

From: [Cody, Emily](#)
To: [Lowry, Debra](#); [Hewitt, Elizabeth](#)
Cc: [Romero, Eugenia](#); [Wilson, Luke](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#); [Cody, Emily](#)
Subject: English 3321
Date: Monday, October 25, 2021 10:39:00 AM
Attachments: [image001.png](#)

Good morning,

On Monday, October 11, the Arts & Humanities Panel 2 of the ASC Curriculum Committee reviewed the course proposal for English 3321.

The Panel did not vote on the proposal as they would like the following points addressed:

- The Panel requests clarification on whether the films selected for the course will be viewed in class or at home so it is clear how their inclusion in the syllabus influences overall student workload.
- The Panel asks that the course calendar (beginning on page 10 of the syllabus) be amended to include further clarifying details, such as:
 - Page numbers for assigned readings;
 - Plans for class meetings on days that assignments are due (ex., September 27 only includes the fact that the research paper proposal is due);
 - Additional information regarding what “Individual Meetings” entail (as per October 18 and 23).
- The Panel kindly reminds the department to ensure that the syllabus includes all of the correct and complete goals and ELOs for the Citizenship for a Diverse and Just World; Lived Environments; and Sustainability themes before the course moves on to the Themes Panel for review. The complete list of goals and ELOs are available here: <https://oaa.osu.edu/ohio-state-ge-program>
- In the interest of underscoring how the syllabus corresponds with the specific themes requested for the course, the Panel suggests possibly organizing/labeling assigned readings by theme topic, emphasizing how they correspond with the themes desired for the course.
- On pages 8-9 of the syllabus, in the “Explanation of Assignments” section, the Panel suggests including here as well what percentage each assignment contributes to the overall grade to help ensure student clarity regarding assessment in the course.
- The Panel recommends clarifying the parameters of the daily writing assignments (outlined on page 8 of the syllabus). As written, it is unclear whether the students should be recording and submitting material every day of the week vs. every day class meets; further explaining what constitutes “new” material would also help students understand when response papers are due.
- On page 10 of the syllabus, in the August 28 entry for the course calendar there is a mention of a Canvas discussion board post; the Panel suggests clarifying how this fits into the assignment percentages outlined earlier in the syllabus. For example, is this discussion board post a part of daily writing assignments, or another graded category?
- The Panel recommends further explaining the parameters around extra credit (found on page 9 of the syllabus), clarifying, for example, in what assignment categories a student might be permitted to apply extra credit points, and if there is a maximum amount of points a student can accumulate per extra credit submission and/or in total during the term.
- The Panel offers a friendly reminder to make sure that all university required statements appear in the syllabus, and that the information included with those resources corresponds with the correct campus location for the course.
- The Panel would like to note that the course syllabus mentions the use of the Secure Media Library (found on page 8 of the syllabus). The status of the Secure Media Library is currently in flux, so the Panel encourages the instructor to e-mail emedial@osu.edu when finalizing the syllabus to ensure it contains the most current information about the status of this resource.

- Panel member Luke Wilson will follow up with his colleague in the English Department regarding issues that may arise as the course moves forward to the GE Themes Panel for further review.

I will return English 3321 to the queue via curriculum.osu.edu so that the department may address the Panel's requests.

Should you have any questions about the feedback of the Panel, please feel free to contact Eugenia Romero (faculty Chair of the A&H2 Panel; cc'd on this e-mail), or me.

Best,
Emily



Emily K. Cody, Ph.D.

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