

From: [Steele, Rachel](#)
To: [Arceno, Mark Anthony](#); [Dew, Spencer](#); [Shank, Barry](#); [Sanabria, Rachel](#); [Romero, Eugenia](#)
Cc: [Fletcher, Richard](#); [Vankeerbergen, Bernadette](#); [Hilty, Michael](#); [Cody, Emily](#)
Subject: RE: CompSt 2322/Spanish 2242
Date: Friday, September 9, 2022 5:25:00 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)
[image004.png](#)
[image005.png](#)
[image006.png](#)
[image007.png](#)

My sincere apologies! The list of recommendations and comments for the course below was inadvertently cut off. A complete list follows with the missing recommendation highlighted.

Best,
Rachel

- a. Comment: The Panel would like to express their enthusiasm and excitement for the course; they appreciated the interesting questions that the course explores and they found the technique of using key words to be especially helpful in a course such as this.
- b. Recommendation: The Panel recommends that the department modify the statement that follows the GEN goals and ELOS (syllabus pg. 2) to focus on how the course aims to fulfill the GEN goals and ELOs through the lens of Latino/a studies rather than on assessment. The Panel encourages the department to incorporate some of the excellent material found in the GE submission form (especially the initial “Foundations” section on pg. 1) into this section of the syllabus.
- c. Recommendation: The Panel recommends adding the words “race”, “ethnicity”, “gender” and “diversity” to the key words list used in the course, as they relate to the other key words in the course and are used in the assigned text.
- d. Recommendation: The Panel notes that the title of the course on the Course Change Request form and on the syllabus are not the same. The Course Request Form (pg. 1) names the title as “Introduction to Latino Studies”, with the transcript abbreviation as “Intro Latino St” and a corresponding course description. In contrast, the syllabus (pg. 1) refers to the course as “Intro Latino/a Studies”, and the Content Topic List (Course Change Request pg. 3) refers to “Latino/Latina/Latinx”. While they do not have a preference for a particular title, the Panel recommend that either the title on the syllabus or the title of the course in the Course Catalog (and the corresponding Transcript Abbreviation and Course description) be altered so that they are consistent.
- e. Recommendation: The Panel recommends that the heading that reads “Goals and ELOs for Race, Ethnicity and Gender Foundation” (syllabus pg. 2) be modified to read “Goals and ELOs for Race, Ethnicity and Gender Diversity Foundation” in order to be consistent with the full name of the GEN category
- f. Recommendation: The Panel recommends the following adjustments to the “Grade Breakdown” section of the syllabus:
 - i. Removal of reference to the grade “D-”, as Ohio State does not have an option for instructors to assign the grade of D-.
 - ii. Removal of reference to the grade “F”, as students who do not pass the course are assigned the grade of “E”.
 - iii. Adjustment or removal of the “Assignment Grading” subsection, as the

numerical values given do not line up with the “Final Grade” scale below. For example, receiving 10 points on a 15 point assignment would translate to a 67%, which the “Final Grade” scale names as a “D” rather than a “C”; earning an 18 points on a 20 point assignment would translate to a 90%, which “Final Grade” scale names as an A- rather than a B.



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

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STOP AAPI HATE

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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 Greeneville 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.

From: Steele, Rachel <steele.682@osu.edu>

Sent: Friday, September 9, 2022 5:19 PM

To: Arceno, Mark Anthony <arceno.1@osu.edu>; Dew, Spencer <dew.50@osu.edu>; Shank, Barry <shank.46@osu.edu>; Sanabria, Rachel <sanabria.3@osu.edu>; Romero, Eugenia <romero.25@osu.edu>

Cc: Fletcher, Richard <fletcher.161@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Steele, Rachel <steele.682@osu.edu>; Hilty, Michael <hilty.70@osu.edu>; Cody, Emily <cody.50@osu.edu>

Subject: CompSt 2322/Spanish 2242

Good evening!

On Monday, August 29th, the Race, Ethnicity, and Gender Diversity Panel of the ASC Curriculum Committee reviewed a course proposal for CompSt 2322/Spanish 2242.

The Panel unanimously approved the request with *five recommendations* and one comment:

- a. Comment: The Panel would like to express their enthusiasm and excitement for the course; they appreciated the interesting questions that the course explores and they found the technique of using key words to be especially helpful in a course such as this.

- b. Recommendation: The Panel recommends that the department modify the statement that follows the GEN goals and ELOS (syllabus pg. 2) to focus on how the course aims to fulfill the GEN goals and ELOs through the lens of Latino/a studies rather than on assessment. The Panel encourages the department to incorporate some of the excellent material found in the GE submission form (especially the initial “Foundations” section on pg. 1) into this section of the syllabus.
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CompSt 2322 and Spanish 2242 will continue through the approval process.

Should you have any questions about the feedback of the Panel, please feel free to contact Richard Fletcher (faculty Chair of the REGD 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

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