
Entomology 3797.03 & Entomology 3797.03E

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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>; DeGirolamo, Anne <degrolamo.10@osu.edu>

Good evening,

On Thursday, Nov. 6, the Themes II Subcommittee of the ASC Curriculum Committee reviewed course proposals for Entomology 3797.03 and Entomology 3797.03E to be included in the GEN Theme: Origins and Evolutions category as a 4 CH HIP Global and Intercultural Learning course.

The Subcommittee did not vote on the proposals as they would like the following points addressed in both submissions:

- a. The Subcommittee asks that the department provide additional evidence in the syllabus, the GEN Submission Form, and the HIP Submission Form regarding how the various elements of the course (i.e., the course content, the education abroad component, and the GEN Goals and ELOs) work together to form a cohesive experience for students and an advanced study of Origins and Evolutions. It is unclear to the Subcommittee how the course's content is engaged with the goals and ELOs of the Theme, and how the educational experiences of the trip serve to further the course content and the GEN Goals and ELOs.
- b. The Subcommittee requests that the department provide additional detail in the syllabus and the GEN Submission form regarding how the course engages with ELOs 3.1, 3.2, 3.3, 4.1, and 4.2. Specifically, the key elements of the syllabus, such as the course description (pp. 1-2), the description of major course assignments (syllabus p. 7-9), the Course Schedule (syllabus pp. 17-18), and Course Schedule for Travel Abroad (syllabus p. 19) should demonstrate clearly to students how the Origins and Evolutions Theme is woven throughout the course, and how the course's activities and assessments will require students to demonstrate their mastery of the GEN Goals and ELOs.
- c. The Subcommittee does not find the course to be an "advanced and in-depth study" or a "scholarly exploration" of Origins and Evolutions. Specifically, they ask that the department address the following:
 - i. They note that 30% of students' grades in the course are drawn from attendance and participation (syllabus, p. 7). As GEN course assessments should evaluate students' advanced study of the theme, the Subcommittee asks that a much smaller percentage be allocated to these elements or that they be substantively altered to engage more deeply and meaningfully with the GEN ELOs.
 - ii. The Subcommittee asks that the department provide additional information in the syllabus regarding how the worksheets/written responses are advanced. From the description on the syllabus (p. 8), it is difficult to see how these will give students an opportunity to demonstrate "critical and logical thinking" (ELO 1.1) or engage in an "advanced, in-depth, and scholarly exploration" (ELO 1.2). If the department does believe that these worksheets contribute to the course's advanced nature, the Subcommittee asks that sample worksheets/written response prompts be provided with the revised submission.
 - iii. The Subcommittee asks that the department provide additional information about the course's readings, including placing all of them on the course schedule (syllabus, p. 17-18) so that the subcommittee can see how they overlay with the course's topics and

activities. They note that many of the course's readings seem to be primary documents, and they encourage the department to include in the syllabus additional scholarly readings that require students to "use...varied content and highlight...open areas of inquiry, diverse interpretations, and cutting-edge perspectives" and "synthes[ize] and compar[e] [concepts] across approaches and experiences" ([GEN Theme Origins and Evolutions rubric](#)).

- 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 on their in-class participation and the course's content, this ELO is focused on students' awareness of their own learning and reflection on/analysis of the ways that their thinking about Origins and Evolutions 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.

I will return both courses 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 Søland (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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