
Sociology 2111

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

Date Tue 12/23/2025 1:55 PM

To Nzitatira, Hollie <nzitatira.1@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, December 4, the Themes II Subcommittee of the ASC Curriculum Committee reviewed a course proposal for Sociology 2111 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 asks that the department provide further evidence that the course is at an “advanced and in-depth level” (Goal 1) and spurs students to “mak[e] connections to out-of-class experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in the future.” (Goal 2). It is difficult to discern how the current assignment structure, which is limited to participation, two exams, and five short “write-ups”, promotes “an advanced, in-depth, [and] scholarly exploration” (ELO 1.2), or compels students to “identify, describe, and synthesize approaches or experiences” (ELO 2.1). Generally, courses at the level of the GEN Themes involve a long term and in-depth project or paper that incentivizes students to engage with a variety of viewpoints – i.e. “research or cutting-edge findings,” or other assignments that “deeply engage with the subject matter” (Goal 1), asking them to synthesize, describe, and interact with a wide variety of sources.
- b. The Subcommittee asks that the unit amend and/or expand the descriptions of the course’s major assignments (syllabus, p. 10) and the Course Schedule (syllabus, pp.15-19) to explain more thoroughly *how* they will engage with and assess students’ achievement of the GEN Theme ELOs. The Subcommittee offers the friendly suggestion that the unit consider how a student reading the descriptions of the assignments and the course calendar might see the theme “signposted” throughout.
- c. The Subcommittee asks that the department provide additional information about how class participation will be assessed in light of the GEN goals and ELOs. Since participation is 25% of the course grade, it will be important for students to understand how they are being assessed, and how that assessment related to the GEN goals and ELOs.
- d. Since the essay exams account for half of the course’s grade, the Subcommittee asks that the department provide examples of the exam questions/prompts, so that they can understand their relationship to the GEN Goals and ELOs.
- e. The Subcommittee asks that the department amend the course descriptions (syllabus, p. 1 and curriculum.osu.edu under “General Information”) to make clear that citizenship, diversity, and justice are the central focus of the course.
- f. The Subcommittee asks that the department amend the section of the syllabus that lists the goals and ELOs of the GEN category and outlines how this course, in particular, meets those goals and ELOs. The explanation of how the course meets the goals and ELOs should be a brief, student-friendly explanation that focuses on the logistical ways that the course will approach the theme and how students can expect to be evaluated on their achievement of the ELOs (in most cases, this is no more than one or two paragraphs). While they appreciate the detail provided here, duplicating the material from the GEN Submission form (which is aimed at faculty reviewers,) can be confusing and overwhelming for students.

g. As of August 29th, 2025, all syllabi must have either a link to the statements below or these statements written out in their entirety within the syllabus (the statement(s) in bold below are missing from the current syllabus and/or incomplete/out-of-date). Syllabi should link to the Office of Undergraduate Education's [Syllabus Policies & Statements webpage](#) and/or copy-and-paste the statements from the Office of Undergraduate Education's website.

- i. Academic Misconduct
- ii. **Student Life - Disability Services (missing campus-specific information)**
- iii. **Religious Accommodations (missing the link to holidays and religious observances)**
- iv. Intellectual Diversity

Instructors are also welcome to include any of the other standard and/or recommended syllabus statements found on the Office of Undergraduate Education's webpage which they deem relevant for their course. Please also refer to this page to ensure that the Title IX Statement on p. 12 of the syllabus (now a part of the statement on "Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct") and all other statements are current and accurate.

I will return Sociology 2111 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 Soland (faculty Chair of the Themes II Subcommittee; cc'd on this e-mail), or me.

Best,
Rachel



Rachel Steele, MA

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

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