

**From:** [Neff, Jennifer](#)  
**To:** [Romero, Eugenia](#); [Sanabria, Rachel](#)  
**Cc:** [Nagar, Ila](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Wade, Macy](#)  
**Subject:** Spanish 3798.30  
**Date:** Thursday, February 5, 2026 8:35:00 AM  
**Attachments:** [image001.png](#)

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Good morning,

On Wednesday, January 21<sup>st</sup>, the Themes Subcommittee 1 of the ASC Curriculum Committee reviewed a course proposal for Spanish 3798.30 to be included in the GEN Theme: Lived Environments 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 requests clarification regarding the structure and purpose of the Reading Bridge assignment (syllabus p. 4). It is unclear how these assignments function, what scholarly materials they involve, and what is expected of students in the associated presentations. Further explanation is needed to demonstrate how this assignment supports and assesses the ELOs and what students are being asked to do in practice.
- c. The Subcommittees notes limited evidence of sustained scholarly engagement with the Theme in the assigned materials. To better support ELO 1.2, the Subcommittee requests the incorporation of more advanced scholarly sources to meet the expectations of a GEN Themes course while remaining accessible to a general education audience.
- d. While the Subcommittee see potential for this course to be a strong fit for the Theme, it remains unclear how the ELOs are being assessed through the assignments. The Subcommittee requests clearer alignment between the assignments and Theme ELOs.
- e. The Subcommittee notes that several ELOs appear to be assessed through group or small group activities. To improve clarity for students, the Subcommittee requests the inclusion of an example of a student-led assignment that illustrates expectations, roles, and how learning outcomes are assessed.
- f. The Subcommittee notes [French 2803.02](#) as an example of a course that effectively incorporates scholarly readings and addresses the Theme ELOs effectively. They offer this as a reference point for the department's consideration.
- g. The Subcommittee recommends making explicit in the syllabus that this is a three-credit course and, as such, does not fulfill the Theme category. Given that this is a study abroad course, the Subcommittee notes that students may otherwise assume it functions like some four-credit study abroad courses that do satisfy the full Theme requirement.

I will return Spanish 3798.30 to the department queue via curriculum.osu.edu in order to address the Subcommittee's requests.

Should you have any questions about the feedback, please feel free to contact Ila Nagar (faculty Chair of the Themes Subcommittee 1; cc'd on this e-mail), or me.

Best,  
Jennifer



**Jennifer Neff**

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Pronouns: she/her/hers