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## Civics, Law, and Leadership 3220

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

Date Wed 12/3/2025 4:36 PM

To Schoen, Brian <schoen.110@osu.edu>; Fortier, Jeremy <fortier.28@osu.edu>

Cc Tuxbury-Gleissner, Philip <tuxbury-gleissner.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, Nov. 13th, the Themes I Subcommittee of the ASC Curriculum Committee reviewed a course proposal for Civics, Law, and Leadership 3220 to be included in the GEN Theme: Traditions, Cultures, and Transformations category.

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

- a) The Subcommittee is generally supportive of a course on the Great American Novel as a part of the Traditions, Cultures, and Transformations Theme. However, they ask that the course be significantly realigned and reimagined to fit within the framework of the General Education category. The Subcommittee encourages the course proposer/designer to reach out to the chair of the Themes I Subcommittee, Philip Tuxbury Gleissner.1, to discuss the course proposal and possible pathways forward.
- b) The Subcommittee requests that the Center provide a cover letter that details the changes made to the course submission materials in response to the feedback below.
- c) The Subcommittee asks that the Center make clearer the course's connection with the GEN category's goals and ELOs. To that end, they ask that the following areas be addressed:
  - i) The Subcommittee observes that many of the ELOs (especially 3.1-4.2) are associated with lecture topics rather than assignments. Since ELOs must be assessed, addressing an ELO's topics in a lecture/classroom discussion is not, in and of itself, sufficient. The Subcommittee asks that the course's assessments be altered so that they are inextricably linked to the GEN ELOs, thus making students' marks a direct reflection of their achievement of the ELOs. The Subcommittee offers the friendly reminder that in the future, the Center will be likely be asked by the GEN Assessment Groups to provide evidence that they are meeting the ELOs through sample assessments.
  - ii) The Subcommittee notes that students' freedom in choosing their topics for the short papers ("While students may choose to address the weekly reading question, they are also free to go beyond this in selecting passages and questions that differ from the question." [syllabus p. 5]) and the broad topics of the long papers ("analyze a moment of persuasion" and "analyze the image of America in a work of their choosing") contribute to the issue outlined in item 4.b.i above, as there is no guarantee that students' papers will address the ELOs.
  - iii) The Subcommittee asks that the Center amend the course schedule (syllabus, pp. 7-10). Specifically, they are concerned that the weekly focus themes and reading questions are not clearly and explicitly connected to the theme. Additionally, while the Subcommittee appreciates the presence of some secondary scholarly readings in the course, these readings do not appear to engage with the primary sources to elucidate the theme.
- d) In addition to the concerns about the relationship of the assignments to the ELOs, the Subcommittee offers the following additional feedback on the course's assessments
  - i) The Subcommittee notes that 40% of students' grades for the course come either from attendance/participation or assignments graded pass/fail; they ask that this be altered to reflect the advanced and scholarly nature of Themes courses.

- ii) The Subcommittee recommends that the Center consider varying the assignment types and/or scaffolding the writing assignments to support student learning and provide better opportunities for students to demonstrate “critical and logical thinking” (ELO 1.1) and “advanced, in-depth [and] scholarly exploration” (ELO 1.2). Additionally, the Subcommittee offers the friendly observation that these types of short writing assignments on commonly taught texts are particularly vulnerable to being completed with Artificial Intelligence software.
- e) The Subcommittee recommends that the Center include in the Student Life Disability Services Statement (syllabus, p. 11) the contact information for the SLDS Office. Currently, the statement includes this information in parentheses: “see below for campus-specific contact information”. (Please note that this information is campus-specific, and it is only recommended to include the contact information for the campus on which the course is being offered.) This information can be found on the [Office of Undergraduate Education website](#).

I will return CLL 3220 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 Philip Tuxbury Gleissner (faculty Chair of the Themes I Subcommittee; cc’d on this e-mail), or me.

Best,  
Rachel



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