

Term Information

Effective Term Spring 2023
Previous Value Summer 2017

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Seeking full approval to offer course at 100% distance learning. Course goals have been updated

What is the rationale for the proposed change(s)?

n/a

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Art Education
Fiscal Unit/Academic Org	Arts Admin, Education & Policy - D0225
College/Academic Group	Arts and Sciences
Level/Career	Graduate
Course Number/Catalog	7606
Course Title	Technology and Digital Texts
Transcript Abbreviation	Tech & Digital Txt
Course Description	Theory and practice of engaging others in technologies and digital texts relative to art education practice.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 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 Less than 50% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Seminar
Grade Roster Component	Seminar
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Previous Value

Not open to students with credit for 606.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

13.1302

Subsidy Level

Doctoral Course

Intended Rank

Masters

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Students will learn backward design and use it to plan projects for the class.
- Students will study historical and cultural perspective of distance education and use tools of digitization and automation to create an online environment for teaching and learning with a computer.
- Students will become aware of student demography in relation to computer access, eLearning, and digital telecommunications.
- Students will design a lesson in a self-contained module known as a "learning object."
- Students will Collaborate in a small group to write an outline for a sequence of at least five lessons and learning objects.

Previous Value

- *Be familiar with the basic functions of a computer*
- *Know how to employ a computer in administrative tasks of teaching*
- *Know how to employ a computer in research*
- *Know how to design instructional environments for student-centered online instruction*

Content Topic List

- New technologies
- Digital texts
- Digital art

Sought Concurrence

No

COURSE CHANGE REQUEST
7606 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/12/2022

Attachments

- 7606 cover sheet.pdf: ASC ODE cover sheet
(Other Supporting Documentation. Owner: Pace, Lauren Kate)
- 7606 syllabus.pdf
(Syllabus. Owner: Pace, Lauren Kate)

Comments

- Please see Panel feedback email sent 02/22/2022. *(by Hilty, Michael on 02/22/2022 11:02 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Pace, Lauren Kate	02/01/2022 12:38 PM	Submitted for Approval
Approved	Savage, Shari L	02/01/2022 01:01 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/07/2022 10:43 AM	College Approval
Revision Requested	Hilty, Michael	02/22/2022 11:02 AM	ASCCAO Approval
Submitted	Pace, Lauren Kate	03/28/2022 03:19 PM	Submitted for Approval
Approved	Savage, Shari L	09/12/2022 12:59 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/12/2022 01:07 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/12/2022 01:07 PM	ASCCAO Approval



SYLLABUS

AAEP 7606

Technology and Digital Texts
Summer 2021 (6 week term)
3 credit hours
Online

COURSE OVERVIEW

Instructor

Clayton Funk, Ed.D.

funk.86@osu.edu)

614-292-7183 (Department Phone)

Zoom Office Hours Online, TBA

Course description

This is a graduate class in the online masters program of The Department of Arts Administration, Education and Policy. The class explores the theory and practice of engaging others in digital technologies and texts as applications of eLearning within institutions of arts education.

The course is set up for students who seek to practice in a learning organization, which could be any situation, from teaching in the schools, to operating a nonprofit, which operates in the management style of a learning organization.

The format of our class is asynchronous and completely online. There are no real time class sessions, but there is still plenty of interaction – students with each other and with the professor. In this kind of course the “input” that you get from an instructor comes in two forms. First are the weekly assignment prompts and to-do lists, which are written by the instructor as a form of written instruction. They provide direct, step-wise but open-ended directions to help students organize their work and yet allow room for creative input. The second kind of contact with the instructor comes in the form of narrative evaluations and assessments of the students’ work. Also, there is a “Weekly Best Discoveries” discussion that runs the full six weeks of the course called. Though the discussion is mostly student driven, the instructor monitors this discussion and responds to posts when appropriate to reinforce

teachable moments and contribute insight. This year, the instructor has produced short topic video lectures that help contextualize reading and outline the overall goals and objectives for each week.

Though students work at their own pace to meet weekly deadlines, the social interaction online can take some getting used to. Everything we learn in this class is focused on how to design online work and teaching environments, as many classes and nonprofit organizations work together increasingly online. In this way, you will learn about designing a learning environment online, in that very kind of online space for collaboration, communication and learning.

Course learning outcomes

By the end of this course:

- Students will learn backward design and use it to plan projects for the class.
- Students will study historical and cultural perspectives of distance education and use tools of digitization and automation to create an online environment for working, teaching, and learning with a computer.
- Students will become aware of student demography in relation to computer access, eLearning, and digital telecommunications.
- Students will design a lesson in a self-contained module known as a “learning object.”
- Students will collaborate in a small groups to write an outline for a sequence of at least five lessons and learning objects.

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 weekly modules. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame. Because this course is designed around the steps of building an online learning environment, the information in each week teaches skills needed for successive weeks, i.e., week 2 prepares students for week 3, 3 for 4, and so on.

Credit hours and work expectations: This is a **3-credit-hour course** compressed into 6 weeks. According to Ohio State policy (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 6 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 independent assignments and two collaborative small group assignments. The following is a summary of students' expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK,** students are expected to login to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Office hours and live sessions: OPTIONAL**
All live, scheduled events for the course, including my Zoom office hours, are optional.
- **Participating in the Weekly Best Discovery discussion:** Each student will start one thread per week and respond to a minimum of 7 posts written by others with at least brief but concise comments that can easily become an online conversation.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

There is no textbook to purchase for this class. All readings and digital media for this class are provided in Carmen

Course technology

Technology Policies

Here are technology policies that will keep us on the same page. If you cannot meet any of these requirements, please contact the instructor to discuss options.

1. Each student is responsible for operating reliable and compatible computers and software.
2. Each student is responsible for a reliable Internet connection.
3. Each student is responsible to check and double-check that files upload successfully.
4. Because assignments can be graded ONLY in Carmen you must submit your assignments there to assignment submission pages and discussion posts, even if late. We will not grade assignments submitted to instructors by email or any other way without your being instructed to do so.
5. Students experiencing any technical difficulties should alert instructor immediately by email.

For students who do not own a computer, OSU libraries and the University computer labs make them available. Students at remote locations should check with their public library systems.

Technology support

Contact the Ohio State IT Service Desk for questions, requests or help with your password, university email, Carmen, or any other technology issues. 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 Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration (go.osu.edu/video-assignment-guide)
- Recording, editing, and uploading video (go.osu.edu/video-assignment-guide)

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

- Although Microsoft Office is officially licensed to OSU for your use, be aware that you should also be familiar with other platforms, like Google Drive and Creative Cloud Express (formerly Adobe Spark).
- 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 and BuckeyePass

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) or 8help@osu.edu and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Six Weekly Assignments (60 points each)	360 points
Posts in <i>Weekly Best Discovery</i> discussion include One substantial post to start a thread, and at least 7 responses to posts of threads by other students. Responses can be short but complete comments (or as long as you like) to encourage dialog. (8 points per week)	40 points
Total	400 points

See course schedule below for due dates.

Descriptions of major course assignments

Week One

Description: Students pick a situation from their working world – classroom, non-profit, community planning – and design a solution with backward design, as demonstrated in the four video tutorials provided.

Read Caroline Haythornthwaite's "Facilitating Collaboration in Online Learning".
Watch four instructional videos on designing with backward planning.

Instructor will assess each project and grade and comment.

Week Two

Description: Students will read seven articles about eLearning, student demographics, pedagogy, and a computer access report from the Statistical Abstract of the United States Census. Then students work together in small groups to plan a group discussion about the topic. Students may meet in Zoom or on whatever platform they prefer.

Instructor will evaluate and provide feedback in narrative form.

Week Three

Description: Students will learn to build a document or email merge in MS Word or Google Drive. They will prepare a table or spreadsheet of names, addresses and other data, along with a document or email template. Students who already know how to make and use a document or email merge, may create a 5 minute video or work on another project (web page, database, etc.) of their choice that will benefit their work in the “real world.”

Instructor evaluates and provides feed back in narrative.

Week Four

Description: Students will learn to build and use a lesson online in the form of a self-contained learning object, using backward design and their choice of media or program. Possibilities include voiceover slide presentations, video or audio podcasts. The design of the pedagogy is based on Michael Allen’s “Serious learning Games”

Reading includes whatever students need to reference for the design of their project, along with three chapters on “Serious Learning Games” from *Micheal Allen’s Guide to eLearning*.

Week Five

Description: Students will collaborate in small groups to create an outline of at least five lessons in sequence. Included are ideas and aims of the sequence, learning objectives, and a description of the activities. Note that the groups are not creating the actual curriculum in one week, just an outline to show they understand how to sequence learning activities.

Students will return to Allen’s chapters on Serious Learning Games from his book, *Micheal Allen’s Guide to eLearning*. (<https://www.alleninteractions.com/resources/book/michaels-guide-to-elearning>) Students access the book chapters from the OSU Library’s eBook resources.

Week Six

Description: In this final week, students will peer-access each other’s learning sequences from week five. Each group will post their outline, or links to a document, their learning sequences from Week Five in a course-wide discussion board, in Carmen. Individuals in one group will respond to the project of another group, as follows: Group One will assess Group Two’s project, Group Two will assess Group Three, Group Three assesses Group Four, and Four assesses One. Students should feel free to browse the work of other groups and respond.

The instructor will respond to this discourse with their own posts.

Late assignments

GRACE PERIOD - As we might have students taking this course, who live halfway around the world, each deadline includes a 12 hour grace period before late penalties apply. Additionally, students may request a one- or two-day extension of any deadline, so long as they ask in advance of that deadline.

Grading scale

Carmen is set to calculate your grade by percentage. There is NO grade curve.

Letter Grade Percentage	
A	93 - 100
A-	90 - 92
B+	87 - 89
B	83 - 86
B	80 - 82
C+	77 - 79
C	73 - 76
C-	70 - 72
D+	67 - 69
D	60 - 66
E	0 - 65

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 large weekly assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**. Answers to quick questions will be answered sooner if I am able, and 24 hours at the latest.

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 class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topic, because discussions are conversations and a little informal language can move the game along.
- **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:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link. Guidelines and requirements for citations are included in every assignment.
- **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. It can be helpful to use cloud storage like Dropbox, Google Drive, or OneDrive

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/>

Such resources as course listings, descriptions of degree programs and department contacts are found at <http://aaep.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 and the OSU.EDU domain name.

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

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. 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

Refer to the Carmen course for up-to-date assignment due dates.
Showing events after 3/15. Look for earlier events

Wednesday, May 12, 2021

Week 01 - First-Term classes begins

Monday, May 17, 2021

Week 02

Sunday, May 23, 2021

Week 01 and Week 02 Assignments due

Monday, May 24, 2021

Week 03

Sunday, May 30, 2021

Week 03 assignment due

Monday, May 31, 2021

Week 04

Sunday, June 6, 2021

Week 04 Assignment due

Monday, June 7, 2021

Week 05

Sunday, June 13, 2021

Week 05 assignment due

Monday, June 14, 2021

Week 06

Monday, June 21, 2021

Last day of classes, all work is due

Week 06 assignment due

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):

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 AAEP 7606 *Technology and Digital Texts* course approval proposal (see signed Cover Sheet attached). This syllabus includes all required syllabus elements and provides a comprehensive overview of the course expectations.

I have a few brief recommendations that I think will make your syllabus better:

- Though I understand what is being indicated, I recommend completing the grade scale to show the full range of % for each grade (A- = 90-92.9)
- Remove reference to undergraduate advising on page 8
- Reviewing the Syllabi and the Cover Sheet, it is difficult to know how the requirements for direct instruction and instructor presence are being met. There are no recorded lectures mentioned and most of the student work seems independent of the instructor. I recommend the instructor better indicate the weekly flow of the course in the syllabus and specifically what direct instruction is provided in the "How This Online Course Works" section of the syllabus
- The assignment category grade calculation table (p. 5) references 5 weekly assignments but the assignment descriptions and schedule show 6 weekly assignments. I recommend updating the grade calculation table or indicating a plan to drop 1 assignment (if this is the plan)