
Term Information

Effective Term Summer 2026

General Information

Course Bulletin Listing/Subject Area Near Eastn Lang and Cultures
Fiscal Unit/Academic Org Near East S Asian Lang/Culture - D0554
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2111
Course Title American Civic Literacy: Perspectives from Ancient Egypt
Transcript Abbreviation American Civic Lit
Course Description In this course, students will engage with how understanding civic literacy from different historical periods (modern United States and ancient Egypt) contributes to the flourishing of a society that promotes civic engagement with governments at local, regional, national, and international levels through lectures, online class discussions, and written assignments.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Greater or equal to 50% at a distance
Less than 50% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	16.1199
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Historical and Cultural Studies

Course Details

Course goals or learning objectives/outcomes

- 1. Analyze ways in which ideals in the United States and ancient Egypt shaped each civilization through engagement with primary (in translation for ancient texts) and secondary (modern) sources.
- 2. Examine how different types of governments – e.g., democratic republic (United States) and theocratic monarchy (ancient Egypt) – approach ruling a country.
- Students will then interpret how these systems are still being used by contemporary administrations throughout the world and the impact they have on the people being governed.
- 3. Utilize critical and logical thinking through the examination of primary (in translation for ancient texts) and secondary sources to reflect on how the governments of the United States and ancient Egypt influenced their country throughout their
- histories.
- 4. Develop an understanding about how the governments of the United States and ancient Egypt respond(ed) to and manage(d) societal issues.

Content Topic List

- Week 1: Introduction to Civic Literacy
 - 1.1 Introduction; Course Expectations; Why is American Civic Literacy Important?
 - Week 2: Declaring Freedom
 - 2.1 Declaration of Independence
 - Week 3: The Ruling Bodies
 - 3.1 Constitution of the United States part 1
 - Week 4: Central vs. State Power
 - 4.1 Constitution of the United States part 2
 - Week 5: Authority and Legitimacy
 - 5.1 Constitution of the United States part 3
 - Week 6: Unification of the Country
 - 6.1 Federalist Papers part 1
 - Week 7: Preventing Factions
 - 7.1 Federalist Papers part 2
 - Week 8: Taxation
 - 8.1 Federalist Papers part 3
 - Week 9: Checks and Balances
 - 9.1 Federalist Papers part 4
 - Week 10: Importance of a Justice System
 - 10.1 Federalist Papers part 5
 - Week 11: Proper Behavior
 - 11.1 Adam Smith, The Theory of Moral Sentiments
 - Week 12: Economic Systems
 - 12.1 Adam Smith, The Wealth of Nations
 - Week 13: Freedom and Human Rights
 - 13.1 Emancipation Proclamation
 - Week 14: Preserving the Union and Ethical Warfare
 - 14.1 Gettysburg Address
 - Week 15: Responding to Injustice
 - 15.1 Letter from a Birmingham Jail
- No

Sought Concurrence

Attachments

- NELC 2111 American Civic Literacy syllabus_Schellinger_26September2025.docx: first draft
(Syllabus. Owner: McDonald, Carrie)
- NELC 2111 GE.pdf: GE supporting documentation
(Other Supporting Documentation. Owner: McDonald, Carrie)
- NELC 2111 reviewed.pdf: DL Approval Cover sheet
(Other Supporting Documentation. Owner: McDonald, Carrie)
- DL Syllabus Template_NELC2111.docx: Updated DL syllabus
(Syllabus. Owner: McDonald, Carrie)

Comments

- I attached the updated DL syllabus and approved cover sheet. *(by McDonald,Carrie on 12/11/2025 09:41 AM)*
- The DL cover sheet filled out by Bob Mick has not been provided. *(by Vankeerbergen,Bernadette Chantal on 10/06/2025 09:59 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	McDonald,Carrie	10/02/2025 04:26 PM	Submitted for Approval
Approved	Brenner,Naomi	10/03/2025 08:49 AM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/06/2025 10:05 AM	College Approval
Submitted	McDonald,Carrie	12/11/2025 09:41 AM	Submitted for Approval
Approved	Brenner,Naomi	12/11/2025 09:47 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	12/18/2025 07:04 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	12/18/2025 07:04 PM	ASCCAO Approval



Syllabus

NELC/2111

American Civic Literacy: Perspectives from Ancient Egypt

Term: TBD

3 Credit Hours

Asynchronous Online

Course overview

Instructor

- Dr. Schellinger
- schellinger.1@osu.edu
- <https://osu.zoom.us/j/93330696316?pwd=ireqGtpUL1KWTL311xVB8eN98aKUeY.1>
- Office Hours: Online discussion board on Carmen, or by appointment on Zoom
 - <https://osu.zoom.us/j/92844210021?pwd=z2hU8wz6Rah1qVMLHUAHTOFcBicAjn.1>

Note: My preferred method of contact is a direct email not a Carmen message.

Course description

The United States of America and ancient Egypt can be considered two of the most powerful civilizations of the modern and ancient worlds. Despite being separated by thousands of years and ideological differences, each country has had a profound impact on the world. In this course, students will engage with how understanding civic literacy from different historical



periods (modern United States and ancient Egypt) contributes to the flourishing of a society that promotes civic engagement with governments at local, regional, national, and international levels through lectures, online class discussions, and written assignments. This investigation will allow students to understand how concepts found in American historical documents compare with ancient Egyptian government and society and how understanding civic society is key to informed citizenship. Through the investigation of primary and secondary sources, students will reflect on how a modern democratic republic and an ancient theocratic monarchy share similar values and systems of administration. By the end of this class, students will be able to describe the framework of each governmental system, how the different types of governments can be identified in modern society, how each government influenced their country, and how governments respond to and manage societal issues.

Course expected learning outcomes

By the end of this course, students should successfully be able to:

1. Analyze ways in which ideals in the United States and ancient Egypt shaped each civilization through engagement with primary (in translation for ancient texts) and secondary (modern) sources.
2. Examine how different types of governments – e.g., democratic republic (United States) and theocratic monarchy (ancient Egypt) – approach ruling a country. Students will then interpret how these systems are still being used by contemporary administrations throughout the world and the impact they have on the people being governed.
3. Utilize critical and logical thinking through the examination of primary (in translation for ancient texts) and secondary sources to reflect on how the governments of the United States and ancient Egypt influenced their country throughout their histories.
4. Develop an understanding about how the governments of the United States and ancient Egypt respond(ed) to and manage(d) societal issues.



General education goals and expected learning outcomes

As part of the Foundation: Historical Studies category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

1. Goal #1
 - a. Identify, differentiate, and analyze primary and secondary sources related to historical events, periods or ideas.
 - b. Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.
 - c. Use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs and behaviors.
 - d. Evaluate social and ethical implications in historical studies.

This course engages with historical texts from the United States that are pivotal to understanding the core ideals of the nation while comparing and contrasting them with comparable concepts from ancient Egypt. Through the close reading of primary (in translation for the ancient texts) and secondary sources students will analyze their subject matter, function, and meaning as well as the historical factors—political, social, and cultural alike—that contributed to their creation. The interdisciplinary nature of this course is foundational as it presents the social-historical context as integral to an understanding of cultural ideas and developments between two undeniably distinct civilizations. Additionally, this course will provide opportunities for students to reflect on cross-cultural comparisons between the civilizations covered as well as with their present-day contexts. The lectures, readings, and other assignments are designed to enhance students' overall critical thinking skills when examining historical documents and eras. By the end of this course, students will have developed an analytical and interpretive vocabulary that can be applied to a wide range of historical sources found in other courses and disciplines.



How this online course works

Mode of delivery

This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities

Each week, students will be expected to watch posted recorded lectures and/or videos (2 hours per week) and read the assigned primary and secondary documents (2 hours per week). Each lecture will begin with a recap of the previous lecture's material and an outline of what students should expect from the new material. Beginning in Week 3, students will have either a written assignment or a quiz to assess their understanding of the material covered (3 hours per week to be allotted for preparing for and completing the assessments). These assessments must be completed by 11:59pm on the Sunday concluding that week. Each week, students are expected to participate in an online discussion with their peers (1 hour) where they will engage with the week's materials from recorded lectures, videos, and readings. Videos explaining how to complete each type of assignment will be provided.

Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 9 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.

Participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:



Participating in online activities

Each week, students are expected to participate in an online discussion with their peers where they will engage with the week's materials from recorded lectures, videos, and readings. Each student is required to make one substantive (200-300 words) post responding to the week's prompt, and to actively engage with the other students' posts including the following for all of the assigned readings:

1. At least one *thoughtful* comment about what you learned from the readings and discussions.
2. At least one *engaging* question you still have about the topics discussed.
3. At least one *substantial* response to one of your fellow students' comments/questions.

To receive credit, you must post each week no later than Sunday by 11:59pm to the discussion board on Carmen. The rubric for how your discussions will be graded is included with the assignments in Carmen.

Office hours and live sessions (optional)

There will not be any live scheduled events for the course. If you need to schedule a live office hours session with me, please email me and we will schedule a meeting.

Course communication guidelines

Students can expect to be able to communicate with the Professor through a live discussion board that will also serve as primary office hours. This discussion board will be visible to the entire class. If a student needs to speak with me about an issue that they do not want to share with the entire class, the student should email me directly (schellinger.1@osu.edu) and we will arrange a time to meet via Zoom.



Writing style

Students are expected to use proper grammar and spelling in all written works including but not limited to emails to the Professor, the online discussion board, written assignments, etc. Students should also remember that when addressing the Professor, they should maintain a formal writing style as they are not contacting a peer.

Tone and civility

It is imperative that there be an atmosphere of trust and safety in any classroom, whether in-person or online. It is my goal to foster an environment in which each student is able to be heard and respected. It is critical that each student shows respect to others even in an online classroom. Please let me know if something is said or done that is particularly troubling or causes discomfort or offense. While the intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention.

If I notice that students are not being civil to each other, particularly in the online discussions, the offending students will be required to meet with me via Zoom to discuss their behavior. If the behavior does not improve following the meeting, the student may be removed from the course.

Citing your sources

Students are expected to cite all sources in course assessments using the Chicago Manual of Style. Information about this citation style can be found [here](#).

Protecting and saving your work

It is highly encouraged that students compose their assignments in documents or word processing tools outside of Carmen where they can ensure their work will be saved. This will ensure your work gets backed



up in case you encounter any issues with browser time-outs, failed submission attempts, or lack of internet connectivity.

Course materials and technologies

Textbooks

All reading materials will be made available through Carmen.

Other fees or requirements

There are no other fees or requirements.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](mailto:8help@osu.edu), and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required Equipment



- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass website for more information: <https://buckeyepass.osu.edu/>
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading and instructor response



How your grade is calculated

Assignment Category	Points and/or Percentage
Quizzes	25%
Writing Assignments	25%
Online Discussions and Reflection Video	20%
Final Exam (cumulative)	30%
Total	100%

Description of major course assignments

Quizzes

- **Description**

There will be six (6) quizzes throughout the semester, approximately every other week on Fridays. These quizzes are designed to encourage continuous review of the material and will test your grasp of the readings, concepts, terms, and historical contexts (United States and Ancient Egypt) that we have covered. They will feature a variety of question types, including multiple choice, fill-in-the-blank, matching, and short answer. Your lowest quiz grade will be dropped.

- **Academic integrity and collaboration guidelines**



Quizzes will be taken on Carmen, and you are only allowed one (1) attempt. **It is your responsibility to ensure your internet connection is stable and your device is fully charged to prevent disruptions during the quizzes.** Each student is expected to complete the quizzes on their own. No collaboration with other students is permitted. Quizzes are also closed book and closed notes. Use of outside resources to complete the quizzes is strictly prohibited. If a student is suspected of consulting other students or outside resources, they may be charged with academic misconduct.

Writing Assignments

- **Description**

You will complete six (6) written assignments (500-600 words each) approximately every other week. These assignments will follow a variety of formats designed to improve your observational, descriptive, and analytical skills. Several will take the form of short essays on the United States primary sources we have examined while others will have you analyze primary sources (in translation) from ancient Egypt. The rubric for how your assignments will be graded is included with the assignment instructions in Carmen. Your lowest assignment grade will be dropped.

- **Academic integrity and collaboration guidelines**

All student assignments will be submitted through Turnitin, an online plagiarism checker which compares each student writing with others submitted for the course, and for other courses at Ohio State and other universities and educational institutions nationwide. Student written work, including papers, short writings, projects, and exams are to be researched and written by each individual student and should not be completed as group work unless otherwise indicated. Use of AI, unless authorized by the Professor, is strictly prohibited and constitutes plagiarism. If a student is suspected of using AI or other students to complete the



written assignments, they may be charged with academic misconduct.

To receive credit, you must submit each writing assignment no later than Sunday by 11:59pm on Carmen.

Online Discussions and Reflection Video

○ Description

This course assumes an interactive approach in its structure and in its presentation, which requires engaged participation from all members of the class. You are required to participate in weekly discussions of the assigned readings by posting weekly to the discussion board. This includes soliciting questions and comments from peers and professors, engaging in meaningful conversation, and actively engaging with your classmates' posts. Each student is required to make one substantive (200-300 words) post responding to the week's prompt, and to actively engage with the other students' posts including the following for all of the assigned readings:

1. At least one *thoughtful* comment about what you learned from the readings and discussions.
2. At least one *engaging* question you still have about the topics discussed.
3. At least one *substantial* response to one of your fellow students' comments/questions.

To receive credit, you must post each week no later than Sunday by 11:59pm to the discussion board on Carmen. The rubric for how your discussions will be graded is included with the assignments in Carmen.

Instead of online discussion posts during the last week of class, students will create and upload a video (for the Professor's viewing only). These videos (5-6 minutes in length) should focus on how a



government's response to events and ideas, as presented in the primary and secondary documents covered in the course, have influenced people's perceptions, beliefs, and behaviors in both ancient and modern times, with particular emphasis on their own lives and lived experiences. Students are expected to cite specific topics, readings, and discussion points from the entire semester to support their statements. An instructional video about how to record and upload your video will be posted to Carmen.

- **Academic integrity and collaboration guidelines**

Students are expected to prepare the content of their videos on their own. Students are expected to be visible in their videos. The use of AI, or AI-generated images, including modifications to them as a person, is not permitted on this assignment. If a student is suspected of using AI, or AI-generated images, to complete their video, they may be charged with academic misconduct.

Final Exam (cumulative)

- **Description**

- There will be a final exam held during the university-appointed date and time. This exam will be cumulative to assesses your proficiency with the required United States documents covered throughout the semester. The format is open-note and will consist of several types of questions including multiple choice, fill-in-the-blank, matching, short answer, and essay questions. As with the quizzes, you are only allowed one (1) attempt. It is your responsibility to ensure your internet connection is stable and your device is fully charged to prevent disruptions during the final exam.

- **Academic integrity and collaboration guidelines**

The Final Exam will be taken on Carmen, and you are only allowed one (1) attempt. **It is your responsibility to ensure your**



internet connection is stable and your device is fully charged to prevent disruptions during the exam. Each student is expected to complete the exam on their own. No collaboration with other students is permitted. The Final Exam is also closed book and closed notes. Use of outside resources to complete the exam is strictly prohibited. If a student is suspected of consulting other students or outside resources, they may be charged with academic misconduct.

Late assignments

Late assignments will be accepted with a penalty of 10% per day late and will not be accepted after three (3) days following the deadline.

Grading Scale

- 93-100: A
- 90-92: A—
- 87-89: B+
- 83-86: B
- 80-82: B—
- 77-79: C+
- 73-76: C
- 70-72: C—
- 67-69: D+
- 60-66: D
- Under 60: E

Instructor feedback and response time

Students can expect to receive a grade and feedback on assignments within a week of the due date. If a student submits an assignment after the deadline, they can expect to receive a grade and feedback within a week of their submission date. If a student has any questions about a grade or the feedback they received, they may email the Professor directly



(schellinger.1@osu.edu), and we will arrange a time to meet via Zoom and discuss their questions or concerns.

Grading and feedback

Students can expect to receive a grade and feedback on assignments within a week of the due date. If a student submits an assignment after the deadline, they can expect to receive a grade and feedback within a week of their submission date.

Preferred contact method

Students can expect to receive a response to a question or concern sent to the Instructor within 48 hours of receiving the message. Please note that messages sent over the weekend or during a University-scheduled break may take longer.

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct:

<http://studentlife.osu.edu/csc/>

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have



violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an environment free from harassment, discrimination, and sexual misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual



misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at <http://civilrights.osu.edu/>,

Call 614-247-5838 or TTY 614-688-8605,

Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Intellectual diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping



them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.



If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of



the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Civil Rights Compliance: <https://civilrights.osu.edu/>

Policy: Religious Holidays, Holy Days and Observances

Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.

Week	Date	Topics/Readings/Assignments	Assessments Due
1		Topic: Introduction to Civic Literacy 1.1 Why is American Civic Literacy Important? 1.2a Principles of Civic Literacy in Ancient Egypt 1.2b Understanding Primary vs. Secondary Sources Reading: Moreno García, "The Study of Ancient Egyptian Administration," pp. 1-18.	Online Discussion #1



Week	Date	Topics/Readings/Assignments	Assessments Due
2		Topic: Declaring Freedom 2.1 The Declaration of Independence Reading: The United States Declaration of Independence 2.2 The Concept of <i>ma'at</i> and its Importance in Ancient Egyptian Society Reading: Tyldesley, "Maat and the King," pp. 16-33.	Online Discussion #2
3		Topic: The Ruling Bodies 3.1 The United States Constitution part 1 Reading: Articles I, II, and III 3.2 Organization of the Pharaonic State Reading: Cruz-Urbe, "A Model for the Political Structure of Ancient Egypt," pp. 45-53.	Online Discussion #3 Quiz #1



Week	Date	Topics/Readings/Assignments	Assessments Due
4		<p>Topic: Central vs. State Power</p> <p>4.1 The Constitution of the United States part 2</p> <p>Reading: Articles IV and V</p> <p>4.2 Nomes and Nomarchs in Ancient Egypt</p> <p>Reading: Willems, "Nomarchs and Local Potentates: The Provincial Administration in the Middle Kingdom," pp. 341-392.</p>	<p>Online Discussion #4</p> <p>Written Assignment #1</p>
5		<p>Topic: Authority and Legitimacy</p> <p>5.1 The Constitution of the United States part 3</p> <p>Reading: Articles VI and VII</p> <p>5.2 Pharaoh and Absolute Power</p> <p>Reading: Moreno García, "Beyond the Absolutist Pharaoh," pp. 228-269.</p>	<p>Online Discussion #5</p> <p>Quiz #2</p>



Week	Date	Topics/Readings/Assignments	Assessments Due
6		<p>Topic: Unification of the Country</p> <p>6.1 The Federalist Papers part 1</p> <p>Reading: Federalist Paper no. 2</p> <p>6.2 Unification of Ancient Egypt</p> <p>Reading: Wilkinson, "What a King is This: Narmer and the Concept of the Ruler," pp. 23-32.</p>	<p>Online Discussion #6</p> <p>Written Assignment #2</p>
7		<p>Topic: Preventing Factions</p> <p>7.1 The Federalist Papers part 2</p> <p>Reading: Federalist Paper no. 10</p> <p>7.2 Alternate Power in Ancient Egypt</p> <p>Reading: Moreno García, "The 'Other' Administration: Patronage, Factions, and Informal Networks of Power in Ancient Egypt," pp. 1029-1065.</p>	<p>Online Discussion #7</p> <p>Quiz #3</p>



Week	Date	Topics/Readings/Assignments	Assessments Due
8		Topic: Taxation 8.1 The Federalist Papers part 3 Reading: Federalist Paper no. 30 8.2 Taxation in Ancient Egypt Reading: Ezzamel, "The Economic Resources of the State: Taxation," pp. 140-164.	Online Discussion #8 Written Assignment #3
9		Topic: Checks and Balances 9.1 The Federalist Papers part 4 Reading: Federalist Paper no. 51 9.2 Balancing Power in Ancient Egypt Reading: Kóthay, "Categorisation, Classification, and Social Reality: Administrative Control and Interaction with the Population," pp. 479-520.	Online Discussion #9 Quiz #4



Week	Date	Topics/Readings/Assignments	Assessments Due
10		<p>Topic: Importance of a Justice System</p> <p>10.1 The Federalist Papers part 5</p> <p>Reading: Federalist Paper no. 78</p> <p>10.2 Law and Order in Ancient Egypt</p> <p>Reading: van Blerk, "The Emergence of Law in Ancient Egypt: The Role of <i>Maat</i>," pp. 69-88.</p>	<p>Online Discussion #10</p> <p>Written Assignment #4</p>
11		<p>Topic: Proper Behavior</p> <p>11.1 Adam Smith, <i>The Theory of Moral Sentiments</i></p> <p>Reading: Adam Smith, <i>The Theory of Moral Sentiments</i></p> <p>11.2 Ancient Egyptian Morality and Politics</p> <p>Reading: Jeffers, "Embodying Justice in Ancient Egypt: <i>The Tale of the Eloquent Peasant</i> as a Classic of Political Philosophy," pp. 421-442.</p>	<p>Online Discussion #11</p> <p>Quiz #5</p>



Week	Date	Topics/Readings/Assignments	Assessments Due
12		<p>Topic: Economic Systems</p> <p>12.1 Adam Smith, <i>The Wealth of Nations</i></p> <p>Reading: Adam Smith, <i>The Wealth of Nations</i></p> <p>12.2 Ancient Egyptian Economics</p> <p>Reading: Ezzamel, "Labour, the State, and Redistribution," pp. 165-196.</p>	<p>Online Discussion #12</p> <p>Written Assignment #5</p>
13		<p>Topic: Freedom and Human Rights</p> <p>13.1 The Emancipation Proclamation</p> <p>Reading: <i>The Emancipation Proclamation</i></p> <p>13.2 Human Rights in Ancient Egypt</p> <p>Reading: Loprieno, "Slavery and Servitude," pp. 1-19.</p>	<p>Online Discussion #13</p> <p>Quiz #6</p>



Week	Date	Topics/Readings/Assignments	Assessments Due
14		Topic: Preserving the Union and Ethical Warfare 14.1 The Gettysburg Address Reading: <i>The Gettysburg Address</i> 14.2 Warfare in Ancient Egypt Reading: Cox, "Expanding the History of the Just War: The Ethics of War in Ancient Egypt," pp. 371-384.	Online Discussion #14 Written Assignment #6
15		Topic: Responding to Injustice 15.1 Letter from a Birmingham Jail Reading: Dr. Martin Luther King, Jr., <i>Letter from a Birmingham Jail</i> 15.2 Values, <i>Ma'at</i> , and Society in Ancient Egypt Reading: Vernus, "The Crisis of Values in the New Kingdom," pp. 121-149.	Reflection Video



Week	Date	Topics/Readings/Assignments	Assessments Due
Finals		N/A	Final Exam (cumulative) during University Scheduled Finals Week

American Civic Literacy: Perspectives from Ancient Egypt
Near Eastern and South Asian Languages and Cultures NELC 2111
The Ohio State University

Instructor: Dr. Sarah Schellinger (to be addressed as Dr. Schellinger)

Email: schellinger.1@osu.edu

Course Zoom link: TBD (Zoom link to be provided)

Office hours: Thursdays 12:00-1:00, or by Zoom appointment (Zoom link to be provided)

Note: My preferred method of contact is a direct email to schellinger.1@osu.edu versus Carmen messages.

Class time: Asynchronous, distance learning course taught 100% online

Course Description:

The United States of America and ancient Egypt can be considered two of the most powerful civilizations of the modern and ancient worlds. Despite being separated by thousands of years and ideological differences, each country has had a profound impact on the world. In this course, students will engage with how understanding civic literacy from different historical periods (modern United States and ancient Egypt) contributes to the flourishing of a society that promotes civic engagement with governments at local, regional, national, and international levels through lectures, online class discussions, and written assignments. This investigation will allow students to understand how concepts found in American historical documents compare with ancient Egyptian government and society and how understanding civic society is key to informed citizenship. Through the investigation of primary and secondary sources, students will reflect on how a modern democratic republic and an ancient theocratic monarchy share similar values and systems of administration. By the end of this class, students will be able to describe the framework of each governmental system, how the different types of governments can be identified in modern society, how each government influenced their country, and how governments respond to and manage societal issues.

Course Objectives:

By the end of this course, students should be able to accomplish the following:

1. Analyze ways in which ideals in the United States and ancient Egypt shaped each civilization through engagement with primary (in translation for ancient texts) and secondary (modern) sources.
2. Examine how different types of governments – e.g., democratic republic (United States) and theocratic monarchy (ancient Egypt) – approach ruling a country. Students will then interpret how these systems are still being used by contemporary administrations throughout the world and the impact they have on the people being governed.
3. Utilize critical and logical thinking through the examination of primary (in translation for ancient texts) and secondary sources to reflect on how the governments of the United States and ancient Egypt influenced their country throughout their histories.

4. Develop an understanding about how the governments of the United States and ancient Egypt respond(ed) to and manage(d) societal issues.

GE Objectives:

This course is part of the University's General Education ("GE") requirement for "Foundation: Historical Studies." Below are the university-defined "goals" and "expected learning outcomes" for each.

FOUNDATION: HISTORICAL STUDIES:

Goal:

Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcomes:

1.1A. Identify, differentiate, and analyze primary and secondary sources related to historical events, periods or ideas.

1.2A. Use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue.

1.3A. Use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs and behaviors.

1.4A. Evaluate social and ethical implications in historical studies.

HOW NELC 2111 FULFILLS THESE GE CATEGORIES:

This course engages with historical texts from the United States that are pivotal to understanding the core ideals of the nation while comparing and contrasting them with comparable concepts from ancient Egypt. Through the close reading of primary (in translation for the ancient texts) and secondary sources students will analyze their subject matter, function, and meaning as well as the historical factors—political, social, and cultural alike—that contributed to their creation. The interdisciplinary nature of this course is foundational as it presents the social-historical context as integral to an understanding of cultural ideas and developments between two undeniably distinct civilizations. Additionally, this course will provide opportunities for students to reflect on cross-cultural comparisons between the civilizations covered as well as with their present-day contexts. The lectures, readings, and other assignments are designed to enhance students' overall critical thinking skills when examining historical documents and eras. By the end of this course, students will have developed an analytical and interpretive vocabulary that can be applied to a wide range of historical sources found in other courses and disciplines.

HOW THIS ONLINE COURSE WORKS:

Mode of Delivery:

This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Class hours and work expectations:

This is a 3-credit-hour course. According to Ohio State policy (go.osu.edu/credithours), students should expect around 9 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.

COURSE TECHNOLOGY**Technology Support:**

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at it.osu.edu/help, and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology Skills Needed for This Course:

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required Equipment:

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required Software:

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access:

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass website for more information: <https://buckeyepass.osu.edu/>
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Required Course Textbooks:

All reading materials will be made available through Carmen.

Course outline:**Week 1: Introduction to Civic Literacy****1.1 Introduction; Course Expectations; Why is American Civic Literacy Important?**

Reading: No assigned readings

1.2 Principles of Civic Literacy in Ancient Egypt; Understanding Primary vs. Secondary Sources

Reading: Moreno García, “The Study of Ancient Egyptian Administration,” pp. 1-18.

This week’s ancient Egyptian reading will provide students with the foundation they need to understand how the ancient Egyptians established their administrative system.

Week 2: Declaring Freedom**2.1 Declaration of Independence**

Reading: United States Declaration of Independence

2.2 The Concept of *ma’at* and its Importance in Ancient Egyptian Society

Reading: Tyldesley, “Maat and the King,” pp. 16-33.

This week’s ancient Egyptian reading will provide students with the understanding of the concept of *ma’at*, loosely translated to all things that are good and right, which was the basis for ancient Egyptian life at all levels of society, a foundational element in the Declaration of Independence.

Week 3: The Ruling Bodies**3.1 Constitution of the United States part 1**

Reading: Constitution of the United States, Articles I, II, and III

3.2 Organization of the Pharaonic State

Reading: Cruz-Uribe, “A Model for the Political Structure of Ancient Egypt,” pp. 45-53.

Due: Quiz #1

This week’s ancient Egyptian reading will provide students with the framework of the hierarchy of government in ancient Egypt which is comparable to the ideas presented in the first three articles of the Constitution of the United States.

Week 4: Central vs. State Power

4.1 Constitution of the United States part 2

Reading: Constitution of the United States, Articles IV and V

4.2 Nomes and Nomarchs in Ancient Egypt

Reading: Willems, “Nomarchs and Local Potentates: The Provincial Administration in the Middle Kingdom,” pp. 341-392.

Due: Written assignment #1

This week’s ancient Egyptian reading will provide students with how the ancient Egyptians governed the residents outside of the capital which is comparable to ideas presented in the fourth and fifth articles of the Constitution of the United States.

Week 5: Authority and Legitimacy

5.1 Constitution of the United States part 3

Reading: Constitution of the United States, Articles VI and VII

5.2 Pharaoh and Absolute Power

Reading: Moreno García, “Beyond the Absolutist Pharaoh,” pp. 228-269.

Due: Quiz #2

This week’s ancient Egyptian reading will provide students with how the ancient Egyptians viewed the Pharaoh and whether or not the average Egyptians saw him as an absolute ruler which is comparable to ideas presented in the sixth and seventh articles of the Constitution of the United States.

Week 6: Unification of the Country

6.1 Federalist Papers part 1

Reading: Federalist Paper no. 2

6.2 Unification of Ancient Egypt

Reading: Wilkinson, “What a King is This: Narmer and the Concept of the Ruler,” pp. 23-32.

Due: Written assignment #2

This week’s ancient Egyptian reading will provide students with the understanding of how the ancient Egyptians established kingship in their country upon its unification under King Narmer which is comparable to the ideas presented in Federalist Paper no. 2.

Week 7: Preventing Factions

7.1 Federalist Papers part 2

Reading: Federalist Paper no. 10

7.2 Alternate Power in Ancient Egypt

Reading: Moreno García, “The ‘Other’ Administration: Patronage, Factions, and Informal Networks of Power in Ancient Egypt,” pp. 1029-1065.

Due: Quiz #3

This week’s ancient Egyptian reading will provide students with the understanding of how the ancient Egyptians handled factions within the country despite an authoritarian ruler which is comparable to the ideas presented in Federalist Paper no. 10.

Week 8: Taxation

8.1 Federalist Papers part 3

Reading: Federalist Paper no. 30

8.2 Taxation in Ancient Egypt

Reading: Ezzamel, “The Economic Resources of the State: Taxation,” pp. 140-164.

Due: Written assignment #3

This week’s ancient Egyptian reading will provide students with the understanding of taxation in ancient Egypt which is comparable to the ideas presented in Federalist Paper no. 30.

Week 9: Checks and Balances

9.1 Federalist Papers part 4

Reading: Federalist Paper no. 51

9.2 Balancing Power in Ancient Egypt

Reading: Kóthay, “Categorisation, Classification, and Social Reality: Administrative Control and Interaction with the Population,” pp. 479-520.

Due: Quiz #4

This week’s ancient Egyptian reading will provide students with an understanding of how the ancient Egyptians ensured a balance of power despite having an authoritarian ruler which is comparable to concepts found in Federalist Paper no. 51.

Week 10: Importance of a Justice System

10.1 Federalist Papers part 5

Reading: Federalist Paper no. 78

10.2 Law and Order in Ancient Egypt

Reading: van Blerk, “The Emergence of Law in Ancient Egypt: The Role of *Maat*,” pp. 69-88.

Due: Written assignment #4

This week’s ancient Egyptian reading will provide students with an understanding of the ancient Egyptian justice system which is comparable to concepts found in Federalist Paper no. 78.

Week 11: Proper Behavior

11.1 Adam Smith, *The Theory of Moral Sentiments*

Reading: Adam Smith, *The Theory of Moral Sentiments*.

11.2 Ancient Egyptian Morality and Politics

Reading: Jeffers, “Embodying Justice in Ancient Egypt: *The Tale of the Eloquent Peasant* as a Classic of Political Philosophy,” pp. 421-442.

Due: Quiz #5

This week’s ancient Egyptian reading will provide students with an understanding of how the ancient Egyptians viewed the treatment of non-elite members of society which is comparable to concepts found in *The Theory of Moral Sentiments*.

Week 12: Economic Systems

12.1 Adam Smith, *The Wealth of Nations*

Reading: Adam Smith, *The Wealth of Nations*.

12.2 Ancient Egyptian Economics

Reading: Ezzamel, “Labour, the State, and Redistribution,” pp. 165-196.

Due: Written assignment #5

This week’s ancient Egyptian reading will provide students with an understanding of the ancient Egyptians’ economic system which is comparable to concepts found in *The Wealth of Nations*.

Week 13: Freedom and Human Rights

13.1 Emancipation Proclamation

Reading: Emancipation Proclamation

13.2 Human Rights in Ancient Egypt

Reading: Loprieno, "Slavery and Servitude," pp. 1-19.

Due: Quiz #6

This week's ancient Egyptian reading will provide students with an understanding of how the ancient Egyptians viewed the rights of others and how they were treated in society which is comparable to concepts found in the Emancipation Proclamation.

Week 14: Preserving the Union and Ethical Warfare

14.1 Gettysburg Address

Reading: Gettysburg Address

14.2 Warfare in Ancient Egypt

Reading: Cox, "Expanding the History of the Just War: The Ethics of War in Ancient Egypt," pp. 371-384.

Due: Written assignment #6

This week's ancient Egyptian reading will provide students with an understanding of how the ancient Egyptians viewed warfare which is comparable to concepts found in the Gettysburg Address.

Week 15: Responding to Injustice

15.1 Letter from a Birmingham Jail

Reading: Dr. Martin Luther King, Jr., Letter from a Birmingham Jail

15.2 Values, *Ma'at*, and Society in Ancient Egypt

Reading: Vernus, "The Crisis of Values in the New Kingdom," pp. 121-149.

Due: Reflection video

This week's ancient Egyptian reading will provide students with a deeper understanding of the concept of *ma'at* (all good, right, ethical things) in ancient Egyptian society which is comparable to concepts in a Letter from a Birmingham Jail.

Final Exam: During University Scheduled Finals Week

Methods of Evaluation:

1. Quizzes (25%): There will be six (6) quizzes throughout the semester, approximately every other week on Fridays. These quizzes are designed to encourage continuous review of the material and will test your grasp of the readings, concepts, terms, and historical contexts (United States and Ancient Egypt) that we have covered. They will feature a variety of question types, including multiple choice, fill-in-the-blank, matching, and short answer. Quizzes will be taken on Carmen, and you are only allowed one (1) attempt. **It is your responsibility to ensure your internet connection is stable and your device is fully charged to prevent disruptions during the quizzes.** Your lowest quiz grade will be dropped.

2. Writing Assignments (25%): You will complete six (6) written assignments (500-600 words each) approximately every other week. These assignments will follow a variety of formats designed to improve your observational, descriptive, and analytical skills. Several will take the form of short essays on the United States primary sources we have examined while others will have you analyze primary sources (in translation) from ancient Egypt. The rubric for how your assignments will be graded is included with the assignment instructions in Carmen. Your lowest assignment grade will be dropped.

All student assignments will be submitted through Turnitin, an online plagiarism checker which compares each student writing with others submitted for the course, and for other courses at Ohio State and other universities and educational institutions nationwide. Student written work, including papers, short writings, projects, and exams are to be researched and written by each individual student and should not be completed as group work unless otherwise indicated.

Class AI Policy: In this class I expect you to complete your work without using AI software or AI-generated sources to augment, analyze, or write your assignments. All work submitted should be the result of your own efforts and understanding. Course assignments have been crafted to make AI capabilities ineffective and therefore more obvious to detect. If I suspect that a student has utilized AI generation for any part of an assignment, I am obligated to submit a claim to the University Committee on Academic Misconduct.

3. Online Discussions and Reflection Video (20%): This course assumes an interactive approach in its structure and in its presentation, which requires engaged participation from all members of the class. You are required to participate in weekly discussions of the assigned readings by posting weekly to the discussion board. This includes soliciting questions and comments from peers and professors, engaging in meaningful conversation, and actively engaging with your classmates' posts. Each student is required to make one substantive (200-300 words) post responding to the week's prompt, and to actively engage with the other students' posts including the following for *all of the assigned readings*:

1. At least one *thoughtful* comment about what you learned from the readings and discussions.
2. At least one *engaging* question you still have about the topics discussed.
3. At least one *substantial* response to one of your fellow students' comments/questions.

To receive credit, you must post each week no later than Friday by 11:59pm to the discussion board on Carmen. The rubric for how your discussions will be graded is included

with the assignments in Carmen.

Instead of online discussion posts during the last week of class, students will create and upload a video (for the professor's viewing only). These videos (5-6 minutes in length) should focus on how a government's response to events and ideas, as presented in the primary and secondary documents covered in the course, have influenced people's perceptions, beliefs, and behaviors in both ancient and modern times, with particular emphasis on their own lives and lived experiences. Students are expected to cite specific topics, readings, and discussion points from the entire semester to support their statements.

4. Final Exam (30%): There will be a final exam held during the university-appointed date and time. This exam will be cumulative to assesses your proficiency with the required United States documents covered throughout the semester. The format is open-note and will consist of several types of questions including multiple choice, fill-in-the-blank, matching, short answer, and essay questions. As with the quizzes, you are only allowed one (1) attempt. **It is your responsibility to ensure your internet connection is stable and your device is fully charged to prevent disruptions during the final exam.**

Grade Calculation Summary:

Quizzes	25% (5% each)
Writing Assignments	25% (5% each)
Online Discussions and Reflection Video	20%
Final Exam (cumulative)	30%
Total	100%

Grading scale:

A: 93-100	B-: 80-82.9	D+: 67-69.9
A-: 90-92.9	C+: 77-79.9	D: 60-66.9
B+: 87-89.9	C: 73-76.9	E: 59.9 and below
B: 83-86.9	C-: 70-72.9	

Supplementary Statements:

Respect for Each Other Policy:

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit to us all. It is my intent to present materials and activities that are respectful of diversity, including but not limited to: gender identity, sexuality, accessibility, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, for other students, or for student groups.

It is imperative that there be an atmosphere of trust and safety in the classroom. I will attempt to foster an environment in which each class member is able to hear and respect each other. It is

critical that each class member show respect for each other in class. Please let me know if something said or done in the classroom, by either myself or other students, that is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention.

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

Religious Accommodations:

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#) (Policy: [Religious Holidays, Holy Days and Observances](#)).

Plagiarism: The representation of another's works or ideas as one's own. It includes the unacknowledged word for word use and/or paraphrasing of another person's work and/or the inappropriate unacknowledged use of another person's ideas. Please ask me if you have any questions about this. All suspected cases are reported to the Committee on Academic Misconduct, in accordance with university rules. Substantiated cases would mean a failing grade in the course and possibly expulsion, according to university rules. I use anti-plagiarism software to check for undocumented source material.

Collaboration and sharing ideas from others, however, is a good thing. We learn by building on each other's ideas. Just make sure you acknowledge your sources. Also, do something with the ideas of others: evaluate them, relate them to other ideas, argue for or against them, give your own examples illustrating them.

Simply put: Give credit where credit is due.

Academic Misconduct:

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

Academic Accessibility Policy:

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

Health and Safety:

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Academic well-being:

There are many resources available at OSU for students who would like academic support, including the Writing Center, Dennis Learning Center, and other services. If you find yourself in circumstances that pose a serious challenge to your ability to keep up academically (e.g., ongoing family crisis, chronic illness, hospitalization, financial crisis, or being a victim of violence), Student Advocacy is available to help you manage the situation.

- Writing Center: <http://cstw.osu.edu>
- Dennis Learning Center: <http://dennislearningcenter.osu.edu>
- Student Advocacy: <http://advocacy.osu.edu>
- An overview of student academic services and other direct links can be found here: <http://advising.osu.edu/welcome.shtml>

Personal well-being:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

An overview of student well-being services can be found here: <http://ssc.osu.edu>.

Healthcare is available for all students at the Wilce Student Health Center on campus and accepts many insurance plans; it is mostly free for those on OSU student health insurance. If you are ill, they can give you an absence excuse as well as treatment. Same-day weekday appointments are available. After hours and on weekends, there are OSU urgent care facilities near campus that accept insurance; see <https://shs.osu.edu/emergencies/after-hours-care/>.

Increasing numbers of students are finding themselves without adequate food. The Buckeye Food Alliance (<https://www.buckeyefoodalliance.org>, 614-285-4067) runs a free food pantry for OSU students in Lincoln Tower, Suite 150, that is open four days a week.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <https://civilrights.osu.edu/title-ix> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. **Being a victim/survivor of sexual assault is never your fault, and you have the right to compassionate help.**

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

Please do not hesitate to reach out if you are struggling and need help finding assistance.

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: _____

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy **either** the ELOs for Historical Studies **or** the ELOs for Cultural Studies.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression. Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Writing and Information Literacy (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

Course Subject & Number: _____

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data. Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

Course Subject & Number: _____

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences
(Updated 2-1-24)

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. See [Carmen: Common Sense Best Practices](#) and [Carmen Fast Facts for Instructors](#) for more on using CarmenCanvas

☐ A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

☐ Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

☐ Syllabus is consistent and is easy to understand from the student perspective.

☐ Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

☐ If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).



Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

For more on Regular and Substantive Interaction: [Regular Substantive Interaction \(RSI\) Guidance](#)

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- ☐ Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (**required**).

- ☐ Regular instructor communications with the class via announcements or weekly check-ins.
- ☐ Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.
- ☐ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- ☐ Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above).

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- ☐ The tools used in the course support the learning outcomes and competencies.
- ☐ Course tools promote learner engagement and active learning.
- ☐ Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.
- ☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery (**required**)? (For DH, address what is planned for in-person meetings as well)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:



Workload Estimation

For more information about estimating student workload, see [Workload Estimation](#).

- ☐ Course credit hours align with estimated average weekly time to complete the course successfully.
- ☐ Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate (**required**):

- ☐ In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

See [Creating an Accessible Course](#) for more information. For tools and training on accessibility: [Digital Accessibility Services](#).

- ☐ Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- ☐ Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.



Additional comments (optional):

Academic Integrity

For more information: [*Promoting Academic Integrity*](#).

- ☐ The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- ☐ Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [*Designing Assessments for Students*](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- ☐ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- ☐ Variety of assignment formats to provide students with multiple means of demonstrating learning.
- ☐ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.



Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course or select methods above (**required**):

Community Building

For more information: [Student Interaction Online](#) and [Creating Community on Your Online Course](#)

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- ☐ Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- ☐ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- ☐ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above)

Transparency and Metacognitive Explanations

For more information: [Increasing Transparency and Metacognition](#)

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- ☐ Instructor explanations about the learning goals and overall design or organization of the course.
- ☐ Context or rationale to explain the purpose and relevance of major tasks and assignments.



- ☐ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- ☐ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- ☐ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- ☐ Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Bob Mick* on *12/8/25*

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

Attachment from ODE/Bob Mick

NELC 2111 – American Civil Literacy: Perspectives from Ancient Egypt

I am returning the signed Distance Approval Cover Sheet after completing the review of the distance learning syllabus and cover sheet. Below are my comments regarding the syllabus.

1. Instructor Presence and Regular Substantiative Interaction (RSI):

Regular and substantiative interaction will exist on a regular weekly basis in the course between the instructor and students that includes:

- Direct instruction (2 hr. recorded lecture videos each week)
- Instructor assessing and providing weekly feedback on student's course work and assignments
- Facilitating group discussion (required weekly discussion board posts monitored and graded by the instructor and required responses to other student posts)
- Instructor providing opportunities to ask questions on content of course through email, discussion board posts and live office hours

2. How this Online Course Works

This section provides direction for the students so they are aware of what they will be expected to complete each week and how they will interact with the instructor in this online course.

4. Credit hours and work expectations

The information in the syllabus and cover sheet states the total amount of time to be spent on this course with direct and indirect instruction is an average of 9 hours minimum per week. This is correct for a 3 cr hr, 14-week course.

5. Description of Major Assignments

All major assignments are clearly explained.