Term Information

Effective Term	Autumn 2026

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	4900
Course Title	Integrated Arts and Sciences Capstone
Transcript Abbreviation	Ingrt ASC Capstone
Course Description	This course serves as the capstone to the Integrated Arts and Sciences major. Students will reflect on and discuss the navigation of future careers and self-representation, participate in activities designed to aid practical job searching, and engage in interdisciplinary research.
Semester Credit Hours/Units	Fixed: 4

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 Integrated Arts and Sciences major and ASC 2900
Exclusions	
Electronically Enforced	Yes

Cross-Listings

Cross-Listings	

Subject/CIP Code

Subject/CIP Code	24.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Junior, Senior

Requirement/Elective Designation

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

Course Details

Course goals or learning objectives/outcomes

- Reflect on their experience within the Integrated Arts and Sciences major, connecting the goals of the program to their personal goals and experiences
- Articulate skills gained through their experience in the program and the ways in which they transfer to their futures
- Portray the value of their skills and experience to themselves, their peers, and potential employers
- Connect their experiences in the program with a clear sense of purpose and achievement
- Demonstrate interdisciplinary analysis via a considered research paper on a contemporary challenge in Arts and Sciences
- Utilize AI fluency to effectively and ethically leverage the technology, identify its limitations, and critically examine potential use

Content Topic List

- Career preparation
- Job searching
- Interdisciplinary research
- Transferable skills
- AI fluency

Sought Concurrence

No

Attachments

- Cover Sheet for ARTSCI 4900 wfeedback.PDF: DL Form

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

- ASC 4900 Cover Letter 02-10-2026.pdf: Cover Letter 20-10-2026

  (Cover Letter. Owner: Steele,Rachel Lea)

- ARTSCI 4900 -BA of integrated Arts and Sciences capstone (02-09-26 draft).docx: Syllabus 02-10-2026

  (Syllabus. Owner: Steele,Rachel Lea)

- ARTSCI 4900 Credit Hour Allocation Chart.pdf: CH Chart 02-10-2026

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

- ARTSCI 4900 note on potential overlap with GE Reflection Seminar.pdf: GE Overlap 02-10-2026

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

Comments

- Please note that the name of the major, and thus the name of the course, may change in the near future.

  Please see feedback email sent to department 09-19-2025 RLS *(by Steele,Rachel Lea on 09/19/2025 11:21 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Steele,Rachel Lea	08/01/2025 11:14 AM	Submitted for Approval
Approved	Vankeerbergen,Bernadette Chantal	08/14/2025 05:02 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/14/2025 05:03 PM	College Approval
Revision Requested	Steele,Rachel Lea	09/19/2025 11:21 AM	ASCCAO Approval
Submitted	Steele,Rachel Lea	02/10/2026 05:06 PM	Submitted for Approval
Pending Approval	Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	02/10/2026 05:06 PM	Unit Approval

Re: ASC 4900

From Marsch, Elizabeth <marsch.3@osu.edu>

Date Tue 2/10/2026 12:36 PM

To Steele, Rachel <steele.682@osu.edu>; Martin, Andrew <martin.1026@osu.edu>

Cc Dwyer, Rachel <dwyer.46@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Neff, Jennifer <neff.363@osu.edu>

📎 3 attachments (804 KB)

ARTSCI 4900 -BA of integrated Arts and Sciences capstone (02-09-26 draft).docx; ARTSCI 4900 note on potential overlap with GE Reflection Seminar.docx; ARTSCI 4900 Credit Hour Allocation Chart.docx;

Dear Rachel,

Thank you for the feedback on ARTSCI 4900. Melissa Curley and I, with some support from the instructional designers assigned to us by OSO, have adjusted the course proposal and have included the following to meet the concerns raised.

1) We appreciate a longer term version of the course will be easier to run because it will be less intensive for students. We want to maintain this option for students on an accelerated timeline for completion, even while we expect the longer term versions to prove more popular. Since the accelerated version is the hardest to create from a design perspective, we decided to continue pursuing 7 week planning, with the idea that the longer course versions will be derived from this more challenging design.

2) The contingency adjustments have been managed as follows:
    a. This email serves as cover letter.
    b. Attached to this email is a student workload estimate table that breaks down assignments and activities week over week for all seven weeks along with the estimated times students will attend to each required task. This table should demonstrate the estimated workload to add to an average of 24 hours per week, as dictated by the credit hour allocation.
    c. Removed from syllabus (see attached).
    d. A note detailing the distinctions between the Reflections seminar offered by the 1-credit hour GE Bookends course and this course is attached.
    e. Rachel Steele will do this on resubmission.
    f. Added to syllabus.
    g. Removed.
    h. A link has been supplied to all university policies rather than listing each out within the syllabus.

3) Recommendations a and b are under consideration, while c and d have been adopted in the documents supplied.

Please let me know if this meets with your approval or if additional revisions are needed. I'm happy to move very quickly on whatever is needed to be ready for ASCC's upcoming meeting.

Thank you,
Elizabeth

P.s. Rachel Steele, can you please upload these files with the changes to prereqs, etc. outlined by the committee below into the curriculum system? Thank you!

Elizabeth Marsch
Director, College of Arts and Sciences Office of Distance Education
Associated Faculty, Department of Comparative Studies
Senior Affiliate, The Drake Institute for Teaching and Learning
Member, STEAM Factory
Certified OSU Suicide Prevention Program REACH trainer

The Ohio State University
College of Arts and Sciences
009 Denney Hall
164 Annie and John Glenn Ave.
Columbus, OH 43210
Phone: 614-292-6178
ascode.osu.edu/

From: Steele, Rachel <steele.682@osu.edu>
Sent: Friday, September 19, 2025 11:04 AM
To: Martin, Andrew <martin.1026@osu.edu>; Marsch, Elizabeth <marsch.3@osu.edu>
Cc: Dwyer, Rachel <dwyer.46@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Steele, Rachel <steele.682@osu.edu>; Neff, Jennifer <neff.363@osu.edu>
Subject: ASC 4900

Good morning,

On Wednesday, Sept. 10th, the Social and Behavioral Sciences Subcommittee of the ASC Curriculum Committee reviewed a course proposal for ASC 4900.

The Subcommittee unanimously approved the request with two contingencies:

a) **Contingency:** The Subcommittee asks that the College include with the revision of the program a cover letter outlining the changes made to the proposal in response to the feedback below.

b) **Contingency:** The Subcommittee requests that the College provide clearer information about how students will consistently meet the required 24 hours of work per week in this course. While they did appreciate the sample provided for week 1 (syllabus p. 3), they are concerned about activities and assessments that may vary week to week, and the difficulty of consistently compiling enough high-quality activities and assignments to warrant the 4 credit hours assigned to the course. While the information in curriculum.osu.edu does indicate that the course *could* also be offered in 14-, 12-, and/or 8-week sessions, the Subcommittee notes that a 4-credit hour course delivered asynchronously online in 7 weeks, as it is laid out in the submitted syllabus, is quite unusual. They ask if a 7-week course is truly intended here, and, if so, request that the administrators of the program monitor student work in this course carefully and evaluate the course after the first few offerings.

c) **Contingency:** The Subcommittee asks that the College remove the statement on p. 4 of the syllabus (under "Credit hours and work expectations") that says: "Actual hours spent will vary by student learning habits, amount of preparatory work completed since the introductory course where capstone projects were explained, and the assignments each week. Most students can expect fewer hours per week engaged with coursework due to the time spent gathering ePortfolio items in the interim time between the Introductory and Capstone courses; creating truly exceptional work may take more time." Students

should only earn credit for work completed during the semester in which they take the course, and thus there should not be a large variance between the work required of different students.

d) **Contingency:** The Subcommittee requests that the College provide information about how they will ensure that there is no overlap in content between this course and GenEd 4001 (Reflection Seminar). While they did note that there will be a designated section of GenEd 4001 for students in this program, the courses seem to have much in common, including the focus on a Pebble Pad portfolio and reflection on the college experience/future plans.

e) **Contingency:** The Subcommittee asks that the College alter the course title and the prerequisites on the course syllabus and in curriculum.osu.edu to align with the final title of the program.

 f) **Contingency:** The Subcommittee requests that the College label the course as "Online, Asynchronous" in the syllabus heading (p. 1) rather than simply "Online".

g) **Contingency:** The Subcommittee observes that many of the course designers' comments are still visible in the proposal, and they ask that these be removed.

h) **Contingency:** As of August 29th, 2025, all syllabi must have either a link to the statements below **or** these statements written out in their entirety within the syllabus (the statement(s) in **bold** below are missing from the current syllabus and/or incomplete/out-of-date). Syllabi should link to the Office of Undergraduate Education's Syllabus Policies & Statements webpage and/or copy-and-paste the statements from the Office of Undergraduate Education's website.
   i) Academic Misconduct
   ii) **Student Life - Disability Services**
   iii) Religious Accommodations
   iv) **Intellectual Diversity**
   Instructors are also welcome to include any other standard and/or recommended syllabus statements found on the Office of Undergraduate Education's webpage which they deem relevant for their course. Please also refer to this page to ensure that the Diversity and Title IX Statements on p. 16 of the syllabus (now combined into the statement on "Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct") and all other statements are current and accurate.

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a) *Recommendation:* The Subcommittee recommends that the College consider moving this course to a full semester course given the workload per week that is required in this format (please see item "b" above).

b) *Recommendation:* The Subcommittee recommends that the College consider due dates on Sunday at 11:59 PM rather than Saturday at 11:59. This day and time is far more common for online, asynchronous courses and will provide consistency for students in the program. Additionally, since this course is aimed at working professionals, they will likely appreciate the opportunity to have a full weekend to work on the course content.

c) *Recommendation:* The Subcommittee notes the inclusion of a Land Acknowledgment on pp. 16-17 of the syllabus. As of 09-10-2025, 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.

d) *Recommendation:* The Subcommittee recommends that the College include the syllabus quiz (mentioned on pp. 3, 9 and 19 of the syllabus) in the "How your grade is calculated" chart on pp. 8-9 of the syllabus.

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 OAA. *Recommendations* (in italics above) should be implemented when the course is next taught. I will return ASC 4900 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 Rachel Dwyer (faculty Chair of the SBS Subcommittee; cc'd on this e-mail), or me.
Best,

Rachel

THE OHIO STATE UNIVERSITY

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 Greeneville 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.

THE OHIO STATE UNIVERSITY

ARTSCI 4900 — Note on potential overlap with the GE Reflection Seminar

ARTSCI 4900 is the capstone course for the Liberal Studies major; as such, and like other capstone courses offered across departments in the college, it necessarily involves deliberate reflection on student experience over the course of their time at OSU and, because of the characteristics of the particular student body this degree seeks to serve, it also involves some orientation toward the student's professional future.

We think this capstone course is, however, distinguished from the GE Reflection Seminar in some significant ways:

1. Where the GE Reflection Seminar invites students to reflect on the learning they did in the course of completing their General Education requirements, the capstone invites students to reflect on the learning they did in the course of completing a focused and individualized program of study within the framework of the Bachelor's Degree in Liberal Studies, thinking specifically about the challenges and affordances of interdisciplinary scholarly inquiry;

2. Where the GE Reflection Seminar emphasizes intercultural competency and awareness of global context, the capstone emphasizes focused academic inquiry into a topic of scholarly interest including in its local dimensions;

3. Where the GE Reflection Seminar emphasizes the student's emerging self of self as an engaged global citizen and future leader, the capstone emphasizes the student's sense of self as equipped with the practical and intellectual tools for researching and analyzing complex problems independently and in dialogue with others;

4. Where the GE Reflection Seminar emphasizes the student's personal development in terms of their curiosity, imagination, resilience, and wellbeing, the capstone emphasizes the student's scholarly development in terms of recognizing and assessing a given problem from multiple angles and articulating this ability in professional contexts.

We have made some changes to the language and organization of the syllabus in order to highlight what we think the particular affordances of the capstone are for students, and to showcase how it complements the other kind of reflective work they will be doing at the end of their degree program.

ARTSCI 4900 — Credit Hour Allocation

The chart below indicates the cadence of the 7-week course across its three broad areas: reflection on interdisciplinary scholarship and intellectual identity; practical skills and deliverables related to the job search; and the revision of a scholarly research paper reflecting the research skills and analytical capacities the student has developed over the course of their studies specifically as they relate to a complex problem of interest to them.

Note that the points earned for a given assignment often but not always reflect the amount of time it will take to complete the assignment; the relationship between points and time will in some instances particularly appear complicated where work on an assignment is expected to extend across more than a single week. The number of weekly hours indicated here is intended to include time spent during the finals period in addition to the regular half-semester.

Week	Reflection	Points	Hours	Professionalization and Future Planning	Points	Hours	Interdisciplinary Research Paper	Points	Hours	Class Discussion	Points	Hours	Weekly Points	Weekly Hours
1	Reading reflection	20	3	Search / Analysis / Handshake	n/a	6	Select and assess paper	20	3	Syllabus quiz	5	1	120	24
	ePortfolio	25	4				Expand bibliography	25	3					
							AI exploration	25	4					
2	Video Reflection	20	3	AI exploration	25	4	Reading reflection	20	3	Discussion Assignment	5	1	140	24
	ePortfolio	25	4	Resume draft	20	2	Research and freewriting	n/a	6					
							Revision plan	25	1					
3	Video reflection	20	3	Polished resume	30	3	Reading reflection	20	3	Discussion Assignment	5	1	125	24
	ePortfolio	25	4	AI exploration	25	4	Research and freewriting	n/a	6					
4	Reading reflection	20	3	Interview inquiry	n/a	3	Draft paper	55	8	Discussion Assignment	5	1	125	22
	Video reflection	20	3											
	ePortfolio	25	4											
5	Video reflection	20	3	Interview	n/a	2	Peer review	25	4	Discussion Assignment	5	1	135	22

Week	Assignment	Pts	Hrs	Assignment	Pts	Hrs	Assignment	Pts	Hrs	Assignment	Pts	Hrs	Total Pts	Total Hrs
				Interview reflection	60	8	AI exploration	25	4					
6	Video reflection	20	3	Portfolio summary	60	8	Reading reflection	20	3	Discussion Assignment	5	1	**105**	**23**
							Research and revising	n/a	8					
7	Reading reflection	20	3				Final draft	125	12	Discussion Assignment	5	1	**190**	**21**
	Video reflection	20	3				Paper reflection	20	2					
Finals week	Postcard	60	8										**60**	**8**

Syllabus

ARTSCI 4900

Bachelor of Arts in Integrated Arts and Sciences Capstone

Spring 2025

4 Credit Hours

Online Asynchronous

Course overview

Instructor

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

Note: My preferred method of contact is email, and I am always happy to arrange a conversation via Zoom.

Course description

This course serves as the capstone to the Bachelor of Arts in Liberal Studies. In this intensive 7-week experience, students are expected in engage in three interrelated activities which each contribute to finalizing their preparation to graduate: reflection on the challenges and advantages of interdisciplinarity with discussion of navigating future careers and self-representation, practical job searching, and producing an original interdisciplinary research paper. Each week, students will engage with these three main areas as they move toward the culmination of their degree program.

Course expected learning outcomes

By the end of this course, students should successfully be able to:

1. Reflect on their experience within the BA of Liberal Studies, connecting the goals of the program to their personal and professional goals and experiences
2. Articulate skills gained through their experience in the program and the ways in which they transfer to their futures
3. Portray the value of their skills and experience to themselves, their peers, and potential employers
4. Connect their experiences across their coursework with a clear sense of purpose and achievement
5. Demonstrate their ability to conduct interdisciplinary analysis via a considered research paper on a contemporary challenge in Arts and Sciences
6. Utilize AI fluency to effectively and ethically leverage the technology, identify its limitations, and critically examine potential use

How this online course works

Mode of delivery

This course is 100% online. It is asynchronous, meaning there are no required sessions when you must be logged in to Carmen at a scheduled time. There are however, however, scheduled assignments with due dates, regular interactions you should plan to participate in, synchronous meetings you will schedule with others as parts of assignments, and synchronous conversations with your instructor.

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 a single 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 two sample weeks 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:

Orienting to the Week

Review roadmap and watch welcome video for the week's work, read syllabus, and complete syllabus quiz and pre-course survey: 1 hour

Reflection

Read assigned article on interdisciplinarity and participate on social annotation and discussion board: 3 hours

Gather materials from ARTSCI 2900 and review, look through your ePortfolio and make notes on what you want it to look like, and generate a task list for the next six weeks: 4 hours

Professionalization and Future Planning

Log in to Handshake and/or LinkedIn and update your profile. Perform a job search and find 3-4 job ads for roles you want, analyze them. and consider how they compare with your current skills: 6 hours

Interdisciplinar Research Paper

Review your research paper from 2900, using the provided rubric to assess its strengths and areas for further exploration, the questions you'd like to pursue in researching an expanded version of the paper, and the tools and ideas you've acquired over the course of your degree that you can use to further your inquiry: 3 hours

Run two AI prompts on questions connected to the material in your research paper from 2900, review the material AI presents you, and assess the affordances and limitations of AI in this context: 4 hours

Generate an expanded bibliography of primary and secondary sources you will want to read in order to write your new research paper: 3 hours

Week Two:

Orienting to the Week

Review roadmap and watch guidance video for the week's work and complete assignment discussion: 1 hour

Reflection

Watch assigned video and generate two questions for next week's guest speaker: 3 hours

Fill in any gaps in your ePortfolio with your coursework and experience since you last engaged with PebblePad, consult the task list you created last week, and complete one task: 4 hours

Job Search

Prepare a draft of your resume: 2 hours

Using the worksheets provided, try out AI tools for creating tailored resumes for specific jobs you're interested in, and assess the affordances and limitations of AI in this context: 4 hours

Research Paper

Read the assigned article for your cohort connected to your research topic or method and participate on social annotation and discussion board: 3 hours

Using the rubric you created last week, draft a revision plan for your paper, noting the argument you want to center and the sources you plan to focus on: 1 hour

Using the bibliography you created last week, start your research, using the worksheets provided to take notes on your readings and to capture the ideas and arguments you generate in the process of reading: 6 hours

Credit hours and work expectations

This is a **4-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 24 hours of engagement with the class each week to receive a grade of (C) average.

Actual hours spent will vary by student learning and composition habits. Creating truly exceptional work may take more time.

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.

Office hours and live sessions (optional)

Students are expected to schedule their required live virtual interactions with others as their schedules permit. There are no set times for live class sessions.

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.

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.

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 needed for this course

- Basic computer and web-browsing skills
- Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Pebblepad ePortfolio
- Handshake, OSU's job posting system (handshake.osu.edu)
- Hypothesis social annotation tool [*This course utilizes an online social annotation tool called Hypothesis. If you encounter an issue with access to this tool, please contact your faculty member and asc-accessibility@osu.edu. Accommodation will be arranged for you to complete any work required with this tool free of penalty.*]

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
- 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

Assignment Category	Points and/or Percentage
Syllabus quiz	5
ePortfolio	100
Portfolio Summary	55
Resume (with target job[s])	50
Postcard Learner Reflection Video and surrounding materials	60
Interview Reflection Report	60
Assignment discussions	Multiple moments for a total of 35
Reading Reflections	**Multiple** for a total of 120
Video Reflections	**Multiple** for a total of 120

Assignment Category	Points and/or Percentage
Research Paper and required steps to final submission • Assessment of Intro paper (20) • Enhanced Research, Bibliography (25) • Revision Plan (25) • New Draft; Peer Review (80) • Final Draft (125) • Reflection (20)	Total of 295
Applied AI explorations and reflections	4 total, 25 each for a total of 100
Total	**1000 points**

Description of major course assignments

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. It is required that you pass the quiz to gain entry to the rest of the course modules on Carmen. [5 points]

Reading Reflections: Each week will include a set of readings selected by your instructor as guidance and inspiration for your specific cohort (from a resource bank of options). You will be asked to read and comment on these

via discussion forum or social annotation. [7 total, 20 points each, for a total of 140]

Video Reflections: Each week will include one or more guest lectures or interview videos. You will be asked to comment on the video after it is posted, and, in some cases, submit questions to be asked in advance of the recorded lecture or interview. [6 total, 20 points each, for a total of 120]

ePortfolio: Throughout your time in the program, you have been reflecting on the skills you have been developing and placing evidence of them in the ePortfolio you created in the Introductory course. In this Capstone course, you will be putting the finishing touches on this project as you reflect the skills you wish to highlight for the future you are hoping to create for yourself. [Polished Version of your ePortfolio: 150 points]

Portfolio Summary: After you have put the finishing touches on your ePortfolio for this next stage in your life, you will create a short summary version you could potentially share with an employer (or other defined audience). This summary version has to be brief but impactful and focused on your field of interest. [55 points]

Resume: As you consider you future employment, you will learn that resumes are vital to the application process, and must be crafted specifically to the job you want. After locating a job ad in Handshake for a job you would like have, use the experience of building your ePortfolio to create a skills-based resume highlighting your viability as a job-seeking candidate to the potential employer you have chosen. This is a scaffolded assignment with multiple steps: job search, posting analysis, creation/revision of a Handshake or LinkedIn profile, resume drafting. You will be graded on deliverables you submit at each stage of the assignment for a [total of 50 points].

Interview Reflection Report: After you have created your application materials, you will share them with a member of our Buckeye Alumni career support community who devote their time for an informational interview with you and discuss your future aspirations. Each student will be matched with a member of the community by our Career Success team in

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ASC. After you have had this experience, you will be asked to create a report reflecting on the entire experience, from inquiry to follow-up. [60 points]

Postcard, Learner Reflection Video: In the final week of the class, you will be asked to reflect on who you have come to understand yourself to be as a learner. This will be a play on, and reaction to, your postcard assignment from your Introduction course. Your final contribution to the program will be a short video where you represent some aspect of your learning journey within the program. Think about what you wish you could have said to yourself as you were just starting out in the Introductory course, because that is where the best videos you create will be shared (with your permission). [60 points]

Class Discussion Assignments: As assignments are introduced in the course, you will be invited to ask substantive questions and share your experiences in the drafting stages prior to submission. You will be expected to contribute your questions, clarifications, and reflections to these assignments each week. [5 points each for a total of 35]

Contemporary Challenge Research Paper and required steps to final submission

The Contemporary Challenge Research Paper will provide you with the opportunity to refine your expertise in one of the contemporary challenges we discussed in the Introductory course, and ask you to refine your exploration having experienced the range of courses you took in the intervening time. The final product will be a 10-15-page, in-depth research paper in which you, using sources from multiple disciplines, explore a contemporary challenge you were encouraged to consider in the Introductory course and no doubt encountered in your coursework (or one of your choosing, with instructor permission). In this paper, you will use OSU resources to generate and synthesize 10-15 relevant sources from different domains to provide an overview of the contemporary challenge that includes (1) a nuanced 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.

Beginning in the first week of the term, you will steadily revise and expand the Contemporary Challenge Research paper you drafted in the Introductory course, drawing on your experiences throughout the program and your enhanced understanding of interdisciplinary study. In Week One, you will be asked to assess the current state of your Intro draft and generate a bibliography for the revised and expanded version of the paper. Midway through the course, you will submit a revised draft to share with peers who read it and give helpful feedback. Then you will use that feedback to produce a final draft of the paper along with a reflection on the affordances of an interdisciplinary approach to complex challenges. [295 points total consisting of: Assessement and Bibliography (45); Revision Plan (25); Revised Draft and Peer Review (80); and Final Draft and Reflection (145)]

Applied Artificial Intelligence (AI) explorations and reflections

At four points in the term, you will be asked to take concentrated time out to engage with and reflect on your use of AI for tasks within the course. Examples of these activities include drafting prompts to create tailored resumes for specific jobs you're interested in; considering the quality of the output you can generate when drafting your research paper revision; scripting interview questions related to your career goals; uses of AI for summary and analysis of a variety of materials. [25 points each for a total of 100]

Academic integrity and collaboration guidelines for all assignments: For each assignment, students are ultimately expected to produce their own original work. In the course of producing it, students will be invited to collaborate to understand the nature of the assignment and how to produce their best work, then sometimes share their work and offer feedback to one another. Students should also anticipate making use of good samples and examples provided to them and that they find on their own. As Artificial Intelligence tools for composing advance, students may find use of them helpful (within the bounds of what is permitted for OSU classes) and at several points in the term, you will be explicitly asked to engage with and reflect on use of AI tools. That said, all work will be graded

on quality and authenticity. Students should be forewarned that current AI tools do not always excel at producing those qualities in the kind of work students will be asked to submit for the course, so use of AI should always be well considered and mediated by your personal critical engagement.

Late assignments

This is a fast-paced course with scaffolded assignments. Therefore, late work will mostly not be accepted beyond accessibility accommodations, permission from the instructor in cases of emergency, or prior due date adjustments made with the instructor due to significant life events. 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 intended availability throughout the course. (Remember that you can call 614-688-HELP at any time if you have a technical problem. I can not provide technical support, but I 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

The most up-to-date versions of all university policies governing this class are listed here: https://ugeducation.osu.edu/academics/syllabus-policies-statements

Course Schedule

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

Week	Topics/Readings/Assignments	Assignments Due
1	**Class Discussion: Intellectual Biography, pt 1** Review: syllabus and weekly roadmap View: weekly guidance video, video from the Dean/program lead welcoming students to the end of their program	• Syllabus quiz (to open module)
	Reflection Read: <selected from a bank of articles useful to cohort> Review: capacities, tools, approaches, interests	• Reading reflection • ePortfolio review
	Professionalization and Future Planning View: video on skills- and values-based job searching	• Log in to Handshake and update your profile, find 2-3 aspirational job ads
	Contemporary Challenge Research What interested you then? What interests you now? Assess and identify potential conversation partners, sources, and resources	• Assessment and bibliography for research paper • AI exploration 1: using AI to identify sources and resources
2	**Class Discussion: Making Plans** Review: Weekly roadmap View: Weekly guidance video	• Class discussion assignment
	Reflection View: On the affordances of interdisciplinarity	• Video reflection • ePortfolio revision 1
	Professionalization and Future Planning View: Focus 2 Assessment from University Exploration	• Resume draft • AI exploration 2: using AI to generate targeted resumes
	Contemporary Challenge Research What do you want to know more about? What do you want to understand better? Research, freewriting, and plan for revision	• Reading reflection • Revision plan
3	**Class Discussion: Designing Your Future** Review: weekly roadmap View: weekly guidance video	• Class discussion assignment

	Reflection View: faculty and staff respond to your questions	• Video reflection • ePortfolio revision 2
	Professionalization and Future Planning	• Polished resume • AI exploration 3: using AI to script meeting requests and interview questions
	Contemporary Challenge Research Schedule: synchronous discussion with your cohort to share research in progress Research and freewriting	• Reading reflection
4	**Class Discussion: Designing Your Future, pt 2** Review: weekly roadmap View: weekly guidance video	• Class discussion assignment
	Reflection	• Reading reflection • Video reflection • ePortfolio revision 3
	Professionalization and Future Planning	• Make appointment with Alumni Match
	Contemporary Challenge Research Schedule: synchronous discussion with your cohort to share research in progress	• Submit paper draft for peer review
5	**Class Discussion: Representing Yourself** Review: weekly roadmap View: weekly guidance video	• Class discussion assignment
	Reflection View: video on sophisticated approaches to critical thinking and analytical reasoning at work	• Video reflection
	Professionalization and Future Planning: Meet with Alumni Match for informational interview	• Interview reflection report
	Contemporary Challenge Research Peer review of paper drafts	• Share peer reviews • AI exploration 4: what AI does and doesn't know
6	**Class Discussion: Interdisciplinarity in Practice** Review: weekly roadmap View: weekly guidance video	• Class discussion assignment
	Reflection View: faculty and staff respond to your questions	• Video reflection
	Professionalization and Future Planning:	• Portfolio summary
	Contemporary Challenge Research Read: <selected from a bank of articles useful to cohort> Research and revising in response to peer reviews	• Reading reflection

7	**Class Discussion: Intellectual Biography, pt 2** Review: Weekly roadmap View: Weekly guidance video	• Class discussion assignment
	Reflection Read: <selected from a bank of articles useful to cohort> View: "Bringing Your Whole Self" storytelling exercise Course evaluation	• Reading reflection • Video reflection
	Contemporary Challenge Research Paper Final edits of research paper Reflection on the affordances of interdisciplinary research Optional: thank you notes to peer reviewers	• Submit final draft of research paper • Submit reflection on process of revising paper
Final	**Class Discussion: Farewells and Appreciations** View: Farewells and appreciations from instructor	• Optional: Farewell discussion forum • Postcard Learner Reflection Video
	Professionalization and Future Planning Thank Yous	• Optional: thank you messages to those that helped you on your journey to graduation