

**From:** [Cody, Emily](#)  
**To:** [Downey, Douglas](#)  
**Cc:** [Coleman, Mathew](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#)  
**Subject:** RE: Sociology 4629  
**Date:** Friday, January 28, 2022 10:18:00 AM  
**Attachments:** [image001.png](#)  
[image003.png](#)

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Good morning,

The revision to Sociology 4629 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 is approved. Specifically, he asks:

- The course looks great as a whole. However, we would like clarification on the syllabus, based on the committee's previous decision/comments. On page 1, the instructor notes that the students will complete an "in-depth assignment" which involves a range of research-intensive activities: literature reviews, fieldsite visits, co-written papers, and a joint poster presentation. Certainly that is worthy of 4CH of contact time. But is this in addition to the two "written paper assignments" which get workshopped in class, listed on page 4 of the syllabus, in addition to the two exams? Or is this the same assignment, broke into two components? It is not clear to us, and we want to make sure we're getting the details right at this stage so that the process is easier when the course goes before the GE committees specifically.
- If the in-depth assignment is built from the two written paper assignments, then the assignments section should reflect that. The assignments section should also contain expectations re: the poster presentation, even if it is built into the overall assignment. The point is that a student should be able to evaluate what they/she/he is responsible for by looking at the syllabus before enrolling formally in the class.
- The instructor should amend the syllabus and provide us with a clean as well as clearly marked up copy so we can readily see where the changes are being made. (They can also shoot faculty chair Mat Coleman, CCed above, an e-mail if they have questions! He's happy to help out.)

I will return the revision via [curriculum.osu.edu](http://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



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

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**From:** Cody, Emily <cody.50@osu.edu>

**Sent:** Wednesday, December 15, 2021 7:26 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 4629

Good evening,

On Thursday, December 2, the Social and Behavioral Sciences Panel of the ASC Curriculum Committee reviewed the course proposal for Sociology 4629. Please find below the Panel's feedback for the course. {N.B. **Contingencies (bolded)** require revision and resubmission to the Panel chair, while *recommendations (italicized)* or comments are suggestions from the Panel that an instructor can implement at their discretion when the course is taught.}

SOCIOLOGY 4629 | Unanimously approved with **five (5) contingencies** and *six (6) recommendations*

- **Contingency:** The Panel is unclear how the course will account for the additional credit hour in the proposed increase from 3 to 4 credit hours. There will need to be an increase in contact hours. It is also unclear how the course for 4 credits will be different from the course for 3 credits (in terms of content, assignments, etc.). Please make clear in the syllabus where, when, and how students will earn this extra time.
- **Contingency:** The Panel notes that pop quizzes currently are not built into the course point structure; these points should be formally included in the assignment breakdown so that students understand the way that they earn credit for all components of the class.
- **Contingency:** The Panel asks for clarification around the course absence policy; the policy should be predictable and consistent, clearly articulating the way it will impact a student's grade after a certain point.
- **Contingency:** The course schedule should be amended to include the page-range amounts required for each assigned reading.
- **Contingency:** The new syllabus should be renumbered 4629 (not 5629) throughout the document.
- *Recommendation:* The Panel notes that the syllabus should include all of the correct and complete goals and ELOs for the Health and Well-Being theme – as well as a small narrative description of how the class intends to meet these ELOs. The Themes Panel will send this back to the department as a contingency because the full listing of the goals and ELOs as well as the explanatory paragraph is a required syllabus item; the Panel strongly recommends that the department make these revisions prior to review at the Themes Panel. The complete list of goals and ELOs are available here:

<https://oaa.osu.edu/ohio-state-ge-program>

- *Recommendation: The Panel recommends that language around assignments be as clear and consistent as possible throughout the syllabus. Using “assessment,” “project,” and “assignment” interchangeably could prove confusing for students; terminology like “exam,” “homework,” and “participation” would more clearly distinguish the specific types of work required for the course.*
- *Recommendation: The Panel recommends that the department include the most up-to-date version of the Title IX statement, which can be found here: <https://asccas.osu.edu/curriculum/syllabus-elements>*
- *Recommendation: The D- grade should be removed from the grading scale, as OSU does not formally award this mark.*
- *Recommendation: The Panel recommends removing the mention of graduate students on page 4 and 5 of the syllabus.*
- *Recommendation: On page 5 of the syllabus, the Panel suggests inserting the updated prerequisites listed on the curriculum.osu.edu form.*

I will return Sociology 4629 to the department queue via curriculum.osu.edu in order to address the Panel’s requests.

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.**

Curriculum and Assessment Assistant

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