Term Information

Effective Term   Spring 2023

General Information

Course Bulletin Listing/Subject Area   Turkish
Fiscal Unit/Academic Org   Near Eastern Languages/Culture - D0554
College/Academic Group   Arts and Sciences
Level/Career   Undergraduate
Course Number/Catalog   3797
Course Title   Virtual Education Abroad in Istanbul, Turkey
Transcript Abbreviation   VirtTurkishAbroad
Course Description   The course offers a virtual education abroad experience that includes immersive opportunities such as virtual reality visits to important sites in Istanbul, online conversations and collaborations with students in Turkey, and workshops and demonstrations with Turkish scholars and artists in cooking, music and dance, language, and more.
Semester Credit Hours/Units   Fixed: 4

Offering Information

Length Of Course   4 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, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites   None
Exclusions
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   05.0108
Subsidy Level   Baccalaureate Course
Intended Rank   Freshman, Sophomore, Junior

Requirement/Elective Designation

Citizenship for a Diverse and Just World

Course Details

Course goals or learning objectives/outcomes	• Developing intercultural awareness • A general understanding of Turkish culture • Completion of the Global Competence Certificate
Content Topic List	• Turkish culture • Turkish music • Turkish dance • Turkish history • Turkish geography
Sought Concurrence	No

Attachments

• NELC 3797 Virtual Ed Abroad Turkey_Syllabus_Schoon_SU22 (002).docx: Syllabus

  (Syllabus. Owner: Heikes,Jacklyn Celeste)

• submission-doc-citizenship_Schoon_TURK.pdf: New GE rationale

  (Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)

• TURK3797 - Online approval asc cover sheet August 2021.pdf: ASC Tech checklist

  (Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)

• ed-away-inventory_Schoon_TURK.pdf: Education abroad inventory

  (Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)

• Political Cartoon Assignment.pdf: Example assignment

  (Other Supporting Documentation. Owner: Heikes,Jacklyn Celeste)

• ed-away-inventory_Schoon_TURK (2).pdf: Updated Ed Abroad Inventory

  (Other Supporting Documentation. Owner: Blacker,Noah)

• submission-doc-citizenship_Schoon_TURK.pdf: Updated GE Rationale

  (Other Supporting Documentation. Owner: Blacker,Noah)

Comments

• Updated based on feedback, unable to delete old documents since Jackie submitted and is not at OSU. Please review updated Ed Abroad Inventory and GE Rationale. *(by Blacker,Noah on 02/01/2022 09:40 AM)*

• - The new GE does not start until AU22, so please change the effective term to that semester.

  - Per OAA request, courses in the new GE should be checked off for all campuses (or provide rationale for why that should not be the case).

  -Will this course count as an elective in one of your majors? If so, please upload updated curriculum map. *(by Vankeerbergen,Bernadette Chantal on 09/08/2021 03:19 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Heikes,Jacklyn Celeste	08/23/2021 04:03 PM	Submitted for Approval
Approved	Levi,Scott Cameron	08/23/2021 04:13 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	09/08/2021 03:20 PM	College Approval
Submitted	Levi,Scott Cameron	09/08/2021 03:23 PM	Submitted for Approval
Approved	Levi,Scott Cameron	09/30/2021 01:56 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/05/2021 01:17 PM	College Approval
Submitted	Blacker,Noah	02/01/2022 09:40 AM	Submitted for Approval
Approved	Levi,Scott Cameron	02/01/2022 09:53 AM	Unit Approval
Pending Approval	Vankeerbergen,Bernadette Chantal	02/01/2022 09:53 AM	College Approval

SYLLABUS
TURK 3797
Virtual Education Abroad in Istanbul, Turkey
Summer 2022 (4-week session 1), May 11 – June 6
4 credit hours
Online

COURSE OVERVIEW

Instructor: Danielle V. Schoon
I prefer to be called Dr. Schoon (pronounced "scone"). My pronouns are: She, Her

Email address: schoon.2@osu.edu (preferred contact method)

> My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Office hours: in Zoom, TBA

Prerequisites
None. The language of this course is English.

Course description
This is a high impact, integrative "Education Abroad" 4-credit online course that fulfills the GE Theme in Citizenship for a Just and Diverse World. The course offers a virtual education abroad experience that includes immersive opportunities such as virtual reality visits to important sites in Istanbul, online conversations and collaborations with students in Turkey, and workshops and demonstrations with Turkish scholars and artists in cooking, music and dance, language, and more. With readings, videos, and diverse online sources, students will make additional forays into Turkish history, geography, literature, visual arts, architecture, sports, fashion, media, religion, politics and society. This class will also provide opportunities for explorations into issues of contemporary relevance and central importance to the study of Turkey, including the legacy of the Ottoman Empire, Islam and

secularism, the East/West divide, nationalism, the role of the arts in society and social movements, and identity politics. Students will choose a topic they would like to explore in more depth and develop a creative project, such as a short film, a Turkish meal, or a particular Turkish art form.

Education abroad is proven to benefit undergraduates by broadening your perspectives, developing your intercultural competence, and contributing to your career opportunities. However, along with restrictions due to COVID-19, OSU students are unable to visit Turkey right now due to security concerns. This virtual education abroad program promises to deliver many of the benefits of education abroad as an intensive program with direct synchronous instruction, including online interactions with expert scholars and artists, and with college students at Kadir Has University in Istanbul, Turkey. Course modules will also align with the Global Competence Certificate, giving you the opportunity to complete the certificate and enhance your global competence via regular class participation.

Course goals and expected learning outcomes
As part of the theme of **Citizenship** in the General Education curriculum, and as an Education Abroad 4-credit course, this course is designed to prepare students in the following ways:

Goal A: Successful students will analyze culture, cultural differences and intercultural development at a more advanced and in-depth level than the foundations.
> ➢ **Learning Outcome A1**: At the end of the course, students will be able to… engage in critical and logical thinking about intercultural development.
>> o **A1.a Critical thinking:** … clearly state and comprehensively describe the issue or problem under consideration, delivering all relevant information necessary.
>> o **A1.b Analysis**: … interpret and evaluate information from multiple sources to develop a comprehensive analysis or synthesis, and thoroughly question the viewpoints of experts and professionals.

- o **A1.c Critical thinking & analysis:** … systematically and methodically analyze your own and others' assumptions and carefully evaluate the relevance of contexts when representing a position.
- ➢ **Learning Outcome A2:** … engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
  - o **A2.a Scholarly engagement:** … articulate a thorough, complex, and scholarly understanding of the issues, resources, assets, and cultures of the culture and location in which you are working.

Goal B: Successful students will integrate approaches to the theme of **Citizenship** by making connections to out-of-classroom experiences with academic knowledge.
- ➢ **Learning Outcome B1:** … identify, describe, and synthesize approaches or experiences as they apply to the theme of Citizenship.
  - o **B1.a Integration of knowledge:** … connect, analyze, and extend knowledge (facts, theories, etc.) from course content to contemporary global issues and contexts.
  - o **B2.b Multiple perspectives:** … evaluate and apply diverse perspectives to complex subjects from multiple cultural lenses.
- ➢ **Learning Outcome B2:** … demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
  - o **B2.a Cultural self-awareness:** … engage in intercultural learning and reflect on your own cultural values and seek to understand how your actions affect and are affected by both local and global communities you live in.
  - o **B2.b Intercultural empathy:** … interpret and explain intercultural experience from the perspectives of your own and at least one other worldview and demonstrate intercultural empathy towards culturally different others.

Goal C: Successful students will explore and analyze a range of perspectives on national and global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.
- ➢ **Learning Outcome C1:** … describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global,

and historical communities.

> **Learning Outcome C2:** … identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

Goal D: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and around the world.

> **Learning Outcome D1:** … examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.

> **Learning Outcome D2:** … analyze and critique the intersection of concepts of justice, difference, and citizenship, and how these interact with cultural traditions, structures of power, and advocacy for social change.

Refer to our Course Schedule for the specific materials and assignments that fulfill these goals and expected learning outcomes.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online with daily synchronous class sessions in Zoom.

Pace of online activities: This course is divided into **daily modules** that are already available in CarmenCanvas. Students are expected to keep pace with daily deadlines.

Credit hours and work expectations: This is a **4-credit-hour high impact accelerated course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 5 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 9 hours of 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 in CarmenCanvas and participation in our daily Zoom sessions. The following is a summary of students' expected participation:

- **Participating in online activities for attendance**: **AT LEAST ONCE PER DAY**
  You are expected to log in to the course in Carmen every day and attend our daily synchronous Zoom class session. If you have a situation that might cause you to miss a class, discuss it with me *as soon as possible.*

- **Office hours**: **OPTIONAL**
  All live, scheduled class sessions for the course are required, while my office hours and other online events are optional.

- **Participating in discussion forums**: **2+ TIMES PER WEEK**
  As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Required:

1. Article PDFs and links through our Carmen site.
2. Global Competence Certificate (GCC) online modules; link provided to enrolled students.
3. eBook: *Windows into Turkish Culture*
   https://ohiostate.pressbooks.pub/windowsintoturkishculture/

Other fees or requirements
- Cost of the Global Competence Certificate

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, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help

- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating CarmenCanvas (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Navigating the Moodle discussion board
- Completing the GCC Modules

Required equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- 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.

Carmen access

You will need to use BuckeyePass (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).
- 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) 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.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Attendance and Participation	20

3 Online Discussion Posts in Carmen x 5 pts ea	15
2 Online Discussions Posts in Moodle x 5 pts ea	10
4 Reflections x 5 pts ea	20
Global Certificate Modules & Activities	15
Exploration Activity	20
(Extra Credit Opportunities)	(up to 5 points total)
Total	100

See course schedule below for due dates.

Descriptions of major course assignments

Attendance and Participation

You will earn 20 attendance and participation points by logging into Carmen and participating in Zoom class activities daily. We have 18 class sessions and you get 1 point for each class you attend, plus 2 points for logging into Carmen regularly (18 + 2 = 20 points total).

Online Discussion Posts

Twice this session, you will be asked to post a substantial question or comment to our online discussion board in Kadir Has University's Moodle course page, following the provided prompts. You can earn 3 points for your original post (350 words); you can earn another 2 points for two substantial responses you make on another student's post (150 words each). That adds up to 3 posts total. The discussion will be with students in Istanbul, Turkey, at Kadir Has University and is your opportunity to interact directly with people in the host country. One of these discussions will be based on a collaborative activity.

Three other times this semester, you will be asked to post a substantial question or comment to our online class discussion in CarmenCanvas. 3 points can be earned for your

original post (350 words), and 2 points for one substantial response (300 words) to another student's post. These discussion topics will be provided by the instructor.

Reflections

The instructor will schedule four reflection writing assignments that are worth 5 points each. Each reflection should be about 2 pages long (500 words double-spaced). Each assignment will have its own prompt in our Carmen assignment folder. Be sure to address each part of the prompt. These assignments will ask you to reflect on the course material as it relates to the Citizenship theme of this course and intercultural development.

Global Competence Certificate

As part of this class, you will complete the Global Competence Certificate (GCC) which includes 18 online learning modules. The GCC is a combination of online learning and live training. The content of the online modules helps you reflect on your own cultural identity and supports you as you learn about Turkish culture, manage your emotions, and build meaningful relationships across differences. You will participate in online quizzes and discussion forums within each module. Students will receive the Global Competence Certificate after completion of all modules and activities, along with assignment credit <u>and 3 extra credit points</u> for completing all of the modules. (15 points + 2 extra credit points for completing all 18 modules and associated activities)

Exploration Activity

Each student will be responsible for completing one exploration activity on a topic of your choice. The project will entail research, an experiential component, a written report, and a class presentation. The activity should take into consideration how this research will contribute to your knowledge and understanding of global citizenship and intercultural competence. See the guidelines for this assignment in a separate document (Carmen).

Extra Credit Opportunities

Attendance at any relevant outside event (in person or online) can earn you an extra credit point in this class, up to 2 points total. Simply submit a 1-page description of the event that includes what you learned at the event and how it fits in with the topics of this course.

Academic integrity and collaboration policy for all assignments

- **Written assignments**: Your written assignments, including discussion posts, should be your own original work. You are encouraged to ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work.
- **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results**: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was**.**
- **Collaboration and informal peer-review**: The course includes some opportunities for collaboration with your classmates. Remember that comparing answers on a an assignment is not permitted. If you're unsure about a particular situation, please ask ahead of time.
- **Group projects**: This course includes a small group project, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Late assignments
Late submissions will be accepted for reduced credit up to 1 week past the deadline.

Grading scale

93 - 100 (A)	77 - 79.9 (C+)
90 - 92.9 (A-)	73 - 76.9 (C)
87 - 89.9 (B+)	70 - 72.9 (C-)

83 - 86.9 (B)   67 - 69.9 (D+)
80 - 82.9 (B-)   60 - 66.9 (D)
Below 60 (E)

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 **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For daily assignments, you can generally expect feedback within **2 days**.

- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

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 there is no need to participate in online discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality is fine for non-academic topics.

- **Formatting**: All written assignments for this class, with the exception of the online discussions, should be double-spaced, 12 pt font, with 1" margins.

- **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.

- **Citing your sources**: In all writing assignments, please cite your sources. Use credible, scholarly sources. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.) You may use any citation style you are familiar with, as long as you are consistent. You can access

OSU library resources remotely: https://library.osu.edu/site/labs/2011/03/28/osu-library-labs-off-campus-sign-in-bookmarklet/

- **Backing up your work**: Consider composing your discussion posts in a word processor, where you can save your work, and then copying into the discussion.
- **Collaboration:** Students will sometimes collaborate in small groups. Each student should contribute equally to the activity and be responsible for their own work.

A significant component of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate in Zoom:

- **Technical Issues**: If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at go.osu.edu/it(link is external) or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session.
- **Preparation:** Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name, pronouns, and add a picture with your face.
- **Participation:** At the start of our sessions, I will share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting virtual background(link is external). Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.

- **Recordings:** This course uses video and audio recordings of class lectures, student presentations, and related materials. These recordings are available to all students presently enrolled in the course. Please note that you are not allowed to share these recordings. This is to protect your FERPA rights and those of your fellow students.

If you have any concerns about participating in class over Zoom in this way, please let me know. My goal is to create a safe environment where we can benefit from seeing each other and connecting, but I want to prioritize your safety and well-being.

A new menu item in CarmenCanvas courses highlights academic policies and syllabus statements. This <u>Academic Policies link</u> will direct you to a webpage that lists policies that are typically found in the syllabus. They are also copy/pasted below.

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)
- Ten Suggestions for Preserving Academic Integrity (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/

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

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.
If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@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 Greeneville 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. 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. The Ohio State Wellness app is also a great resource available at 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; 614-292-3307; 098 Baker Hall, 113 W. 12th 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)
- Streaming audio and video

- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

May 11 – June 6, 2022

This schedule is subject to change with prior notice from the instructor. Please complete readings before the class period in which they are assigned.

Module 1 Wednesday, May 11: Introductions

Read before class:

1. Syllabus and Course Schedule
2. MESC info page on Turkey: https://mesc.osu.edu/turkey
3. *Windows into Turkish Culture,* Preface and Introduction: https://ohiostate.pressbooks.pub/windowsintoturkishculture/

In Class: Get to know each other

Assignment: Introduce yourself on our Carmen Discussion Board for Extra Credit. Along with your name and any other information about yourself that you would like to share with the class, please be sure to also address the following questions in your introduction: What do you already know about Turkey/ Turkish culture? What do you hope to learn more about in this class?

Module 2 Thursday, May 12: Culture and Intercultural Development

In Class: Expected Learning Outcomes

Assignment: Complete the first 5 GCC Modules and Activities **by midnight**:

1. Roadmap
2. Metaphors of culture
3. "Me" as a cultural being
4. Stereotypes and generalizations
5. Cultural Values

Module 3 Friday, May 13: Perspectives on Turkey

Read before class:

1. Nicole and Hugh Pope. 2000. *Turkey Unveiled: A History of Modern Turkey* – Front Matter, Intro, and Chapter 1
2. Temelkuran, Ece. 2016. *Turkey: The Insane and the Melancholy* Introduction, pp. 3-25.

Watch and discuss in class: Discovery Channel's Flavor of Turkey video:
https://www.youtube.com/watch?v=auDyTT9EWrI&feature=youtu.be

Module 4 Monday, May 16: Where is Turkey?

Read before class: excerpt from Edward Said, *Orientalism*

In Class: Mapping activity; Orientalism video

Assignment:

Reflection 1: Answer each of these questions in order and label each answer with the corresponding letter: A) Is Turkey in the East or the West? B) What are the connotations of being Eastern or Western? Is the East/West divide a useful construct? C) How else might we situate Turkey? What are the consequences of describing Turkey as Eastern or Western? (2 pages) **Submit to Carmen by midnight**

Module 5 Tuesday, May 17: Intercultural Development

Watch before class: Intercultural Development with Dr. Cindy Jiang
https://youtu.be/ETu-wKs_64c

Assignment:

Moodle Discussion 1: Introduce yourself to the KHAS students using the questions provided in the Moodle prompt **Post to Moodle by Wednesday, 5/18; Post replies by Friday 5/20; Copy/Paste everything to Carmen for grading by Sunday 5/22 at midnight.**

Module 6 Wednesday, May 18: Critical Thinking and Analysis

In Class: Discuss a controversial issue in Turkey: the headscarf

Module 7 Thursday, May 19: Differences that Matter

In Class: Discuss first 5 GCC Modules

Assignment: Complete the next 4 GCC Modules and Activities **by midnight**:

> 6. Communication styles
>
> 7. When cultural collide
>
> 8. Balancing challenge and support
>
> 9. How to cope with challenge

Module 8 Friday, May 20: GCC Live Session #1

> Assignment:
>
> > Reflection 2: After taking the online Turkish language lesson, answer each of these questions in order and label each answer with the corresponding letter: A) Is the Turkish language at all familiar to you? Why might learning another language also give you cultural information or knowledge? B) Do you speak any languages other than English (incl. computer programming, sign language, slang, etc.)? What cultural insights have you gained from language learning? C) Is the English language central to American identity? Why, or why not? (2 pages) **Submit to Carmen by midnight**

Module 9 Monday, May 23: Who are the 'Turks'? What does it mean to be Turkish?

> Read before class: excerpt from Erik Zurcher, *Turkey: A Modern History*
>
> Watch: Guest lecture by Dr. Nathan Young on Turkish identity and citizenship
>
> Assignment:
>
> > Reflection 3: Answer each of these questions in order and label each answer with the corresponding letter: A) Briefly, what is the American national origin story? Who are the heroes of that story? B) What symbols of national identity and belonging are used in the U.S.? C) What activities do Americans participate in that renew a sense of national unity and solidarity? D) What groups might be underrepresented in this origin story, with these symbols, or in these activities? E) Answer all of the same questions for Turkey. (2 pages) **Due by midnight**

Module 10 Tuesday, May 24: Scholarly Engagement

In Class: In small groups in breakout rooms, choose a Turkish or Ottoman political cartoon to analyze.

Assignment:

Moodle Discussion 2: Send your political cartoon analysis to your assigned KHAS peers for feedback. (Further guidelines for this assignment are provided in a separate document in Carmen.)

Module 11 Wednesday, May 25: What is 'Turkish Culture'?

Read before class: 2 chapters of your choice in *Windows into Turkish Culture*

Watch before class: Design and Culture guest lecture by Hazal Gumus Ciftci (https://design.osu.edu/people/gumusciftci.1): https://youtu.be/k5s81JtBN10

In Class:

➢ Turkish cooking demo
➢ Café Istanbul menu

Module 12 Thursday, May 26: Turkish and Ottoman Performing Arts

In Class: Guest performance of Turkish music

Assignment: Complete the next 4 GCC Modules and Activities **by midnight**:

10. "Them" as cultural beings
11. Cultural surprises and irritations
12. Navigating Culture
13. Describe, Interpret, and Evaluate

Module 13 Friday, May 27: GCC Live Session #2

(No readings)

Assignment: Carmen Discussion 1 (post by midnight; post replies **by Sunday 5/29 at midnight**):

• Have you ever learned to play a musical instrument before? To sing? To dance? To draw, paint, or another art form?
• How does your physical body get involved in learning something like music, dance, or art? What parts of your body do you use? Do you think

that we learn some things through our bodies first, and then our minds? Can we learn some things better by doing them?

- What can we learn about culture through the arts?

[No Class on Monday, May 30th for Memorial Day]

Module 14 Tuesday, May 31: Istanbul

Read before class: excerpt from *Istanbul* by Orhan Pamuk

In Class: Virtual Reality 360 videos of Historic Sites in Istanbul

Module 15 Wednesday, June 1: Multiple Perspectives

Watch before class: Episode 1 of *Ethos* (available with Netflix)

Assignment: Carmen Discussion 2 (post by midnight; post replies **by Friday 6/3 at midnight**)

- How is religion connected to culture?
- What did you learn about religion in Turkey that you did not already know?
- What role does religion seem to play in the Turkish TV series, Ethos?

Module 16 Thursday, June 2: Religion and the City

In Class: Guest lecture by Dr. Timur Hammond

Assignment: Complete the next 3 GCC Modules **by midnight:**

14. More cultural values
15. Dealing with conflict
16. Power and Privilege

Module 17 Friday, June 3: Diversity and Social Justice in Turkey

Read before class:

1. Bianchi_Istanbul Sounding Like a Revolution
2. Way_Spaces of Protest

In Class: GCC Live Session #3

Assignments:

1. Carmen Discussion 3 (post by midnight; post replies **by Sunday 6/5 at midnight)**:
    - What does music have to do with politics? How has it been used in social justice movements in Turkey?
    - Choose a comparable example from the United States and describe it in detail.
2. Complete final 2 GCC Modules and Activities **by Monday, 6/6 before class:**
    17. Making sense of the experience
    18. Taking action

Module 18 Monday, June 6: Exploration Activity Presentations and GCC Live Session #4
Assignments:
1. **Exploration Activity Written Report Due by midnight**
2. SEIs and NELC Department Evaluations
3. Reflection 4: Take a moment to consider what you have learned about Turkish culture in this class. Then, answer each of these questions in order and label each answer with the corresponding letter: A) List 3 or 4 things you have learned in this class and how you learned them. B) Compare Turkey to your own country or culture. What seems similar and what seems different? C) Does Turkey seem less foreign to you now than it did at the beginning of this class? Are you interested in learning more about Turkey? (2 pages) **Submit to Carmen by 6/8 at midnight**

Moodle Discussion 2: Political Cartoon Analysis

For this assignment, you will work in a small group to analyze together a Turkish or Ottoman political cartoon. Find your name in one of the groups below, and your assigned cartoon. The <mark>Group Leader</mark> will be responsible for initially getting all of the OSU students in the group connected (your Group page in Carmen has its own discussion board). The Group Leader will then schedule an online meeting of the OSU students in their group (via Zoom or other), and all are expected to attend. During that meeting, everyone in the group will follow these 5 steps together:

1. Before doing any research or trying to interpret meaning, just describe what you see. (i.e. "A man holding a baby.)

2. Look up any information provided about the cartoon, like the cartoonist and time period or place that the cartoon was published.

3. Look up and do your best to translate all Turkish words and phrases in the cartoon and cartoon description (you do not need to translate Ottoman text).

4. Using online research, interpret the meaning of the cartoon. What symbols are used? What famous figures are represented? What might be the overall message that the cartoonist is attempting to convey?

5. Finally, after you all come to an agreement, write up a brief analysis based on your work in the steps above. Be sure to use the materials from this course to help you situate the cartoon within a larger historical, social, or political context.

You might decide to individually choose some part of the research "labor" (image research, translation, analysis) as a practical way to "divide and conquer." Next, go into our Moodle (KHAS Learn) discussion board **by Monday April 12th** and share your analysis from step 5 with the Kadir Has students listed in the title of your small group. Invite the students in Istanbul to offer any feedback, additional information, and possible revisions to your analysis **by Thursday April 15th**. Everyone in the group should then participate in a back-and-forth conversation about the cartoon in the discussion board. Then, ONLY the Group Leader will copy/paste the entire discussion into the Carmen assignment folder for grading, **by Friday April 16th.**
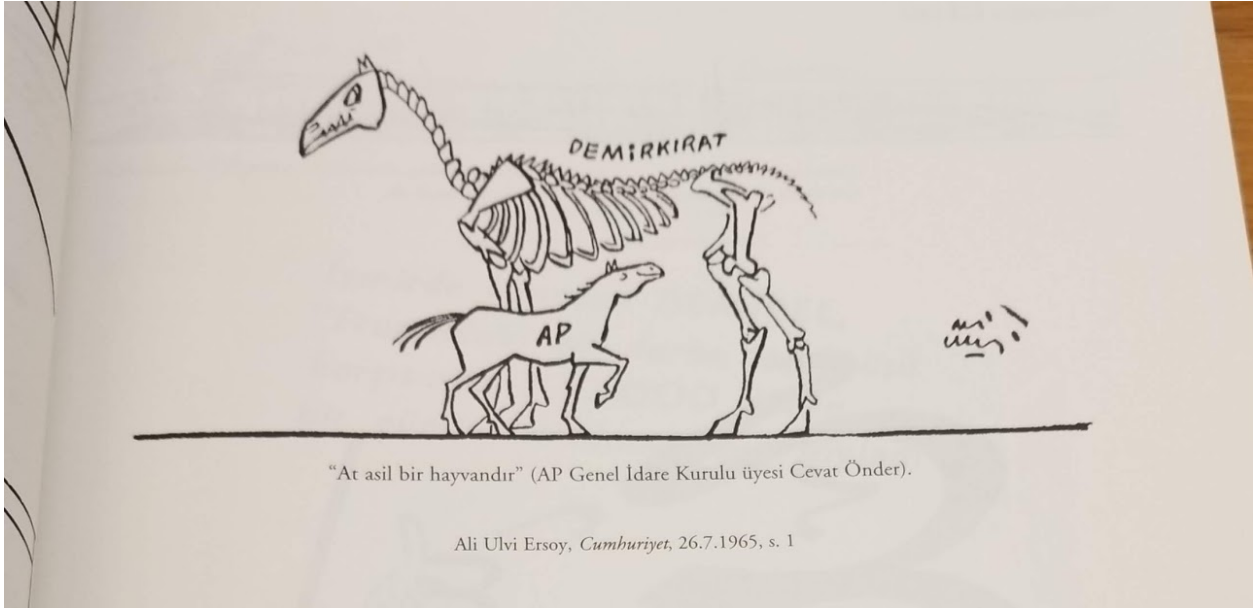
Small Groups:

1. KHAS Students: EDA NUR ŞAHİN & AYŞE YASEMİN YILDIZ

o   Nil Kocaoglu
o   Madison McLaughlin
o   Erik Somogyi
o   Franchesca Ulloa
o   Shanelle White

Cartoon by Ali Ulvi Ersoy, published in *Cumhuriyet,* July 26, 1965:

"At asil bir hayvandır" (AP Genel İdare Kurulu üyesi Cevat Önder).
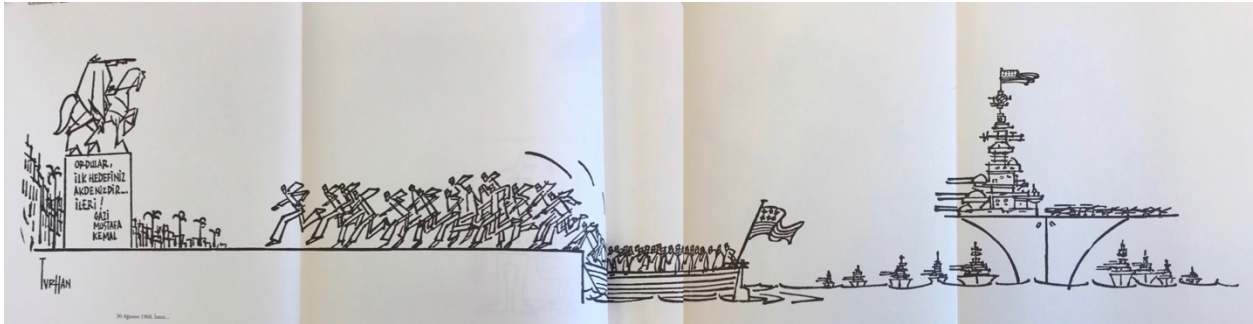
Ali Ulvi Ersoy, *Cumhuriyet*, 26.7.1965, s. 1

2. KHAS Students: ELİF SERRA TALU, EKİN ERYAZAR, & ENGİN BENSAN

Group Leader: Jessica Mendoza (mendoza.792)

- Jack Allen
- Lawren Davis
- Jessica Mendoza
- Serra Ozuner
- Meyling Perez Burgos
- Haley Scheinberg

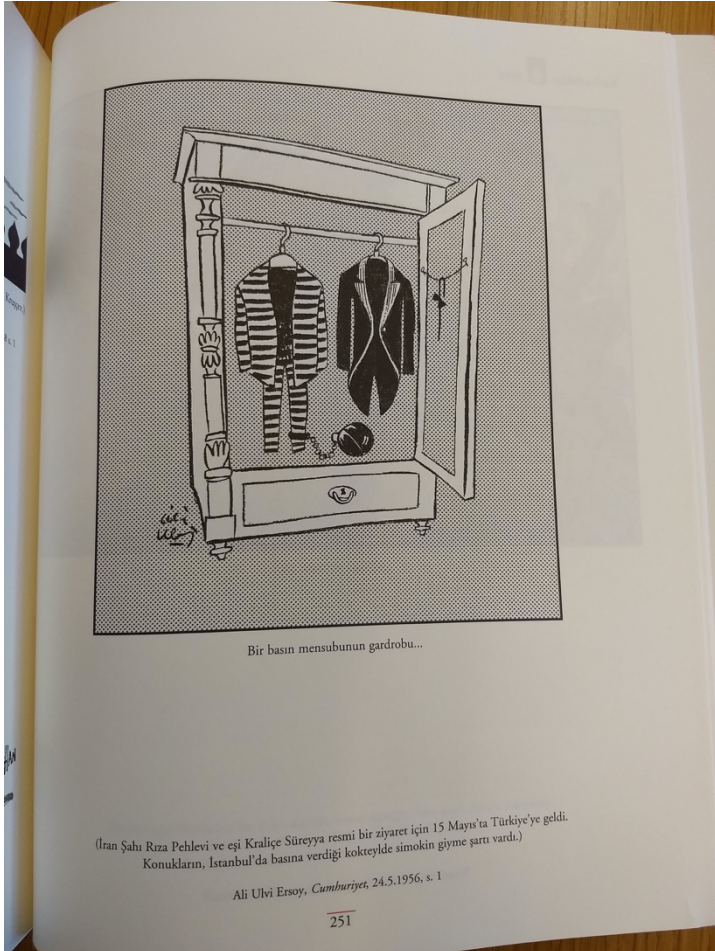Cartoon by Turhan Selçuk, depicting the events of August 30, 1968 in Izmir:

3. KHAS Students: EMRE KÖROĞLU, AFRA DİREN GÜLCEGÜN, & OĞUZHAN SÖNMEZ

o Temidayo Babarinsa aderibigbe
o Acala Cresci
o Eda Sezer
o Indigo Turner
o Gabby Wheeler
o Meron Yishak

Cartoon by Ali Ulvi Ersoy, published in *Cumhuriyet,* 1956:

Bir basın mensubunun gardrobu...

(İran Şahı Rıza Pehlevi ve eşi Kraliçe Süreyya resmi bir ziyaret için 15 Mayıs'ta Türkiye'ye geldi.
Konukların, İstanbul'da basına verdiği kokteylde simokin giyme şartı vardı.)

Ali Ulvi Ersoy, *Cumhuriyet,* 24.5.1956, s. 1

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4. KHAS Students: NESLİHAN ERKAN, MELİS ŞATO, & YURDAGÜL BEYZA YILMAZ

- o   Sondor Enkhbold
- o   Jonathan Hubert
- o   Leila Issa
- o   Sydney Poehler
- o   Carson Rank
- o   Emily Suchan

Cartoon by Hasan Aycin, published in *Kudus Ey Ey*, October 10, 2009

| Kudüs Ey Ey | — | Quds... O Quds | — | قدس ... يا قدس | — | اى قدس |
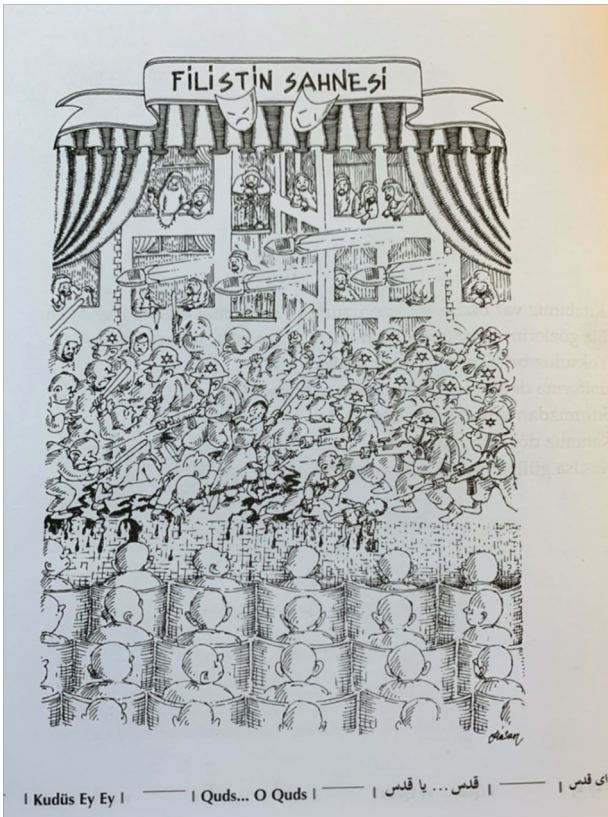
5. KHAS Students: SELEN DÖŞER, MERT GERÇEK, & MUSTAFA BERK ALKOÇ

Group Leader: Ceyda Gureycan (gureycan.1)

o   Mason Bodle
o   Guilly Dia
o   Eva Greenberg
o   Ceyda Gureycan
o   Muzamil Osman

Cartoon by Tan Oral, published in *Cumhuriyet,* 1992:

Tan Oral, *Cumhuriyet*, 19.10.1992, s. 16

6. KHAS Students: SESİL GÜGÜŞ, MEHMET GÖRKEM AKSOY, & ZEYNEP SILA KARATAŞ

Group Leader: Hamza Shafiq (shafiq.15)

- o Rosa Amer
- o Abigail Chapel
- o Eda Evliyaoglu
- o hamza Shafiq
- o Rabia Shahid

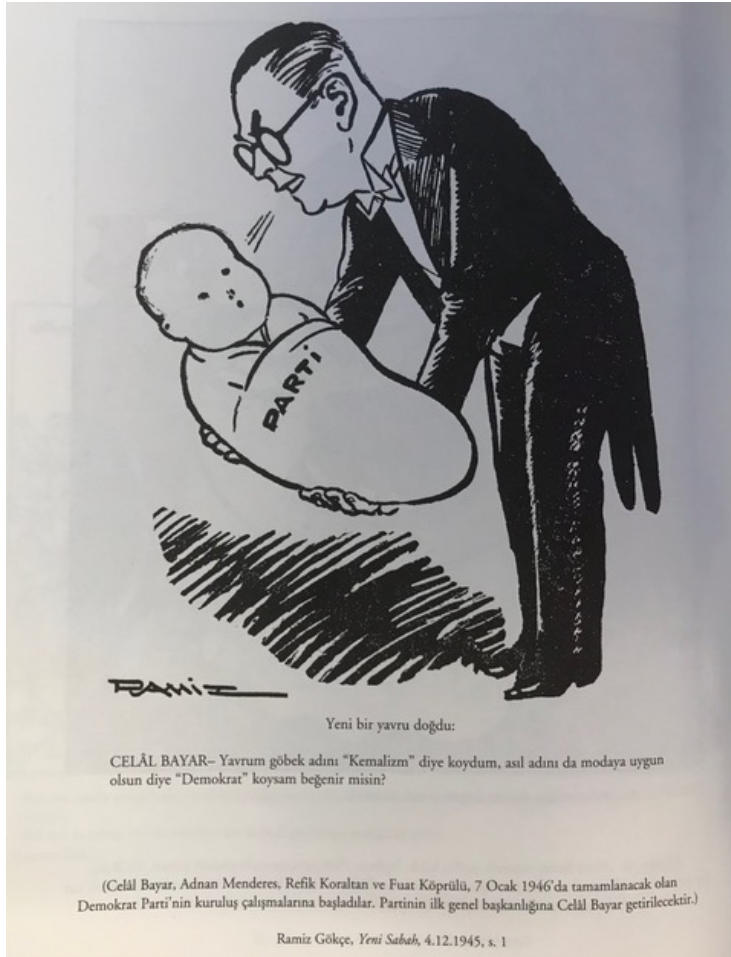Cartoon by Tuncay Akgun & Kemal Aratan, published in *Ottomanya*, 2010:

7. KHAS Students: YAĞMUR BAYDIR, SELİN ARPALI, & MEHMET ATA DÜZEL

Group Leader: Kevin Reichley (reichley.26)

o   Edward Liu

o   Abegale Moges

o   Anisa Muse *(she / her / hers)*

o   Adam Omar

o   Kevin Reichley

Cartoon by Ramiz Gökçe, published in *Yeni Sabah,* April 12, 1945:

Yeni bir yavru doğdu:

CELÂL BAYAR– Yavrum göbek adını "Kemalizm" diye koydum, asıl adını da modaya uygun olsun diye "Demokrat" koysam beğenir misin?

(Celâl Bayar, Adnan Menderes, Refik Koraltan ve Fuat Köprülü, 7 Ocak 1946'da tamamlanacak olan Demokrat Parti'nin kuruluş çalışmalarına başladılar. Partinin ilk genel başkanlığına Celâl Bayar getirilecektir.)

Ramiz Gökçe, *Yeni Sabah,* 4.12.1945, s. 1

8. KHAS Students: YİĞİT YERLİKAYA, SASHA MIRZA, & YAREN ZORLU

- o   Desirae-Arcelynn Chavez
- o   Brittany Hoopingarner
- o   Helena Michalski
- o   Amenah Mohammad
- o   Saruma Suzuki
- o   Alex Wilson-Motley

Cartoon by Sedat Simavi, published in *Kadinlar Saltanti*, 1995:

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme.
In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Specific Expectations of Courses in Citizenship

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Education Abroad & Away Course Inventory

Overview
The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Education Abroad & Away Courses. Expectations for workload and credit-hours for Education Abroad & Away courses are outlined by the Office of International Affairs and described in the Arts and Sciences Curriculum and Operations Manual. It also may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult your Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility
If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Pedagogical Practices for Education Abroad & Away

Course subject & number

Performance expectations set at appropriately high levels, engaging in both academic and experiential exploration of the setting in which they study. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. *(50-500 words)*

Significant investment of effort by students over an extended period of time (e.g., Program length meets high academic standards and allows students to build meaningful connections with local community members and to develop a deep understanding of local cultural context). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. *(50-500 words)*

Interactions with faculty and peers about substantive matters including cultural self-awareness, intercultural empathy, and academic content. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. *(50-500 words)*

Students will get frequent, timely, and constructive feedback on their work, from all appropriate sources, on their intercultural interactions and academic learning. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. *(50-500 words)*

Periodic, structured opportunities to reflect and integrate learning, especially on their cultural self-awareness and their experience with difficult differences. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. *(50-500 words)*

Opportunities to discover relevance of learning through real-world applications and the integration of course content to contemporary global issues and contexts. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. *(50-500 words)*

Public Demonstration of competence both in academic settings and, if possible, in the study away site. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. *(50-500 words)*
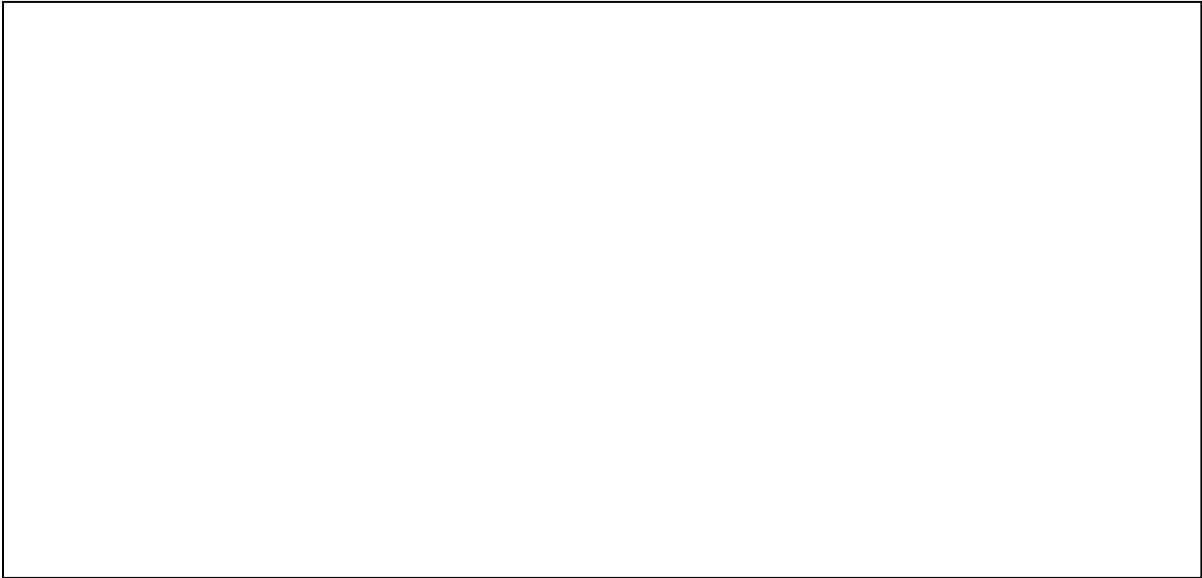
Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. *(50-500 words)*

Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, e.g. universal design principles, culturally responsive pedagogy, structured development of cultural self-awareness. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. *(50-500 words)*

Clear plans to promote this course to a diverse student body and increase enrollment of typically underserved populations of students. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. *(50-500 words)*

Distance Approval Cover Sheet

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

Course Number and Title:

Carmen Use

Please consider using ASC's distance learning course template. 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.

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.

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 an 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: 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

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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: https://teaching.resources.osu.edu/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:

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:

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.

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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:

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:

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:

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):

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

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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: 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):

Additional Considerations

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

Syllabus and cover sheet reviewed by Jeremie Smith on 8/19/21.

Additional resources and examples can be found on ASC's Office of Distance Education website.

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