
Linguistics 3804

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

Date Wed 11/5/2023 5:12 PM

To McCullough, Liz <mccullough.136@osu.edu>; Koehnlein, Bjoern <koehnlein.3@osu.edu>

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

Good afternoon,

On Thursday, October 23rd, the Themes II Subcommittee of the ASC Curriculum Committee reviewed a course proposal for Linguistics 3804 to be included in the GE Theme: Number, Nature, Mind category.

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 notes that the problem sets are an integral part of the course, students' learning experience, and students' grades. However, they are unable to discern from the submitted materials the depth and breadth of these sets, and if they will allow students to demonstrate their mastery of the GEN ELOs. To this end, they ask that the department submit with the revised proposal some examples of the problem sets so that they can better understand students' activities. The following items are of particular interest:
 - i. While the Subcommittee appreciates that the students will engage in "logical thinking" (ELO 1.1) while completing the problem sets, it is not clear whether students will use the results of these sets to draw their own inferences and conclusions about AI or if they will be made aware of the capabilities and limitations of AI through readings and notes.
 - ii. Given the significant percentage of students' grades that will be drawn from the problem sets, the Subcommittee would like to get a clearer idea of the course's workload and what will be expected of students.
- c. The Subcommittee notes and appreciates the difficulty in finding textbooks/readings at an appropriate level for the course (syllabus, p.3). However, they ask that the department seek out additional readings that will provide a wider variety of perspectives and academic areas on the course topics in support of ELO 2.1. They note that this could be very helpful for GEN students, who will be approaching the topics from a wide variety of perspectives.
- d. The Subcommittee asks that the department 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 some reflection in the problem set assignments, 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. The Subcommittee asks that the department consider amending the course description in curriculum.osu.edu (under General Information) and on the syllabus (p. 3) to more clearly outline the skills students will need to be successful in the course. While the course description makes the course seem appropriate and approachable for all students, the discussions of the course's activities in the GEN Submission form point to higher-level knowledge and skills that might make the course inaccessible for some students.
- f. Additionally, the Subcommittee asks that the department consider adding a course prerequisite. They offer the friendly suggestion that the pre-requisite could be as simple as "completion of a

- GEN Foundation: Mathematical and Quantitative Reasoning (or Data Analysis) course” or a particular score on the Math Placement Exam/completion of a particular mathematics course.
- g. The Subcommittee asks that the department rephrase the explanation(s) of how the course meets the GEN goals and ELOs in the syllabus (pp. 1-3). They observed that these explanations were copied/pasted from the GEN submission form, and note that the syllabus should feature a short, student-friendly explanation – this can be as brief as a single paragraph that covers all of the ELOs – rather than the longer, more technical explanations that are required by the form.
 - h. The Subcommittee recommends that the department make use of the newly-developed [GEN Themes Rubrics](#) as a tool for backward design while revising the course.

I will return Linguistics 3804 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 I Subcommittee; cc’d on this e-mail), or me.



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 Greenville 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.