
TLED 3300

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

Date Wed 2/5/2025 3:35 PM

To Bernth, Jena <bernth.3@osu.edu>; Enciso, Pat <enciso.4@osu.edu>; Miranda, Antoinette <miranda.2@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 afternoon,

On Friday, January 24th, the Arts and Humanities 1 Subcommittee of the ASC Curriculum Committee reviewed a course proposal new course proposal for TLED 3300 to be included in the GEN Foundation: Literary, Visual, and Performing Arts category.

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

- a) The Subcommittee appreciates the effort to create a course on this topic and believes that it will be of great interest to students. As outlined below, we are requesting additional information to help us complete our review and updates to align the syllabi with university directives.
- b) The Subcommittee requests that the department provide a cover letter that details the changes made to the course proposal documents as a result of the following feedback.
- c) The Subcommittee requests that the department obtain concurrences from the Department of English and the Department of Comparative Studies.
- d) The Subcommittee asks that the department include in the syllabus (in-person and DL syllabi p. 2-3.) a single paragraph following the listing of the GEN goals and ELOS that explains how this course, in particular, meets the goals and ELOs of the LVPA category, per a requirement of all GEN courses. The Subcommittee offers the friendly observation that successful GEN course proposals often use some of their own responses from the GEN form as the inspiration for this brief, student-friendly paragraph.
- e) The Subcommittee asks that the department provide additional information in the GE form regarding how the goals and ELOs of the GEN Foundation: Literary, Visual, and Performing Arts category will be met by students in the DL version of the course. They note that two major assignments from the in-person version of the course (the Live-Action Assignment and the Final Paper) are cited on the GEN form as tools for assessing students' understanding of ELOs 1.2, 1.3, 1.4, 2.1, and 2.2. However, since these assignments do not appear on the DL syllabus, it is unclear how students in the DL version will be assessed on these ELOs.
- f) The Subcommittee requests that the department remove the "Relation to Other Courses" section of the syllabus (in-person syllabus p. 1-2; online syllabus p. 2). If this course is approved as a GEN LVPA course, it will be a part of that category, and not simply related to it. Furthermore, any reference to the GEL Literature category could be confusing for students, as this course cannot be approved in that category (the University stopped accepting proposals for GEL courses in AU21).
- g) The Subcommittee requests that the department add the following statement to the syllabus, as requested by the Department of Theatre, Film, and Media Arts: "This course does not contribute to Film Studies major or minor requirements."
- h) The Subcommittee asks that the department use the most recent version of the Student Life Disability Services Statement (in-person syllabus, p. 7; DL syllabus p. 11), which was updated in August 2024. The updated statement can be found in an easy-to-copy/paste format on the [Arts and](#)

[Sciences Curriculum and Assessment Services website](#) or the [Undergraduate Education website](#).

- i) 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 [Arts and Sciences Curriculum and Assessment Services website](#) or the [Undergraduate Education website](#). The Subcommittee thanks the department for replacing the previous statement found on pg. 9 of the syllabus. Please note that the link at the bottom of the statement (“Policy: Religious Holidays, Holy Days, and Observances”) must be included with the statement. Furthermore, the subcommittee notes that the DL syllabus contains the correct statement but is missing the link noted above (“Policy: Religious Holidays, Holy Days, and Observances”).
 - j) The Subcommittee recommends that the department change the course’s pre-requisite to “English 1110 or completion of a GEN Foundation: WIL course”, as students are no longer required to take English 1110 as a part of their GE program.
 - k) The Subcommittee recommends that the grading scale (in person and DL syllabus p. 5) be amended based on the following:
 - i) Ohio State does not have an official grading scale; instructors are welcome to use any grading scale that is appropriate for their course.
 - ii) The grade of “D-” is not an option at Ohio State and should not be listed; similarly, the grade of “F” is not an option at Ohio State and should be replaced with the grade of “E”.
 - iii) In most GEN syllabi, a grading scale is used to demonstrate the percentages and/or the number of points that students must earn/accumulate to receive a given letter grade for the course (e.g. A: 93-100, A-: 90-92, B+:87-89, etc. and/or A: 465-500 points, A-: 450-464 points, B+: 435-449 points, etc.). The numbers given here seem to be those used for calculating a student’s Grade Point Average (GPA). If the department wishes to include a grading scale on the syllabus, the subcommittee recommends using one of these formats to provide clarity for students
 - l) The Subcommittee recommends that the department refer students with a family or personal emergency to the [Student Advocacy Center](#) rather than the Office of Student Life, which is a larger “umbrella” administrative office and does not provide services directly to students (in-person syllabus p. 6).
 - m) The Subcommittee recommends that the department update their information on the [Writing Center](#) (in-person syllabus p. 7, DL syllabus p. 8), as the link and location information are out of date.
 - n) The Subcommittee recommends that the department use the most recent version of the Mental Health Statement (syllabus, p. 10), as the name and phone number of the Suicide/Crisis hotline have changed. The updated statement can be found in an easy-to-copy/paste format on the [ASCCAS website](#) or the [Undergraduate Education website](#).
 - o) The Subcommittee recommends that the department use the most recent University-approved version of the Diversity Statement (syllabus, p. 10-11; DL syllabus p. 12-13), which was updated in AU 24 with additional protected categories. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#) or the [Undergraduate Education website](#).
- I will return TLED 3300 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 A&H 1 Subcommittee; cc’d on this e-mail), or me.

Best,
Rachel



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

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