

## CompSt/English 5189S

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Good morning,

On Wednesday, April 24<sup>th</sup>, the Theme I Subcommittee of the ASC Curriculum Committee and the Theme Advisory Group for Traditions, Cultures, and Transformations reviewed a course proposal for CompSt/English 5189S for inclusion in the GEN Theme: Traditions, Cultures, and Transformations.

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

- i) The reviewing faculty ask that the departments include in the syllabus and the GEN Submission Form a definition of “expressive culture” (syllabus pgs. 1, 3) that is accessible and understandable for undergraduates and/or people outside of the field, so that the course topics’ engagement with ELO 3.1 is clear.
- ii) The reviewing faculty request that the department include in the syllabus and the GEN Submission Form an explicit statement regarding which “‘big’ idea or technological advancement” the course is exploring. While the reviewing faculty suspect that the course is focused on the flight of extraction industries from the area, they would like to see this more clearly stated.
- iii) The reviewing faculty ask that the departments include in the syllabus and the GEN Submission Form a clearer description of the aspects of “mainstream America[n]” culture that will be contrasted/compared with Appalachian society, as American culture can be incredibly varied and diverse.
- iv) The reviewing faculty request that the departments include in the GEN Submission form additional information about how the assignments will give students the opportunity to demonstrate their achievement of the GEN Theme ELOs.
- v) The reviewing faculty ask that the departments provide information regarding how the departments/instructors plan to re-structure the course now that it is a four-credit hour course rather than a three-credit hour course. Since the Course Schedule (syllabus pgs. 8-12) is by week rather than course meeting, and neither the schedule nor the header (syllabus, pg. 1) describe how often the course meets or for how long, it is difficult to ascertain if the students will receive the required amount of formalized instruction. To this end, they offer the following friendly reminders:
  1. While High-Impact Practice (HIP) courses are required to be four credit hours, the “extra” or “fourth” credit hour is not “awarded” simply because they are HIP courses. Students must still receive at least the minimum amount of formal instruction for 4 credit hours according the State of Ohio guidelines, which can be found in the [ASC Curriculum and Assessment Manual](#) on pg. 19.
  2. When estimating how students’ time on-site fits into the required amount of formalized instruction, it may also be helpful to refer to the Education Abroad framework, which can be found on pg. 79 of the [ASC Curriculum and Assessment Manual](#).
- vi) The reviewing faculty ask that the department provide more information about how the instructor will give guidance/feedback to students and/or how the Ethnographic Interviews, Archival Deposit, Public Project, and Fieldwork Final Report will be scaffolded, as these four assignments make up 70% of the students’ grades and are submitted on the last day of class. Since this will now be a General Education course, the reviewing faculty would like to see how student success will be supported, especially for students who are unfamiliar with the academic practices and expectations in the field.
- vii) Changes to University policies recently (03-01-2024) necessitated that the Arts and Sciences Curriculum Committee update the list of required syllabus statements for all syllabi to include a new statement on religious accommodations. The new version is a result of a directive by the Executive Vice President and Provost and can be found here on the [ASC Curriculum and Assessment Services website](#). The reviewing faculty thank the departments for replacing the previous statement found on pg. 7 of the syllabus. Please note that the link at the bottom of the statement (“Policy: Religious Holidays, Holy Days, and Observances”) must be included to fully comply with the law.

- viii) The reviewing faculty ask that the departments amend the course description (curriculum.osu.edu under "General Information") to include mention of the required travel over spring break so that students will be aware of this when registering for the course.
- ix) The reviewing faculty suggest that the departments review the grading scale (syllabus, pg. 5) as it is unclear whether a student who earns a 60% will receive a "D" or an "E".
- x) The reviewing faculty ask that the departments provide a cover letter that details the changes that are made to the proposal in response to this feedback.

I will return CompSt 5189S 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 reviewing faculty, please feel free to contact Jim Fredal (faculty Chair of the Themes I Subcommittee; cc'd on this e-mail), Heather Tanner (faculty Chair of the Traditions, Cultures, and Transformations TAG; also cc'd on this email), or me.

Best,  
Rachel



**Rachel Steele, MA**

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

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