
Civics, Law, and Leadership 2210

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

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To Fortier, Jeremy <fortier.28@osu.edu>; Schoen, Brian <schoen.110@osu.edu>

Cc Soland, Birgitte <soland.1@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Steele, Rachel <steele.682@osu.edu>; Neff, Jennifer <neff.363@osu.edu>

Good afternoon,

On Thursday, September 18th, the Themes II Subcommittee of the ASC Curriculum Committee reviewed a course proposal for Civics, Law, and Leadership 2210 to be included in the GEN Theme: Citizenship for a Diverse and Just World category.

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

- a) The Subcommittee requests that the Center provide a cover letter outlining the changes made to the course in response to the feedback below.
- b) The Subcommittee asks that the Center augment the course's materials to include more "in-depth and scholarly exploration of the theme" (ELO 1.2). Specifically, they request that a variety of scholarly approaches be included in the assigned readings for the course, so that students have the opportunity to engage with a range of different scholarly perspectives on the issues under debate for their interpretation of the primary texts and the topic of citizenship, justice and diversity.
- c) The Subcommittee asks that the Center incorporate into the course schedule opportunities for students to demonstrate their "developing sense of self as a learner" in an assessable manner (ELO 2.2). While the Subcommittee notes and appreciates the essay revision and writing workshops that will help students to improve their communication skills, this ELO is focused on students' awareness of their own learning and reflection on/analysis of the ways that their thinking has changed over the duration of the course. While the Subcommittee acknowledges that there are many methods for assessing this ELO, they offer the friendly suggestion that asking students to complete a graded reflection on course topics at the beginning, mid-point, and end of the semester can be a simple and effective way to meet this ELO.
- d) The Subcommittee requests that the Center modify the Course Schedule (pp. 6-8) to reflect the 14 instructional weeks/70 instructional days that make up an OSU semester. Specifically, they are concerned about what material may be "cut" from the current 15-week curriculum when the course is taught. They offer the friendly suggestion that basing the course calendar on an actual OSU semester calendar (and notating/taking into account holidays and breaks) may be useful.
- e) The Subcommittee asks that the syllabus provide for students a stronger connection between the GEN category's goals and ELOs and the course content via the course description (p. 1), the GE explanatory paragraph (p. 3), the assignment descriptions (p. 4) and the Course Schedule (pp. 6-8). They note that the connection is more evident in the GE Submission form, and they suggest that the Center incorporate some of the material from this form into the syllabus.
- f) The Subcommittee requests that the Center amend/expand the descriptions of the writing assignments in the syllabus (p. 4) to provide a clearer description of how these assignments will be used to assess students' mastery of the GEN Theme ELOs. They ask that these descriptions include explicit reference to the ELOs and guidance for students about structuring their arguments with these ELOs in mind.
- g) The Subcommittee asks that the Center provide further information in the course description (syllabus, p. 1) about the way in which the course views the relationship between freedom, equality, and citizenship, and how this impacts the course's topics and connections with the GEN Theme category.
- h) The Subcommittee asks that the Center re-phrase the statement which describes the way in which this course fits into the new General Education Curriculum (syllabus pg. 2 under "GEN Goals & Learning

Outcomes”). Since this is a 3-credit hour course, it does not, in and of itself, “fulfill” the GEN Theme. Since the requirement is for students to earn 4-6 credit hours in this category, stating that a single course fulfills the requirement can be confusing or misleading for students. Instead, the reviewing faculty suggest wording such as “Civics, Law, and Leadership 2210 is an approved course in the GEN Theme: Citizenship for a Diverse and Just World category.”

- i) The Subcommittee asks that the Center revise the statement on Academic Misconduct to reflect the responsibilities of students and the instructor rather than the responsibilities of the Committee on Academic Misconduct as stated in the Faculty Rules. Appropriate statements can be found on the Office of Undergraduate Education's [Syllabus Policies & Statements webpage](#).
- j) The Subcommittee recommends that the Center include in the syllabus a statement about appropriate uses of AI (Artificial Intelligence) technologies for written work, as many of the courses’ texts are commonly assigned. In this same vein, they also recommend that the Center consider including in the syllabus a statement prohibiting the use of prior work (i.e., work done previously for other courses), as they note that many of the assigned texts are also present in other syllabi from the Center.

I will return CLL 2210 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 Birgitte Sølund (faculty Chair of the Themes II 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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