

**From:** [Cody, Emily](#)  
**To:** [Downey, Douglas](#)  
**Cc:** [Coleman, Mathew](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#)  
**Subject:** RE: Sociology 2202, 2209, 3410, & 4462  
**Date:** Thursday, December 9, 2021 10:59:00 AM  
**Attachments:** [image001.png](#)

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Good morning,

The revision to Sociology 4462 has been received and reviewed by Mat Coleman, faculty chair of the Social and Behavioral Sciences Panel of the ASCC, and he requests that additional information be provided before the revision be approved. Specifically, he requests:

- The grade breakdown in the newly revised syllabus does away with quizzes (original syllabus pp. 4-5) and adds a range of new assignments, related to the final research paper (revised syllabus p. 5). Given this shift of emphasis, we need a brief mention of what is required for the 'research paper idea mapping', the 'research paper problem statement', the 'research paper draft', and the 'research paper presentation' – in the same way that the syllabus is clear about attendance, exams, and the expectations for the final research paper (revised syllabus p. 6). Those components comprise 10% of the final grade and merit more clarity from the student perspective. The instructor will obviously dig into the details in-person, but the syllabus should also contain some brief discussion/expectations. 1-2 sentences for each would suffice, for example in the 'Lecture assignments' section on pp. 6-7 of the revised syllabus.

Additionally, the faculty chair notes that he is unsure if the course satisfies the 4CH benchmark meeting 3x weekly for 55min each (2x in class, 1x in lab); that is typical of a 3CH class (3 hours of direct instructions, 6 hours of indirect instruction). However, if the class met twice weekly for 80 mins, and then featured an additional lab, then the 4CH designation would make sense. The GE panel will likely scrutinize this aspect of the proposal, so a bit of clarity on this right now before the syllabus goes forward would be useful for the instructor/department.

I will return the revision via curriculum.osu.edu in order to allow you address the Panel's concerns.

Should you have any questions, please do not hesitate to reach out.

Best,  
Emily



**THE OHIO STATE UNIVERSITY**

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Pronouns: she/her/hers / Honorific: Dr.

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**From:** Cody, Emily

**Sent:** Wednesday, November 3, 2021 1:25 PM

**To:** Downey, Douglas <downey.32@osu.edu>

**Cc:** Coleman, Mathew <coleman.373@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Steele, Rachel <steele.682@osu.edu>; Hilty, Michael <hilty.70@osu.edu>; Cody, Emily <cody.50@osu.edu>

**Subject:** Sociology 2202, 2209, 3410, & 4462

Good afternoon,

On Thursday, October 21, the Social and Behavioral Sciences Panel of the ASC Curriculum Committee reviewed the course proposals for Sociology 2202, 2209, 3410, & 4462.

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 Sociology 2202, 3410, & 4462 to the queue via curriculum.osu.edu so the department may address the Panel's requests; Sociology 2209 will continue through the approval process.

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

Best,  
Emily



**Emily K. Cody, Ph.D.**

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#### 1. SOCIOLOGY 2202

- **Contingency:** The Panel requests an addition to the syllabus (around 150 words) that actively illustrates how specific material in the class – readings, assignments, etc. – engages the ELOs. While the Panel agrees that the class meets the requirements for the GE Foundation: Social and Behavioral Sciences category, making the implicit links between the ELOs and the course content more explicit would help these connections appear more central to the class as a whole.
- **Contingency:** The Panel requests that the department upload a syllabus that includes the full and complete goals and ELOs for the GE Foundation: Social and Behavioral Sciences. The complete list of goals and ELOs are available here: <https://oaa.osu.edu/ohio-state-ge-program>
- **Recommendation:** The Panel strongly recommends a course calendar that outlines benchmarks and expectations for students on a day-by-day basis rather than weekly, including, for example, the amount and quantity of course readings due each day, as well as specific due dates for any assignments.

**Recommendation:** The Panel strongly recommends clarifying how the “drop” policy works for various assignment categories. For example, are you required to submit all six papers, or can you just opt to do four, anticipating that the other two will then be dropped?

- **Recommendation:** The Panel recommends that the department include the most up-to-date version of the University’s Title IX statement, which can be found here: <https://ascas.osu.edu/curriculum/syllabus-elements>
- **Recommendation:** On the bottom of page 2 of the syllabus, the Panel suggests revising “hearing-impaired” students to instead read “deaf and hard of hearing” students.
- **Comment:** The Panel appreciates the clear guidelines and signposting dedicated to each individual assignment.
- **Comment:** The Panel commends the inclusion of a variety of activities that facilitate student interaction with each other as well as the course material.

## 2. SOCIOLOGY 2209

- **Recommendation:** The Panel strongly recommends an addition to the syllabus that actively illustrates how specific material in the class – readings, assignments, etc. – engages the ELOs. While the Panel agrees that the class meets the requirements for the GE Foundation: Social and Behavioral Sciences category, making the implicit links between the ELOs and the course content more explicit would help these connections appear more central to the class as a whole.
- **Recommendation:** On page 4 of the syllabus, duplicate information about the ELOs appears halfway down the page. The Panel recommends removing this section since it is not necessary to relay ELOs twice in the syllabus.
- **Comment:** The Panel applauds the crisp, clear presentation of the goals and ELOs in the table that appears on the first page of the syllabus.

## 3. SOCIOLOGY 3410

- **Contingency:** The Panel requests that the syllabus clarify how and where students will compose and submit homework, quizzes, exams, and the final writing assignment.
- **Contingency:** The Panel asks that the course calendar outline in detail benchmarks and expectations for students on a day-by-day basis (rather than weekly), including specific due dates for any assignments.
- **Contingency:** The Panel requests that the course schedule also be amended to include the page-range amounts required for each assigned reading.
- **Recommendation:** The Panel strongly recommends exploring community building exercises for students to become further engaged within the course and potentially utilizing the following resources:
  - The College of Arts and Sciences Office of Distance Education (ASC ODE) offers consultation with their instructional designers. Please visit <https://ascode.osu.edu/consultation> for further information and how to schedule one of these consultations.
  - The following resources from the Teaching and Learning Resource website may be of particular interest to explore the facilitation of community within courses, as recommended by Distance Educator Coordinator Jeremie Smith:
    1. Student Interaction Online: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>
    2. Community Building in Online Courses: <https://ascode.osu.edu/resources/asc-teaching-forums/community-building-online-courses>
- **Recommendation:** The DL paperwork mentions student discussions via Q&A forums, but there is no reference to this course component in the syllabus proper. The Panel recommends that, if Q&A forums are indeed a key part of the course, they also appear in the syllabus.
- **Recommendation:** The Panel suggests making the fact that students should anticipate viewing weekly video lectures posted to Carmen more readily apparent in the syllabus.
- **Recommendation:** On page 5 of the syllabus, the description section under “Quizzes” mentions that there are two quizzes worth 15 points each, which does not add up to the total 40 points designated to the quiz category in the grade breakdown for the

course; the Panel recommends changing the quiz weight from 15 to 20 points each in order to correspond with the grade breakdown.

- **Comment:** The Panel kindly notes that the academic integrity statement for the Final Writing Assignment is missing (bottom of page 5 of the syllabus).

#### 4. SOCIOLOGY 4462

- **Contingency:** The Panel asks for clarification regarding how often the class will meet per week. If meetings occur more than once a week, then the course calendar should outline in detail benchmarks and expectations for students on a day-by-day basis rather than weekly.
- **Contingency:** The Panel requests additional information about the lab component of the course, including:
  - What days/times will labs meet and for how long
  - What are the topics for each lab meeting?
  - Who runs the labs? A TA?
  - What happens during labs?
  - What do “lab assignments” entail?
- **Contingency:** The Panel requests that the course schedule be amended to include the page-range amounts required for each assigned reading.
- **Contingency:** The Panel asks that the syllabus include clarifying information regarding the “poster session” that appears on week 15 of the course calendar: Is the poster session an additional assignment? Is it graded? Is it part of a lab assignment? If the poster session is in fact another assignment, it should be included in the syllabus’ assignment summary breakdown for the course.
- **Contingency:** Are quizzes pop or scheduled in this course? The Panel requests clarification on this detail – and if the quizzes are in fact scheduled, the Panel asks that the dates each will occur be added to the course calendar so students can plan accordingly.
- **Recommendation:** The Panel recommends that the syllabus explain why the course will count for 4 credits rather than 3, and how the class workload reflects the fact that students will earn this additional credit.
- **Recommendation:** The Panel recommends that the department include the most up-to-date version of the University’s Title IX statement, which can be found here: <https://ascas.osu.edu/curriculum/syllabus-elements>