

**From:** [Steele, Rachel](#)  
**To:** [Ramsey, MaryKatherine](#); [Stanutz, Katie](#); [Hewitt, Elizabeth](#)  
**Cc:** [Romero, Eugenia](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#)  
**Subject:** English 3041S  
**Date:** Friday, February 24, 2023 11:38:23 AM  
**Attachments:** [image001.png](#)  
[image002.png](#)  
[image003.png](#)  
[image004.png](#)  
[image005.png](#)  
[image006.png](#)  
[image007.png](#)

---

Good afternoon,

On Thursday, February 9<sup>th</sup>, the Arts and Humanities 2 Panel of the ASC Curriculum Committee reviewed a course proposal for English 3041S.

The Panel did not vote on the proposal as they would like the following points addressed:

- The Panel is still unclear on how this course meets the required contact hours for a four-credit hour course. According to the Ohio Department of Higher Education guidelines, a four-credit hour class must have 50 hours of formalized instruction, or roughly 3 ½ hours of instruction per week for a full-semester course (most commonly broken up into two 1 hour and 50-minute class meetings). According to the first page of the syllabus, the class only meets for 1 hour and 20 minutes on Tuesdays and Thursdays. If the required additional formalized instruction is taking place outside of the classroom setting, the Panel asks that this be clearly explained in the syllabus. If there is no formalized instruction outside of the classroom setting, then the panel asks that the syllabus indicate the appropriate number of contact hours for a 4-credit hour course on the first page of the syllabus and adjust the class schedule accordingly. The Panel emphasizes that they cannot approve the change from a 3 credit-hour course to a 4 credit-hour course without an additional hour of formalized instruction that is clearly defined. They offer a friendly reminder that even though all GEN Themes High Impact Practice (HIP) courses must be four credit hours, HIP courses are not automatically “awarded” the extra credit hour by virtue of being an HIP course; HIP courses must still adhere to the ODHE guidelines, which can be read in detail on pages 18-19 of our handbook, available here: <https://ascas.osu.edu/curriculum/asc-operations-manual>.
- The Panel thanks the department for the additional information provided regarding the service-learning component of the course. While the new information does address the goals/needs of the community partner, the Panel is concerned about how these service activities will support and engage with the course’s topics, activities, goals, and objectives, and how students’ service work will be evaluated.
  - The Panel asks again that the course proposer/designer consult with Claire Sweigart(.10) , Program Director of the Office of Service Learning. She has worked with instructors who develop service-learning courses for several years and will thus be able to provide invaluable assistance with the design of the various components of a service-learning course.
  - The Panel requests that the department provide further information and/or parameters for the types of service work that students will engage with, and detail how that work will support the goals and learning objectives for the course. For example, if the community partner’s needs assessment (syllabus pg. 7) reveals that the most urgent need for the organization is light office work (copies, filing, etc.), the Panel is concerned that this type of service, while valuable and important to the community partner, may not support the learning goals/objectives of the course for students.
  - The Panel requests that the department provide further explanation/detail in

the syllabus about how students will document and record their hours worked with the community partner and how they will be evaluated on the service work that they do.

- The Panel recommends that the syllabus feature the most current mental health statement (found on pages 11-12 of the syllabus), as the name and phone number for the suicide/crisis helpline have changed . The up-to-date language for the Columbus campus is available here: <https://ascas.osu.edu/curriculum/syllabus-elements>; a similar update may be available from the Marion Campus' student services.
- The Panel recommends that the department remove any mention of the course fulfilling the Embedded Literacy: Advanced Writing requirement (syllabus pg. 5), as this could be confusing for non-English majors who take the course and who will **not** be able to fulfill an Embedded Literacy requirement via this course.

I will return English 3041S to the department queue via curriculum.osu.edu in order to address the Panel's requests.

Should you have any questions about the feedback of the Panel, please feel free to contact Eugenia Romero (faculty Chair of the A&H 2 Panel; cc'd on this e-mail), or me.

Best,  
Rachel



**Rachel Steele, MA**

(Pronouns: she/her/hers / Honorific: Ms.)

Program Manager, Office of Curriculum and Assessment

**College of Arts and Sciences**

306 Dulles Hall 230 Annie and John Glenn Ave. Columbus, OH 43210

(614) 688-4540

**BLACK LIVES MATTER**

**STOP AAPI HATE**

DACA/undocumented ally



*I acknowledge that 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 honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.*