

Term Information

Effective Term Autumn 2024
Previous Value Autumn 2022

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Offering an online version of the in-person class

What is the rationale for the proposed change(s)?

To expand the access and availability of the Classics department's major introductory course to a wider and more diverse range of students

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

No change

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Classics
Fiscal Unit/Academic Org Classics - D0509
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 1101
Course Title Introduction to Classical Literature
Transcript Abbreviation Intr Classical Lit
Course Description Introductory survey of the Greek and Roman achievement in literature and its contribution to Western thought; selected readings in English translation in major authors from Homer to Boethius.
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 education component? Yes
Is any section of the course offered 100% at a distance
Previous Value No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Previous Value Lecture, Recitation
Grade Roster Component Lecture
Previous Value Recitation
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 16.1202
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Literature; Global Studies (International Issues successors); Literary, Visual and Performing Arts

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

- Knowledge of ancient literatures; ability to understand a literary text
- Ability to connect the ancient world with the present

Content Topic List

- Archaic Greek Literature
- Classical Greek Literature
- Hellenistic and later Greek Literature
- Literary genres
- Greek Drama
- Greek and Latin Historiography
- Greek Philosophy
- Republican Latin Literature
- Imperial Latin Literature
- Latin prose
- Latin poetry
- Roman Satire
- Latin Oratory
- Roman culture and history

Sought Concurrence No

Previous Value

COURSE CHANGE REQUEST
1101 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/03/2024

Attachments

- CLAS 1101 In-person AU23.pdf: In Person Syllabus
(Syllabus. Owner: Walton, Rachel Kathryn)
- CLAS 1101 DL asc-distance-approval-cover-sheet Signed.pdf: DL Cover Sheet
(Other Supporting Documentation. Owner: Walton, Rachel Kathryn)
- CLAS1101 DL Syllabus Revised ii.docx: Online Syllabus
(Syllabus. Owner: Walton, Rachel Kathryn)

Comments

- Please see Subcommittee feedback email sent 01/31/2024. *(by Hilty, Michael on 01/31/2024 10:52 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Walton, Rachel Kathryn	12/15/2023 11:12 AM	Submitted for Approval
Approved	Fullerton, Mark David	12/16/2023 02:09 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/22/2023 12:28 PM	College Approval
Revision Requested	Hilty, Michael	01/31/2024 10:52 AM	ASCCAO Approval
Submitted	Walton, Rachel Kathryn	02/02/2024 05:57 PM	Submitted for Approval
Approved	Fullerton, Mark David	02/03/2024 08:14 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/03/2024 02:26 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/03/2024 02:26 PM	ASCCAO Approval



Syllabus

Classics 1101

Introduction to Classical Literature

Autumn 2024

3 Credit Hours

Online

Course overview

Instructor

- Name: Dr Alan Ross
- Email Address: ross.2005@osu.edu
- Phone Number: 614-292-2744
- Course Zoom Link: TBA
- Office Hours: Th 2pm-4pm
 - Zoom Link: TBA

Note: My preferred method of contact is email

Course description

This course is an introduction to the literature of ancient Greece and Rome in English translation. No knowledge of Greek or Latin is required. We will read a selection of texts from the 7th century BCE through the 2nd century CE, with attention both to the ancient context for these texts and to how they have been read and understood in later periods. Focusing on storytellers, performers, and audiences in antiquity and the present day, we



will ask how and why the Greeks and Romans told stories and what we can learn from them about the purposes of storytelling.

Our main texts for this course include two major genres of Greek and Roman literature, epic (Homer's *Odyssey* and Virgil's *Aeneid*) and tragedy (plays by Aeschylus, Sophocles, and Euripides), as well as one novel (Petronius' *Satyricon*). Additional readings and viewings serve to contextualize our key texts in the wider world of Greek and Roman literature and culture and allow us to explore what modern interpreters, from translators to filmmakers, have done with ancient stories.

Course expected learning outcomes

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

1. Analyze and interpret ancient Greek and Roman literature in translation
2. Analyze and interpret responses to ancient Greek and Roman literature by audiences and creators in later historical periods
3. Describe and explain how genre, performance, and social and political contexts shaped ancient Greek and Roman literature
4. Describe and explain how ancient Greek and Roman literature communicated and influenced ancient beliefs and values
5. Evaluate the relationship between ancient Greek and Roman literature and modern approaches to storytelling
6. Critically reflect on the experience of reading ancient Greek and Roman literature in translation

General education goals and expected learning outcomes

As part of the **Foundation: Literary, Visual, and Performing Arts** category of the General Education curriculum, this course is designed to prepare students to be able to do the following:



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. Successful students are able to:

- 1.1 analyze and interpret significant works of design or visual, spatial, literary or performing arts.
- 1.2 Describe and explain how cultures identify, evaluate, shape and value works of literature, art and design.
- 1.3 Evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.
- 1.4 Evaluate social and ethical implications in literature, visual and performing arts, and design.

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

- 2.1 Engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.
- 2.2 Critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

This Course also fulfills the two Categories in the Legacy General Education: **GEL Literature** and **GEL Diversity – Global Studies**:

GEL Literature

Goals



Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

Expected Learning Outcomes

1. Students analyze, interpret, and critique significant literary works.
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

GEL Diversity – Global Studies

Goals

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes

- **Global Studies**
 1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
 2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

This course will enable you to achieve these Goals and Outcomes by introducing you to ancient Greek and Roman literature, texts produced in a variety of social contexts that are very different from our own, and yet have often been viewed as foundational works for subsequent generations of authors. The antiquity of these literary works necessitates that students



learn a variety of methods for interpreting such varied texts. For instance, students will learn that the Homeric poems were originally songs composed in performance. Students will also see how later generations of readers and authors evaluated the Homeric poems like the *Odyssey* and adapted them to fit changing beliefs and social situations. Students will gain new strategies that will make them informed readers of ancient literature and better readers of literature in general (by thinking about narrative strategies in performed literature such as drama; and how genre makes a difference to story-telling). A constant theme of the course is how works of ancient literature articulate and critique the ethics of their time (especially power relations and gender norms). Finally, by discussing these ancient texts with their peers and the instructor, students will be able to reflect on their own experience of reading and interpreting texts for the first time, or in greater depth.

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 that are released weekly. Each module includes a summary of the week's activities, three 50-minute video lectures, questions to consider as you read the texts, one or more discussion topic(s) for the week, and the weekly quiz.

You will be working on your weekly modules from Monday through 11:59pm Sunday.

By Thursday 5.00pm you will need to post your initial contribution(s) to the discussion board(s) and continue the conversation on Friday and Saturday. You should have added two peer responses to the discussion by



11.59pm on Sunday. See “Description of Major Course Assignments” below for further details.

By Friday, you will need to have completed the quiz for the week.

Every week I’ll post a video check-in, sharing my thoughts on the week, comments on your collective endeavors, appreciations of some of the highlights, and so forth.

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 participation (which the instructor can monitor on Carmen). The following is a summary of students’ expected participation:

- **Logging in: AT LEAST ONCE PER WEEK TO PASS THE CLASS**

Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will log in and interact with our Carmen site 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. ***Missing an entire week of class without a really good reason (that is, something that would count as a multi-day excused absence for an in-person class, with documentation) is grounds for failure of the course.*** If you fall ill or have another reason for missing more than a week of class, you are expected to contact me to let me know as soon as possible. Do not



become inactive in the class then expect to be accommodated later unless contact was impossible.

Excused absences/non-participation: Excuses for missing an entire week of participation are similar to excused absence excuses in an in-person class. A death in your immediate family, illness, or a major mental health emergency would count because these understandably affect more than 1-3 days of work. Issues that occupy only one or two days of your week, such as a temporary childcare problem, a job interview, a religious holiday, or food poisoning do not. Pre-planned family events (weddings, reunions, vacations, etc.) and business trips also do not count as excused regardless of length; plan to make time to do your classwork. Events causing any sustained disconnection with the course should be made around our course schedule whenever possible. All excused non-participation must be documented in writing (doctor's note, funeral program and obituary, or similar).

• **Office hours and live sessions: OPTIONAL**

The only live sessions in this course are my weekly office hours; these are optional, but you are encouraged to use them in order to receive one-on-one feedback.

• **Participating in discussion forums: 2+ TIMES PER WEEK**

As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics. See "Description of Major Course Assignments" below for further details.

Course communication guidelines

Writing style

While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good



grammar, spelling, and punctuation. A more conversational tone is acceptable.

Tone and civility

We should aim to maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.

Citing your sources

When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title book and line numbers (in the case of ancient texts), and the title and page number for modern works. For and online sources, include a link.

Protecting and saving your work

Consider composing your academic posts first in a word processing app (Word, Pages, GoogleDocs etc.) where you can save your work, and then copying into the Carmen discussion.

Course materials and technologies

Textbooks

Required

- Homer. *The Odyssey*. Translated by Emily Wilson. Norton. ISBN 978-0393356250.
- *The Greek Plays: Sixteen Plays by Aeschylus, Sophocles, and Euripides*. Penguin Random House. Translated by Mary Lefkowitz and James Romm. ISBN 978-0812983098



- Virgil. *Aeneid*. Translated by Robert Fagles. Penguin Random House. ISBN 978-0143106296.
- Petronius. *Satyricon*. Translated by Sarah Ruden. Hackett. ISBN 978-0872205109

These books are available at The Ohio State University Bookstore and widely elsewhere. All other assigned texts and supplementary materials for the course will be available through Carmen.

A note on textbooks: I have aimed to select translations that are readable, practical, and affordable, and I have made an effort to represent different approaches to translating the ancient texts. For these reasons, you are expected to use the required textbooks.

A note on e-Books: Be sure to confirm that any e-Book you purchase is the edition required for this course: independent e-Book vendors are not always trustworthy.

There are no other fees or requirements for this course

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](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course



- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service



If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading and instructor response

How your grade is calculated

Assignment Category	Points and/or Percentage
Participation in weekly discussions	20%
Weekly Carmen quizzes	30%
Midterm and Final Exams	30%
Reflection Papers (2)	20%
Total	100%

Description of major course assignments

Assignment #1 Participation in weekly discussions

- One of the most effective ways to develop your thoughts and to grow intellectually is to share your ideas with other smart people. To that



end, you will work in discussion teams for the duration of this semester. Groups will be assigned during the first module.

- **Expectations for discussion posts.** By Thursday 5.00pm you will need to post your initial contribution(s) to the discussion board(s) and continue the conversation on Friday and Saturday. You should have added two peer responses to the discussion by 11:59pm on Sunday. Contributions do not need to be lengthy essays; a few sentences to a short paragraph will suffice. You should aim to respond to and develop the points made by your classmates, as well as take the discussion in new directions.
- **Academic integrity and collaboration:** The discussion posts are open book. You are encouraged to discuss the questions and texts with your peers on or outside of the discussion board, but each student must post their own separate response to the discussion question and write their own reply to the post of at least one other student. All submissions will be checked with the plagiarism checker “turn-it-in.”

Assignment #2 Weekly open-book/notes quizzes

- Quizzes on the lectures will be posted on Carmen. Each week’s quiz will be posted when the module for the week opens, and you will have until 11:59 PM on Friday to complete it. Quizzes will usually have 10 multiple choice questions. There is no time limit. If you don’t like your score on your first attempt, you may retake the quiz once. Your highest score will count towards your final grade.
- **Academic integrity and collaboration:** The quizzes are open book, but no group work is allowed.

Assignment #3 Midterm and final Exams



- There will be a midterm exam and a final exam for the course. These will consist partially of multiple choice questions drawn from the quizzes. In addition, there will be three identification questions where you will be given a passage from one of our course readings and you will be asked to name the author and the work, and describe some features of the passage. These exams will be available for 24hrs. You must complete them within that window.
- **Academic integrity and collaboration:** Like the quizzes, the exams are open book, but no group work is allowed.

Assignment #4 Reflection Papers:

- The two reflection papers will be due in the weeks before the first exam and the final exam. They are an opportunity for students to review and synthesize the information that they have learned in the preceding weeks. Students will choose one of 4 provided prompts to respond to in a brief essay of 500-750 words. The prompts will be crafted to compel students to review the relevant work or works of literature, recall basic information about the plot and characters and the historical contextual information from the carmen modules to answer a more in depth question about the topic.
- **Academic integrity and collaboration:** The reflection papers are open book. Students are welcome to discuss their ideas with their peers, but each student must submit their own unique essay. No group work allowed. All submissions will be checked with the plagiarism checker “turn-it-in.”

Late assignments

Late postings of comments or completion of quizzes and exams may receive a Grade Point reduction (e.g. from A- to B+) if not accompanied by a reasonable explanation.



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

Grading and feedback

- For large weekly assignments, you can generally expect feedback within **7 days**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours** on school days.

Preferred contact method

- I will reply to emails within 24 hours on days when class is in session at the university.

Academic policies

Academic integrity policy



See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course.



Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville 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 maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.



Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Course Schedule

In regular weeks, initial posts to discussion board(s) are due on Thursday; continue the conversation on Friday and Saturday; boards will close at 11:59pm on Sunday. You may post on Sunday, but if you wait until the last day to reply and comment on others' posts, you aren't fully engaging in the conversation and won't receive full credit for discussion.

In weeks where there are university holidays, the number of lectures and the discussion board tasks will be reduced accordingly. Refer to our Carmen course page for up-to-date assignment due dates especially for these weeks.

Week	Date	Reading assignments and topics of lectures (normally three 45-min lectures are released each week)	Assessments Due
1	Aug 21-25		



Week	Date	Reading assignments and topics of lectures (normally three 45-min lectures are released each week)	Assessments Due
		i. Introduction to the Course	Quiz 1, Aug 23, 11.59pm
		ii. <i>Odyssey</i> 1-2	Discussion 1, Aug 25, 11.59pm
2	Aug 26-Sept 1	i. <i>Odyssey</i> 3-4	
		ii. <i>Odyssey</i> 5-7	Quiz 2, Aug 29, 11.59pm.
		iii. <i>Odyssey</i> 8-9	Discussion 2, Sept 1, 11.59pm
3	Sept 2-8	[Labor day]	
		i. <i>Odyssey</i> 10-12	Quiz 3, Sept 6, 11.59pm



Week	Date	Reading assignments and topics of lectures (normally three 45-min lectures are released each week)	Assessments Due
		<i>ii. Odyssey 13-14</i>	Discussion 3, Sept 8, 11.59pm
4	Sept 9-15	<i>i. Odyssey 15-16</i>	
		<i>ii. Classics and Classical Reception (in class extra credit opportunity)</i>	Quiz 4, Sept 13, 11.59pm
		<i>iii. Odyssey 17-19</i>	Discussion 4, Sept 15, 11.59pm
5	Sept 16-22	<i>i. Odyssey 20-22</i>	
		<i>ii. Odyssey 23-24</i>	Quiz 5, Sept 6, 11.59pm
		<i>iii. Romare Bearden: Odysseus Series</i>	Discussion 5, Sept 22, 11.59pm



Week	Date	Reading assignments and topics of lectures (normally three 45-min lectures are released each week)	Assessments Due
6	Sept 23-29	i. Introduction to Tragedy	
		ii. Aeschylus, <i>Agamemnon</i> (1)	Quiz 6, Sept 27, 11.59pm
		iii. Aeschylus, <i>Agamemnon</i> (2) and selections from <i>Eumenides</i>	Discussion 6, Sept 29, 11.59pm
7	Sept 30 - Oct 6	i. Euripides, <i>Medea</i> (1)	
		ii. Euripides, <i>Medea</i> (2)	Reflection 1, Oct 4, 5pm
		iii. Euripides, <i>Bacchae</i>	Discussion 7, Oct 6, 11.59pm
8	Oct 7 – Oct 13	i. Euripides, <i>Trojan Women</i>	
		ii. Theater of War	Midterm:



Week	Date	Reading assignments and topics of lectures (normally three 45-min lectures are released each week)	Assessments Due
			12.00am-11.59pm, Oct 9
		[Fall break]	
9	Oct 14-20	i. Sophocles, <i>Oedipus the King</i>	
		ii. Sophocles, <i>Antigone</i>	Quiz 7, Oct 18, 11.59pm
		iii. <i>The Gospel at Colonus</i> (film selections)	Discussion 8, Oct 20, 11.59pm
10	Oct 21-27	i. <i>The Gospel at Colonus</i> (film selections)	
		ii. Introduction to Ancient Rome	Quiz 8, Oct 25, 11.59pm



Week	Date	Reading assignments and topics of lectures (normally three 45-min lectures are released each week)	Assessments Due
		iii. <i>Aeneid</i> 1	Discussion 9, Oct 27, 11.59pm
11	Oct 28-Nov 3	i. <i>Aeneid</i> 2-3	
		ii. <i>Aeneid</i> 4	Quiz 8, Nov 1, 11.59pm
		iii. <i>Aeneid</i> 5-7 (selections)	Discussion 10, Nov 3, 11.59pm
12	Nov 4-10	i. <i>Aeneid</i> 8-10 (selections)	
		ii. Receptions of the <i>Aeneid</i> (<i>in class extra credit opportunity</i>)	Quiz 10, Nov 8, 11.59pm
		iii. <i>Aeneid</i> 11-12	Discussion 11, Nov 10, 11.59pm



Week	Date	Reading assignments and topics of lectures (normally three 45-min lectures are released each week)	Assessments Due
13	Nov 11-17	i. "Darmok" (TV show, video)	
		ii. Introduction to the Age of Nero	Reflection 2, Nov 15, 5pm
		iii. Petronius, <i>Satyricon</i>	Discussion 12, Nov 17, 11.59pm
14	Nov 18-24	i. Petronius, <i>Satyricon</i>	
		[Thanksgiving]	
		[Thanksgiving]	
15	Nov 25-Dec 1	i. Petronius, <i>Satyricon</i>	
		ii. Epictetus	



Week	Date	Reading assignments and topics of lectures (normally three 45-min lectures are released each week)	Assessments Due
		iii. Review	Reflection 2, Nov 29 5pm
Finals	Dec 2-8	Final exam	Exam: Dec 4, 12.00am- 11.59pm

Classics 1101 | 19061 | Autumn 2023

MWF 9:10-10:05 am

Hagerty Hall 180

Introduction to Classical Literature: How and Why to Tell a Story

Instructors	Email	Office Location and Hours
Prof. Harriet Fertik (she/her/hers)	fertik.1@osu.edu	University Hall 426 W 10am-12 pm (after class) and by appointment
Dr. Ekaterina But (TA) (she/her/hers)	but.3@osu.edu	University Hall 450B Th 1-3pm and by appointment
Rachael Knodel (TA) (she/her/hers)	knodel.10@buckeyemail.osu.edu	University Hall 450 M 10am-12 pm (after class) and by appointment

Description

This course is an introduction to the literature of ancient Greece and Rome in English translation. No knowledge of Greek or Latin is required. We will read a selection of texts from the 7th century BCE through the 2nd century CE, with attention both to the ancient context for these texts and to how they have been read and understood in later periods. Focusing on storytellers, performers, and audiences in antiquity and the present day, we will ask how and why the Greeks and Romans told stories and what we can learn from them about the purposes of storytelling.

Our main texts for this course include two major genres of Greek and Roman literature, epic (Homer's *Odyssey* and Virgil's *Aeneid*) and tragedy (plays by Aeschylus, Sophocles, and Euripides), as well as one novel (Petronius' *Satyricon*). Additional readings and viewings serve to contextualize our key texts in the wider world of Greek and Roman literature and culture and allow us to explore what modern interpreters, from translators to filmmakers, have done with ancient stories.

Expected Learning Outcomes for this Course

- Analyze and interpret ancient Greek and Roman literature in translation
- Analyze and interpret responses to ancient Greek and Roman literature by audiences and creators in later historical periods
- Describe and explain how genre, performance, and social and political contexts shaped ancient Greek and Roman literature
- Describe and explain how ancient Greek and Roman literature communicated and influenced ancient beliefs and values
- Evaluate the relationship between ancient Greek and Roman literature and modern approaches to storytelling

- Critically reflect on the experience of reading ancient Greek and Roman literature in translation

General Education Goals and Expected Learning Outcomes

GEN Literary, Visual, and Performing Arts	GEL Literature
<p>Goals</p> <p>Successful students will analyze, interpret and evaluate major forms of human thought, cultures and expression, and demonstrate capacities for aesthetic and culturally informed understanding.</p> <p>Successful students will experience the arts and reflect on that experience critically and creatively.</p> <p>Expected Learning Outcomes</p> <p>Successful students are able to:</p> <p>1.1 Analyze and interpret significant works of visual, spatial, literary and/or performing arts and design.</p> <p>1.2 Describe and explain how cultures identify, evaluate, shape and value works of literature, art and design.</p> <p>1.3 Evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.</p> <p>1.4 Evaluate social and ethical implications in literature, visual and performing arts, and design.</p> <p>2.1 Engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.</p> <p>2.2 Critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.</p>	<p>Goals</p> <p>Students evaluate significant texts in order to develop their capacities for aesthetic and historical response and judgment, interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.</p> <p>Expected Learning Outcomes</p> <p>Students come to understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world’s nations, peoples and cultures outside the USA.</p> <p>Students come to recognize the role of national and international diversity in shaping their own attitudes and values as global citizens</p> <p>Students come to appreciate the political and cultural systems of eras other than our own.</p>

Course Materials

You are required to obtain copies of the following books:

- Homer. *The Odyssey*. Translated by Emily Wilson. Norton. ISBN 978-0393356250.
- *The Greek Plays: Sixteen Plays by Aeschylus, Sophocles, and Euripides*. Penguin Random House. Translated by Mary Lefkowitz and James Romm. ISBN 978-0812983098
- Virgil. *Aeneid*. Translated by Robert Fagles. Penguin Random House. ISBN 978-0143106296.
- Petronius. *Satyricon*. Translated by Sarah Ruden. Hackett. ISBN 978-0872205109

These books are available at The Ohio State University Bookstore and widely elsewhere. All other assigned texts and supplementary materials for the course will be available through Carmen.

A note on textbooks: I have aimed to select translations that are readable, practical, and affordable, and I have made an effort to represent different approaches to translating the ancient texts. For these reasons, you are expected to use the required textbooks.

A note on e-Books: Be sure to confirm that any e-Book you purchase is the edition required for this course: independent e-Book vendors are not always trustworthy.

Assignments and Assessments

Participation: You are expected to attend each lecture. There will be regular opportunities for you to ask questions and share your point of view as, well as frequent low-stakes surveys and quizzes: these will not be announced in advance and cannot be made up, but the lowest 3 scores will be dropped. For every class meeting, make sure to bring the readings assigned for the day, tools to take notes (notebook and pen, tablet, etc.), and an electronic device to access surveys and quizzes via Carmen (please let me know if you are unable to do this and need an alternative arrangement). Please note: the syllabus quiz and introduction to tragedy quiz count toward your participation grade.

Daily Readings: Because this class focuses on literature, there will be a substantial amount of reading. You are expected to read the texts assigned for each day before class. It takes practice to develop strengths and skills as a reader, and this course is an opportunity to do that. Allow yourself time to read carefully and take notes as you go. What do you find most striking, strange, compelling, or funny? What did you find confusing or unclear? What connections do you notice with previous reading assignments for the course? What more would you like to know? You will have opportunities to ask questions and share your impressions during lecture. The instructors are looking forward to reading alongside you.

Exams 1-3: In-class exams covering the assigned readings and material presented in lecture.

- **Exam Content:**
 - Exam 1: readings and lectures from 8/23-9/11
 - Exam 2: readings and lectures from 9/13-10/9
 - Exam 3: readings and lectures from 10/11-11/10
- **Exam Format:**
 - Each exam includes 20 questions (a combination of multiple choice and short answer)
 - 25 minutes each
 - Each exam will be followed by a 5 minute break and a lecture for the remainder of class time (with extra credit opportunity).

Written Reflections (3): Completed in class (time limit: 25 minutes). You will be given a choice of prompts focused on assigned readings or materials presented in class. You will choose **1** prompt and respond in **2-3** paragraphs: these reflections are an opportunity to think more deeply about what you find meaningful, illuminating, interesting, or troubling in ancient Greek and Roman literature and to practice using evidence to support your views. Think of them as journal entries where you support your views with evidence! Reflection 1 will focus on *The Odyssey*, Reflection 2 will focus on Greek tragedy, and Reflection 3 will focus on retellings of ancient narratives. We will do some practice for these reflections during lecture.

Each reflection will be graded on an 8-point scale:

- Basics (up to 2 points): Does the author respond to one of the prompts? Does the reflection meet the length requirements?
- Evidence (up to 3 points): Does the author cite evidence from the course materials to support their own point of view? Does the author choose evidence that is relevant to the discussion and avoid evidence that is not relevant? Does the author account for the wider context of the evidence cited?
- Analysis (up to 3 points): Does the author provide an interpretation of the evidence discussed, instead of simply summarizing the plot? Does the author focus on issues that are debatable or open to different interpretations? Does the author go beyond the most general or obvious observations and express their own point of view?

Final Exam: In-person exam during finals period. Includes 20 questions (a combination of multiple choice and short answer) and a written reflection. The questions will cover readings and material from 11/13-12/4. The written reflection will include a choice of prompts which will invite you to discuss broader themes from the course (see format and grading guidelines under “Written Reflections” above).

Extra Credit! There will be in-class extra credit opportunities following Exams 1-3. These can only be completed in class and cannot be made up.

Grading

Exams 1-3	45% (15% each)
Written Reflections	30% (10% each)
Final Exam	20%
In-Class Participation	5%

Grading Scale

The OSU grading scale is as follows:

93-100 = A	73-76 = C
90-92 = A-	70-72 = C-
87-89 = B+	67-69 = D+
83-86 = B	60-66 = D
80-82 = B-	59 or below = E
77-79 = C+	

Course Policies

Attendance: Attending class is essential for success in this course, but illnesses and emergencies happen. You should not attend class if you are sick. If you must be absent, please email the instructors to let us know in advance, and attend office hours to get caught up. If you know you must be absent for multiple class sessions, please contact me (Prof. Fertik) immediately to discuss accommodations. Lectures will typically be recorded, but I reserve the right to stop sharing recordings if unexcused absence rates are substantial. This is a large course, but I will be working hard to get to know you, to adapt lesson plans to meet your interests, and to answer your questions: all of these things will be more successful if you attend class. Furthermore, in-class surveys and quizzes cannot be made up, although the lowest 3 scores will be dropped.

Communication: All information about the course will be communicated through Canvas. You are responsible for reading all communications sent about this course.

If you have clarification questions about the course or an assignment you may come to office hours or reach out via email. Please email Dr. Ekaterina But if your last name begins with A-M, and please email Rachael Knodel if your last name begins with N-Z. They will determine if your question needs to be passed along to me. Please note: if the answer to your question can be found on the syllabus, you may not receive an answer.

Electronic Devices: You are welcome to use your computer or tablet for class-related purposes only. Cell phones must be set to silent and put away unless you are using them to access Carmen for an in-class assignment. Using electronic devices for purposes not related to class is distracting, not only to you but to your fellow students: be considerate of your classmates' learning as well as your own.

Make-Ups: Make-ups will only be permitted in case of illness or emergency and require approval: email your assigned TA as soon as possible to request a make-up.

Office Hours: If you need to discuss any course material or assignments, you should plan to attend office hours (office hours are listed on the first page of the syllabus and posted on Carmen). If none of the listed times work for you, please contact any of the instructors by email to make an appointment.

You are encouraged to visit me (Prof. Fertik) in office hours, to introduce yourself, chat about your academic interests, and discuss further opportunities for studying the ancient world at OSU.

University Policies

Academic Misconduct: 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/>. Please contact Prof. Fertik if you have questions about what constitutes academic misconduct in this course.

Disability Services: 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.

Diversity: 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.

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.

Course Schedule (Subject to Change! Please follow schedule posted on Carmen)

Week 1	8/23 Introduction to the Course and Syllabus Quiz	8/25 <i>Odyssey</i> 1-2
Week 2 8/28 <i>Odyssey</i> 3-4	8/30 <i>Odyssey</i> 5-7	9/1 <i>Odyssey</i> 8-9
Week 3 LABOR DAY (NO CLASS)	9/6 <i>Odyssey</i> 10-12	9/8 <i>Odyssey</i> 13-14

Week 4 9/11 <i>Odyssey</i> 15-16	9/13 Exam 1 (in class) <u>and</u> Classics and Classical Reception (<i>in class extra credit opportunity</i>)	9/15 <i>Odyssey</i> 17-19
Week 5 9/18 <i>Odyssey</i> 20-22	9/20 <i>Odyssey</i> 23-24	9/22: Written Reflection 1 (in class) <u>and</u> Romare Bearden: <i>Odysseus Series</i>
Week 6 9/25 Introduction to Tragedy Video Lecture and Online Quiz (no in person meeting due to Yom Kippur)	9/27 Aeschylus, <i>Agamemnon</i> (1)	9/29 Aeschylus, <i>Agamemnon</i> (2) <u>and</u> selections from <i>Eumenides</i>
Week 7 10/2 Euripides, <i>Medea</i> (1)	10/4 Euripides, <i>Medea</i> (2)	10/6 Euripides, <i>Bacchae</i>
Week 8 10/9 Euripides, <i>Trojan Women</i>	10/11 Exam 2 (in class) <u>and</u> Theater of War (<i>in class extra credit opportunity</i>)	10/13 FALL BREAK (NO CLASS)
Week 9 10/16 Sophocles, <i>Oedipus the King</i>	10/18 Sophocles, <i>Antigone</i>	10/20 <i>The Gospel at Colonus</i> (film selections, in class) * Read before class: introduction to Sophocles, <i>Oedipus at Colonus</i> in your textbook
Week 10 10/23 <i>The Gospel at Colonus</i> (film selections, in class)	10/25 Written Reflection 2 (in class) <u>and</u> Introduction to Ancient Rome	10/27 <i>Aeneid</i> 1
Week 11 10/30 <i>Aeneid</i> 2-3	11/1 <i>Aeneid</i> 4	11/3 <i>Aeneid</i> 5-7 (selections)

<p>Week 12</p> <p>11/6 <i>Aeneid</i> 8-10 (selections)</p>	<p>11/8 Exam 3 (in class) <u>and</u> Receptions of the <i>Aeneid</i> (<i>in class extra credit opportunity</i>)</p>	<p>11/10 <i>Aeneid</i> 11-12 (selections)</p>
<p>Week 13</p> <p>11/13 “Darmok” (TV show, in class)</p>	<p>11/15 Written Reflection 3 (in class) <u>and</u> Introduction to the Age of Nero</p>	<p>11/17 Petronius, <i>Satyricon</i></p>
<p>Week 14</p> <p>11/20 Petronius, <i>Satyricon</i></p>	<p>THANKSGIVING BREAK (NO CLASS)</p>	<p>THANKSGIVING BREAK (NO CLASS)</p>
<p>Week 15</p> <p>11/27 Petronius, <i>Satyricon</i></p>	<p>11/29 Petronius, <i>Satyricon</i></p>	<p>12/1 Epictetus</p>
<p>Week 16</p> <p>12/4 Epictetus</p>	<p>12/6 Review</p>	<p>Final Exam: Monday, December 11th, 10:00-11:45 AM</p>

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 *Jeremie Smith* on

Reviewer Comments:

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