
German/Scandinavian 3354.01

From Steele, Rachel <steele.682@osu.edu>

Date Mon 10/7/2024 3:25 PM

To Taleghani-Nikazm, Carmen <taleghani-nikazm.1@osu.edu>; Grotans, Anna <grotans.1@osu.edu>; Miller, Natascha <miller.521@osu.edu>

Cc Podalsky, Laura <podalsky.1@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 morning/afternoon,

On Wednesday September 25th, the Arts and Humanities 2 Subcommittee of the ASC Curriculum Committee reviewed a course proposal for German/Scandinavian 3354.01 to be approved for distance learning.

The Subcommittee unanimously approved the request with five contingencies, six recommendations, and two comments:

- a. **Comment:** The Subcommittee would like the department to know that they appreciate the time and attention that has been given to this class, and they can clearly see the instructor/designer's enthusiasm for the subject matter and engaging with students in this excellent course. While they understand that such a significant amount of feedback from the subcommittee (see below) can be daunting, they would like to emphasize that they are looking for more clarity rather than longer explanations or more information. They feel that direct, succinct information, especially regarding student grades, is especially important in a distance learning course, where students may not have any face-to-face contact with the instructor. Should the department wish to do so, the chair of this Subcommittee, Laura Podalsky, would be happy to discuss the feedback in greater depth, and you are welcome to reach out and schedule a meeting.
- b. **Contingency:** The Subcommittee asks that the revised submission of this request be accompanied by a brief cover letter that outlines the changes made to this course in response to the Subcommittee's feedback.
- c. **Contingency:** The Subcommittee asks that the department change the "Course goals or learning objectives/outcomes" (curriculum.osu.edu under "Course Details"), reverting to the previous listing (with slight changes based on content, if necessary). The goals and ELOs in this part of the submission should not be a "copy/paste" of the GEN goals and ELOs; rather, they should be specific to the course.
- d. **Contingency:** The Subcommittee requests that the department correct the statement on pp. 11-12 of syllabus (under "Credit hours and work expectation[s]") that says "...students should expect around 4 hours per week of time spent on direct instruction...in addition to 8 hours of homework...", as in the 3 CH version of the course, this should be 3 hours per week of time spent on direct instruction and 6 hours of homework.
- e. **Contingency:** The Subcommittee asks that the department provide greater clarity about how students will be evaluated, especially with regard to Core Assignment #1. The chart on p. 17 of the syllabus notes that 30% of a student's grade is coming from "reading, viewing" and 10% is coming from "completing assignments". However, on pg. 19 of the syllabus, the explanation of this assignment seems to associate those percentages to the expected *time* that students should spend rather than with their grade, and the reviewing faculty would like clarification on this. If the department is planning to grade students on their "reading, viewing", a brief explanation of how they will assess this should be included in the syllabus. Although the Subcommittee does not know if the instructor plans to do this, they would like to mention that using the "log-in" and "time spent" data on Carmen is not an accurate reflection of student work, and it is not best practice to assess students based on this data.
- f. **Contingency:** The Subcommittee asks that the department provide a brief explanation (syllabus pg. 19-20) of how students will be assessed on the Discussion/Engagement Assignments. As

- these will be graded P/F, students will need to know what will earn a “P” for this 20% of the grade.
- g. *Recommendation*: In order to make a clear separation between the percentages that are associated with time expectations and those that are associated with the overall grade assigned to each activity/assessment, the Subcommittee recommends that the department remove the descriptions of expected time commitment from the chart on pp. 17-18, from the descriptions of the assignments (pp. 19-24), and from the Course Schedule on pp. 30-43 of the syllabus. In its place, they simply suggest a brief statement under the “How this online course works” section that lays out a “typical” week for students (e.g. “In a typical week, students should expect to spend 1 hour watching lecture videos, 1 hour completing assignments associated with the lecture videos, and 1 hour completing the in-person or online discussions. Additionally, students should plan to spend 4-6 hours on readings, films, and larger writing assignments.”)
 - h. *Recommendation*: The Subcommittee strongly recommends that the department consider making the once/weekly 55-minute discussion session mandatory, as they feel this could greatly enhance students’ understanding of the material and experience in the course. Should the instructor decide to keep this activity optional, they also recommend that the instructor give students information about whether they will have to commit to one or the other for the entire semester, and whether the instructor will cancel the in-person sessions if no or few students utilize them in the first few weeks.
 - i. *Recommendation*: The Subcommittee strongly recommends that the department remove from the syllabus the references to “research and creative inquiry” (syllabus p. 9, 10, 14), especially in relation to a “final project”. As this version of the course is not a 4-credit hour High-Impact Practice course, use of this language (especially when coupled with reference to a “final project”, which does not appear to be an assignment for this class) could be unintentionally confusing or misleading for students.
 - j. *Recommendation*: The Subcommittee recommends that the department consider a more direct method (e.g. email, Carmen message, Carmen announcement) for changing due dates (syllabus p. 30), as simply changing them on Carmen may not be immediately noticeable to all students, especially in an asynchronous online course.
 - k. *Recommendation*: The Subcommittee recommends that the department reconsider the length of the syllabus. While they appreciate the detail provided to the reviewers, they are concerned about whether a syllabus of this length will be overwhelming for students and impede rather than enhance their understanding of this exciting course. For example, they offer the friendly observation that the course description (syllabus pp. 1-4), the explanation of how the course meets the GEN goals and ELOs (syllabus pp. 5-7) and the explanation of how the course fills the departmental goals and ELOs (syllabus p. 9) are much longer than those found in most courses. Generally, each of these features would be covered by one paragraph of 3-4 sentences.
 - l. *Recommendation*: The Subcommittee recommends that the department update **both** the Student Life Disability Services statement (syllabus pp. 28-29) **and** the diversity statement (syllabus p. 27), as both statements have been modified for the 2024-2025 academic year. Both statements are available in an easy-to-copy/paste format on our [website](#).
 - m. Comment: The Subcommittee offers the friendly observation that there are 14 instructional weeks in a semester (rather than 15), so the course designer may want to take this into account when working with the course schedule

As a reminder, **contingencies** (in bold above) must be addressed and resubmitted via curriculum.osu.edu before this course can move forward in the approval process to the Themes subcommittee for review for inclusion in the GEN Theme: Sustainability category. *Recommendations* (in italics above) should be implemented when the course is next taught. I will return German/Scandinavian 3354.01 to the department queue via curriculum.osu.edu in order to address the Subcommittee’s requests.

Should you have any questions about the feedback of the Subcommittee, please feel free to contact Laura Podalsky (faculty Chair of the Arts & Humanities 2 Subcommittee; cc’d on this e-mail), or me.

Best,
Rachel

Rachel Steele, MA

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

Program Manager, Office of Curriculum and Assessment

College of Arts and Sciences

306 Dulles Hall 230 Annie and John Glenn Ave. Columbus, OH 43210

(614) 292-7226

Member, University Conduct Board

Graduate Student, History of Art

-BLACK LIVES MATTER-

STOP AAPI HATE

DACA/undocumented ally



I acknowledge that 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 honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.