

Term Information

Effective Term Autumn 2024

General Information

Course Bulletin Listing/Subject Area Political Science
Fiscal Unit/Academic Org Political Science - D0755
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 1910
Course Title Introduction to the Politics of Identity
Transcript Abbreviation INTRO POL IDENTITY
Course Description This course is designed to introduce students to the continued significance of race and ethnicity in American society with a focus on identity. Examines how various identities and combinations of identities (namely race, ethnicity, and gender) are associated with sociopolitical experiences and attitudes.
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
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 45.1001
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Race, Ethnicity and Gender Diversity

Course Details

Course goals or learning objectives/outcomes

- Successful students will engage in a systematic assessment of how historically and socially constructed categories of race and ethnicity shape perceptions, individual outcomes and broader societal, political, economic and cultural systems
- Successful students will recognize and compare a range of lived experiences of race and ethnicity.

Content Topic List

- What is identity?
- How do identities intersect?
- Race and politics in the U.S.
- African American identity
- Asian American identity
- Latino identity
- White identity
- Multiracial identity
- Evolution of partisan identity

Sought Concurrence

No

Attachments

- Curriculum Map BA Political Science.pdf: Curriculum Map BA Poli Sci
(Other Supporting Documentation. Owner: Smith, Charles William)
- Curriculum Map BA World Politics.pdf: Curriculum Map BA World POI
(Other Supporting Documentation. Owner: Smith, Charles William)
- Curriculum Map BS Political Science.pdf: Curriculum Map BS Poli Sci
(Other Supporting Documentation. Owner: Smith, Charles William)
- Yadon PS1910 asc-distance-approval-cover-sheet.pdf: ASC Distance Approval cover sheet
(Other Supporting Documentation. Owner: Smith, Charles William)
- Yadon PS1910 DL Syllabus.pdf: 1910 syllabus
(Syllabus. Owner: Smith, Charles William)
- Yadon PS1910 ge-foundations-submission.pdf: GE Foundations submission form
(Other Supporting Documentation. Owner: Smith, Charles William)

Comments

COURSE REQUEST
1910 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
08/24/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Smith, Charles William	08/18/2023 09:13 AM	Submitted for Approval
Approved	Caldeira, Gregory Anthony	08/18/2023 12:23 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/24/2023 05:06 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/24/2023 05:06 PM	ASCCAO Approval



Syllabus

POLSC 1910

Introduction to the Politics of Identity

Fall 2024

3 Credit Hours

Online

Course overview

Instructor

- Dr. Nicole Yadon
- yadon.4@osu.edu
- Office hours (by appointment): <https://calendly.com/yadonosu/office-hours>

Course description

Issues of race and ethnicity have shaped American political history from the colonial era to the present. This course is designed to introduce students to the continued significance of race and ethnicity in American society with a focus on identity. We will spend most of the course examining how various identities and combinations of identities (namely race, ethnicity, and gender) are associated with sociopolitical experiences and attitudes. The course materials will introduce students to the foundational concepts of group identity, as well as examining its applications across groups and in recent contexts. All activities and assignments center around better conceptualizing and understanding the diverse experiences of individuals both within and across groups. The reading materials will also provide insight into how the scholarly examination of groups and group identities have evolved over time, as well as how they vary across fields and speak to salient issues in our present political moment.



This course will introduce students to a variety of perspectives about heterogeneity in experiences, views, and outcomes across groups in society. Our time together will focus on the following activities:

1. Read the assigned selections until you understand them.
2. Listen to lectures that underscore the key points from the readings.
3. Review the weekly reading response prompt and consider how to reply based on the course materials.
4. Draft, edit, revise, and ultimately submit your reading response each week.
5. Study for the weekly reading quiz by quizzing yourself beforehand.
6. Take online reading quizzes to assess your comprehension.
7. Consider what you find especially interesting and how you would convey that course concept, idea, or pattern to others in your the final project.

Course expected learning outcomes

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

1. Understand the historical and contemporary influence of race, ethnicity, and gender in the United States
2. Explain how identities such as race and ethnicity continue to function within complex systems of power
3. Understand the nuanced history and development of connections between racial identity groups and American partisan politics

General education goals and expected learning outcomes

1. Goal #1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race and ethnicity shape perceptions, individual outcomes and broader societal, political, economic and cultural systems.



1. Learning Outcome #1: Describe and evaluate the social positions and representations of categories including race and ethnicity
 2. Learning Outcome #2: Explain how categories including race and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues
 3. Learning Outcome #3: Analyze how the intersection of categories including race, ethnicity, gender, and more combine to shape lived experiences.
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2. Goal #2: Successful students will recognize and compare a range of lived experiences of race and ethnicity.
 1. Learning Outcome #1: Evaluate social and ethical implications of studying race and ethnicity.
 2. Learning Outcome #2: Demonstrate critical self-reflection and critique of their social positions and identities.
 3. Learning Outcome #3: Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
 4. Learning Outcome #4: Describe how the categories of race and ethnicity influence the lived experiences of others.

How this online course works

Mode of delivery

This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities

This course is divided into weekly modules. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

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 activity and engagement with the course. The following is a summary of what is expected of students:

- **Participating in Online Activities: AT LEAST ONCE PER WEEK**

You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*. Every week you are expected to review the module's instructions, read the course readings, watch the weekly lecture recording, review the feedback provided on your prior week's assignments, complete the present week's assignments.

- **Completing Course Quizzes: ONCE PER WEEK**

Every week a new quiz will be posted to Carmen related to that week's course material. You will need to complete the quiz each week to receive full credit.

- **Submitting Reading Responses: ONCE PER WEEK**

Every week a discussion prompt will be posted on Carmen related to that week's readings. After reading the assigned readings and considering connections with prior week's readings, you should then see what the discussion prompt is and write a brief response. A short reading response is due every week.

- **Office hours: OPTIONAL**

Attendance at my Zoom office hours is encouraged but optional. Please sign up for a meeting time if you would like to discuss course content or other course-related issues.

Course communication guidelines



Tone and civility

Assignments and other correspondence with the instructor are expected to be formal and respectful in tone. Please reach out to Prof. Yadon with any questions or concerns regarding the readings or assignments. Although the course content will produce different views, reaction, and/or disagreement, all written assignments and correspondence should be civil.

Citing your sources

Students are expected to appropriately cite their sources in all written assignments. This includes listing the author's name and year of publication from the syllabus in a parenthetical citation—e.g., (Yadon 2023)—and including specific page numbers if quoting directly from the article. Drawing from other materials outside of class is also acceptable, but these sources need to be cited appropriately and a full citation (and link to web sources) provided at the end of your assignment.

All assignments will be put through plagiarism and AI detection software, TurnItIn, and any flagged issues may result in a failing grade. Failure to cite sources appropriately may result in a failing grade.

Protecting and saving your work

Students are expected to compose their reading notes and other written assignments for the course in word processing tools outside of Carmen. This will ensure that your work is appropriately and regularly saved, which protects you from issues with internet connectivity, browser time-outs, or failed submission attempts.

Course materials and technologies

Textbooks

There are no required textbooks for this course. All required readings will be made available via the course Carmen site under each week's module.

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](http://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, including of the OSU library
- 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	Percentage
Weekly Reading Quizzes	30%
Weekly Reading Responses	30%
Final Project	40%
Total	100%

Description of major course assignments

Weekly Reading Quizzes (30% of Total Grade)



- **Description**

To increase engagement with course materials and evaluate your understanding of course content, there will be weekly quizzes related to that week's readings and discussion. These quizzes will be posted on our course's Carmen page.

- **Academic integrity and collaboration guidelines**

You are allowed to refer back to your readings, notes, and other course materials while completing the quizzes. Students are expected to complete the quizzes individually—i.e., without working or consulting with other students in the course.

Weekly Reading Responses (30% of Total Grade)

- **Description**

To increase engagement with course materials and evaluate your understanding of course content, there will be weekly reading responses that you must submit via Carmen. Prof. Yadon will post a discussion prompt for you to respond to which engages with the course materials. These responses should only be one or two paragraphs in length (approximately 5-10 sentences). Please be concise and remember to cite your sources appropriately.

- **Academic integrity and collaboration guidelines**

You are allowed to refer back to your readings, notes, and other course materials while completing the quizzes. Students are expected to complete the quizzes individually—i.e., without working or consulting with other students in the course. Students are not allowed to use AI-generated responses to the assignment(s). All assignment submissions will be automatically run through TurnItIn for plagiarism and AI detection; any flagged issues will result in a failing assignment grade.

Final Project (40% of Total Grade)



○ Description

For your final project, you are tasked with teaching “outsiders” (i.e., people who are not taking this class) about a concept or idea we’ve learned this semester. You can use whatever medium you want, except for a standard essay or Twitter-like thread. Feel free to be creative. You can record a podcast, create a photo exhibit, write a magazine piece or long-form blog post, write a set of poems, etc. There are numerous possibilities. Regardless of your chosen medium, all projects will be evaluated via the following criteria:

1. Demonstrates a clear understanding of the concept
2. Makes clear why the concept is important for some aspect of politics (in the US or abroad)
3. Uses language that is accessible to a broad public
4. Demonstrates effort commensurate with a final class project
5. Showcases creativity and imaginative thinking

You will be required to submit 2 brief memos outlining your final project ideas as they evolve throughout the semester. These memos are expected to state which course topic or concept you’ll examine for your final project, what project format you’re proposing (blog post, art display, poem, etc.), and your vision for how the topic/concept will be conveyed through your chosen format.

Your memo will be shared with other students in the course for peer review and feedback, and you will be assigned to review the memos of other students. You will need to incorporate the peer and instructor feedback into your plans before submitting Memo #2 and ultimately your final project.

Grading for this final project breaks down as follows:

- 15% submitting Memo #1 describing final project plans
- 10% completing peer feedback for other students’ Memo #1 submission (auto-assigned in Carmen)
- 15% submitting Memo #2 describing updated final project plans & responding to peer feedback from Memo #1
- 10% completing peer feedback for other students’ Memo #2 submission (auto-assigned in Carmen)
- 50% Final project submission



- **Academic integrity and collaboration guidelines**

You are allowed to refer back to all course materials, as well as considering materials from reputable, external sources. Please cite all of your sources appropriately and fully. Students are expected to complete the final project individually; although you may discuss your project with other students, you may not formally collaborate or submit a group project. Students are not allowed to use AI-generated text for the final project. All assignment submissions will be run through TurnItIn for plagiarism and AI detection; any flagged issues will automatically result in a failing assignment grade.

Late assignments

Late assignments will not be accepted and will result in a failing assignment grade.

Grading Scale

A	93-100%	B-	80-82.99%	D+	67-69.99%
A-	90-92.99%	C+	77-79.99%	D	60-66.99%
B+	87-89.99%	C	73-76.99%	E	0-59.99%
B	83-86.99%	C-	70-72.99%		

Instructor feedback and response time

Grading and feedback

Quizzes will be automatically graded in Carmen. Reading responses will be graded within 2 weeks of the assignment deadline. If you have concerns regarding your grades, please reach out to Prof. Yadon as soon as possible.

Email and Response Times



Students with short questions should send an email to Prof. Yadon. I will respond to your message within **2 business days**. This means that enough time should be allotted before assignment deadlines or exams to reach out with questions; emailing an hour before the deadline will not likely be a successful strategy. Before emailing, please review the syllabus and our Carmen site to check if your question is already answered.

For questions that require more effort than a short email, please sign up for a meeting during my virtual office hours. These office hours are an opportunity to discuss course requirements, course content, related research, or other related issues. They also serve as an opportunity for us to get to know each other outside of the classroom and I strongly encourage all students to attend office hours at least once during the semester.

Preferred contact method

Please send an email to Prof. Yadon for brief questions, or sign up for virtual office hours for more detailed questions.

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. You are not permitted to share any course materials, lectures, readings, notes, or other course-related recordings with anyone outside of our 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.

Date	Topic	Readings	Assignment
Week 1 Aug 20-23	Syllabus and Intro		<ol style="list-style-type: none"> 1. Listen to syllabus audio lecture on Carmen 2. “Introduce yourself” quiz due on Carmen
Week 2 Aug 26-30	What is identity? How do we study it?	<ol style="list-style-type: none"> 1. “Social Identities and Systems of Oppression.” Smithsonian: National Museum of African American History & Culture 2. “Identity.” Psychology Today 3. McClain et al. 2009. “Group Membership, Group Identity, and Group Consciousness: Measures of Racial Identity in American Politics.” 4. Victor Ray. 2023. “Chapter 8: Identity Politics.” <i>On Critical Race Theory</i>. 	<ol style="list-style-type: none"> 1. Listen to Week 2 Lecture on Carmen 2. Complete Week 2 reading quiz 3. Complete Week 2 reading response



Date	Topic	Readings	Assignment
Week 3 Sept 3-6	How do identities intersect?	<ol style="list-style-type: none"> <li data-bbox="751 305 1482 370">1. Crenshaw, Kimberle. 2016. "Ted Talk: The Urgency of Intersectionality." <li data-bbox="751 410 1675 516">2. Lee, Taeku. 2007. "From Shared Demographic Categories to Common Political Destinies: Immigration and the Link from Racial Identity to Group Politics." <li data-bbox="751 557 1667 589">3. Victor Ray. 2023. "Chapter 9: Intersectionality." <i>On Critical Race Theory</i>. 	<ol style="list-style-type: none"> <li data-bbox="1728 305 1986 394">1. Listen to Week 3 Lecture on Carmen <li data-bbox="1728 443 1986 508">2. Complete Week 3 reading quiz <li data-bbox="1728 557 1986 621">3. Complete Week 3 reading response
Week 4 Sept 9-13	The historical link between race and politics in the U.S. (Part 1)	<ol style="list-style-type: none"> <li data-bbox="751 678 1696 776">1. Hutchings, Vincent L., and Nicholas Valentino. 2004. "The Centrality of Race in American Politics." <i>Annual Review of Political Science</i> 7(1): 383–408. <li data-bbox="751 816 1629 881">2. Cohen, Patricia. 2015. "Racial Wealth Gap Persists Despite Degree, Study Says." <i>The New York Times</i> <li data-bbox="751 922 1667 954">3. Coates, Ta-Nehisi. 2014. "Mapping the New Jim Crow." <i>The Atlantic</i>. 	<ol style="list-style-type: none"> <li data-bbox="1728 678 1986 768">1. Listen to Week 4 Lecture on Carmen <li data-bbox="1728 816 1986 881">2. Complete Week 4 reading quiz <li data-bbox="1728 922 1986 987">3. Complete Week 4 reading response
Week 5 Sept 16-20	The historical link between race and politics in the U.S. (Part 2)	<ol style="list-style-type: none"> <li data-bbox="751 1052 1667 1084">1. "The long history of racism against Asian Americans in the U.S." PBS <li data-bbox="751 1125 1583 1190">2. "The Long History of Anti-Latino Discrimination in America." History.com <li data-bbox="751 1230 1688 1295">3. "Invisibility is the Modern Form of Racism Against Native Americans." <i>Teen Vogue</i> <li data-bbox="751 1336 1520 1369">4. Listen to "This American Life" Episode 512: House Rules 	<ol style="list-style-type: none"> <li data-bbox="1728 1052 1986 1141">1. Listen to Week 5 Lecture on Carmen <li data-bbox="1728 1190 1986 1255">2. Complete Week 5 reading quiz <li data-bbox="1728 1295 1986 1360">3. Complete Week 5 reading response



Date	Topic	Readings	Assignment
Week 6 Sept 23-27	African American identity	<ol style="list-style-type: none"> hooks, bell. 2000. <i>Feminist Theory: From Margin to Center</i>. Chapter 1. Cohen, Cathy. 1999. <i>The Boundaries of Blackness: AIDS and the Breakdown of Black Politics</i>. Chapter 1. Jefferson, Hakeem, and Alan Yan. 2020. "How The Two-Party System Obscures The Complexity Of Black Americans' Politics." <i>FiveThirtyEight</i> 	<ol style="list-style-type: none"> Listen to Week 6 Lecture on Carmen Complete Week 6 reading quiz Complete Week 6 reading response
Week 7 Sept 30-Oct 4	Asian American identity	<ol style="list-style-type: none"> "Asian Americans are the fastest-growing racial or ethnic group in the U.S. electorate." Pew Research. "Opinion Crime, Shooting, Discrimination: 12 Asian Americans Discuss." <i>New York Times</i> (Interactive article on website) "Poll: More than half of AAPI voters have never been contacted by a political party." <i>Politico</i> Junn, Jane, and Natalie Masuoka. 2008. "Asian American Identity: Shared Racial Status and Political Context." <i>Perspectives on Politics</i> 	<ol style="list-style-type: none"> Listen to Week 7 Lecture on Carmen Complete Week 7 reading quiz Complete Week 7 reading response Consider ideas for final project
Week 8 Oct 7-11	FALL BREAK / FINAL PROJECT PLANNING TIME		<ol style="list-style-type: none"> Submit Memo #1 on Carmen summarizing your final project idea



Date	Topic	Readings	Assignment
			<ol style="list-style-type: none"> 2. Peer review the submitted Memo of fellow students assigned to you on Carmen 3. Catch up on any outstanding readings or assignments 4. OPTIONAL: Sign up for office hours to discuss any questions or concerns with Prof. Yadon
<p>Week 9</p> <p>Oct 14-18</p>	<p>Latino identity</p>	<ol style="list-style-type: none"> 1. Listen to Code Switch Podcast, "Who You Calling 'Hispanic'?" 2. Cortez, David. 2020. "I asked Latinos why they joined immigration law enforcement. Now I'm urging them to leave." <i>USA Today</i>. 3. Abrajano, Marisa, and Michael Alvarez. 2010. "Assessing the Causes and Effects of Political Trust among U.S. Latinos." <i>American Politics Research</i>, 38(1):110-141. 	<ol style="list-style-type: none"> 1. Listen to Week 9 Lecture on Carmen 2. Complete Week 9 reading quiz 3. Complete Week 9 reading response



Date	Topic	Readings	Assignment
<p>Week 10 Oct 21-24</p>	<p>White identity</p>	<ol style="list-style-type: none"> 1. Listen to Code Switch Podcast, “Can We Talk About Whiteness?” 2. “White identity politics is about more than racism.” Vox. 3. Listen to Heterodox Academy Episode 52: Ashley Jardina, White Identity Politics 	<ol style="list-style-type: none"> 1. Listen to Week 10 Lecture on Carmen 2. Complete Week 10 reading quiz 3. Complete Week 10 reading response
<p>Week 11 Oct 28-31</p>	<p>Multiracial identity</p>	<ol style="list-style-type: none"> 1. “How strong is America’s multiracial democracy?” <i>New York Times</i>. 2. “Why Mixed-Race Americans Will Not Save The Country.” NPR. 3. “Political Scientist Lauren Davenport reveals the importance of gender in understanding multiracialism.” Stanford: The Clayman Institute for Gender Research. 	<ol style="list-style-type: none"> 1. Listen to Week 11 Lecture on Carmen 2. Complete Week 11 reading quiz 3. Complete Week 11 reading response
<p>Week 12 Nov 4-8</p>	<p>ELECTION WEEK / FINAL PROJECT PLANNING TIME</p>		<ol style="list-style-type: none"> 1. Go vote! 2. Submit Memo #2 on Carmen summarizing your final project idea



Date	Topic	Readings	Assignment
			<ol style="list-style-type: none"> 3. Peer review the submitted Memo of fellow students assigned to you on Carmen 4. Catch up on any outstanding readings or assignments 5. OPTIONAL: Sign up for office hours to discuss any questions or concerns with Prof. Yadon
<p>Week 13 Nov 12-15</p>	<p>People of Color identity</p>	<ol style="list-style-type: none"> 1. Perez, Efren. 2020. “‘People of color’ are protesting. Here’s what you need to know about this new identity.” <i>Washington Post</i>. 2. Listen to NPR Code Switch’s “Is It Time To Say R.I.P. To ‘POC?’” 	<ol style="list-style-type: none"> 1. Listen to Week 13 Lecture on Carmen 2. Complete Week 13 reading quiz 3. Complete Week 13 reading response



Date	Topic	Readings	Assignment
Week 14 Nov 18-22	The evolution of Partisan Identity & Other Group Identities	<ol style="list-style-type: none"> 1. Read or Listen to Ezra Klein’s interview with Liliana Mason “How Identity Politics Took Over the Republican Party” 2. Read or Listen to The Roosevelt Institute’s podcast “What Drives Our Political Behavior?” 	<ol style="list-style-type: none"> 1. Listen to Week 14 Lecture on Carmen 2. Complete Week 14 reading quiz 3. Complete Week 14 reading response
Week 15 Nov 25-29	THANKSGIVING BREAK / CATCH-UP TIME		<ol style="list-style-type: none"> 1. Catch up on any outstanding reading or assignments 2. Review peer and instructor feedback from Memos 1 & 2 to finalize general idea for your final project
Week 16 Dec 2-6	Dedicated Final Project Time	<ol style="list-style-type: none"> 1. Review relevant readings, notes, and course materials related to the idea, concept, and/or topic you’ll focus on for your final project 	<ol style="list-style-type: none"> 1. Spend time working on final project and reviewing peer/ instructor



Date	Topic	Readings	Assignment
			feedback from Memos 1 & 2 2. OPTIONAL: Sign up for office hours to discuss any questions or concerns with Prof. Yadon
Finals Dec 9-11	Final Project Due Wed Dec 11 by 11:59pm on Carmen		1. Submit final project on Carmen

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: _____

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy either the ELOs for Historical Studies or the ELOs for Cultural Studies.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression. Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Writing and Information Literacy (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

Course Subject & Number: _____

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data. Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

Course Subject & Number: _____

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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.

- 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):

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.

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.

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.

- 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 _____ on _____

Reviewer Comments:

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