Term Information

Effective Term   Spring 2024

General Information

Course Bulletin Listing/Subject Area   Chinese
Fiscal Unit/Academic Org   East Asian Languages & Lit - D0527
College/Academic Group   Arts and Sciences
Level/Career   Undergraduate
Course Number/Catalog   4409
Course Title   (Counter-)Culture in Contemporary China
Transcript Abbreviation   ContempChinCult
Course Description   The course surveys the cultural landscape of contemporary China, with a strong focus on the lived
                        experiences, voices, perspectives, and perceptions of underprivileged and marginalized communities in
                        that country. These topics are examined through the lens of traditional and popular (counter-)culture as
                        well as social justice and equality.
Semester Credit Hours/Units   Fixed: 3

Offering Information

Length Of Course   14 Week, 12 Week
Flexibly Scheduled Course   Never
Does any section of this course have a distance Yes
education component?
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
Exclusions
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   16.0301
Subsidy Level   Baccalaureate Course
Intended Rank   Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Citizenship for a Diverse and Just World; Traditions, Cultures, and Transformations
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	• 1. Describe the complexity and diversity in traditions, environment, society, institutions, economy, infrastructure, and education in contemporary China.
	• 2. Explain the characteristics, needs, interests, and roles of different social strata and groups in contemporary China.
	• 3. Analyze the lived experiences, perspectives, and perception of underprivileged and marginalized communities in contemporary China.
	• 4. Develop positive engagement with other identities, perspectives, and cultures as well as advocacy for global citizenship, social justice, equity, and inclusion in an interconnected contemporary world.
Content Topic List	• Continuity & alterity of philosophy
	Imperial China: Important themes and trends
	From Republic of China to People's Republic
	Economy and economic inequality
	Population and family planning
	Social mobility
	Rural vs. urban divide
	• Education and inequality
	Festivals and holidays
	Gender and marriage
	Internet and social media
	Culture in workplace
	Chinese culture abroad
Sought Concurrence	No

Attachments

- Chinese 4409 asc-distance-approval-cover-sheet-fillable (approved).pdf: Distance Approval Cover Sheet

  (Other Supporting Documentation. Owner: Xie,Zhiguo)

- Chinese major curricular map_C4409.xlsx: major curriculum map

  (Other Supporting Documentation. Owner: Xie,Zhiguo)

- Chinese minor curricular map_C4409.xlsx: minor curriculum map

  (Other Supporting Documentation. Owner: Xie,Zhiguo)

- Spring 2024_Chinese 4409_Course Syllabus and Information (6-12-2023).pdf: Syllabus (PDF)

  (Syllabus. Owner: Xie,Zhiguo)

- Spring 2024_Chinese 4409_Course Syllabus and Information (6-12-2023).docx: Syllabus (MS Word)

  (Other Supporting Documentation. Owner: Xie,Zhiguo)

- submission-doc-citizenship_C4409.pdf: GE citizenship theme submission form

  (Other Supporting Documentation. Owner: Xie,Zhiguo)

- submission-traditions_C4409.pdf: GE traditions theme submission form

  (Other Supporting Documentation. Owner: Xie,Zhiguo)

Comments

- Returned at the dept's reqiuest *(by Vankeerbergen,Bernadette Chantal on 06/08/2023 12:08 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Xie,Zhiguo	06/05/2023 07:01 PM	Submitted for Approval
Approved	Bender,Mark A	06/05/2023 08:02 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	06/08/2023 12:08 PM	College Approval
Submitted	Xie,Zhiguo	06/12/2023 05:19 PM	Submitted for Approval
Approved	Bender,Mark A	06/13/2023 06:12 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/17/2023 06:26 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/17/2023 06:26 PM	ASCCAO Approval

Syllabus

Chinese 4409

(Counter-)Culture in Contemporary China

Spring 2024

3 Credit Hours

Online

Course overview

Instructor

- Name: Zhiguo Xie
- Email: xie.251@osu.edu (**preferred** means of communication)
- Phone: 614-292-3184
- Office Hours: TBA
  - Zoom Link: TBA

Note: All class-wide communications will be sent via the Announcements tool on CarmenCanvas. Please check your notification settings (instructions at go.osu.edu/canvas-notifications) to make sure you will be able to receive course communications.

Course description

The course surveys the cultural landscape of contemporary China, with a strong focus on the lived experiences, voices, perspectives, and perceptions of underprivileged and marginalized communities in that country. These topics are examined through the lens of traditional and popular (counter-)culture as well as social justice and equality.

Course expected learning outcomes

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

1. Describe the complexity and diversity in traditions, environment, society, institutions, economy, infrastructure, and education in contemporary China.
2. Explain the characteristics, needs, interests, and roles of different social strata and groups in contemporary China.
3. Analyze the lived experiences, perspectives, and perception of underprivileged and marginalized communities in contemporary China.
4. Develop positive engagement with other identities, perspectives, and cultures as well as advocacy for global citizenship, social justice, equity, and inclusion in an interconnected contemporary world.

General education goals and expected learning outcomes

As part of the *Citizenship for a Just and Diverse World* and *Traditions, Cultures, and Transformations* categories of the General Education curriculum, this course is designed to prepare students to be able to do the following:

Citizenship for a Just and Diverse World

1. Goal #1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.

a. ELO #1: Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
b. ELO #2: Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.

2. Goal #2: Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

   a. ELO #1: Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.
   b. ELO #2: Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

This course fulfills the above GE outcomes by:

1. Engaging in informed and critical discussions about the diversity and complexity of Chinese contemporary society and culture, and placing the discussions in a global and inter-cultural context of social justice
2. Exploring, understanding, and evaluating the lived experiences and perspectives of underprivileged and marginalized communities in contemporary China
3. Expanding the students' horizon of diversity, equity, inclusion, and citizenship across national and cultural boundaries
4. Applying the acquired intercultural competence and social justice and equity skills to develop advocate for social change at the global level

Traditions, Cultures, and Transformations

1. Goal #1: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

a. ELO #1: Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
b. ELO #2: Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.
c. ELO #3: Examine the interactions among dominant and sub-cultures.
d. ELO #4: Explore changes and continuities over time within a culture or society.

This course fulfills the above GE outcomes by:

1. Describing how traditional Chinese cultural ideas, values, and beliefs have evolved and influenced contemporary China in different aspects of social life
2. Analyzing the impact of modern technology on culture, traditions, social values, and social change in contemporary China
3. Examining the statuses and functions of traditional culture, popular culture, and counterculture that shape contemporary China, as well as how these cultures interact and counteract with each other.
4. Exploring the complexity and challenges of cultural continuity and alterity from ancient China to contemporary China

How this online course works

Mode of delivery

This course is 100% online.

Please review the attached course schedule for details on course topics, reading/watching materials, assignments, and deadlines. For all weeks (except weeks 14-15) there are at least one pre-recorded asynchronous lecture or a live class session. All asynchronous lectures will be posted on-

line (via Carmen). During the live sessions we will discuss and/or expand on class materials and assignments. Attendance to these live sessions is optional but strongly recommended. Those who did not attend a live session are required to watch the recording of that session.

Pace of online activities

This course is divided into **weekly modules** that are released one week ahead of time. A typical module includes a summary of the week's activities, reading/watching assignments (journal articles, book chapters, newspaper articles, YouTube videos, etc.), pre-recorded asynchronous lectures, one or more discussion topic(s) for the week, and a knowledge-check quiz.

You will be working on your weekly modules from Sunday through 11:59 Saturday. **By 11:59pm Wednesday** you will need to have finished reading and watching all assigned materials and asynchronous lectures, and have posted your initial contribution to the discussion board. **On Thursday and Friday**, you will need to read and comment on peer contributions. **By 11:59pm Saturday,** you will need to have completed the quiz for the week.

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.

Participation requirements

Because this is an online course, your attendance is based on your online activities and participation. The following is a summary of students' expected participation:

Participating in online activities: 2+ Times Per Week

You are expected to log in to the course in Carmen at least two or three times every week. If you have a situation that might cause you to miss an entire week of class, discuss it with the instructor as soon as possible.

Office hours and live sessions: optional

There will be five live sessions for the course (Weeks 2, 5, 8, 9, and 13, exact schedules TBA). Attendance to these live sessions is optional but strongly recommended. Those who did not attend a live session are required to watch the recording of that session.

Course communication guidelines

Writing style

While you are free to choose your style of writing, you should write using correct grammar, spelling, and punctuation. Always proofread at least once before submitting.

Brevity and informativeness are especially important for the success of discussions on Carmen. Please respect the limited time and attention of the instructor and your classmates by providing substantive posts while limiting them to a maximum of eight sentences each. If in a post you write more than eight sentences, you should have a good justification for doing so, and include that justification in the post itself.

Avoid Redundancy

One of the most undesirable forms of class contribution would be posts that simply reiterate or rephrase what someone else has already posted, without bringing new analysis, insight, or perspective to the discussion. Hence, you should read everything that everyone else has contributed before posting your own and check your post to make sure it contributes something genuinely new and substantive. A time-saving tip: post your

contributions and comments early to minimize repetition and redundancy.

Tone and civility

It is essential to maintain a safe and supportive learning environment in this course where everyone feels respected and willing to share and where people can disagree amicably and constructively. Please bear in mind that sarcasm does not always come across clearly in written form. Hence, please think twice before deciding to use it in your post.

Citing your sources

You should cite any sources you used to back up what you say. You are free to use whatever citation style (APA, MLA, etc.) you feel most familiar or comfortable with.

Course materials and technologies

Textbooks

There is no required textbook for the course. All required readings and video materials, or the links thereof, will be posted on Carmen.

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: How to Make Changes and Manage Devices page to learn how to add a 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 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

Graded assignments may come in two forms, and students should note the expectations for each in the descriptions of the class assignments below:

• **Independent Work (♀):** Strictly non-collaborative, original-individual work. You may discuss this assignment only with the instructor. Discussions with other individuals, either in person or electronically, are strictly prohibited.
• **Collaboration Required (♀♀♀):** An explicit expectation for collaboration among students either in-class or outside (i.e., group work).

How your grade is calculated

Assignment Category	Points
Introduction video (♀)	1 * 20 pts = 20 pts
Quizzes (♀)	15 * 12 pts = 180 pts

Assignment Category		Points
Discussions (🕴)		12 * 25 pts = 300 pts
Final project topic identification (👥)		1 * 30 pts = 30 pts
Final project interim report (👥)		1*50 pts = 50 pts
Final project presentation (👥)		1 * 100 pts = 100 pts
Final paper (👥)		1 * 120 pts = 120 pts
Total		**800 pts**

Description of major course assignments

Introduction video

o **Description**

This assignment asks you to post a short video bio introducing yourself to the rest of the class. You can use a device as simple as a cell phone camera or a laptop. Let the instructor know if you do not have access to a video camera so as to make alternative arrangements. Your video should be short and concise, no more than 2 minutes.

To receive full credit, your video must include:

• Your name, major, and rank (freshman, sophomore, etc.)

• Where (country and/or state/province) are you from

• Self-assessment of your prior knowledge about China in general

• Your goal(s) for taking this course. Be as specific as you can

• One interesting thing about yourself you would like to share

You will need to post the video to a group discussion link in Carmen so that you classmates can see the video as well.

Quizzes

o   **Description**

For each of the first 14 weeks excluding the week of spring break, there will be a quiz that typically consists of 2~5 multiple-choice and/or True/False questions. The questions are designed to assess your comprehension and mastery of the course materials during that week. You can take each quiz twice, and the higher grade will be your grade for that quiz. It is imperative that you have read/watched all assigned materials before you started the quiz.

There will be two additional quizzes to be taken at the end of the semester. One will be asking you to self-report to confirm completion of the SEI survey for this course. For this quiz you will receive the full points if you self-report completion of the SEI survey. The last quiz of the semester will ask you to evaluate your teammates' performance and contribution to the group project. Points will be awarded upon completion. The university's *Code of Student Conduct* applies to these two quizzes, too.

During quiz weeks, the quiz will open on Tuesday morning at 8 am and close on Saturday evening at 11:59 pm. You can begin the quiz

whenever you wish after it is open but once you start, you will have 15 minutes to complete and submit the quiz. This policy applies to both the first and second quiz attempts.

Discussions

o **Description**

As this is a DL course, your participation in the Carmen discussion boards is crucial for the academic success of not just you yourself but the class as a whole. For each week between Weeks 2~14 (excluding the week of spring break), you will need to have read and/or watched all assigned materials for that week and have posted your initial contribution(s) in response to the provided prompt(s) **by 11:59 on Wednesday**. Then, you spend **Thursday and Friday** reading and digesting contributions from your peers and commenting on at least one of them. All your posts (both your initial contributions and your comments on peer contributions) must be genuinely new, substantive, and around 150 words but less than eight sentences each. In addition, your comments on your peers' contributions should demonstrate clear connections to their contributions. Please refer to the "Course communication guidelines" for addtional guidance.

As long as your post is submitted on time and meets the guidelines specified above, you will receive full credit for that post. Late posts will receive no points; poorly written, error ridden, or immaterial posts will receive partial or no points.

Final project topic identification

o **Description**

For this collaborative assignment you will work in a group of three or four to identify a topic that is relevant to this course and of interest to your group. Explain why your group has decided to choose the topic

and what your group would like to research about it. This topic will become the basis for your group's final project. Your submission should be 200~400 words. Your group should stick with the identified topic for the final project as best as possible. If your group needs to change the topic later in the semester, please talk with the instructor as soon as possible. After the instructor approves the switch of topic, your group should submit a new document to explain the new topic.

Final project interim report

- **Description**

The interim report serves an important purpose in setting out what your group hopes to achieve for the final project and how far you group has gotten in achieving it. Although it should be significantly shorter than the final paper (450~600 words, graphic equivalent, or combination thereof), it still needs to be self-contained, precise, and informative, with at least the following components:

i.   (Re-)explain the research topic and its significance

ii.   State what your group plans to achieve in researching the topic (e.g., research questions, practical recommendations)

iii. Document the progress your group has achieved so far (e.g., literature review, data collected/sorted, initial analysis)

iv.   Outline the steps needed to complete the project on time

Final project presentation

o **Description**

i. Your group should work together to prepare a deck of 10-15 slides highlighting the key results, findings, analysis, etc. of your group's research. References and appendices do not count toward the limit.

ii. The submitted slides should be accompanied by either voice-over narration (preferred) or detailed notes in the notes pane of your slides as if you were giving an actual oral presentation.

iii. Your group's deck of slides should utilize concepts and topics covered int this course. It should represent original research on the chosen topic and demonstrate analytic and critical thinking skills, rather than mere reproduction of facts.

iv. Your group can model the presentation after the four sections required of the final project (see below). This, however, is not a requirement. For instance, in the presentation, your group can choose to focus on one aspect of the project and do a deep dive on it.

v. With your group, you are encouraged to be open, hold different views and honest discussions, and respect one another's participation in addressing the project.

vi. The slides should also include citations and appendices (if any).

Final paper

o **Description**

Based on the group presentation and additional research, all teammates in your group work together to write a paper of 6~8 double-spaced pages (excluding references and appendices, if any). The paper should include at least four sections: (1) introduction: a section that briefly explains the topic for the group project (1 page),

(2) relevant prior research: a section summarizing at least two assigned course readings and/or other sources that are directly relevant to the topic (1~2 pages), (3) key ideas: a section that details key research findings, results, arguments, analyses, etc. in the group project (3~4 pages), and (4) conclusions: a section that helps your reader to understand the significance, limitations, etc. of the research. (1 page). The paper should also include citations (must-have) and appendices (if any).

Notes regarding teamwork: Every teammate in a group should make substantial contributions to the group's final project. Groups should bring any free-rider problems, communication difficulties, internal conflicts, etc. to the instructor's attention as soon as they arise. To discourage free riding, the instructor may use the evaluations from each student's teammates (i.e., Quiz 15) as a factor in adjusting that student's final project-related grades.

Late assignments

Unless specified otherwise in the syllabus (e.g., religious accommodations) or with prior permissions from the instructor, NO late submissions will be accepted. That is, late submissions will receive automatic zero points, and this policy applies to ALL assignments in this course. Please refer to Carmen for due dates.

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

The following list gives you an idea of the instructor's intended availability throughout the course. Remember that you can call 614-688-4357 (HELP) at any time if you have a technical problem.

• **Preferred contact method**: If you have a question for the instructor, please send an email to xie.251@osu.edu. Typically, you will hear back from the instructor within 24 hours on days when class is in session at the university. For your best interest, please do not to wait until the weekend to email, especially for non-urgent matters.

• **Class announcements**: Class-wide communications will be sent via the Announcements tool on CarmenCanvas. Check your notification settings (go.osu.edu/canvas-notifications) to be sure you will be able to receive course communications.

• **Discussion board**: Depending on the circumstances of the week, the instructor may choose one of the following options to respond to messages in the discussion boards:

a. The instructor offers written feedback once mid-week and once at the end of the week. The instructor may lump together similar posts in providing feedback.

b. The instructor posts a short video check-in at the end of the week, commenting on your collective endeavors, highlighting important common themes among the posts, filling substantive gaps, and so forth.

• Other written assignments: you can generally expect feedback within ten days.

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for 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 the instructor suspects that a student has committed academic misconduct in this course, the instructor is obligated by university rules to report 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 the instructor.

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 the instructor know immediately so that we can privately discuss options. To establish reasonable accommodations, the instructor may request that you register with Student Life Disability Services. After registration, make arrangements with the instructor 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.

AL = Asynchronous lecture

IP = Initial Posts on Carmen

CP = Commentary Posts on Peer Contribution(s)

W&C 2018 = Wasserstrom and Cunningham 2018

Note: You are strongly recommended to read/watch each week's materials in the order they are posted on Carmen, not the order they are listed in the course schedule.

WK	Date	Topics	Materials	Assessments (Due date)
1	Jan 8~13	Continuity & alterity of philosophy	Read: W&C 2018: Ch.1 Kissinger 2011: Ch. 1 Watch: Video-1: TED Talk	The Danger of a Single Story (by Chimamanda Ngozi Adichie) Video-2: AL on Confucianism Video-3: Taoism|The Philosophy of Flow	Intro. video (Jan 12) Quiz 1 (Jan 13)
2	Jan 14~20	Imperial China: Important themes and trends	Read: W&C 2018: Ch.2 Watch: Video-1: AL on Dynastic Cycle Video-2: AL on Mandate of Heaven Do (optional): Synchronous meeting (time TBA)	IP 1 (Jan 17) CP 1 (Jan 19) Quiz 2 (Jan 20)

WK	Date	Topics	Materials	Assessments (Due date)
3	Jan 21~27	From Republic of China to People's Republic	Read: W&C 2018: Ch.3 Watch: Video-1: Ezra Vogel: The Transformation of China Video-2: AL on Chinese government structure	IP 2 (Jan 24) CP 2 (Jan 26) Quiz 3 (Jan 27)
4	Jan 28~ Feb 3	Economy and economic inequality	Read HBR: China's Economy, in Six Charts WSJ: China's GDP Growth Weakens To 3% Shi 2016 Piketty et al 2019 China's wealth inequality worsened in pandemic Watch: Video: AL on economic life in rural China	IP 3 (Jan 31) CP 3 (Feb 2) Quiz 4 (Feb 3)

WK	Date	Topics	Materials	Assessments (Due date)
5	Feb 4~ Feb 10	Population and family planning	Read: China 2020 Census Britannica: One-child policy NYT: From One Child to Three Global Times: China's gender imbalance CNN: China's 'missing girls' actually exist Watch: Video: Invisible Lives Do (optional): Synchronous meeting (time TBA)	IP 4 (Feb 7) CP 4 (Feb 9) Quiz 5 (Feb 10) Project groups formed/ assigned (Feb 10)
6	Feb 11~ Feb 17	Social mobility	Read: Xie et al 2022 Wang and Ge 2020 Reuters: "Ant tribe" poses policy challenge	IP 5 (Feb 14) CP 5 (Feb 16) Quiz 6 (Feb 17)

WK	Date	Topics	Materials	Assessments (Due date)
			FT: Surging inequality from Covid Watch: Video-1: Ted Talk | What does it mean to be a citizen of the world? (by Hugh Evans) Video-2: AL - educational & occupational mobility	
7	Feb 18~ Feb 24	Rural vs. urban divide	Read: Understanding the Chinese Hukou System Keung et al 2007 Reuters: Migrant workers during COVID lockdown Han 2018 NPR: China's Left Behind Children Watch: Video-1: Left-behind Kids Parenting Themselves	IP 6 (Feb 21) CP 6 (Feb 23) Quiz 7 (Feb 24)

WK	Date	Topics	Materials	Assessments (Due date)
			Video-2: Ted Talk | The voices of China's workers (by Leslie T. Chang)	
			Video-3: AL – Experiencing rural China	
8	Feb 25~ Mar 2	Education and inequality	Watch: Video-1: The Hardest Test in China Video-2: AL on China's higher education system Read: The Economist: Education becoming increasingly unfair NYT: China targets costly private tutoring The Economist: Chinese parents sending kids to study abroad Do (optional): Synchronous meeting (time TBA)	IP 7 (Feb 28) CP 7 (Mar 1) Quiz 8 (Mar 2) Final topic identification (Mar 2)

WK	Date	Topics	Materials	Assessments (Due date)
9	Mar 3~9	Festivals and holidays	Watch: Video-1: Festive China: Spring Festival Video-2: Spring Festival Travel Rush Read: Spring Festival Gala: World's most-watched TV show Law 2015 SCMP: "Golden week' with strong spending NPR: Spring Festival for Haves and Have-Nots Do (optional): Synchronous meeting (time TBA)	IP 8 (Mar 6) CP 8 (Mar 8) Quiz 9 (Mar 9)
10	Mar 10~16	No Class, Spring Break		

WK	Date	Topics	Materials	Assessments (Due date)
11	Mar 17~23	Gender and marriage	Watch: Video-1: China's "Leftover" Women Video-2: AL on arranged marriage and matchmaking Read: Poston and Glover 2005 Peterson Institute: Gender discrimination at work CNN: Millennials aren't getting married	IP 9 (Mar 20) CP 9 (Mar 22) Quiz 10 (Mar 23)
12	Mar 24~30	Internet and social media	Read: Yang 2012 Guo and Wang 2022 LA Times: (Bypassing) Internet censorship Berkeley.edu: Creativity and activism on the Internet Watch:	IP 10 (Mar 27) CP 10 (Mar 29) Quiz 11 (Mar 30) Interim project report (Mar 30)

WK	Date	Topics	Materials	Assessments (Due date)
			Video-1: Ted Talk	The generation that's remaking China (by Yang Lan) Video-2: AL on linguistic creativity on the Internet	
13	Mar 31~ Apr 6	Culture in workplace	Read: China Daily: Workers' deaths trigger discussion CNN: Jack Ma endorses 996 work culture Reuters: Young Chinese seek safety of civil service NYT: Millennials Are 'Chilling' The Guardian: The rise of "let it rot" Do (optional): Synchronous meeting (time TBA)	IP 11 (Apr 3) CP 11 (Apr 5) Quiz 12 (Apr 6)

WK	Date	Topics	Materials	Assessments (Due date)
14	Apr 7~ 13	Chinese culture abroad	Watch: Video: Disney's New Mulan Liu Yifei Read: The Ballad of Mulan Who is Shang-Chi? Song 2018 NYT: How Chinese Sci-Fi Conquered America	IP 12 (Apr 10) CP 12 (Apr 12) Quiz 13 (Apr 13)
15	Apr 14~ 20	Wrap up	TBA	Quiz 14 (Apr 20) Final project presentation (Apr 20)

WK	Date	Topics	Materials	Assessments (Due date)
16	Apr 21~27			Quiz 15 (April 27) Final paper (Apr 27)

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GE Theme course submission worksheet: Citizenship for a Just & Diverse World

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes <u>and</u> those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

In a sentence or two, explain how this class "fits' within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

> *(enter text here)*

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing "readings" without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

Example responses for proposals within "Citizenship" (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	*This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through:* *Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration;* *Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions;* *Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)*

	Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)
	Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.
ELO 2.1 *Identify, describe, and synthesize approaches or experiences.*	*Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.*
	Lecture
	Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.
	Reading
	The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.
	Discussions
	Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.
	Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.
ELO 2.2 *Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.*	*Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.*
	Some examples of events and sites:
	The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces

	Jazz-Age Montmartre, where a small community of African-Americans–including actress and singer Josephine Baker, who was just inducted into the French Pantheon–settled and worked after World War I. *The Vélodrome d'hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps* *The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.*

Goals and ELOs unique to Citizenship for a Just & Diverse World

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their "coverage" in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

GOAL 4: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.	
ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	
ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	
ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.	

Example responses for proposals within "Citizenship" (Hist/Relig. Studies 3680, Music 3364; Soc 3200):

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural,	*Citizenship could not be more central to a topic such as immigration/migration. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on local, national, and global citizenship.*

| national, global, and/or historical communities. | Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.

The course content addresses citizenship questions at the global (see weeks #3 and #15 on refugees and open border debates), national (see weeks #5, 7-#14 on the U.S. case), and the local level (see week #6 on Columbus). Specific activities addressing different perspectives on citizenship include Assignment #1, where students produce a demographic profile of a U.S-based immigrant group, including a profile of their citizenship statuses using U.S.-based regulatory definitions. In addition, Assignment #3, which has students connect their family origins to broader population-level immigration patterns, necessitates a discussion of citizenship. Finally, the critical reading responses have the students engage the literature on different perspectives of citizenship and reflect on what constitutes citizenship and how it varies across communities. |
|---|---|
| *ELO 3.2* Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. | This course supports the cultivation of "intercultural competence as a global citizen" through rigorous and sustained study of multiple forms of musical-political agency worldwide, from the grass-roots to the state-sponsored. Students identify varied cultural expressions of "musical citizenship" each week, through their reading and listening assignments, and reflect on them via online and in-class discussion. It is common for us to ask probing and programmatic questions about the musical-political subjects and cultures we study. What are the possibilities and constraints of this particular version of musical citizenship? What might we carry forward in our own lives and labors as musical citizens Further, students are encouraged to apply their emergent intercultural competencies as global, musical citizens in their midterm report and final project, in which weekly course topics inform student-led research and creative projects. |
| *ELO 4.1* Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. | Through the historical and contemporary case studies students examine in HIST/RS 3680, they have numerous opportunities to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, as well as a variety of lived experiences. The cases highlight the challenges of living in religiously diverse societies, examining a range of issues and their implications. They also consider the intersections of religious difference with other categories of difference, including race and gender. For example, during the unit on US religious freedom, students consider how incarcerated Black Americans and Native Americans have experienced questions of freedom and equality in dramatically different ways than white Protestants. In a weekly reflection post, they address this question directly. In the unit on marriage and sexuality, they consider different ways that different social groups have experienced the regulation of marriage in Israel and Malaysia in ways that do not correspond simplistically to gender (e.g. different women's groups with very different perspectives on the issues).

In their weekly reflection posts and other written assignments, students are invited to analyze the implications of different regulatory models for questions of diversity, equity, and inclusion. They do so not in a simplistic sense of assessing which model is |

	"right" or "best" but in considering how different possible outcomes might shape the concrete lived experience of different social groups in different ways. The goal is not to determine which way of doing things is best, but to understand why different societies manage these questions in different ways and how their various expressions might lead to different outcomes in terms of diversity and inclusion. They also consider how the different social and demographic conditions of different societies shape their approaches (e.g. a historic Catholic majority in France committed to laicite confronting a growing Muslim minority, or how pluralism *within* Israeli Judaism led to a fragile and contested status quo arrangement). Again, these goals are met most directly through weekly reflection posts and students' final projects, including one prompt that invites students to consider Israel's status quo arrangement from the perspective of different social groups, including liberal feminists, Orthodox and Reform religious leaders, LGBTQ communities, interfaith couples, and others.
ELO 4.2 *Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.*	*As students analyze specific case studies in HIST/RS 3680, they assess law's role in and capacity for enacting justice, managing difference, and constructing citizenship. This goal is met through lectures, course readings, discussion, and written assignments. For example, the unit on indigenous sovereignty and sacred space invites students to consider why liberal systems of law have rarely accommodated indigenous land claims and what this says about indigenous citizenship and justice. They also study examples of indigenous activism and resistance around these issues. At the conclusion of the unit, the neighborhood exploration assignment specifically asks students to take note of whether and how indigenous land claims are marked or acknowledged in the spaces they explore and what they learn from this about citizenship, difference, belonging, and power. In the unit on legal pluralism, marriage, and the law, students study the personal law systems in Israel and Malaysia. They consider the structures of power that privilege certain kinds of communities and identities and also encounter groups advocating for social change. In their final projects, students apply the insights they've gained to particular case studies. As they analyze their selected case studies, they are required to discuss how the cases reveal the different ways justice, difference, and citizenship intersect and how they are shaped by cultural traditions and structures of power in particular social contexts. They present their conclusions in an oral group presentation and in an individually written final paper. Finally, in their end of semester letter to professor, they reflect on how they issues might shape their own advocacy for social change in the future.*

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 *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

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Dr. Xie,

I have completed and signed off on the preliminary distance learning review for the ***Chinese 4409 (Counter-)Culture in Contemporary China*** approval proposal. This syllabus includes all required syllabus elements and provides an overview of the course expectations.

This is a well-designed asynchronous course, I have a few *recommendations* that I think will improve the course design, add clarity to the syllabus, and support a successful review by the faculty curriculum committee:

- In the syllabus, I was very confused about the listed goals and ELO's, which seem to be a combination of those for the two different themes. I recommend directly copying and pasting the goals and elos for each theme here: https://asccas.osu.edu/new-general-education-gen-goals-and-elos. Below this, there should be a brief rationale/explanation on how this course meets each theme's goals/elos (2 different sub sections). This syllabus provides a good example of what the curriculum panel would like to see as far as theme elo rationale: https://asccas.osu.edu/sites/default/files/2023-01/philos_2390_exemplar.pdf

- This being an asynchronous course, the panels that review the course will want specific indications that the course includes the required Direct Instruction for the class. In the Workload Estimation section of the Cover Sheet, you mentioned assigned videos. Are these your lecture recordings? I recommend being more explicit in that section of the Cover Sheet about the kind of activities (and which you will be providing direct instruction) and then condensing this down to a small summary to add to the section of the syllabus related to the pacing of the course (to support transparency of student expectations and metacognition). I think you have a good start on both the Workload Estimation section of the cover sheet and the "Pace of online activities" section of the syllabus. Adding more details to both will help the panels understand your plans for direct instruction and help students anticipate the weekly pacing of the course.

- I like the symbols to indicate individual versus group work, I had not seen that before and found it to be clarifying. I imagine students will feel the same! I also like the idea of the required introduction video to build community in the asynchronous course.

- The description of quizzes needs a bit more details on scheduling due to it being an asynch course. I recommend scheduling and describing the quizzes so that they are consistent and predictable. Here is an example (for after the description you provided): "Every 2 weeks (see schedule for details) we will have a quiz. On quiz weeks, the quiz will open on Tuesday morning at 8 am and close on Thursday evenings at 11:59 pm. You can begin the exam whenever you wish but once you begin, you will have 10 minutes to complete and submit the quiz.

- It is evident you put a lot of thought into how best to structure the group project and the final paper. As I am sure you are anticipating and strategizing how to address, the difficulty structuring group assignments in such a way that feels equitable to students and results in the desired peer learning and collaboration is made more complex in an asynchronous online setting. If I were a student, the line "I will use the evaluations from each student's teammates as a factor in adjusting that student's final project-related

grades, either upward or downward" would cause me anxiety if I was unsure about how my individual contribution would be evaluated. One way to address this is to develop a detailed rubric that creates roles for individual students within groups. The specific topic of structuring group work effectively in online courses [came up in a recent Teaching Forum we hosted](#). Dr. Teston talked about some things she has done to increase the effectiveness and clarity of structured group work (including group writing assignments) that may be helpful to you. In the link above, there is a recording of that ASC Teaching Forum and her comments begin around the 13 minute mark of the video (only about 10 minutes long). I hope this will be helpful.

- The curriculum panels will want to see more details in the schedule about assignments and due dates, especially since this course does not list books/readings required for the course. I think you need not think of this as the definitive list of readings you will use when you teach the course, for example, but the committee will want more details to discern the rigor of the course and its relationship to the goals of the GE Themes (does the course reading list reflect an emphasis on the goals/elo's of both themes?). Here are a few specific suggestions based on what I have seen the curriculum panels send back and require additional revisions before approving:
    o List assigned readings for each module, as well as names of videos and lectures
    o Provide specific due dates for assignments. As previously mentioned, I recommend standardizing the schedule for consistency (quizzes on Monday, discussion posts on Wednesday, discussion responses on Friday, for example). I have seen this done as dates or days of the week in the schedule. The panel understands that this shifts to accommodate the actual schedule of the course offering.

The ASC Office of Distance Education strives to be a valuable resource to instructors and departments in the College of Arts and Sciences. In addition to managing the [DL course review](#) process, [hosting ASC Teaching Forums](#), and developing an ever-expanding catalog of [instructor support resources](#), we also provide one-on-one instructional design consultation to ASC instructors interested in redesigning any aspect of their online course. If your department or any of your individual instructors wish to [meet with one of our instructional designers](#) to discuss how we can provide advice, assistance, and support, please do let me know.