

From: [Neff, Jennifer](#)
To: [Lin, Eden](#); [Shabel, Lisa](#); [Shuster, Amy](#)
Cc: [Nagar, Ila](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#); [Wade, Macy](#)
Subject: Philosophy 2751
Date: Wednesday, February 4, 2026 3:06:00 PM
Attachments: [image001.png](#)

Good afternoon,

On Wednesday, January 21st, the Themes Subcommittee 1 of the ASC Curriculum Committee reviewed a course proposal for Philosophy 2751 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 commends the overall design of the course and finds it to be thoughtfully constructed.
- c. The Subcommittee notes that ASC 3120, offered through the University Libraries, addresses related content. Both units may find it useful to be aware of the other course.
- d. The Subcommittee requests that the Lived Environments Theme goals and ELOs be added to the syllabus followed by a brief explanatory paragraph describing how the course meets these goals and ELOs. The Theme goals and ELOs can be found in an easy-to-copy-and-paste format on the [ASCCAS website](#).
- e. The Subcommittee requests that the syllabus more clearly articulate how digital environments are conceptualized as lived environments within the context of this course. This explanation should make it explicit how the course engages with the Lived Environments so that the Thematic connection is immediately clear to students.
- f. The Subcommittee requests that ELO 2.2 be strengthened by incorporating opportunities for self-reflection in the course (e.g., reflective writing, learning journals, or similar activities). 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 argumentative essays and fake news project emphasize self-guided learning, they do not necessarily require students to reflect on themselves as learners.
- g. The Subcommittee requests that the assignments be more explicitly aligned with the ELOs. Each ELO should be clearly assessed through graded coursework, and the syllabus should indicate how specific assignments correspond to the stated ELOs.

I will return Philosophy 2751 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



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Pronouns: she/her/hers