Term Information

Effective Term

General Information

Course Bulletin Listing/Subject Area	Arts and Sciences
Fiscal Unit/Academic Org	ASC Administration - D4350
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2900
Course Title	Introduction to the Bachelor of Arts in Liberal Studies
Transcript Abbreviation	Intro Liberal St
Course Description	Explores the current state of research and creative inquiry within the College of Arts and Sciences through the lens of five contemporary interdisciplinary challenges.
Semester Credit Hours/Units	Fixed: 5

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Grading Basis	Letter Grade
Repeatable	No
Course Components	Seminar
Grade Roster Component	Seminar
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Prerequisite: Enrollment in the Liberal Studies major Concurrent: GenEd 1201 or GenEd 2601
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	24.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes	• Students will explore current research and creative inquiry within the College of Arts and Sciences through the lens of contemporary interdisciplinary challenges.
	• Students will demonstrate an understanding of how various disciplines seek to identify and solve problems, weigh evidence, produce knowledge, and ethically impact communities.
	• Students will use the unique resources available to them at OSU by finding relevant sources and then summarize, critique, and apply those sources of information to a self-designed research project.
	• Students will demonstrate effective use of technologies in a variety of contexts for effective communication of their ideas to a range of audiences.
	• Students will identify essential skills gained through their educational and work experiences and communicate how these experiences map onto personal and professional goals and values.
	• Students will plan to complete the degree program by considering how they will engage with the requirements, policies, support and enrichment services, and advisor relationships that will help them succeed.
Content Topic List	• Major orientation
	• University and college resources
	• Academic research
	• Interdisciplinary and contemporary challenges
Sought Concurrence	No

Attachments

• ARTSCI 2900 syllabus_final.pdf: Syllabus

  (Syllabus. Owner: Steele,Rachel Lea)

• ARTSCI2900_withfeedback (1).pdf: DL Form

  (Other Supporting Documentation. Owner: Steele,Rachel Lea)

Comments

• Per. E. Marsch, the name of the program (and thus the course title) may change in the near future. *(by Steele,Rachel Lea on 08/01/2025 10:57 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Steele,Rachel Lea	08/01/2025 10:57 AM	Submitted for Approval
Approved	Vankeerbergen,Bernadette Chantal	08/14/2025 05:02 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/14/2025 05:02 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/14/2025 05:02 PM	ASCCAO Approval

Syllabus

ARTSCI 2900

Introduction to the Bachelor of Arts in Liberal Studies

Spring 2026

5 Credit Hours

Online

Course overview

Instructor

(yet to be named –expected to be drawn from an approved pool of Arts and Sciences current instructors, selected and supervised according to program proposal guidelines)

- Name
- Email Address
- Phone Number
- Course Zoom Link
- Office Hours
  - Zoom Link

Note: My preferred method of contact is email or Carmen message.

Course description

ARTSCI 2900 is a 5-credit hour experience that will prompt students to explore current research and creative inquiry within the College of Arts and Sciences through the lens of five contemporary interdisciplinary challenges. Students will demonstrate an understanding of how various disciplines seek to identify and solve problems, weigh evidence, produce knowledge and ethically impact communities by engaging with the wealth of resources

at our university and interrogating technologies and discourses to communicate effectively in various contexts. Students can expect to articulate essential skills they have gained through educational and work experiences and consider next steps to furthering their education through the degree program. Academic requirements, university procedures, resources, students' rights and responsibilities, and an overview of important Arts and Sciences services will also be covered within the course. Upon completion the students will have a fuller understanding of the academic orientation of the College of Arts and Sciences and the support services available to them.

Course expected learning outcomes

1) Students will explore current research and creative inquiry within the College of Arts and Sciences through the lens of contemporary interdisciplinary challenges.

2) Students will demonstrate an understanding of how various disciplines seek to identify and solve problems, weigh evidence, produce knowledge, and ethically impact communities.

3) Students will use the unique resources available to them at OSU by finding relevant sources and then summarize, critique, and apply those sources of information to a self-designed research project.

4) Students will demonstrate effective use of technologies in a variety of contexts for effective communication of their ideas to a range of audiences.

5) Students will identify essential skills gained through their educational and work experiences and communicate how these experiences map onto personal and professional goals and values.

6) Students will plan to complete the degree program by considering how they will engage with the requirements, policies, support and enrichment services, and advisor relationships that will help them succeed.

How this online course works

Mode of delivery

This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time. [Add detail as necessary.]

Pace of online activities

Students will engage with a variety of activities each week, with an expectation that all work for the week be completed by Saturdays at 11:59pm. Please plan to log in to the course to complete work multiple times throughout the week, as it will not be feasible to complete all assignments in one day. It is really helpful for you to look ahead at the week's preview page provided each week that lists all activities and schedule time in your calendar in advance. Below you'll find a sample week of coursework, with the estimated times you can expect to devote to each activity you can use as a guide until you learn your own best rhythms and habits.

Week One:

- Read instructor announcement as well as the weekly roadmap regarding goals, topics, and activities for the week and watch the weekly video (30 mins)

- Introduce yourself with a paragraph in the Introduce yourselves forum and read your classmates' posts. (30 mins)

- Review course policies and materials and take the syllabus quiz. (1.5 hours)

- Engage with 2 scholarly articles: watching the videos with the authors, reading preparatory materials contextualizing the articles, then analyzing and commenting on them with your peers and the author. (8 hours)

- Play with Copilot for generating analyses and comments: How do you access and interact productively with Generative AI? What limitations on its use exist for this class? Practically speaking, how do you make it work for you as a tool to enhance your thinking and where does it fall short in that task? (2 hours)

- Learn how to drop and add a course at OSU and take the quiz (30 mins)

- Preview upcoming assignments and begin work on them. (2 hours)

Credit hours and work expectations

This is a **5-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 15 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.

Participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

Participating in online activities

Listed with each assignment description is a description of your expected participation and a depiction of how you will be assessed. Within our Carmen site, please refer to the detailed assignment descriptions and the rubrics attached to each that will be used to determine your grades. All live, scheduled events for the course, including my office hours, are optional.

Course communication guidelines

Writing style

Please maintain a professional or professional-casual tone in your correspondence with me as your instructor, your peers, and the guests we invite to the course. Your communications should be composed in full, grammatical sentences conveying respect and consideration using conventional business rhetoric and formats.

Tone and civility

We will maintain a respectful tone in all interactions in this class. Please remember that jokes obvious in oral forms of communications can sometimes be hard to decipher in written communication. Err on the side of caution. You will regularly be asked to share your analysis or share texts, your life experiences as it relates to course topics, as well as feedback on your peers' work. You should do so in a way that contributes to a safe and healthy learning environment. One important aspect of this required respect for each other and the integrity of the class is to vet your information when you are sharing knowledge you gained outside of the course. Misinformation circulates in our environments and we will strive together not to perpetuate it. Be selective about your sources, and cite them so that others might too. [Insert your expectations for peer-to-peer and/or student-to-instructor communication. Consider including information about how students should expect to navigate disagreement or disruption, and how you might respond.]

Citing your sources

Please ensure you cite any outside sources you reference in this course. You may do so casually with standard in-text citation practices in informal assignments, and using standard MLA or APA formats in annotated bibliographies and papers. Be especially aware about the current state of AI generated text, which includes source hallucination (i.e. "made up" or inaccurate sourcing and citations). Everything AI-generated must be personally verified before sharing. [Insert your policy for citation and reference of primary, secondary, etc. source material in course assessments. Include your expectations for what students will provide in their references, including but not limited to title, page numbers and/or link, author information, and publisher.]

Protecting and saving your work

You should strongly consider composing your work outside of Carmen, or saving a backup version locally on your computer. This practice protects your time in case of browser time-outs, failed submission attempts, or loss of internet connectivity.

Course materials and technologies

Textbooks

Required

Required texts are all provided via Carmen files, no additional purchases are needed for this course.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at it.osu.edu/help, and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Basic AI fluency

Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone

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- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.
- Pebblepad (free to all OSU students, instructions for accessing are available within the Carmen modules)
- Hypothes.is (A free-to-students social annotation tool called Hypothesis is embedded in Carmen. If you encounter an issue with access to this tool, please contact your faculty member and ascode@osu.edu. Accommodation will be arranged for you to complete any work required with this tool free of penalty.)
- Copilot (free to OSU students. You will be instructed when and how to access this resource within assignment instructions in the course)

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading and instructor response

How your grade is calculated

CATEGORY	POINTS	PERCENT OF GRADE
Navigating OSU		15%
Syllabus Quiz	5	
Five Carmen Quizzes	25	
Buckeye Planner Assignment	30	
Handshake/LinkedIn Profile	30	
Connect to Campus	30	
Financial Health and Forecasting	30	
Midterm Check-In	5	
ASC Scholarship, Creative Expression, and Technology		52%
Object Identification and Interrogation	200	
ProfessionalPortfolio	80	
Embedded Technology Activities	160	
Postcard from the Past	75	
Contemporary Challenge Research		33%
Topic Identification	20	
Annotated Bibliography	100	
Paper Outline	20	
Preliminary Draft	30	
Peer Review	10	
Final Draft	125	
Executive Summary	25	
TOTAL	1000	100%

Description of major course assignments

Navigating OSU Activities (15%)

Syllabus Quiz

A quiz on the syllabus is integrated into the first week's module. If you've read the syllabus carefully, and you're well positioned to move on in the course, this will be an easy quiz to complete. It is designed to alleviate confusion about how the course operates and ensure your success in subsequent weeks.

Five Carmen Quizzes (5 points each, 25 points total)

- o **Description**
- o You are required to complete a reading and the corresponding 5-point quiz on the following topics: 1) Adding & Dropping Classes: Deadlines & Procedures; 2) The General Education Curriculum; 3) Scheduling; 4) Grades & Academic Standing; and 5) Academic Misconduct & Plagiarism.
- o Each has a specific due date and will be completed in Carmen.
- o The quizzes are set up so that you can take each quiz unlimited times to increase your score. Your highest score for each quiz will be used in final grade calculation.

- o **Academic integrity and collaboration guidelines**

  These quizzes should be completed individually. They are short and you are able to reference the readings while taking them, so collaboration is unnecessary.

Buckeye Degree Planner Assignment (30 points)

- o **Description**
- o You will use the Buckeye Degree Planner to identify remaining outstanding degree requirements and select courses to fulfill them, using your knowledge gained in this course about interdisciplinary approaches and your own personal and career goals to guide your selections. This assignment ensures you end the semester with your roadmap for your degree.

- o You will meet two times with Kris Wethington, your College of Arts and Sciences academic advisor, as part of completing this assignment. The first meeting will take place in the first 7 weeks of the course to review your prior coursework and be sure all is applied appropriate to your degree requirements. This meeting will help you ensure that you are only planning future courses that are strictly necessary.

o The second meeting will take place in the final 7 weeks of the course to review your selections and be sure all degree requirements are accounted for.

o **Academic integrity and collaboration guidelines**

Due to the individual nature of each student's prior coursework and future goals, this assignment should be completed individually. If you learn of a course that you think other students would be interested in taking as well, you are welcome to share in a discussion post.

Handshake/LinkedIn Profile (30 points)

o **Description**

o For this assignment you will create/update your profile in Handshake and LinkedIn. If you already have a LinkedIn profile, be sure to update your education profile to include your enrollment in this degree program.

o Handshake is used to explore job and internship opportunities, post your resume for employers to review, and learn about/register for campus-related career events. You will also need it for a course requirement in the ARTSSCI 4900 Capstone course. You can access it here: https://handshake.osu.edu/ Log in (using your OSU username and password) and create your personal profile.

o LinkedIn is widely used by professionals at all stages of their careers and is a good way to network with Ohio State alumni who graduated prior to Handshake being used by the university. https://www.linkedin.com/feed/

o After creating your profiles, connect with/follow Kris Wethington in each platform and send a brief message. There should be only one person with that name but if you find more than one, use Ohio State as an additional search term.

o **Academic integrity and collaboration guidelines**
Due to the individual nature of each student's prior coursework and future goals, this assignment should be completed individually.

Connect to Campus (30 points)

o **Description**

This assignment is designed to help you feel connected to the broader university community regardless of where you live or if you are a new or returning Buckeye. With the expansion of the Big Ten Conference and alumni living all over the

world, our impact spreads beyond Columbus, Ohio. You will participate in two sets of activities which can be done in either order, one which focuses on connecting with campus and/or other Buckeyes and one which focuses on the Ten Dimensions of Wellness, a key initiative at Ohio State.

- Activity #1: Attend an academic, campus-oriented, or alumni event and post a reflection statement. Virtual or recorded events are available for those who live outside of Central Ohio or who otherwise cannot get to campus.
  - o You can find a list of Arts and Sciences related events here: https://artsandsciences.osu.edu/events
  - o If you are unable to attend any of the live webinars, you can find recordings of past events here. https://artsandsciences.osu.edu/events/event-recordings
  - o Student Life events: https://activities.osu.edu/events.aspx
  - o Alumni Association events are offered across the country and offer a great opportunity to start networking with alumni in your community. https://www.osu.edu/alumni/events-and-travel/events-calendar
  - o Athletics events are not a preferred choice for this activity but can be an option, especially for students who live outside of Ohio but near to where the Buckeyes are traveling for competition.
    - ▪ Athletics schedules: https://ohiostatebuckeyes.com/
    - ▪ Sports other than football, men's basketball, and women's basketball are strongly encouraged. Tickets for other sports are often low to no cost and do not have as many fans in attendance.
  - o Submit a reflection (300 words minimum) about the event and how it relates to your educational and/or career goals or how it helped you to develop a sense of connection to the university.
  - o Non-Ohio State events may be considered with prior approval of the instructor.
- Activity #2: Complete the Passport to Wellness interactive experience on Carmen. In this activity, you will consider ten dimensions of wellness and explore university resources related to each dimension.
  - o After some self-assessment, you will engage with your top three most important dimensions of wellness and complete one of the suggested related activities for each. You are encouraged to complete all ten.
  - o Options for non-campus-oriented activities will be available in Carmen.

Financial Health and Forecasting (30 points)

For this assignment, you will connect with your Ohio State Online Re-Enrollment Specialist to review your financial standing, plans, course pacing, and permutations for succeeding within your individual circumstances. Based on your conversations, they will provide you resources to stay on top of your financial planning as it relates to completing your degree.

Midterm Check-In (5 points)

Midway through the term you will be asked a series of questions about how you're doing in the course and be prompted to offer feedback that will help you to success in the remainder of term. You will receive some credit for completing this activity.

Reading Arts and Sciences Scholarship, Creative Expression, and Using Technology (52%)

Object Identification and Interrogation (10 objects under study, 20 points each)

Over the semester you will be asked to analyze research or creative inquiry on five contemporary challenges (Pandemics, Human Migration, Climate, Well Being, and Artificial Intelligence) produced by preeminent faculty here in the College of Arts and Sciences. Each author approaches a particular challenge from a different discipline, such as Sociology, Art, Microbiology, Spanish, Philosophy, Economics, or Earth Science. You will read or view the scholarship or piece of art each author has produced, using social annotation to discuss the ideas it presents with your peers and instructor. You will get to know many of the authors by viewing a short video about them and their work and/or by posing questions to which available authors will respond. Being exposed like this to multiple disciplines in your first semester will help you identify your interests, choose courses as you progress in the BA, and refine your career and personal goals.

Professional Portfolio Set-up and Plan (80 points)

Throughout your degree program, you will be expected to build a professional portfolio, collecting evidence of the skills and knowledge you

are gaining that will contribute to your future. We will start this activity now, building out the preliminary elements of your digital portfolio in Pebblepad and considering what evidence you have and what you would like to collect and document throughout your time at OSU. Instructions in Carmen will guide you through the various initial steps of this process via skills assessment, evaluation of what is needed for desired future roles, and how you might consider your coursework and other activities as contributing to your overall profile. Your initial portfolio will include several key elements, from evidence of some of your existing skills, desired skills articulated, and overall rhetorical impact of the portfolio you build. Set yourself up for continued success by building yourself a portfolio you can fill throughout your time at OSU then complete and polish for your desired audience(s) in the capstone course.

Technology Interrogation (4 activities attached to assignments, 40 points each)

At four key points during the term, you will be asked to interrogate and play with technologies meant to enhance your work and to ask yourself to what extent are they helpful to you. For one activity, you will be challenged to find the right medium by remediating an assignment into different media and determining which is best suited to the situation. You will compose in video, audio, and text for another. At several junctures, you will be asked to compose with Generative AI (OSU's instance of Copilot) and document your process and insights into that experience.

Postcard from the Past (75 points)
As one of your last assignments in the course, you will create a postcard to your future self. This can take shape in the medium of your choosing, and should articulate your goals for the degree experience, your personal and professional motives in staking this step in your education, and what drives you. You will "receive" your postcard to yourself in the first week of your capstone course. Therefore, as you complete this assignment, you'll want to consider how are you going to feel at that time, what values you expect to have lived out in your time through the degree. One of your first assignments in the capstone will be to compare who you were when you created this to who you turned out to be by the time you arrive at completion, so be detailed, thorough, and encouraging. Maybe you'll be in a

position to share your postcard with future new students just beginning this program who want to know what to expect.

Contemporary Challenge Research Paper (33%)

This assignment will be developed over the length of the course in progressive stages, graded separately. Deliverables leading to the final project are due throughout the course as reflected in the weekly schedule.

The Contemporary Challenge Research Paper will provide you with the opportunity to become an expert in one of the contemporary challenges we discuss in this course. The final product will be an 7-8-page, in-depth research paper in which you, using sources from multiple disciplines, explore one of the contemporary challenges from the course (or one of your choosing, with instructor permission). In this paper, you will use OSU resources to generate and synthesize at least 8 relevant sources from different domains to provide an overview of the contemporary challenge that includes (1) a definition and description of the challenge, (2) an analysis of the stakes/potential consequences of the challenge, (3) an evaluation of potential solutions for or efforts to address the challenge from multiple perspectives, and (4) a proposal for adequately addressing this challenge going forward.

While the main assignment is the final paper you will write, there will be some focus on process as well. There are several assignments throughout the semester to help you develop your ideas and tackle the paper in smaller steps. These assignments are listed below; each assignment should be in the context of the same contemporary challenge. In this way, completion of the assignments will move you toward a completed research paper on one topic.

Topic identification Paragraph (20 points): Choose a contemporary challenge. Review the list of contemporary challenges. If you would prefer to complete the extended research paper on another topic, propose a contemporary challenge that is not included on the provided list. For this assignment, provide a paragraph describing your chosen contemporary challenge. In describing the contemporary challenge, include perspectives

from at least two different disciplines as to what makes this challenging or potentially difficult.

Annotated Bibliography (100 points): Identify sources for the paper. For the final paper, you will need at least 8 references or citations to source material. In this assignment, you are asked to provide the citation for the source, in either APA or MLA style, and identify the discipline associated with the sources you select. You will then annotate the source, first by summarizing it. If the source is a quantitative paper, you might summarize what the authors did and what they found. If the source is a review paper, qualitative analysis, or theoretical paper, you might summarize the main components of the argument or theoretical framework. After the summary, you will analyze how the source identifies and/or and solves problems, weighs evidence, produces knowledge, and contributes to your research.

Paper Outline (20 points): Develop an outline for the paper. This is an opportunity for you to build the framework of your paper. The outline should have at least two-levels of headings but feel free to use more levels and make the outline as detailed as you wish. Your outline should incorporate your references/sources and may also incorporate some of the summary of those sources.

Preliminary Draft of Paper (30 points): Using your outline, develop a draft of the entire paper. Although this is a preliminary draft, it should still be mostly complete so that the feedback you receive can help you to improve the paper. Preliminary drafts that are incomplete will likely result in receiving feedback that is also incomplete.

Peer Review (10 points): After you develop the draft, you will be asked to solicit feedback from peers and to provide them with feedback as well. Using the peer feedback form, you will provide your peer with feedback about the structure of their paper, the use of sources, and how well the four major points of the paper are addressed.

Final Draft of Paper (125 points): After receiving feedback from one of your peers, you will review your preliminary draft. Feel free to seek out feedback from others as well, but all of the writing must be independently generated by you. See the grading rubric for specific point distribution for

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this assignment. Remember, that your paper should address the following: (1) a definition and description of the challenge, (2) an analysis of the stakes/potential consequences of the challenge, (3) an evaluation of potential solutions for or efforts to address the challenge from multiple perspectives, and (4) a proposal for adequately addressing this challenge going forward.

Executive Summary (25 points): After you have completed your research paper, you will append to it an executive summary, with recommendations for next steps to explore throughout your coursework and other inquiry to prepare for further work on the paper in your capstone course.

Late assignments

You are expected to complete assignments by the date and time listed in Carmen. If you experience a disruption in your life that prevents you from completing an assignment on time, please reach out to me to make arrangements and proposed a new submission time appropriate to your circumstances. Allowances suited to the situation and within what I'm able to accommodate will be made when there has been proactive communication, ideally before the due date, not more than a week after a missed submission date.

Grading Scale

- 93-100: A
- 90-92: A—
- 87-89: B+

- 83-86: B
- 80-82: B−
- 77-79: C+
- 73-76: C
- 70-72: C−
- 67-69: D+
- 60-66: D
- Under 60: E

Instructor feedback and response time

The following list is to give you an idea of my, and the TAs', intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem. We do not provide technical support, but we can provide support with things missing from Carmen, so contact me ASAP if you cannot see required reading, a way to submit an assignment, or something similar and you've confirmed it is not a technical problem.)

Grading and feedback

For weekly assignments, you can generally expect feedback and grades within a week. Note that feedback on discussion boards will not necessarily be individual; it may consist of posts or comments directed at your whole group, or at a specific thread in the discussion forum. Plan to revisit the forums to follow discussions. For large assignments such as papers or midterms, you can generally expect grades within two weeks as well as individual feedback via published rubrics.

Preferred contact method

E-mail

Expect replies to e-mails and Carmen messages within **48 hours**. I will make every effort to reply on the same business day to emails, and normally I will be able to. If you don't receive a reply within this 48-hour timeframe, please resend the email as it may not have been received.

Expect that responses will likely be slower over the weekend. Try to anticipate your questions in advance by reviewing the module and assignments when they are published. Please use office hours when you can, but email if the times I offer are not available to you to make other arrangements.

Discussion board

We will read the discussion boards as often as possible. However, if you have a question for your TAs instead of the class or your group, or you need to alert us to an incident on the boards, please email directly for the fastest response.

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: http://studentlife.osu.edu/csc/.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic

misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are

committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land acknowledgement

We would like to acknowledge 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 Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here: https://mcc.osu.edu/about-us/land-acknowledgement

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call

counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with

new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Civil Rights Compliance Office.

Policy: Religious Holidays, Holy Days and Observances

Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.

Week	Topics/Readings/Assignments	Assessments Due
1	**Navigating OSU** University Survey topic and readings: Adding/Dropping Classes	Syllabus Quiz Activity #1 Quiz: Adding/Dropping Classes Discussion Board: Introduce yourself
	ASC Scholarship: Pandemics Read Dominink Stecula (Communication) and M. Motta, "The Effects of Partisan Media in the Face of Global Pandemics" and listen to the accompanying podcast Read Neal Boudette, NY Times, "To Disinfect a Police Car in a Pandemic, Software Cranks Up the Heat" and read Jesse Kwiek (Microbiology) "Heat Efficiently Inactivates Coronaviruses Inside Vehicles."	Objects Interrogation #1 Technology Interrogation #1 (using Copilot –possibilities and limits on Generative AI use)
	Contemporary Challenge Research	None
2	**Navigating OSU** University Survey Topic: Academic Advising and Other Academic Supports University Survey topic and readings: Academic Integrity	Schedule Advisor Meeting #1 to be done by end of week 7 https://go.osu.edu/oncourse Quiz: Academic Integrity
	ASC Scholarship: Human Migration Read Joyce Chen (Economics and Women's, Gender, and Sexuality Studies) and Valerie Mueller, "Coastal Climate Change, Soil Salinity and Human Migration in Bangladesh" (in Carmen).	Object Interrogation #2
	Contemporary Challenge Research	None
3	**Navigating OSU** University Survey Topic: Campus Connections	Discussion Board: Engaging with the Ohio State community as a fully online student
	ASC Scholarship: Human Migration (cont.) View Illya Mousavijad (Art), Between a Lost Home and a Losing Destination	Object Interrogation #3
	Contemporary Challenge Research	None
4	**Navigating OSU** University Survey topic and readings: General Education and College Requirements	Quiz: General Education
	ASC Scholarship: Well-Being	

View Jennifer Cheavens (Psychology), Today Show segment "Is Happiness Really the Best Medecine?" and "How Can Acts of Kindness REduce Depression and Anxiety" Read Yvette Shen (Art), "Visualizing Self-Tracked Date to Navigate Well-Being" and listen to accompanying podcast.	Object Interrogation #4
Contemporary Challenge Research	None

Navigating OSU University Survey topic and readings: Scheduling	Quiz: Scheduling	
5	**ASC Scholarship: Climate** View Ellen Mosely-Thompson (Distinguished University Professor of Geography) and Lonnie Thompson (Distinguished University Scholar in Earth Sciences), "Ancient Ice Cores Tell Us the Future" part 1 https://www.youtube.com/watch?v=6e05O2Ygx3s&t=14s View Mosely-Thompson and Thompson part 2 https://www.youtube.com/watch?v=Y7pRuG4eCC0	Object Interrogation #5
	Contemporary Challenge Research	None

	Navigating OSU	Connect to campus, Event #1
6	**ASC Scholarship: Artificial Intelligence** Read Kurt Gray (Psychology), K., Yam, K. C., Zhen'An, A. E., Dillion, D., and Waytz, A.,"The psychology of robots and artificial intelligence" (Carmen) Read Chris Coleman, ACCAD, article TBD	Objects Interrogation #6 Technology Interrogation # 2 (Using AI for research)
	Contemporary Challenge Research	Topic Identification

7	**Navigating OSU:** Degree Planning Philosophy, Process and Tools	Schedule Advisor Meeting #2 to be done by end of week 14 – Buckeye Degree Planner assignment should be completed by this meeting for review by advisor. https://go.osu.edu/oncourse Begin Pebblepad building--complete skills assessment
	ASC Scholarship Revisited: Pandemics Read Lucille Toth (French and affiliated faculty in Dance),"Viral Dances. Moving in Times of a Pandemic" (in Carmen) Read Vladimir Kogan (Political Science) and S. Lavertu, "The COVID-19 Pandemic and Student Performance on	Object Interrogation #7

Ohio's Third-Grade English Language Arts Assessment" and listen to accompanying radio spot.	
Contemporary Challenge Research	Topic Identification (con't.)

8	**Navigating OSU** Career Planning and Tools	Discussion Board: Career development and planning as an adult learner
	ASC Scholarship Revisited: Human Migration Read Yana Hashamova (Slavic and East European Languages and Culture), "Old Homes and New Homes: Entangled Generative Spaces" (in Carmen) Read Jeffrey H. Cohen (Anthropology) and Bernardo Ramirez Rios, "Internal Migration in Oaxaca: Its Role and Value to Rural Movers" (in Carmen)	Object Interrogation #8
	Contemporary Challenge Research	Annotated Bibliography
9	**Navigating OSU** Campus Resources	Discussion Board: Utilizing campus resources as an online adult learner
	ASC Scholarship Revisited: Well-Being Read Eden Lin (Philosophy), "The Concept of Well Being" (in Carmen) Read Chris Knoester (Sociology), Kirsten Hextrum, and James Tompsett, "Who plays, persists, and stands out in interscholastic athletics? Habitus, parenting, social class, and the institutionalized cultural capital of school sports" (in Carmen)	Object Interrogation # 9
	Contemporary Challenge Research	Annotated Bibliography (con't.)
10	**Navigating OSU**	None
	ASC Scholarship Revisited: Climate Bart Elmore (History), "Big Business and Climate Change Litigation in the Dawn of the 21st-Century" Read Thomas S. Davis (English), "Aesthetic Education for the Anthropocene"	Object Interrogation #10
	Contemporary Challenge Research	Paper Outline
11	**Navigating OSU**	None
	ASC Scholarship Revisited: Artificial Intelligence Read Kris Paulsen (History of Art), "Shitty Automation: Art, Artificial Intelligence and Humans in the Loop" and "AI and Machine Learning" Read Tristram McPherson (Philosophy) and David Plunkett, "Superintelligent AI and the Foundations of Ethics" (in Carmen)	Technology Interrogation #3 (Creating Multimedia Communications)

	Contemporary Challenge Research	Preliminary Draft
12	**Navigating OSU:** Grades and Academic Standing	Quiz: Grades and Academic Standing
	ASC Scholarship	None
	Contemporary Challenge Research	Peer Review
13	**Navigating OSU** Connect to Campus event	Connect to Campus event #2 due
	ASC Scholarship: Independent exploration	None
	Contemporary Challenge Research	Peer Review (con't.)
14	**Navigating OSU**	Buckeye Degree Planner final deadline Handshake/LinkedIn Profile due Professional Portfolio in Pebblepad submission
	ASC Scholarship: Independent exploration	None
	Contemporary Challenge Research	Final Paper
15	**Navigating OSU** Farewells and Appreciation Discussion	Complete SEI and Evaluation Survey Postcard from the Past submission due
	ASC Scholarship: Synthesis	Technology Interrogation #4: Multimedia production and AI
	Contemporary Challenge Research	Executive summary

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences
(Updated 2-1-24)

Course Number and Title:

Carmen Use

When building your course, we recommend using the ASC Distance Learning Course Template for CarmenCanvas. See Carmen: Common Sense Best Practices and Carmen Fast Facts for Instructors for more on using CarmenCanvas

☐ A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

☐ Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

☐ Syllabus is consistent and is easy to understand from the student perspective.

☐ Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

☐ If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).

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Instructor Presence

For more on instructor presence: About Online Instructor Presence.
For more on Regular and Substantive Interaction: Regular Substantive Interaction (RSI) Guidance

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

☐ Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (required).

☐ Regular instructor communications with the class via announcements or weekly check-ins.

☐ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

☐ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.

☐ Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above).

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Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the Quality Matters rubric. For information about Ohio State learning technologies: Toolsets.

☐ The tools used in the course support the learning outcomes and competencies.

☐ Course tools promote learner engagement and active learning.

☐ Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.

☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery (required)? (For DH, address what is planned for in-person meetings as well)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

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Workload Estimation

For more information about estimating student workload, see Workload Estimation.

☐ Course credit hours align with estimated average weekly time to complete the course successfully.

☐ Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate (required):

☐ In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

See Creating an Accessible Course for more information. For tools and training on accessibility: Digital Accessibility Services.

☐ Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

☐ Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

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Additional comments (optional):

Academic Integrity

For more information: Promoting Academic Integrity.

☐ The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

☐ Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: *Designing Assessments for Students.*

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

☐ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.

☐ Variety of assignment formats to provide students with multiple means of demonstrating learning.

☐ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

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Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course or select methods above (required):

Community Building

For more information: Student Interaction Online and Creating Community on Your Online Course

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

☐ Opportunities for students to interact academically with classmates through regular class discussion or group assignments.

☐ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.

☐ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above)

Transparency and Metacognitive Explanations

For more information: Increasing Transparency and Metacognition

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

☐ Instructor explanations about the learning goals and overall design or organization of the course.

☐ Context or rationale to explain the purpose and relevance of major tasks and assignments.

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☐ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.

☐ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.

☐ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.

☐ Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

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Syllabus and cover sheet reviewed by *Bob Mick* on *5/5/25*

Reviewer Comments:

Additional resources and examples can be found on ASC's Office of Distance Education website.

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ARTSCI 2900 Introduction to the Bachelor of Arts Liberal Studies

I am returning the signed Distance Approval Cover Sheet after completing the initial review of the distance learning syllabus. Below are my comments regarding the syllabus.

1. Instructor Presence and Regular Substantiative Interaction (RSI):
   Regular and substantiative interaction will exist between the instructor and students that includes direct instruction (recorded weekly videos), assessing and providing feedback on student's course work and assignments through three main categories (Navigating OSU, ASC Scholarship, Creative Expression, and Technology, and Contemporary Challenge Research) providing opportunities to ask questions on content of course (email, discussion boards, live office hours), and facilitating group discussion. (discussion boards).

2. How this Online Course Works
   This section provides clear direction for the students so they are aware of what they will be expected to complete each week and how they will interact with the instructor in this online asynchronous course.

3. Credit hours and work expectations
   The information in the syllabus and cover sheet states the average amount of time to be spent on this course is ~ 15 hours per week meeting the requirement for a 5 cr hrs course.

4. Description of Major Assignments
   All major assignments are clearly explained.