

## Term Information

Effective Term Autumn 2022

## General Information

Course Bulletin Listing/Subject Area Arts and Sciences  
Fiscal Unit/Academic Org ASC Administration - D4350  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 1411  
Course Title Information Formats  
Transcript Abbreviation Info Formats  
Course Description This course gives students an overview of the variety of information formats that are available and how they are used in different disciplines. After an overview of research in broad disciplines, students will examine different information formats from different disciplines to gain a better understanding of these formats' elements, how those resources are used, and their importance to disciplines.  
Semester Credit Hours/Units Fixed: 1

## Offering Information

Length Of Course 7 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  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 24.0101  
Subsidy Level General Studies Course  
Intended Rank Freshman, Sophomore

## Requirement/Elective Designation

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

- 1. Identify information formats' elements.
- 2. Classify a given item into an information format.
- 3. Indicate differences in how information formats may be used in different disciplines.

### Content Topic List

- Module 0: Participation Roster assignment
- Module 1-2: Introductory Info
- Modules 3-6: Disciplines Overview
- Modules 7-18: Individual formats
- Module 19: Other formats
- Module 20: Summary/Review and final assignment

### Sought Concurrence

No

## Attachments

- ASC 1411 Info Formats Syllabus.docx: Syllabus  
*(Syllabus. Owner: Primeau, Hanna N)*
- 1411 - asc-distance-approval-cover-sheet-fillable.pdf: ASC Distance Approval Cover Sheet  
*(Other Supporting Documentation. Owner: Primeau, Hanna N)*

## Comments

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Primeau, Hanna N	01/20/2022 04:46 PM	Submitted for Approval
Approved	Vankeerbergen, Bernadette Chantal	01/26/2022 10:37 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/26/2022 10:38 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/26/2022 10:38 AM	ASCCAO Approval



# DISTASYLLABUS

## ASC/1411

Information Formats: A Multidisciplinary Journey

Autumn 2022 (Session 2)

1 credit hour

Online

### COURSE OVERVIEW

#### Instructor

Instructor: Daniel S. Dotson

Email address: dotson.77@osu.edu (preferred contact method)

Phone number: 614-688-0053

Office hours: By Appointment

#### Prerequisites

None

#### Course description

- 1 credit hour, online-only
- 7 weeks / Session 2
- No meetings – totally asynchronous

This course is designed to be an introduction to information formats and how they are used across disciplines, with an eye on the arts, humanities, sciences, and social sciences.

Because this is a 7-week class, your workload will be concentrated into a shorter time period than a normal semester-long course.

The course is totally computer graded and has 3 due dates, which can allow some flexibility with your scheduling. Items can be submitted late, with 5% off for each day late. All items, including late submissions, must be submitted by the end of the session (Dec 8<sup>th</sup>). This

deadline is FIRM and no extensions will be granted except under **documented extreme situations**.

## Course learning outcomes

By the end of this course, students should successfully be able to:

- Identify information formats' elements.
- Classify a given item into an information format.
- Indicate differences in how information formats may be used in different disciplines.

## HOW THIS ONLINE COURSE WORKS

**Mode of delivery:** This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

**Pace of online activities:** This course is divided into topical **modules** with three due dates. You can complete content any time before the module's due date. All modules are available as soon as the course begins.

**Credit hours and work expectations:** This is a **1-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to homework (reading and assignment preparation, for example) to receive a grade of (C) average.

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**  
You are expected to log in to the course in Carmen regularly. Module 0 is ungraded but REQUIRED assignment. Must be completed within the first week of course to confirm your presence and activeness within the course.
- **Office hours and live sessions: OPTIONAL AND BY APPOINTMENT**
- **Participating in discussion forums: 3 POSTS PER MODULE 0-19**  
As part of your participation, each module 1-19, you can expect to post three times as part of our substantive class discussion on the week's topics.

# COURSE MATERIALS AND TECHNOLOGIES

## Textbooks

### Required

- No textbook
- All information available via Carmen or online resources available free or via OSU Libraries.
- Multiple topical modules with associated computer-graded quiz.

## Course technology

### Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

### Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- By Appointment Office Hours: Telephone, Microsoft Teams, or CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))

### Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection and speakers.
- If virtual office hours requested
  - Webcam: built-in or external webcam, fully installed and tested
  - Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

## Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).
- Web Browser (Chrome, Firefox, Opera, Safari). Note: Some online resources may work better with one browser than another.

## Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](https://go.osu.edu/add-device)).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application ([go.osu.edu/install-duo](https://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

## Computer problems:

- You are responsible for having access to a computer. If you run into problems with your computer, make use of the following:
  - Contact me with details if you believe it to be an issue related to the course content.
  - If you believe it to be a problem with Carmen in general or your computer, contact 614-688-HELP or visit the Buckeye Bar in Thompson Library for technical issues with using your computer or accessing Carmen.
  - Computer labs and libraries have computers to use if your computer is not working. These should be used if you have computer problems you cannot quickly resolve.

# GRADING AND FACULTY RESPONSE

## How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Quizzes	800
Discussion	140
Summary/Final Quiz	100
Extra Credit	50
Total	<b>1000 (plus up to 90 points of extra credit from Discussion and Extra Credit)</b>

See course schedule below for due dates.

## Descriptions of major course assignments

### Quizzes

**Description:** Quizzes in each module directly relate to that module's content. The summary/final quiz related to content throughout the course. All quizzes are computer-graded.

**Academic integrity and collaboration:** All quizzes must be completed without any external help or communication, except with the instructor.

### Discussion

#### **Description:**

You are expected to interact with people in the class (including your instructor!) on the discussion board. There are 100 required points that account for your grade, but you can make up to 140 points for discussion activities. In other words, up to 40 points in extra credit for extra work. These are graded by the instructor within a week of the end of the module.

Here's how it works:

1. There are Discussion topics corresponding to Modules 0-19.
2. Do the post AFTER completing the associated module. Doing before means you miss a lot of context.
3. You will get up to 4 points per post. Requirements per topic:

- a. 150-200 words
  - b. You answer the prompt
  - c. You don't say anything incorrect
  - d. See **Due Dates, Modules, & Points** for due dates
4. You will get up to 1.5 points per response. Requirements per topic:
    - a. At most 1 response to a classmate's post will be counted
    - b. At most 1 response to the instructor's post will be counted
    - c. Each response must be 50-100 words
    - d. You say something substantial (don't just repeat what they write)
    - e. You don't say anything incorrect
    - f. See **Due Dates, Modules, & Points** for due date
  5. Other scoring:
    - a. Partial points are available – so you will be given partial credit if the post is too short or has something incorrect.
    - b. Late penalty counts.

**Academic integrity and collaboration:** All discussion contributions must be your original work.

## Late assignments

Late assignments have an automatic penalty of 5% per day late (50% max). The final deadline for submissions is December 8th. This deadline is FIRM and no extensions will be granted except under documented extreme situations.

## Grading scale

**Point Value = Letter Grades:**

	A	A-	B+	B	B-	C+	C	C-	D+	D	E
%	≥93	90-92	87-89	83-86	80-82	77-79	73-76	70-72	67-69	60-66	≤59
<b>Min Points</b>	925	895	865	825	795	765	725	695	665	595	0
<b>Max Points</b>	1000	924	894	864	824	794	764	724	694	664	594

*Grades are calculated out of 1000 points. More than 1000 are available – in other words, extra credit is built into the course.*



## Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

### GRADING AND FEEDBACK

The course is totally computer graded, except for Discussion. Scores and feedback are immediate upon submission of quizzes. There are three deadlines, which allow for a lot of flexibility in your schedule. Late submissions receive a 5% per day late. The final deadline, December 8<sup>th</sup>, is FIRM and no extensions will be granted except under documented extreme situations.

### E-MAIL

Email me using the Carmen email function or directly at [dotson.77@osu.edu](mailto:dotson.77@osu.edu). Place the course number at the front of the subject line when you email me so I can more quickly notice your emails. I will respond with 48 hours.

## OTHER COURSE POLICIES

### Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While discussion is more informal, you should remember to write using good grammar, spelling, and punctuation.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

### Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student 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. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If COAM determines that you have violated the university’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

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

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:

<https://contactbuckeyelink.osu.edu/>

FOR UNDERGRAD COURSES: Advising resources for students are available here:

<http://advising.osu.edu>

## Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been

sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

## Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

## Your mental health

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](https://go.osu.edu/ccsondemand). You can reach an on-call counselor when CCS is closed at 614-292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://go.osu.edu/wellnessapp).

# ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

## Requesting accommodations

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](mailto:slds@osu.edu); 614-292-3307; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](https://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](https://go.osu.edu/zoom-accessibility))
- Collaborative course tools

## COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Module	Due Date 11:59pm	Topic	Overview	Content	Points
0	10/20	Course Confirmation Assignment	Ungraded but REQUIRED assignment. Must be completed within the first week of course to confirm your presence and activeness within the course.	Syllabus and course info slides.	0
0	10/20	Discussion	Intros	Discussion Post 0	4
				Discussion Response 0 to Classmate	1.5
				Discussion Response 0 to Instructor	1.5
1	11/10	Not everything is an article	An introduction to the fact that there are many formats out there – and not everything is an article.	A slide show that briefly goes into formats and how they're different	25
2	11/10	What is scholarship?	An overview of the scholarly life cycle in general.	How different scholarship types are important and a chart that sort of serves as an intro to later modules' breakdowns by discipline.	50
3	11/10	What does scholarship look like in the humanities?	An overview of the scholarly life cycle – with a humanities focus.	Slide show + videos of what a scholar/researcher does for a few areas within discipline.	100

4	11/10	What does scholarship look like in the sciences?	An overview of the scholarly life cycle – with a sciences focus.	Slide show + videos of what a scholar/researcher does for a few areas within discipline.	100
5	11/10	What does scholarship look like in the arts?	An overview of the scholarly life cycle – with an arts focus.	Slide show + videos of what a scholar/researcher does for a few areas within discipline.	100
6	11/10	What does scholarship look like in the social sciences?	An overview of the scholarly life cycle – with a social sciences focus.	Slide show + videos of what a scholar/researcher does for a few areas within discipline.	100
1-6	11/10	Discussion	Module topics	Discussion Posts 1-6	24
				Discussion Responses 1-6 to Classmates	9
				Discussion Responses 1-6 to Instructor	9
7	12/06	What is a book?	An overview of what a book is, its distinguishing characteristics, and importance across all disciplines.	Slide show covering discipline with a link to examples of this format from each of the four broad disciplines.	25
8	12/06	What is a serial?	Serials and their different types, focusing mostly on non-journal serials.	Slide show covering discipline with a link to examples of this format from each of the four broad disciplines.	25
9	12/06	What is peer review?	The purpose of peer review, its qualities and shortcomings, and the importance of peer reviewed journals across all disciplines.	Slide show covering discipline with a link to examples of this format from each of the four broad disciplines.	25

10	12/06	What are conference papers?	The purposes of conferences and the distinguishing characteristics of conference papers.	Slide show covering discipline with a link to examples of this format from each of the four broad disciplines.	25
11	12/06	What are tech reports?	The nature of tech reports and their distinguishing characteristics and purpose.	Slide show covering discipline with a link to examples of this format from each of the four broad disciplines.	25
12	12/06	What is a web site?	Overview of web sites and how they differ from the types thus far.	Slide show covering discipline with a link to examples of this format from each of the four broad disciplines.	25
13	12/06	What are audio items?	The characteristics of audio items, the different types, and their use in the 4 disciplines.	Slide show covering discipline with a link to examples of this format from each of the four broad disciplines.	25
14	12/06	What are images?	The nature of images, the different purposes/types, and their use in the 4 disciplines.	Slide show covering discipline with a link to examples of this format from each of the four broad disciplines.	25
15	12/06	What are video items?	The characteristics of video and examples from the early to modern videos.	Slide show covering discipline with a link to examples of this format from each of the four broad disciplines.	25
16	12/06	What are data?	The purpose of data, their format, and the use across the 4 disciplines.	Slide show covering discipline with a link to examples of this format from each of the four broad disciplines.	25

17	12/06	What are theses and dissertations?	Why grad students (and sometimes undergrads) write theses/dissertations, their distinguishing characteristics, and use in the 4 disciplines.	Slide show covering discipline with a link to examples of this format from each of the four broad disciplines.	25
18	12/06	What are patents, trademark, and copyright?	The importance of intellectual property, with a specific focus on patents and trademarks as information formats.	Slide show covering discipline with a link to examples of this format from each of the four broad disciplines.	25
19	12/06	What other formats are there?	Other formats not included in previous modules, especially those not widely used beyond 1 or 2 disciplines.	Slide show covering discipline with a link to examples of this format from each of the four broad disciplines.	25
20	12/06	Summary	Big summary table of the previous modules and a "final" quiz	Summary table of the previous modules.	100
EC	12/06	Bibliography – what format	From a bibliography, students determine format	Slide show covering major formats addressed in "big 3" citation styles – APA, Chicago, MLA.	50
7-19	12/06	Discussion	Module topics	Discussion Posts 7-19	52
				Discussion Responses 7-19 to Classmates	19.5
				Discussion Responses 7-19 to Instructor	19.5



# Distance Approval Cover Sheet

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

Course Number and Title:

### Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

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

If no, why not?

### 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.

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

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

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

Additional comments (optional):

### Instructor Presence

For more on instructor presence: [About 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):

## **Delivery Well-Suited to DL/DH Environment**

*Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).*

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

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.)

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

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

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

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

## 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.
- 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.

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

Additional comments (optional):

## Academic Integrity

For more information: [Academic Integrity](#).

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

Additional comments (optional):

## Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

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):

## Community Building

For more information: [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):

## Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

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):

## **Additional Considerations**

Comment on any other aspects of the online delivery not addressed above (optional):

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Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

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

I have completed and signed off on the preliminary distance learning review for the ASC 1411 Information Formats: A Multidisciplinary Journey course approval proposal (see signed Cover Sheet attached).

I think this is an effective course design, the syllabus includes all required syllabus elements while providing a good overview of the course expectations for this 1-credit, 7-week class.

I have a couple of small suggestions that I think may improve the DL syllabus.

- I recommend adopting the [ASC Distance Learning Syllabus Template](#) formatting, specifically adding the “How this Online Course Works” (p. 2), “How your graded is calculated” (p.3-4), and “Descriptions of major course assignments” (p. 4) sections included in the syllabus template. Adopting this standardized format will help students understand course expectations and also contribute to a faster ASC Curriculum Committee review process after it is submitted to the <https://curriculum.osu.edu> system. By including summaries of student expectations, the class grading plan, and description of major assignments early in the syllabus, the class schedule chart can be moved to the end.
- Related to the previous comment, the class schedule chart that begins on page 4 of the submitted syllabus makes it a bit difficult to understand the relative value of each assignment for grade calculation. I recommend moving this full chart to the end of the syllabus and placing a summary chart in the “How your graded is calculated” section of the syllabus. Here is an example to consider or adapt:

Assignment	Points
Discussion Topics (posts, classmate responses and instructor responses)	140 total points
Module Quizzes	800 total points
Summary Table/Final Quiz	100 total pts
	1040 pts

\*\*Extra Credit Bibliography Assignment - What format = 50 pts

- There are 3 types of assignments in the class: discussion participation, asynchronous quizzes, and the Summary Table. These should be listed and described in the Descriptions of Major Assignments section of the syllabus. While the discussion participation expectations are explained in the syllabus, more information about the quizzes would be useful. Do students get multiple chances to retake quizzes? Is there a time limit to completing the quizzes once started?

Kindly,  
Jeremie Smith  
Distance Education Coordinator