Term Information

Effective Term   Spring 2024

General Information

Course Bulletin Listing/Subject Area   Yiddish
Fiscal Unit/Academic Org   Germanic Languages & Lit - D0547
College/Academic Group   Arts and Sciences
Level/Career   Graduate, Undergraduate
Course Number/Catalog   5672
Course Title   Yiddish for Reading and Research
Transcript Abbreviation   YiddiRead&Research
Course Description   This course introduces students to Yiddish language & culture with a particular focus on the development of reading skills. It is principally designed for grads & undergrads who want to learn Yiddish for reading/research purposes. Yiddish 5672 will also provide a strong foundation for students interested in Yiddish but who can take only one semester of the language.
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
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

Prerequisites and Exclusions

Prerequisites/Corequisites   Open to undergraduate and graduate students and community members who have taken at least three semesters of German, or are heritage speakers of Yiddish, or who have other kinds of relevant linguistic preparation, e.g., intermediate/advanced reading knowledge of Hebrew or a Slavic language.
Exclusions
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0599
Subsidy Level Doctoral Course
Intended Rank Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

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

  1. read a wide variety of short and standardized texts about everyday and familiar topics in Yiddish;
- 2. read longer, complex texts about topics relevant to their individual interests and/or research in Yiddish;

  3. pronounce Yiddish words and confidently read out loud;

  4. write simple sentences in Yiddish;
- 5. understand and utilize the basics of Yiddish grammar;

  6. and understand and utilize common vocabulary in Yiddish and specialized vocabulary in their subject/research area.

Content Topic List
- Yiddish Alphabet and Reading Practice; Yiddish Cursive and Writing Practice; Grammar Activities in 'Basic Yiddish' text; Negation; Yiddish Word Order; declension of proper names; the pronoun zikh; verb tenses.
- Readings by authors including Sholem Aleichem, Anna Margolin, Yankev Glatshteyn, Elie Wiesel, Rachel Auerbach, Kadya Molodowsky, Max Weinreich, and Isaac Bashevis Singer.

Sought Concurrence No

Attachments

- Yiddish 5672_Distance Approval Cover Sheet_Johnson.pdf: DL Approval Cover Sheet

  (Other Supporting Documentation. Owner: Miller,Natascha)
- Yiddish 5672_Syllabus_Yiddish for German Speakers_May 2023_updated.pdf: Syllabus - Yiddish 5672

  (Syllabus. Owner: Miller,Natascha)

Comments

- please note that the DL approval cover sheet was approved with the draft number of 5671. The correct course # is 5672.

  Also, please note that the correct title is "Yiddish for Reading and Research." *(by Miller,Natascha on 05/23/2023 01:02 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Miller,Natascha	05/23/2023 01:20 PM	Submitted for Approval
Approved	Holub,Robert Charles	05/23/2023 02:36 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/17/2023 05:59 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/17/2023 05:59 PM	ASCCAO Approval

Syllabus

Yiddish 5672

Yiddish for Reading and Research

Spring 2023

3 Credit Hours

Online

Course overview

Instructor

- Dr. Matthew Johnson
- johnson.9927@osu.edu
- Course Zoom Link [will be included when the course is taught]
- Office Hours TBA – in person in Hagerty 421 or via Zoom
  - Zoom Link [will be included when the course is taught]

Note: My preferred method of contact is email.

Course description

This course introduces students to Yiddish language and culture, with a particular focus on the development of reading skills. It is principally designed for students who want to learn Yiddish for reading/research purposes, though it will also provide a strong foundation for students interested in Yiddish but who can take only one semester of the language (as opposed to a multiple semester sequence). Open to undergraduate and graduate students and community members who have taken at least three semesters of German *or* are heritage speakers of Yiddish *or* have other

kinds of relevant linguistic preparation, e.g., intermediate/advanced reading knowledge of Hebrew or a Slavic language. If you are interested in this course but aren't sure if it's right for you, please don't hesitate to contact the instructor.

Course expected learning outcomes

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

1. read a wide variety of short and standardized texts about everyday and familiar topics in Yiddish;
2. read longer, complex texts about topics relevant to their individual interests and/or research in Yiddish;
3. pronounce Yiddish words and confidently read out loud;
4. write simple sentences in Yiddish;
5. understand and utilize the basics of Yiddish grammar;
6. and understand and utilize common vocabulary in Yiddish and specialized vocabulary in their subject/research area.

How this online course works

Mode of delivery

This course is 100% online. Instruction is synchronous, and there will be two 90-minute classes each week when you will be required to be on CarmenZoom with your audio/camera on.

Pace of online activities

In addition to CarmenZoom meetings twice each week, you will be required to complete a variety of readings and exercises weekly. All assignments should be uploaded to Carmen.

Credit hours and work expectations

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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.

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:

You are expected to attend and participate actively in our regular CarmenZoom meetings (two 90-minute sessions each week). Unless there are special circumstances, or you need an accommodation, you are expected to have your camera on with access to audio during regular synchronous sessions. Other live, scheduled events beyond our regular course meetings are optional.

Throughout the semester, you are required to meet individually with the instructor at least twice. You are welcome to come to office hours on a more frequent basis, but it is not required.

Course materials and technologies

Textbooks

You are required to purchase a physical or digital copy of Rebecca Margolis, *Basic Yiddish: A Grammar and Workbook* (Routledge, 2011).

All other required texts will be made available as PDFs on Carmen, though you may want to purchase hard copies of the following:

Uriel Weinreich, *College Yiddish: An Introduction to the Yiddish Language and Jewish Life and Culture* (YIVO Institute, 1949-)

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Marion Aptroot and Holger Nath, *Einführung in die jiddische Sprache und Kultur* (Buske, 2016)

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 it.osu.edu/help, and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@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
- 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 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 instructor response

How your grade is calculated

Assignment Category	Points and/or Percentage
Final Project and Presentation	35%

Assignment Category	Points and/or Percentage
Weekly Homework (Grammar Activities and Reading Questions	30%
Active Participation and Attendance	20%
Grammar Tests	10%
Vocab Quizzes	5%
Total	**100%**

Description of major course assignments

○ **Academic integrity and collaboration guidelines**

Unless otherwise noted, students are expected to submit their own work for all assignments. While asking your peers for help is acceptable, you should not copy or share work. You should also **not** use translation software, such as Google Translate or AI translation tools, though it is acceptable (and encouraged!) to use dictionaries and grammar textbooks.

Assignment #1 – Grammar Activities

- In the first half of the semester, students will be required to complete short grammar activities before each class. Most of these activities will be taken from Margolis' textbook *Basic Yiddish*. Each activity will be worth five points and will be graded for completion.

Assignment #2 – Reading Questions

- For each reading assignment, including of short texts, students will be required to answer a number of questions based on the text. These questions will assess both reading comprehension and grammatical knowledge. Each set of questions will be worth five points and will be graded for completion.

Assignment #3 – Vocab Quizzes

- Periodically, students will be tested on their vocabulary knowledge. Students will be required to learn a common set of vocab consisting of frequently used words and vocab specific to texts we are reading together. Later in the semester, students will also be required to develop their own individualized vocab lists, specific to their research or area interests, which they will also be tested on. Each vocab quiz will be worth 20 points and will be graded for accuracy.

Assignment #4 – Grammar Tests

- In the first half of the semester, there will be two comprehensive grammar tests that will cover all grammatical knowledge that we have learned up to that point. Each grammar test will be worth 50 points and will be graded for accuracy.

Assignment #5 – Active Participation + Individual Meetings

- In addition to regular attendance and active participation in group discussions, students will be required to meet with the instructor individually at least two times throughout the semester (or more if the student would like to meet more frequently). These individual meetings are required because students may be at different language levels and may need more individualized support, especially as they begin to work on their final projects. Throughout the semester, you will receive three assessments of your participation (worth 30 points each). Each required individual meeting will be worth 10 points each.

Assignment #6 – Final Project

- By week 9, students are required—with the instructor's help—to identify a Yiddish-language text of approximately 15 pages that they will be required to read and analyze for the duration of the semester. Students will generate individual vocab lists based on this text, which they will be tested on, and will be required to submit two reading responses that provide a précis of the text and a summary of

its major arguments (if it's an academic text) or of its major features, characteristics, and/or plot (if it's a literary or artistic text). At the end of the semester, students will give presentations about their texts, including short excerpts from the text in both the original and in their English translation. The final project will be worth 100 points: vocab quiz (10 points); two reading responses (20 points each); and presentation, which will be assessed both for accuracy and organization (50 points).

Late assignments

If you need an extension on an assignment, please email the instructor in advance of the deadline. For unexcused late submissions, you will lose 5 points on the assignment for each day it is late.

Grading Scale

- 93-100: A
- 90-92: A−
- 87-89: B+
- 83-86: B
- 80-82: B−
- 77-79: C+
- 73-76: C
- 70-72: C−
- 67-69: D+
- 60-66: D
- Under 60: E

Instructor feedback and response time

I aim to provide detailed feedback on all assignments, including a grade, within one week of the assignment's submission. For longer assignments, I may sometimes need more time, but this will be communicated to students if this is the case. If you have questions or concerns about your grade, you can email the instructor to set up a meeting or stop by office hours.

Academic policies

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)

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.

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 Greeneville 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 learning, 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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Religious accommodations

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements or absences, are required to provide the instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious

accommodations at Ohio State, visit odi.osu.edu/religious-accommodations.

Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.

Week	Date	Topics/Readings/Assignments	Assessments Due
1	TBD (depends on the particular semester in which it will be taught. Session 1	Introduction to the Course; Yiddish Alphabet and Reading Practice	
	Session 2	Yiddish Alphabet and Reading Practice; Yiddish Cursive and Writing Practice (handout)	Reading (and Listening) Questions: "Oyfn pripetshik"
2	Session 1	Nouns, Articles, Attributive Adjectives, Noun Phrases, the Nominative Case, Pronouns	Grammar Activity: *Basic Yiddish* (BY), Chapter 1 Reading Questions: "Der lerer un di talmidim in klas"

Week	Date	Topics/Readings/Assignments	Assessments Due
	Session 2	Verbs, Regular Verbs in the Present Indicative Tense	Grammar Activity: *BY* Ch. 2 Reading Questions: "Di Fridmans in der heym"
3	Session 1	Irregular Verb *to be*, the predicative (predicate nouns, pronouns and adjectives)	Grammar Activity: *BY* Ch. 3 Reading (and Listening) Questions: "Ale mentshn zaynen brider"
	Session 2	Adverbs and adjective quantifiers; Numbers and Possessive pronouns **Vocab Quiz** (in class)	Grammar Activity: *BY* Chs. 4-6 Reading (and Listening) Questions: "Lomir bagrisn" and "Tumbalalaika"
4	Session 1	Negation	Grammar Activity: *BY* Ch. 7

Week	Date	Topics/Readings/Assignments	Assessments Due
			Reading Questions: "Mishpokhe in andere lender"
	Session 2	Yiddish Word Order	Grammar Activity: *BY* Chs. 8-9 Reading Questions: "Yidn in geto"
5	Session 1	Review	Reading (and Listening) Questions: "Zog nit keynmol"
	Session 2	Irregular Infinitives: *to have, and others*	Grammar Activity: *BY* Ch. 10 Reading Questions: "An alter briv" **Grammar and Vocab Test Due (take home)**
6	Session 1	The accusative case, declension of proper names,	Grammar Activity: *BY* Chs. 11-12

Week	Date	Topics/Readings/Assignments	Assessments Due
		prepositions, adverbs designating place	Reading Questions: "Far vos" and "Der lign"
	Session 2	Indirect object, the dative case, declension of nouns, the dative as possessive case, declension of pronouns	Grammar Activity: *BY* Chs. 13-14 Reading Questions: "Der yontev Purim"
7	Session 1	The pronoun *zikh*, periphrastic verbs, mood: modal verbs, conjugations of the first and third person of the imperative mood, the subjunctive mood	Grammar Activity: *BY* Chs. 15-17 Reading Questions: "Der zeyde dertseylt"
	Session 2	The future tense, the past tense	Grammar Activity: *BY* Chs. 18-19 Reading Questions: "A briv fun Eyrope fun yor 1948" **Grammar and Vocab Test Due (take home)**

Week	Date	Topics/Readings/Assignments	Assessments Due
8	Session 1	Sholem Aleichem, *Motl peyse dem khazns*, ed. Sheva Zucker, Chapter 1	Reading Questions
	Session 2	Sholem Aleichem, *Motyl peyse*, Chapter 2	Reading Questions
9	Session 1	Anna Margolin, "Ikh bin geven a mol a yingling," "Sheyne verter fun marmor un gold," and "Zi mit di kalte marmorne brist"	Reading Questions
	Session 2	Yankev Glatshteyn, "A gute nakht, velt" and *Ven Yash iz geforn*, pp. 1-2 **Vocab Quiz** (in class)	Reading Questions **Choice of Text for Final Project Due**
10	Session 1	Elie Wiesel, *Un di velt hot geshvign*, concluding chapter	Reading Questions
	Session 2	Rachel Auerbach, "Yizker, 1943"	Reading Questions
11	Session 1	Kadya Molodowsky, "Oyf eygenem 'hefker'"	Reading Questions **First Reading Response for**

Week	Date	Topics/Readings/Assignments	Assessments Due
			Final Project Due
	Session 2	Max Weinreich, *Geshikhte fun der yidisher shprakh: bagrifn, faktn, metodn* (excerpts) **Vocab Quiz** (in class)	Reading Questions
12	Session 1	Isaac Bashevis Singer, "Gimpel tam"	Reading Questions
	Session 2	Excerpts from *Afn shvel* and *Yidishland*	Reading Questions
13	Session 1	Excerpts from *Der veker*	**Second Reading Response for Final Project Due**
	Session 2	*Harry Potter un der filosofisher shteyn*, trans. Arun Schaechter Viswanath (excerpts)	Reading Questions
14	Session 1	**Presentation and Discussion of Final Projects**	

Week	Date	Topics/Readings/Assignments	Assessments Due
	Session 2	**Presentation and Discussion of Final Projects, cont.**	

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.

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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 *Jeremie Smith* on

Reviewer Comments:

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

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