

From: [Steele, Rachel](#)
To: [Perez, Ashley](#); [Arceno, Mark Anthony](#); [Kelly, Logan](#); [Oliszewski, Alex](#)
Cc: [Tanner, Heather](#); [Fredal, James](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#); [Neff, Jennifer](#)
Subject: Comparative Studies/Theatre 3130H
Date: Thursday, November 9, 2023 4:49:00 PM
Attachments: [image001.png](#)
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Good afternoon,

On Tuesday, Oct. 17th, the Themes I Subcommittee of the ASC Curriculum Committee and the Theme Advisory Group for Traditions, Cultures, and Transformations reviewed a course proposal for Comparative Studies/Theatre 3130H.

FOR THE THEME, the reviewing faculty approved the course with three contingencies and one recommendation:

- i. **Contingency:** The reviewing faculty ask that the department move some of the information that is most pertinent to the student experience from the chart on pgs. 6-20 of the syllabus into the Course Description (pg. 2), Assignment Descriptions (pgs. 22-25) and the Course Schedule (pgs. 30-32).
- ii. **Recommendation:** The reviewing faculty strongly recommend that the departments remove the chart on pgs. 6-20 of the syllabus. While they find information like this to be helpful in evaluating the course, they note that this may be overwhelming and intimidating for students.
- iii. **Contingency:** The Arts and Sciences Curriculum Committee recently updated the list of required syllabus statements for all syllabi to include a statement on religious accommodations. This new, required statement is a result of a directive by the Executive Vice President and Provost and can be found here on the [ASC Curriculum and Assessment Services website](#). The Subcommittee thanks you for adding this statement to your course syllabus.
- iv. **Contingency:** The reviewing faculty note that a course cannot have different pre-requisites for students on the GEN and the GEL. They offer the friendly suggestion of the following wording for the pre-requisite: "Honors Standing and completion of English 1110.xx or a GEN Foundation: Writing and Information Literacy course".

FOR THE HIGH-IMPACT PRACTICE, the reviewing faculty declined to vote at this time, as they would like the following items addressed:

- i. The reviewing faculty ask that the departments provide more information regarding the instruction that will surround the Research and Creative Inquiry in the course. Since many students in this course will be experiencing research in this discipline for the first time, the reviewing faculty ask that the department include in the syllabus some additional explanation of how the projects will be scaffolded to guide and support students in the research/creative process.
- ii. The reviewing faculty ask that the departments include in the course some study of the research methodologies, skills, and techniques that scholars in the discipline typically use to evaluate performances and conduct academic research. They note that on the third page of the Honors Proposal, the departments specifically state that they will not be teaching about methodology and research techniques in research studies, but that students will be expected to practice these methods and techniques. The reviewing faculty note that many students taking this course will have little or no knowledge of the discipline prior to this course, so will need some basic

- instruction in research skills in order to be successful in the course.
- iii. The reviewing faculty ask that the departments include in the course proposal information about how students will be supported in learning about the mode of expression that they choose for their final project. For example, will there be instruction about how to produce a podcast, create a webpage, or write a script?
 - iv. The reviewing faculty offer the friendly suggestion that the instructors/departments/course designers may wish to take advantage of the resources of the Michael V. Drake Institute for Teaching and Learning when drafting a revised proposal for this course. The Institute offers consultations and other resources for instructors looking to include research and creative inquiry in their courses. More information can be found [here](#).

I will return CompSt/Theatre 3130H to the departments' queues via curriculum.osu.edu in order to address the reviewing faculty's requests.

Should you have any questions about the feedback of the reviewing faculty, please feel free to contact Jim Fredal, (faculty Chair of the Themes I Subcommittee; cc'd on this e-mail), Heather Tanner (faculty Chair of the Traditions, Cultures, and Transformations TAG; also cc'd on this email), or me.

Best,
Rachel



Rachel Steele, MA

(Pronouns: she/her/hers / Honorific: Ms.)

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I acknowledge that the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.