Term Information

Effective Term	Autumn 2022
Previous Value	*Autumn 2017*

Course Change Information

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

Online teaching approval

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

Teaching this course online will enable the History Department to reach a wider, more diverse audience. The online format, for example, offers flexibility to students registered with Student Life Disability Services. The online format can liberate students from the physical limitations of the classroom setting. Program 60 students who live outside of the Columbus metropolitan area, moreover, can audit the online class more easily than the traditional in-person class. This helps the History Department and the university fulfill its mission of public outreach, extending the university's resources across the state and beyond.

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	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3012
Course Title	Antebellum America
Transcript Abbreviation	Antebellum America
Course Description	An examination of American history from the nation-building of the age of Jefferson and Jackson to the sectional crisis over slavery.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 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
Previous Value	*Yes, Greater or equal to 50% 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
Previous Value	*Columbus, Lima, Mansfield, Marion, Newark*

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: English 1110.xx, or permission of instructor.
Exclusions	
Previous Value	Not open to students with credit for 557.02.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0102
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
General Education course:
    Historical Study
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	• Students gain an understanding of the large-scale social processes, reform movements, political transformations, slavery, the city, and sectionalism in the US from the dawn of the early national era through the 1850s.
Content Topic List	• Politics and political culture
	• Jefferson
	• Jackson
	• Market revolution
	• Religion and reform
	• Women
	• Labor
	• Slavery
	• Abolitionism
	• Proslavery and antislavery politics
	• Mexican War
	• Sectional crisis

Sought Concurrence   No

Attachments

- 3012 DL Cover Sheet (signed).pdf: DL Cover Sheet

  (Other Supporting Documentation. Owner: Getson,Jennifer L.)

- History 3012 Syllabus - In-Person.pdf: In-Person Syllabus

  (Syllabus. Owner: Getson,Jennifer L.)

- 3012 Syllabus - DL (final).docx: DL Syllabus

  (Syllabus. Owner: Getson,Jennifer L.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson,Jennifer L.	04/27/2022 04:30 PM	Submitted for Approval
Approved	Soland,Birgitte	04/27/2022 09:18 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	05/04/2022 05:19 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	05/04/2022 05:19 PM	ASCCAO Approval

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THE OHIO STATE UNIVERSITY

SYLLABUS
HISTORY/3012

Antebellum America
Autumn 2022 (full term)
3 credit hours
Online

COURSE OVERVIEW

Instructor

Instructor: Joan E. Cashin

Email address: cashin.2@osu.edu

Office hours (by email): Tuesday and Thursday, 11.15 a.m. to 12.15 p.m.

Prerequisites

None

Course description

This course explores the history of the United States from the dawn of the early national era in 1787 through the 1850s. We will explore large-scale social processes, such as changes in American culture after the Revolution, and we will investigate the various western frontiers, reform movements, transformations in the political parties, slavery, life in the city, and the rise of sectionalism in the 1850s. We will include the experiences of famous historical figures, such as reformers and politicians, and common citizens, such as farmers, mill workers, and immigrants.

This course will be conducted entirely online, via Carmen/Zoom and email. There will be two assignments each week, typically two lectures, or one lecture followed by a second assignment, which will consist of reading a primary source, that is, a source generated by a historical figure; or doing research on a museum website; or watching a documentary. The professor will record the lectures on Carmen/Zoom in asynchronous fashion, and each lecture will ordinarily last one hour and twenty minutes each. If some event makes it impossible to record a lecture, such as a Carmen/Zoom crash, the professor will type up the lecture and send it out as an email attachment.

In addition, students will write weekly papers of one or two paragraphs on what they learned from that week's assignments. That too will be done in asynchronous fashion. Three times during the semester, the class will hold required synchronous meetings on zoom to discuss a monograph, that is, a secondary source based on original scholarship. Four times during the semester, the class will hold required synchronous discussion forums on zoom to discuss the recent class material, such as the lectures, the primary sources, the museum websites, or the documentaries. These assignments are explained in more detail below.

Course learning outcomes

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

- learn to construct an integrated perspective on history and the factors that shape human activity.
- describe and analyze the origins and nature of contemporary issues.
- speak and write critically about primary and secondary historical sources, to understand different interpretations of events, and to understand historical contexts.

General Education Goals

Students will recognize how past events are studied and how they influence today's society, and, more generally, the human condition.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online and mostly asynchronous. There are a total of 7 synchronous class meetings throughout the semester.

Pace of online activities: This course is divided into **weekly modules** that are announced at the start of each week. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. 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 and participation. The following is a summary of students' expected participation:

- **Written assignments**: **TWICE PER WEEK**
  Students are expected to turn in two short assignments (lecture responses/short papers) every week, which demonstrate that they are keeping up with the classwork.

Students are expected to log in 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, Exam Review Session**: OPTIONAL
  The Tuesday/Thursday email hours and final exam review session are optional.

- **Zoom Meetings**: THREE PER SEMESTER

  We will discuss three monographs during zoom meetings at approximately one-month intervals, in the order in which they are listed; the dates will be announced a month in advance. Students will receive full credit if they participate at least once during the meeting.

- **Discussion Forums**: FOUR PER SEMESTER

  We will meet on zoom four times per the semester to discuss and have opportunity for asking questions. Students will receive full credit if they participate at least once during the meeting.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks

Required

- John Mack Faragher, **Sugar Creek: Life on the Illinois Prairie**

- Simon Newman, **Embodied History: The Lives of the Poor in Early Philadelphia**

- Heather Williams**, Self-Taught: African American Education in Slavery and Freedom**

The Faragher monograph will be available in paperback at Barnes & Noble OSU, and the Newman and Williams monographs will be available for free online at Ohio State University Library.

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 Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

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
Lecture Responses	20% (100 points)
Short Papers	20% (100 points)
Zoom Meetings	20% (100 points)
Discussion Forums	20% (100 points)
Final Exam	20% (100 points)
Total	**100% (500 points)**

See course schedule below for due dates.

Descriptions of major course assignments

Students must fulfill each of the class requirements—the lecture responses, short papers, zoom meetings, discussion forums, and final exam—in order to pass the course. Incomplete grades will be handled according to university regulations. Students are not allowed to re-take the final exam if they are unhappy with their performance.

Lecture Responses

Description: This class is designed for undergraduates. They are expected to listen to each lecture and turn in their lecture response papers each week on what they learned from that lecture. These lecture responses should be one or two paragraphs long, and they should discuss what the student learned from the lecture. That is, what information was new, interesting, compelling, or inspiring to the student. Students should turn in these lecture responses by 5:00pm on Friday.

Academic integrity and collaboration:

Your written assignments, including discussion posts, should be your own original work. You may ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work.

Short Papers

Students are also expected to write short papers on the other assignments, and they should be one or two paragraphs long; they too should discuss what the student learned from that assignment, that is, what they found new, interesting, compelling, or inspiring about the second assignments. Some of the primary sources for the second assignment will be found easily online, such as the Bill of Rights, although sometimes the professor may send some primary sources to class members via Carmen and/or email.   When the second assignment concerns a museum website or a documentary, they will be found easily online. The papers on the second assignments should be the same length, one or two paragraphs, with the same focus on what the student learned. Students should turn in these papers on the second assignments at the end of workday every Friday.

Academic integrity and collaboration:

Your written assignments, including discussion posts, should be your own original work. You may ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work.

Zoom Meetings

Description: We will discuss the three monographs listed above on zoom meetings at one-month intervals, in the order in which they are listed above; the dates will be announced one month in advance. So, the date of the first monograph will be announced at the very start of the term in August, and so on. We will organize our zoom meeting around these questions: what is the argument, what is the evidence, and is the book persuasive. The zoom meetings are mandatory except if a student falls ill or has other extenuating circumstances; he or she must inform the professor of this fact in advance of the meeting. Then he or she may write a makeup paper consisting of one paragraph each on argument, evidence, and persuasiveness.

Discussion Forums

Description: We will also have four discussion forums during the term at one-month intervals.   These dates will also be announced one month in advance.   During the forums, the class will discuss the recent course material and the professor will answer any questions from students about that material.   The discussion forums are mandatory except for the circumstances mentioned above.

For both the zoom meetings and the discussion forms -- students who feel uncomfortable speaking in groups may turn their cameras off. They can use the chat box for questions or comments, which will give them full credit for participating.

Final Exam

Description: Students will take a final exam during exam week. The exam will include one essay question, and the questions will be drawn entirely from study guides handed out in advance; the completed essay should be double-spaced and written in Microsoft Word.

Academic integrity and collaboration: You must complete the final exam yourself, without any external help or communication.

Late assignments

Late assignments will be accepted in certain circumstances, such as illness, according to the professor's judgment.

Grading scale

For those students who complete the course requirements, the highest grade a student can receive for each component is 100 points. So if a student completes all the assignments in a satisfactory way, the highest point total he or she will receive is 500 points.

The student's final letter grade will follow the typical scale times four, that is, an A/A- equals 400 to 360 points, and so on. If a student's point total falls on the boundary between two grades, the professor's judgment of the student's performance will determine the final grade.

The professor determines the grade for each student, and she is allowed to discuss the student's grade only with the student, according to the Family Education Rights and Privacy Act (FERPA). There are no group projects, and undergraduates may not use work from other courses in this class.

500 points : A
460 points : A-
435 points: B+
415 points : B
400 points : B-
385 points : C+
365 points : C
350 points : C-
335 points : D+
300 points : D
99 points and under: E

Instructor feedback and response time

The professor will check email every day, Monday through Saturday, and she will strive to answer posts from students within twenty-four hours.
(Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For weekly assignments, you can generally expect feedback within 24 hours.

- **Email:** The professor will check email and Carmen every day, Monday through Saturday and strive to answer messages within 24 hours.

OTHER COURSE POLICIES

Discussion and communication guidelines

Students are expected to be civil to each other and to the professor at all times, in conversation and in written communication.

Academic integrity policy

Enrolling on time is the student's responsibility. Students who are waitlisted for the class will be admitted according to their places on the waitlist, which is History Department policy. Students are not permitted to audit the course without enrolling.

Cheating and plagiarism are unethical, and they both violate university regulations. The class will not involve any group work, and students may not use past work from other courses in this class. Students will be allowed to consult their class notes when writing the essays on the final exam. Instances of cheating, plagiarism, and disruptive behavior will be dealt with by the Committee on Academic Misconduct.

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)

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.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	8/23 – 8/26	The United States in the Early National Era
2	8/29 – 9/2	The Constitution in Theory and Practice
3	9/5: Labor Day (No Class) 9/6 – 9/10	Foundations and Innovations in a New Country
4	9/12 – 9/16	An American Culture Discussion of First Monograph
5	9/19 – 9/23	The First Western Frontiers
6	9/26 – 9/30	War and legacies of war

Week	Dates	Topics, Readings, Assignments, Deadlines
7	10/3 – 10/7	The Jacksonian Era
8	10/10 – 10/12 10/13-10/14: *Autumn Break (No Classes)*	Building a Party System Discussion of Second Monograph
9	10/17 – 10/21	The Trans-Mississippi West
10	10/24 – 10/28	Reform Movements and Reformers
11	10/31 – 11/4	Slavery
12	11/7 – 11/10 11/11: Veteran's Day (No class)	Southern Society **Discussion of Third Monograph**
13	11/14 – 11/18	Urban Life
14	11/21 – 11/23 11/24-25: Thanksgiving (No class)	Women and Gender
15	11/28 – 12/2	Sectionalism, North and South
16	12/5 – 12/7	Civil War

History 3012: Antebellum America

Fall Term 2012
Professor Joan E. Cashin
Department of History, Dulles 244
cashin.2@osu.edu, 292-0434

Course Description
We will discuss the history of the United States from the dawn of the early national era in 1787 through the 1850s. We will explore large-scale social processes, such as changes in American culture after the Revolution. We will investigate the reform movements of the 1830s and 1840s, transformations in the national political parties, slavery, the city, and the rise of sectionalism in the 1850s. We will include the experiences of famous historical figures, such as reformers and politicians, and common citizens, such as farmers, mill workers, and immigrants.

Assigned Books
John Mack Faragher, **Sugar Creek**
Richard John, **Spreading the News**
Carol Wilson, **Two Lives of Sally Miller**

All three books are available in paperback at SBX.

Academic Objectives
1. Students should increase their factual knowledge of the period.
2. Students should learn how to discuss ideas in a classroom setting
3. Students should develop their abilities to think systematically, in other words, to think like historians.

Weekly Schedule
Week One: The United States in the Early National Era
Week Two: The Constitution in Theory and Practice
Week Three: Foundations and Innovations in a New Country
Week Four: An American Culture
Week Five: The First Western Frontiers
Week Six: War and legacies of war
Week Seven: The Jacksonian Era
Week Eight: Building a Party System
Week Nine: Reform Movements and Reformers
Week Ten: Slavery
Week Eleven: White Southerners
Week Twelve: Urban Life
Week Thirteen: Women and Gender
Week Fourteen: The Trans-Mississippi West
Week Fifteen: Sectionalism, North and South
Week Sixteen: Civil War

Course Requirements and Grading
This course is designed for undergraduates. Graduate students may take the course only with the

professor's permission, and their requirements are different from those of other students. Undergraduates will discuss the monographs by Faragher, John, and Wilson; participation in each of these discussions will count for twenty percent of the grade, for a total of sixty percent. We will focus on the argument, the evidence, and the persuasiveness of each book. The professor will announce the dates for the discussions in class at least one week before each discussion.

Undergraduates will write one eight-to-ten page double-spaced paper on the decision to move to the American frontier. The paper is due on the last day of class, and it must conform to Kate Turabian's **Manual for Writers** regarding matters of form such as the title page. The paper will count for twenty percent of the grade. Undergraduates will take a final exam during exam week in December, which is scheduled by the Registrar's Office. The exam will include fill-in-the-blanks and essays, and it will be drawn from a study guide handed out in advance. A review session will be held before the exam. There are no open-book or take-home exams. The final exam will count for twenty percent of the grade.

To summarize:

Discussion of Faragher book	20% of the grade
Discussion of John book	20% of the grade
Discussion of Wilson book	20% of the grade
Paper	20% of the grade
Final exam	20% of the grade

Students are expected to attend class on a regular basis, which demonstrates responsibility. Attendance will be taken at every class meeting, either by taking roll or by sign-up sheets. Students who have difficulty getting up for a class at 8.00 a.m. should probably not take this course. If a student comes to class late, he or she should enter the room quietly without interrupting the class. Members of the class must be civil to each other and to the professor at all times. No cell phones, digital cameras, text messengers, or similar electronic devices may be used in class; no laptops may be used during the monograph discussions.

Students must fulfill each of the class requirements—the monograph discussions, the paper, and the exam—in order to pass the course. Neglecting to take notes during lecture will probably hurt the student's grade. Grades are determined by the professor's judgment of student performance. The professor is allowed to discuss the student's grade only with the student, according to the Family Education Rights and Privacy Act (FERPA).

Enrolling on time is the student's responsibility. Students who are waitlisted for the class will be admitted according to their places on the waitlist, which is History Department policy. Students are not permitted to audit the course without enrolling.

Cheating and plagiarism are unethical, and they both violate university regulations. Instances of cheating and plagiarism and cases of disruptive behavior will be dealt with by the Committee on Academic Misconduct. Incomplete grades will be handled according to university regulations.

Students with disabilities certified by the Office of Disability Services will be appropriately accommodated, and they should inform the professor of their status when the class begins. Program 60 students may take the course only with the professor's permission. They too should speak to the professor when the class begins.

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 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: [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.

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☐ 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):

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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.

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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.

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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.

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☐ 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   on

Reviewer Comments:

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

THE OHIO STATE UNIVERSITY

I have completed and signed off on the preliminary distance learning review for the **History 3012: Antebellum America** 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 *recommendations* to improve your syllabus that I hope will be helpful:

- In the description of assignments, it is unclear what is expected from students for Lecture Responses and Short Papers. It is recommended that a fuller description of these assignments be provided, ideally with a simple rubric to clarify expectations.

- I like the idea of having 3 synchronous sessions but 1 week notice for scheduling these (mentioned on page 5) seems inadequate because it will require students to hold a time slot open in case a synchronous session is announced. I recommend planning these so dates/times can be provided in the syllabus at the start of the term. As described in the syllabus, I would expect nearly all students to choose to write a short paper and skip the live sessions (thus eroding the value of these discussions).

- I do not think this course design will be effective in facilitating a community of learners with student interaction. The proposed 3 live sessions would be the only time in which students would have any interaction and this seems insufficient. I recommend adding an assignment that allows students to share ideas and collaborate. Could a well-structured discussion forum could perhaps build upon or replace lecture response assignments?