

Distance Approval Cover Sheet

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

Course Number and Title: **CompSt 3607 – Film and Literature as Narrative Art**

Carmen Use

Please consider using [ASC's distance learning course template](https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices). 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 and 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. **NO** Select

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



Please comment on this dimension of the proposed course (or select/explain methods above):
Instructor will be available via Zoom Office hours every week during the semester.

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:

Students will need a computer or Ipad and internet connection to be able to watch assigned films and have access to material posted on Carmen, such as lecture recordings, articles, and clips. Films can be watched in the following four platforms, Amazon Prime, Netflix, Kanopy or Youtube.

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.)

The course is 100% asynchronous

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

All materials and assessment activities (weekly video lectures, quizzes, presentations, clip analysis, and discussions posts) will be posted and submitted on Carmen.

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:

At the beginning of each week, students will have available on Carmen week objectives and assignments. They are required to start the week's work by studying my video lecture, reading the materials and watching the films. Students will have to submit weekly activities. These will vary among quizzes, presentations, or post discussions. To be successful in all their assignments, every week students will have to dedicate at least 6 hours to read one or two scholarly articles and novels and/or watch assigned films or documentaries.

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](#)

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. **YES**
Select

Description of any anticipated accommodation requests and how they have been/will be addressed.

It is indicated in the syllabus how to request accommodation. Telephone numbers or emails are indicated in the syllabus.

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:

For all their graded assignments, students can consult class material.

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):

There are quizzes, Power Point Presentations, Post discussions, Response to Response section, and a final project. Quizzes target students' understanding of scholarly articles and assigned novels or films. Through Power Point Presentations students analyze artistic production that they have read or watched. In the discussion posts, students will comment and give feedback to classmates' presentations. Q & A sessions allow students to ask questions about the material they have read and to receive responses from classmates. And the Final Project targets course outcomes and asks students to reflect on their own culture in relation to the material studied in the course. Assignments are submitted weekly.

Community Building

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

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 have opportunities to interact with each other through the semester responding to classmates' questions. These activities will keep students more engaged in the course and with each other. Also, the discussion posts will require students to comment on their peer's presentations. Students can meet with me during my Zoom open office hours. All assignments will be submitted in Carmen and all course materials will be provided for them, also, in Carmen.

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):

In my recordings, I introduce the course material and how it is organized on Carmen; I explain the goals of the course, the rationale behind all assignments, and how to complete them. These are also explained in the syllabus. In their presentations, discussion posts and final project students have the opportunity to reflect on their learning process and to provide feedback to each other. Students will have the opportunity to give anonymous feedback in the middle of the semester and at the end through discursive comments as well as the Students' Evaluations generated by the University.

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:
Enter any additional considerations...

Syllabus and cover sheet reviewed by Jeremie Smith on 11/19/2021.

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

This syllabus includes all required syllabus elements and provides an overview of the course expectations. I do have a few recommendations that I think will improve your syllabus:

- For the quizzes, more information is needed about how these will be administered: Are quizzes on CarmenCanvas? Is there a time window in which they will be open, is there a time limit for completing a quiz once started? - Any use of lockdown browsers on quizzes?

- In the Cover Sheet, this sentence is included, "Films can be watched in the following four platforms, Amazon Prime, Netflix, Kanopy or Youtube". These streaming services are not mentioned in the course syllabus. I recommend adding a list of films with specific locations for each. The Curriculum Panel will be worried that students will be required to have access each of these streaming services for the course. If there is a paid streaming service that is essential for the course, this should be included in the "Required Software" section of the syllabus (page 6 of PDF).