
Civics, Law, and Leadership 2000

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

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

Good afternoon,

On Thursday, September 18th, the Themes II Subcommittee of the ASC Curriculum Committee reviewed a course proposal for Civics, Law, and Leadership 2000 to be included in the GEN Theme: Citizenship for a Diverse and Just World category.

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

- a) The Subcommittee requests that the Center provide a cover letter outlining the changes made to the course in response to the feedback below.
- b) The Subcommittee requests that the Center modify the course's assignments (syllabus, pp. 4-5) to have a stronger focus on the theme. Specifically, they would like the assignment descriptions to better outline how these assessments will give students the opportunity to demonstrate their mastery of the GEN ELOs, and they ask that the Center provide some examples of the in-class assignments and exam questions that will support this. They offer the friendly observation that several of the ELOs, including those focused on critical and logical thinking, intercultural competence, synthesis, self-reflection, description, critique, and analysis, do not lend themselves to multiple choice and short answer questions, and they note that alternative assessment techniques may be necessary to support the GEN Theme ELOs.
- c) The Subcommittee requests that the Center modify the course's schedule (syllabus, pp. 5-9) to have a stronger focus on the theme. Specifically, they ask that the course schedule lay out more clearly for students how the topic of the theme will be present in the readings and goals for each topic/week, and that the schedule be modified to include additional scholarly readings that allow students to "engage in advanced, in-depth, [and] scholarly exploration of...the theme" (ELO 1.2) and "identify, describe, and synthesize approaches or experiences as they apply to the theme" (ELO 2.1).
- d) The Subcommittee asks that the Center incorporate into the course schedule 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 in-class activities and exam questions that focus on student's ability to identify with historical characters and connect these to their own experiences, this ELO is focused on students' awareness of their own learning and reflection on/analysis of the ways that their thinking has changed over the duration of the course. While the Subcommittee acknowledges that there are many methods for assessing this ELO, they offer the friendly suggestion that asking students to complete a graded reflection on course topics at the beginning, mid-point, and end of the semester can be a simple and effective way to meet this ELO.
- e) As noted above, the Subcommittee requests that the course's "range of perspectives" (ELO 3.1) include scholarly writings that approach the issues of citizenship, justice, and diversity from a number of different vantage points, and that these be an integral part of the course. Currently the course appears to engage principally with primary source documents and mainstream or popular press readings rather than using advanced, peer-reviewed scholarly literature.
- f) The Subcommittee requests that the Center include additional coverage of concepts surrounding diversity, equity, and inclusion (ELO 4.1), being especially careful to incorporate activities, assessments and materials that consider a variety of lived experiences within the full range of time and space explored by the course.
- g) The Subcommittee asks that the Center include in the course additional activities, assessments, and readings that focus on how "justice, difference, and citizenship interact with cultural traditions, structures

- of power, and/or advocacy for social change” (ELO 4.2). While they acknowledge and appreciate the material in Week 9 and other weeks that touch on the limits of self-governance, they ask that the course expand the coverage of this ELO beyond the exclusion of certain peoples from systems of government.
- h) The Subcommittee requests that the Center modify the course calendar (pp. 5-9) to reflect the 14 instructional weeks/70 instructional days that make up an OSU semester. Specifically, they are concerned about what material may be “cut” from the current 15-week curriculum when the course is taught. They offer the friendly suggestion that basing the course calendar on an actual OSU semester calendar (and notating/taking into account holidays and breaks) may be useful.
 - i) The Subcommittee asks that the Center re-phrase the statement which describes the way in which this course fits into the new General Education Curriculum (syllabus pg. 2). Since this is a 3-credit hour course, it does not, in and of itself, “fulfill” the General Education Theme, as the requirement is for students to earn 4-6 credit hours in this category; stating that a single course fulfills the requirement can be confusing or misleading for students. Instead, the reviewing faculty suggest wording such as “Civics, Law, and Leadership 2000 is an approved course in the GEN Theme: Citizenship for a Diverse and Just World category”.

I will return CLL 2000 to the unit 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 Sjøland (faculty Chair of the Themes I 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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