

**From:** [Neff, Jennifer](#)  
**To:** [Primeau, Hanna](#)  
**Cc:** [Cravens-Brown, Lisa](#); [Jessica.Schoen@osumc.edu](mailto:Jessica.Schoen@osumc.edu); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Hilty, Michael](#)  
**Subject:** ASC 3120  
**Date:** Monday, September 16, 2024 1:21:00 PM  
**Attachments:** [image001.png](#)

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Good afternoon Hanna,

On Thursday, September 5<sup>th</sup>, the Themes II Subcommittee of the ASC Curriculum Committee and the Theme Advisory Group for Citizenship for a Diverse and Just World reviewed a GEN Theme: CDJW request for ASC 3120.

The reviewing faculty declined to vote on the request at this time and asks that the following feedback be addressed in a revision:

- The reviewing faculty request that the unit include a brief explanatory paragraph following the Theme Goals and ELOs listed in the syllabus, describing how the course interacts with them through its materials, focus, activities, and assessments. [Syllabus p. 4]
- The reviewing faculty are unable to fully review the syllabus as it is currently incomplete and ask that the syllabus be finalized and resubmitted to allow for a comprehensive evaluation of its alignment and engagement with the Theme Goals and ELOs. Much of what is discussed in the GE form is not included in the syllabus which, without a similar level of detail, is difficult to understand in terms of the Theme. The reviewing faculty request that the assignment information that is included in the GE Theme form be included in the syllabus itself. They would like to see a complete list of course readings along with a clear connection between the Theme ELOs and each individual assignment, with special attention to reflective work that will be incorporated.
- The reviewing faculty are uncertain as to the specific scholarly discipline that this course is rooted in. They ask that the disciplinary framework that supports this course be made clear for the sake of context of the course content.
- The reviewing faculty note a need for a distinction between self-reflection activities and summative assessments such as papers. To interact with and support the Theme ELO 2.2, they ask that the course provide more opportunity for students to self-reflect.
- With 60% of students' grades dependent on assignments related to the e-book chapter, the reviewing faculty note that there are not many ways that students can earn their grade and recommend that the unit consider distributing the graded components of the course more evenly. [Syllabus pp. 7-8]
- The reviewing faculty suggest that the unit move the participation expectations policy away from COVID-19, as a more generic respiratory policy has recently circulated, found [here](#). [Syllabus p. 5]
- The reviewing faculty recommend that the department use the most recent version of the Student Life Disability Services Statement, which was updated in summer of 2024. The updated statement can be found in an easy to copy/paste format on the [Arts and](#)

[Sciences Curriculum and Assessment Services website](#). [Syllabus p. 5]

- The reviewing faculty recommend that the department remove the reference in the syllabus to Kellie Brennan as the Ohio State Title IX Coordinator, as she is no longer with the university. [Syllabus p. 17]
- The reviewing faculty ask that the unit provide a cover letter that details the changes that are made to the proposal in response to this feedback.

I will return ASC 3120 to your queue via [curriculum.osu.edu](http://curriculum.osu.edu) in order to address the above feedback.

Should you have any questions about the feedback of the reviewing faculty, please feel free to contact Lisa Cravens-Brown (faculty Chair of the Themes II Subcommittee), Jessica Krok-Schoen (faculty Chair of the Theme Advisory Group: CDJW) or me.

Best,  
Jennifer



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Pronouns: she/her/hers