

English 3361

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Cc: Fredal, James <fredal.1@osu.edu>; Downing, Molly <downing.211@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Steele, Rachel <steele.682@osu.edu>; Hilty, Michael <hilty.70@osu.edu>; Neff, Jennifer <neff.363@osu.edu>

Good afternoon,

On Wednesday, Feb. 14th, the Themes I Subcommittee of the ASC Curriculum Committee and the Theme Advisory Group for Health and Wellbeing reviewed a course proposal for English 3361.

The reviewing faculty did not vote on the proposal as they would like the following points addressed:

- i) The reviewing faculty ask that the department review both the syllabus and the GEN Submission Form, as both seem to have communications with a colleague embedded within them, thus making it difficult for the reviewing faculty to understand the course proposer's intentions in certain areas.
- ii) The reviewing faculty ask that the department provide additional information about how the course's assignments, readings, assessments, and other activities engage with the health and wellbeing theme. While they recognize that the course schedule identifies "medical core concepts", the language does not clearly make the connection between medicine as a discipline and the study of health and wellbeing. To this end, the reviewing faculty suggest that the department consider the following revisions:
 - a. Include in the syllabus course goals that provide more information about the connection between the study of medical narratives and health and wellbeing.
 - b. Include more information in the course schedule about how the medical concepts covered connect to health and wellbeing.
 - c. Provide full citations for the required texts listed in the syllabus so that students and the reviewers can better understand how these texts connect to health and wellbeing
- iii) The reviewing faculty ask that the department enhance their responses to the prompts for ELOs 3.1 and 3.2 on the GEN Submission Form. Specifically, they ask that the department provide examples of individual activities, assignments and assessments that will allow students to think critically about storytelling and analyze how narratives impact health and well-being outcomes via advanced and scholarly study, thus providing the students with opportunities to demonstrate mastery of the ELOs.
- iv) The reviewing faculty ask that the department add more details to the paragraph on pg. 2 of the syllabus that explains how the course meets the goals and ELOs of the GEN Theme: Health and Wellbeing category, especially regarding ELOs 1.1, 1.2, 2.1, and 2.2.
- v) The reviewing faculty ask that the department enhance their responses to the prompts for ELOs 1.1, 1.2, 2.1 and 2.2 on the GEN Submission Form. Specifically, they ask that the department provide examples of individual activities, assignments and assessments that will allow students to think critically about storytelling and analyze how narratives impact health and well-being outcomes via advanced and scholarly study, thus providing the students with opportunities to demonstrate mastery of the ELOs.
- vi) The reviewing faculty recommend identifying which of the required texts (syllabus pg. 5) are books that the students will need purchase, and which are films that they will need to access.
- vii) The reviewing faculty ask that the department include a cover letter detailing the changes made to the course based on this feedback.

I will return English 3361 to the department queue via curriculum.osu.edu in order to address the reviewing faculty's requests.

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

Best,
Rachel



Rachel Steele, MA

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

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