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To: [Knicely, Debbie](#); [Pyun, Danielle](#)
Cc: [Romero, Eugenia](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#); [Cody, Emily](#)
Subject: Chinese 3233
Date: Friday, February 10, 2023 9:49:00 AM
Attachments: [Curriculum map BA Communication.pdf](#)
[image001.png](#)

Good morning,

On Thursday, January 26, the Arts and Humanities Panel 2 of the ASC Curriculum Committee reviewed the proposal for Chinese 3233. Please find below the Panel's feedback for the course.

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

- On page 10 of the GE Form, regarding the response under ELO 1.2B, the reviewing faculty express concern that giving students the option to choose between completing two reflection papers or one research paper does not ensure that the ELO is covered fully and completely. At present, it is unclear from the way the reflection papers are described (syllabus page 2) whether or not they satisfy the ELO — as opposed to the research paper option, which does seem to sufficiently address the ELO. Is there another research component of the course (in other assignments or activities, perhaps) that would account for the aspect of the ELO that asks students to engage analytically with primary and secondary texts?
- On page 11 of the GE Form, regarding the response under ELO 1.4B, the reviewing faculty found how the course will address the ethical implications of cultural studies unclear as written. They ask that the ethical implications of cultural studies be more explicitly articulated in the GE Form as well as throughout the syllabus document. The response in the GE form focuses on the relationship between life and death & man-woman relations, but those topics do not necessarily lead students to evaluate social and ethical implications *in cultural studies*. Perhaps a better way to address this ELO is by going back to the second sentence in the course description on p. 1 of the syllabus, "Once a mythological narration is formed, it functions as tools and devices to inform, unite, control, and manipulate the group of people who choose or are told to believe in the narrative." The politics of uniting, controlling, and manipulating people through myths does seem to connect to issues of social and ethical implications in cultural studies.
- The reviewing faculty note that none of the listed readings mentioned in the responses on the GE form appear in the syllabus or on the course schedule, and ask that these texts and all other readings appear in the document accordingly. See points 8 and 14 here: [Syllabus Elements | Curriculum and Assessment Services \(osu.edu\)](#)
- Since this is a new course and the dept has indicated it will be able to count in the major, an updated curriculum map of the major was requested. The document labelled as "Curriculum map" provides a useful overview of two of the dept's majors and minors (though new course Chinese 3233 is not listed anywhere), but it is not in fact what the university means by a major curriculum map. A curriculum map lists the program goals at the top, lists all the courses (required courses and all electives), and explains which courses fulfill what program goal and at what level (beginning, intermediate, or advanced). A curriculum map provides a great overview of where (in which courses) program goals will be met and where gaps might be present (which should provide an impetus to develop/include more courses to fulfill one or the other goal). It is also a

great tool to plan program assessment. ASCCAS will supply a sample curriculum map from another unit in ASC (attached to this e-mail).

- The reviewing faculty note that the Goals and ELOs for the GEN Foundation Cultural Studies (found on page 3 of the document) are not the approved versions, and ask that the exact approved language appear in the syllabus. The approved Goals/ELOs are available here: <https://ascas.osu.edu/new-general-education-gen-goals-and-elos>
- The Panel asks that the syllabus feature descriptions of what the quizzes, midterm, and final exam will entail.
- For the research paper, can we please ask the department to adjust the last sentence "Papers may be longer than six pages." Indeed, information about the format and length of papers should be included in the syllabus and the current statement is vague.
- The Panel recommends adding the weekly course meeting days/times to the syllabus.
- The Panel recommends including the due dates for any graded assignments in the syllabus.
- The Panel suggests breaking the course calendar down into days rather than weeks in order to make what work students must complete for each class meeting clearer and more readily apparent.
- The Panel recommends including the page range numbers for all reading assignments on the course calendar (found on pages 4-6 of the document) so students can gauge how much preparation time is necessary for homework in the course.
- The Panel recommends that the syllabus feature the most current mental health statement (found on page 4 of the document). The up-to-date language is available here: <https://ascas.osu.edu/curriculum/syllabus-elements>
- The Panel recommends that the syllabus feature the most current SLDS statement (found on page 4 of the document). The up-to-date language is available here: <https://ascas.osu.edu/curriculum/syllabus-elements>

I will return Chinese 3233 to the department queue in order to address the Panel's feedback.

Should you have any questions regarding this feedback, please do not hesitate to contact Eugenia Romero, faculty Chair of the A&H2 Panel (copied on this e-mail), or myself.

Best,
Emily



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