

From: [Hilty, Michael](#)
To: [Ramsey, MaryKatherine](#); [Higginbotham, Jennifer](#); [Hewitt, Elizabeth](#)
Cc: [Soland, Birgitte](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Neff, Jennifer](#)
Subject: English 3265
Date: Friday, August 29, 2025 1:37:00 PM
Attachments: [image001.png](#)
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Good afternoon,

On Thursday, August 21st, the Themes II Subcommittee of the ASC Curriculum Committee reviewed a new GEN Theme: Citizenship for a Diverse and Just World request for English 3265.

At this time, the Subcommittee has declined to vote on the proposal and would like the following feedback items addressed:

- The Subcommittee notes that this is an excellent course that will be of interest to many students and commends the instructor on a unique approach to the topic.
- The Subcommittee would like to see the “Creature Casebook” assignment (as mentioned on page 7 of the syllabus in the “How your grade is calculated” chart) be broken down further, perhaps on a per week basis, to clarify to students that this casebook contains multiple assignments due over the course of the semester and not a single assignment.
- The Subcommittee would like to see additional information in the course syllabus that explains how the “Creature Casebook” assignment will engage with ideas of citizenship, justice, and diversity and to see an example or two of the questions from this assignment package to evaluate how this assignment will assist students in meeting the ELOs of the GEN Theme: Citizenship for a Diverse and Just World.
- The Subcommittee asks that the syllabus highlight and make more explicit ideas of citizenship, justice, and diversity in the the assignment descriptions and the course calendar so that it is more obvious where the course is engaging with these concepts. This will also benefit students so that they may better understand how they will fulfill the GEN Theme category ELOs.
- The Subcommittee would like to see a few examples of the kind of prompts that will be integrated into the “Creature Casebook” to address GEN Theme ELO 2.2. The reviewing faculty are unable to see where and how in the course’s current format students will clearly self-reflect on their experiences as a learner and how they will be directed/encouraged to link that to CDJW outcomes.
- As of June 27th, 2025, all syllabi must have a standardized statement on intellectual diversity. This new statement may be found on the [ASC Curriculum and Assessment Services website](#) in an easy to copy-and-paste format.
- The Subcommittee recommends removing the Diversity Statement (as found on page 15 of

the syllabus) and the Title IX statement (as found on page 15 of the syllabus) and replacing these with the new standardized language on creating an environment free from harassment, discrimination, and sexual misconduct. The Diversity and Title IX statements have been sunset in favor of this statement. You may find the statement on the [ASC Curriculum and Assessment Services website](#).

- The Subcommittee notes the inclusion of a Land Acknowledgment on page 15 of the syllabus. As of June 27th, 2025, Land Acknowledgments are no longer permissible on official university documents (including most syllabi) per the university's SB1 Compliance website. The course instructor(s) should consult with their TIU director/chair regarding whether or not this statement may be included within the syllabus. The Subcommittee recommends updating the Student Life – Disability Services statement (syllabus page 16), as they noted it was out-of-date. The most up-to-date statement may be found on the [ASC Curriculum and Assessment Services website](#).
- The Subcommittee notes that the Religious Accommodation statement has recently been minorly modified, as the Office of Institutional Equity has been changed to the Civil Rights Compliance Office. The most up-to-date syllabus statement may be found on the [ASC Curriculum and Assessment Services website](#).
- The Subcommittee asks that a cover letter be submitted that details all changes made as a result of their feedback.

I will return the proposal to the department via curriculum.osu.edu to address the above feedback.

Please don't hesitate to reach out to Birgitte Sølund, faculty Chair of the Themes II Subcommittee, or me with any questions.

All my best,
Michael



THE OHIO STATE UNIVERSITY

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Pronouns: he/him/his, they/them/theirs / Honorific: Mx.

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.