
Physics 2110

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

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To Thaler, Lindsey <thaler.21@osu.edu>

Cc Soland, Birgitte <soland.1@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Steele, Rachel <steele.682@osu.edu>; Neff, Jennifer <neff.363@osu.edu>; Wade, Macy <wade.619@osu.edu>

Good morning,

On Thursday, January 15th, the Themes II Subcommittee of the ASC Curriculum Committee reviewed a course proposal for Physics 2110 to be included in the GEN Themes: Number, Nature, Mind category with a 4 CH HIP: Research and Creative Inquiry designation.

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

- a. The Subcommittee requests that the department provide a cover letter that details the changes made to the course submission materials in response to the feedback below.
- b. The Subcommittee asks that the department provide more opportunities for students to engage with a “scholarly exploration” of the theme (ELO 1.2). While they acknowledge and appreciate the advanced work taking place in the course, they are concerned that students’ final projects (cited in the GEN Submission form as the assessment associated with this ELO) will not engage with current scholarship in the field, instead relying solely on pragmatic skills learned over the course of the semester to complete the project. Though the Subcommittee is open to other avenues for students to explore the theme and the subject matter in a scholarly way, they note that adding a requirement for students to read, analyze, and employ the work of scholars and practitioners in this field as a part of their final project might be one way to meet this ELO.
- c. In relation to feedback item “b” above, the Subcommittee asks that the department demonstrate more clearly in the syllabus how students will be asked to integrate knowledge of physics and mathematics with knowledge of how existing games work in order to inform their own projects and coding. For example, what previous scholarship or expert analysis will students read from researchers in this field? Will students be asked to evaluate and analyze how existing games apply physics and mathematics to game mechanics and game play? How might these evaluations and analyses inform their own projects?
- d. The Subcommittee asks that the department provide more information in the syllabus about the “optional and supplemental reading assignments and reference materials” (syllabus, p. 3) that will be available to students in the course, especially in regard to how students will be guided in their use and their relationship to the various topics and projects in the course. They are concerned that the reliance on lecture and classroom activities and the lack of assigned supplemental learning materials (a required textbook and other required readings, such as scholarly journal articles, videos, etc.) that promote multi-modal learning may make it difficult for students to be successful in the course.
- e. The Subcommittee asks that the department incorporate into the course opportunities for students to demonstrate their “developing sense of self as a learner” (ELO 2.2) in an assessable manner. While the Subcommittee notes and appreciates the presence of peer review and goal-setting in the course as well as some reflection on the content of the course (as borne out in their final projects), this ELO is focused on students’ awareness of their own learning and reflection on/analysis of the ways that they learn and how/why their thinking has changed over the duration of the course. While the Subcommittee acknowledges that there are many methods for assessing this ELO, they offer the friendly suggestion that asking students to complete a graded reflection at the beginning, mid-point, and end of the semester can be a simple and effective way to meet this ELO.

- f. The Subcommittee understands that the department removed the policy wherein students would receive a failing grade for the course if they did not complete the final report or the final presentation in response to the feedback of the NMS committee. However, since the fulfillment of the GEN goals and ELOs and the course's High-Impact Practice status are heavily dependent on this project, they ask that the course's grading scheme be adjusted to make it more difficult for students to pass the course without completing these components. As the course is currently presented, a student who does not give a final presentation and does not turn in a final report could still receive an 80% (B-) in the course even though they will not have demonstrated mastery of several of the course's ELOs and will not be able to engage with many of the HIP components.
- g. The Subcommittee recognizes the inherent difficulties regarding Academic Integrity and the use of Artificial Intelligence in a course such as Physics 2110. They offer the friendly suggestion that the department may wish to integrate some of the optional language regarding AI recently put forth by the Office of Undergraduate Education on their [website](#) with the statement offered on p. 10 of the syllabus.
- h. While the Subcommittee cannot fully evaluate the request for a High-Impact Practice status until the above feedback has been addressed, they did note that demonstration of competence (GEN HIP form, p. 4) does not go beyond the classroom; they ask that this be a *public* display that engages with a broader community rather than being confined to the course's students and instructors. Additionally, this component should be better described in the syllabus so that students are aware of the requirement.

I will return Physics 2110 to the department queue via curriculum.osu.edu in order to address the Subcommittee's requests.

Should you have any questions about the feedback of the Subcommittee, please feel free to contact Birgitte Sølund (faculty Chair of the Themes II Subcommittee; cc'd on this e-mail), or me.

Best,
Rachel



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

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