and computer calculations) and conceptual interpretation of the results. Together these assignments are worth 44% of your

course grade (each is worth 11% of your grade). **Assignments must be turned in *at the beginning* of the lecture/lab in which they are due for full credit**. Problem set grades will go down 5 points for each day past the TIME on the due date that they are received by your GTA. Assignments turned in later on the same day will ALSO have 5 points deducted. Assignments are expected to be neatly done and easy to read, but they do not need to be typed. You must show work for ALL calculations on all assignments, or points will be deducted. When relevant, students must also attach their STATA output to assignments to show their work for these problems. Each person must turn in their own assignment that was written INDEPENDENTLY. Students are NOT allowed to turn in the same work (see the statement on academic misconduct on the following page).

3. Two examinations will be given during the semester as scheduled on the course outline below. Each of these exams count for 25% of your course grade. The second exam is not cumulative.

4. You will need to own or have frequent access to a hand calculator (this does NOT include your cell phone) to do the assignments, take in-class exams, and learn the material being taught in this course.

TopHat Technology
In this class we will be using the TopHap interactive interface. The motivation behind TopHat is to increase student-professor interaction, particularly in larger lecture environments. In this class TopHat will be used to ensure students understand fundamental concepts; to track attendance; and for in-class extra credit opportunities.

Extra Credit / Bonus Points
Occasionally, short in-class exercises will be offered during the lecture portion of the course. These opportunities are unscheduled and can only be completed during the class in which they are offered (i.e., you have to be there to get credit for it). They will sometimes be offered at the beginning of the lecture so please arrive on time! These assignments will count as extra credit points towards your final grade.

Additional Notes
Communications: All class announcements, lectures, and assignments will be posted on the course website at: https://carmen.osu.edu/

No make-up exams will be permitted unless in the case of extreme emergency. Notify Dr. Frank (exams) or the graduate teaching assistants (homework) PRIOR TO THE EXAM OR THE ASSIGNMENT DUE DATE. Even when prior notification is given regarding late homework, points may be deducted for each day it is late.

Religious Holidays: Please contact the instructor regarding any conflict between religious observance dates and course examinations or assignments.

Disability Statement: The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability

(including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

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. Please see the student handbook for a further definition of academic misconduct. We will report all violations. Unless otherwise notified, you should complete all tests and assignments by yourself. For this class that means that all of your homework answers MUST BE IN YOUR OWN WORDS. For more information see: http://oaa.osu.edu/coamfaqs.html

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

The Committee on Academic Misconduct web pages (oaa.osu.edu/coam/home.html)

Ten Suggestions for Preserving Academic Integrity (oaa.osu.edu/coam/ten-suggestions.html)

Eight Cardinal Rules of Academic Integrity (www.northwestern.edu/uacc/8cards.html)

Unpaid Fees: Faculty rules specify that students are to have their fees paid by the first day of enrollment for the semester [Faculty Rule 3335-9-12]. If you have not paid your fees, you will not be allowed to continue attending class until your fees are paid OR you have a signed letter from Financial Aid stating that you are working with them to get your fees paid.

Please review the BSPH core and specialization competencies addressed by this course at the following link: http://cph.osu.edu/sites/default/files/students/docs/Program-and-Course-Competencies.pdf

NOTE: ALL EXAMS AND HOMEWORK WILL BE DISCARDED at the end of Autumn Semester 2019. If you have questions about individual grades or your final course grade, please raise them immediately so they can be resolved well before this deadline.

COURSE SCHEDULE			
Week	Monday	Topic	Readings
SECTION ONE: DESCRIPTIVE STATISTICS			
1	**August 26**	Introduction and Course Specifics	Appendix F. Basic Math Review
2	**September 2**	NO CLASS LABOR DAY	Ch. 1 (Levels of Measurement),
3	**September 9**	Measurement and Frequency Distributions	Ch. 2 (Freq Distributions
4	**September 16**	Central Tendency	Ch. 3 (Central Tendency)
5	**September 23**	Variability and Dispersion	Ch. 4 (Variability)
6	**September 30**	Standardized Distributions	Ch. 5 (Normal Distribution)
7	**October 7**	The Normal Distribution	Ch. 6 (Sampling Distribution)
8	**October 14**	Confidence Intervals	Ch. 7 (Confidence Intervals)
SECTION TWO: INFERENTIAL STATISTICS			
9	**October 21**	MIDTERM	
10	**October 28**	Hypothesis Testing I	Ch. 8 (Hypothesis Testing)
11	**November 4**	Hypothesis Testing II	Ch. 8 (cont'd)
12	**November 11**	NO CLASS VETEREN'S DAY	
13	**November 18**	Hypothesis Tesing cont'd/ANOVA	Ch. 11 (Analysis of Variance)
SECTION THREE: BIVARIATE AND MULTIVARIATE APPLICATIONS			
14	**November 25**	ANOVA cont'd/Chi-squared	Ch. 10 Chi-Square Statistic
15	**December 2**	Chi-squared cont'd/Review for Final	
	December 10 (TUES)	FINAL 10:00am-11:45am	

See Next Page for Lab Schedule

LAB SCHEDULE—Tuesday Class		
Week	Tuesday	Topic
1	August 27	NO CLASS
2	September 3	Introduction to Stata
3	September 10	Measurement and Frequency Distributions
4	September 17	Central Tendency
5	September 24	Variability and Dispersion
6	October 1	Standardized Distributions
7	October 8	Standardized Distributions
8	October 15	The Normal Distribution
9	October 22	The Normal Distribution (cont'd)
10	October 29	Confidence Intervals
11	November 5	Hypothesis Testing I
12	November 12	Hypothesis Testing II
13	November 19	Hypothesis Testing III
14	November 26	ANOVA
15	December 3	Chi Square

PROVISIONAL Assignment Due Dates:*

Assignment #	Receive Assignment	Assignment Due Date
1	September 9	October 7
2	October 7	November 4
3	November 4	November 25
4	November 25	December 6**

* Assignment due dates are tentative and may change slightly during the course of the semester. Assignments are due at the BEGINNING of the lecture on the due date.

**This assignment is due in your TA's mailbox by 5pm on December 6th (mailbox located on the 2nd floor of Townshend Hall. The mailroom closes promptly at 5pm so be sure to turn in your assignment before it closes).

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title: Soc 3549, Statistics in Sociology

Carmen Use

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Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. Yes

Syllabus is consistent and is easy to understand from the student perspective. Yes

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning an end of a week or module. Yes

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. Yes

Additional comments (optional):
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Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the Quality Matters rubric. For information about Ohio State learning technologies: https://teaching.resources.osu.edu/toolsets

The tools used in the course support the learning outcomes and competencies. Yes

Course tools promote learner engagement and active learning. Yes

Technologies required in the course are current and readily obtainable. Yes

Links are provided to privacy policies for all external tools required in the course. Yes

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For more information about calculating online instruction time: ODEE Credit Hour Estimation

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In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. Yes

Accessibility

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Description of any anticipated accommodation requests and how they have been/will be addressed. Any accommodation requests will be met and if the instructor has any questions about how best to do that, they will contact SLDS.

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Frequent, Varied Assignments/Assessments

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Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):
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Community Building

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☒ Context or rationale to explain the purpose and relevance of major tasks and assignments

☒ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools

☒ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting

☒ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress

☒ Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):
Homework and other learning assessments will be linked with overall learning goals and objectives.

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:
The course syllabus is clear and contains all required syllabus elements. However, the course syllabus does not fully explain expectations for "Carmen engagement". The course does not appear to require student interaction or substantively facilitate a community of learners. The course instructor should consider adjustments to the course to better address peer interaction and community building. – Jeremie Smith (Distance Education Coordinator)

Syllabus and cover sheet reviewed by Jeremie Smith on 7/26/2021.
Additional resources and examples can be found on ASC's Office of Distance Education website.

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