

Term Information

Effective Term Summer 2015
[Previous Value](#) Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

We propose to change the title and number of English 2271.

What is the rationale for the proposed change(s)?

This proposal seeks to change the name of English 2271 to make the subject matter more transparent, and to change the number to bring the level in line with student expectations and experiences with the class.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

English 2271 has served as an introduction to the structure of the English language, providing students with a foundation in the tools of linguistic analysis. The course serves as a requirement in the School of Education for the M.Ed in both high school English education (generally English majors) and early and middle childhood education (generally majors from HFDS). The proposed changes are designed to resolve some underlying pedagogical problems as well as structural problem perceived in the new environment under semesters. The proposed changes will allow us to better serve the needs of the range of our students who benefit from studying English linguistics.

Is approval of the request contingent upon the approval of other course or curricular program request? Yes

Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)

English 4570, change to prerequisites. Please see Clare Simmons letter, attached below, providing explanation of the relationship between the proposed changes to English 2271 and English 4570.

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	English
Fiscal Unit/Academic Org	English - D0537
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3271
Previous Value	2271
Course Title	Structure of the English Language
Previous Value	Introduction to English Language Study
Transcript Abbreviation	Struct English Lang
Previous Value	Intro English Lang
Course Description	Students learn basic characteristics of English linguistics focusing on the basic building blocks of language; the sounds of English and how they are put together, word formation processes, and rules for combining words into utterances/sentences. Students investigate and explore linguistic variation, accents of American English, and the implications of language evaluation in educational settings.
Previous Value	An introduction to the grammar, history, and social and regional dialects of the English language.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Previous Value	14 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
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

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 1110.01 (110.01).
Previous Value	Prereq: 1110.01 (110.01) or equiv.
Exclusions	Not open to students with credit for English 4570 (570), 6760 (760), 271, 669, 671, 2271, or Linguistics 601.
Previous Value	Not open to students with credit for 4570 (570), 6760 (760), 271, 669, 671, or Linguist 601.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	23.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior

Requirement/Elective Designation

General Education course:
Culture and Ideas
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students acquire competencies that future English and language arts teachers need. English majors acquire a broad scope of knowledge and perspectives of the structure of the English language for practical application in real-world settings.
Previous Value	

Content Topic List

- Basics of language and language attitudes
- Language, dialect and variety
- Phonetics and phonology
- Word formation processes
- Morphology and semantics
- Syntax
- Language acquisition
- Language art, dialects, and multilingualism
- Language and identity
- Discourse Markers
- The worldwide reach of English

Previous Value

- *Basics of language and language attitudes*
- *Language and dialect*
- *Phonetics and phonology*
- *Word formation processes*
- *Syntax*
- *Multilingualism*
- *Language acquisition and education*
- *English phonetics and phonology, morphology, syntax, semantics, and pragmatics*
- *Highlights of the history of English*
- *Regional and social variation in English*
- *The acquisition of English by children*
- *The worldwide reach of English*

Attachments

- Bernadette Vankeerbergen, Language Courses.docx: Cover Letter/Proposal
(Cover Letter. Owner: Lowry,Debra Susan)
- UGSC 2271 to 3271 proposal revised 10 23.docx: Course Change Proposal
(Other Supporting Documentation. Owner: Lowry,Debra Susan)
- English 3271, Sample Syllabus.docx: Syllabus
(Syllabus. Owner: Lowry,Debra Susan)
- English Course Proposals 3271 and 4570 - Concurrence EHE (1).pdf: Concurrence
(Concurrence. Owner: Lowry,Debra Susan)
- Re_ English Course Proposals 3271 and 4570 - Concurrence EHE (2).pdf: Concurrence
(Concurrence. Owner: Lowry,Debra Susan)
- Assessment Plan, English 3271.docx: Assessment Plan
(GEC Course Assessment Plan. Owner: Lowry,Debra Susan)

Comments

COURSE CHANGE REQUEST
3271 - Status: PENDING

Last Updated: Heysel, Garrett Robert
11/25/2014

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry, Debra Susan	11/20/2014 02:27 PM	Submitted for Approval
Approved	Lowry, Debra Susan	11/20/2014 02:28 PM	Unit Approval
Approved	Heysel, Garrett Robert	11/25/2014 06:53 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	11/25/2014 06:53 PM	ASCCAO Approval



October 22, 2014

Bernadette Vankeerbergen
Arts and Sciences Curriculum Assessment Committee
Arts and Humanities Panel

Course Change Requests: English 2271 to 3271 and Prerequisite for English 4570

Dear Bernadette:

Attached are requests for changes to the English Department's English Language offerings. These proposals were approved both by the Departments Undergraduate Studies Committee and at the October 20 2014 English Department Council, where the vote was unanimously in favor. We are sending these two requests together because the reasons for the changes are interrelated.

English 2271 to English 3271, Structure of the English Language

The Department of English offers courses in English Language and Linguistics largely as a service to students intending to pursue teaching credentials. As Professor Galey Modan's rationale for the revision explains, these courses therefore need to conform to State guidelines for what teachers need to know. Students are frequently surprised at the complexity of the material taught to 2271, and the English Department feels that it is more appropriate to categorize the course currently taught as English 2271, Introduction to English Language Study, as a 3000-level course. We are therefore requesting that English 2271 become English 3271, Structure of the English Language.

English 4570: Prerequisites

Although the main motivation for the request to change English 2271 to English 3271 is the nature of the materials taught, it should be noted that if this course has an upper-level designation, Pre-Education students planning on teaching at the High School level are more likely to select it than English 4570 unless they have a background in Linguistics. At present, because of the pressures to fulfill all the requirements for entering a Masters-level program in Education, English majors are advised to take English 4570, and many do not have the background knowledge to do well in the course. If 3271 becomes the designated course to fulfill State requirements, English 4570 can be directed towards students with a specific interest in developing their knowledge of the History of the English Language. We are therefore requesting that this course should have specific prerequisites, although it will also be open to students with permission of instructor.

We hope these changes can be addressed speedily because we would like to implement them as soon as possible. We are attaching rationales, sample syllabi, and the English Department's Pre-Education requirements. If you require further information, please let me know.

Sincerely yours,



THE OHIO STATE UNIVERSITY

Clare A. Simmons
Professor and Director of Undergraduate Studies
Department of English

English 3271
Structure of the English Language

Dr. Galey Modan

Office hours:

519 Denney Hall

292-0338

modan.1@osu.edu

Course Description

This is a course in English linguistics. We will learn about the basic characteristics of language: the sounds of English and how they're put together, word formation processes, and rules for combining words into utterances/sentences. While studying how the basic building blocks of language work, we will also investigate linguistic variation, accents of American English, and language and education. We will also pay particular attention to how standard and non-standard varieties of English get evaluated in the US, and the implications of such evaluations in educational settings.

Participation and Attendance

Many of the concepts that this class covers are quite technical, and in my experience students find it very difficult to learn the material independently. Therefore, attendance in class is crucial. I will take attendance at the beginning of each class. If you need to be absent for legitimate reasons, notify me **in advance**. In recognition of life outside the classroom, you will be allowed two unexcused absences without penalty. After that, for each absence one point will be deducted from your final grade. If you come to class after attendance is taken, you will receive a late mark; two lates equal one absence. Extensions on assignments will only be given in extreme circumstances, and only in advance and with proper documentation.

In order to create an atmosphere conducive to focused discussion, this will be a computer-free, ipad-free, cell-phone-free, ipod-free class. Please come to class having done the readings and homework, ready to participate in discussion and ask questions, and with a notebook to take notes.

GE

This class meets a GE requirement for the GE category Cultures and Ideas.

Goals: Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes: 1. Students analyze and interpret major forms of human thought, culture, and expression; 2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Class Cancellation Policy

In the unlikely event of class cancellation due to emergency, I will contact you via e-mail and request that a note be placed on the classroom door. In addition, if there are any changes in what will be expected for our next class meeting, I will contact you as soon as possible following the cancellation to let you know what they are.

Grading

Slang journal:	10%
3 quizzes	10% each
Midterm	25%
Final exam	25%
Class participation:	10% (includes class discussions, homework assignments, other signs of engagement in the class)

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 assignments and examinations, as well as forging signatures, submitting fraudulent documents, and disruptive behavior. In accordance with Faculty Rule 3335-5-487, I am required to report all instances of academic misconduct to the Committee. For additional information, see the Code of Student Conduct.

[\(http://studentaffairs.osu.edu/csc/\)](http://studentaffairs.osu.edu/csc/)

Plagiarism, as defined by the English Department, is "the representation of another's words 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 unacknowledged use of another person's ideas."

Questions or Concerns

If you have questions about the material, or ideas that you want to throw around, please come to my office hours or make an appointment to see me. I am more than happy to sit down and chat with you, and I *strongly* suggest that you come to talk to me about any course material that you may be having trouble with, and sooner rather than later. Students who regularly go over questions they have about the material do well in the class, while students who wait until the last minute to clear up something they don't understand generally don't do so well.

Disabilities

Please inform me as soon as possible of any accommodations that you need. (Note that, in order for me to make accommodations, you must be registered with the Office of for Disability Services.) The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; OSU Office for Disability Services Web Site <http://www.ods.ohio-state.edu/>

The Writing Center

The Writing Center is one of the best resources on campus. It provides free writing aid and consultation. You can go to their drop-in hours at 485 Mendenhall Lab, or call to make an appointment (688-5865, 688-4291). Many writing center resources can also be found on the Writing Center website, <www.cstw.ohio-state.edu>.

Required Texts

Books:

Curzan, Anne, and Michael Adams. 2009. *How English Works: A Linguistic Introduction (2nd ed.)*. New York: Pearson Longman. (A copy of this text is available on close reserve at Thompson Library)

Rickford, John, Russell, and Russell John Rickford. 2000. *Spoken Soul: The Story of Black English*. Malden, MA: Wiley Blackwell.

Carmen readings:

Bayley, Robert, and Sandra R. Schechter. Spanish maintenance and English literacy: Mexican-descent children's Spanish and English Narratives. In . In Denham, Kristin, and Ann Lobeck (eds.) *Language in the Schools: Integrating Linguistic Knowledge into K-12 Teaching*. Mahwah, NJ: Erlbaum. 121-138.

Bucholtz, Mary. 2001. The language of nerds: Superstandard English and racial markedness. *Journal of Linguistic Anthropology* 11(1):84-100.

Eckert, Penelope. 2006. Symbols of category membership. In Jane E. Goodman and Leila Monaghan(eds.). *A Cultural Approach to Interpersonal Communication*. Oxford: Blackwell. 224-242.

Eckert, Penelope. 1996. Vowels and Nail Polish: The emergence of linguistic style in the preadolescent heterosexual marketplace. *Proceedings of the 1996 Berkeley Women and Language Conference*. Berkeley: Berkeley Women and Language Group.

Hamilton, Kendra. 2005. The dialect dilemma. *Black Issues in Higher Education* 22(5).

Jucker, Andreas, and Sarah Smith."And people just you know like 'wow'": Discourse markers as negotiating strategies. In Jucker, Andreas, and Yael Ziv (eds.) *Discourse Markers: Description and Theory*. Amsterdam: Benjamins. 171-201.

Mendoza-Denton, Norma. 2008. Hemispheric localism: Language, racialized nationalism, and the politicization of youth. In *Homegirls: Language and Cultural Practice among Latina Youth Gangs*. Malden, MA: Blackwell. 101-147.

Wolfram, Walt. 2000. Everyone has an accent. *Teaching Tolerance* 18.
<http://www.tolerance.org/magazine/number-18-fall-2000/feature/everyone-has-accent>

Wolfram, Walt, and Jeffrey Reaser. *Voices of North Carolina Dialect Awareness Curriculum*. Raleigh, NC: Department of English, North Carolina State University.

Wolfram, Walt, and Natalie Schilling Estes. 2005. *American English: Dialects and Variation*, 2nd ed. Malden, MA: Wiley Blackwell.

Schedule

INTRODUCTION TO COURSE

8/23 **START SLANG NOTEBOOK; DUE TWO WEEKS FROM TODAY**

Instructions are on the last page of the syllabus.

BASICS OF LANGUAGE AND LANGUAGE ATTITUDES

8/28 Curzan & Adams, ch.1

Rickford & Rickford, ch.1

8/30 Curzan & Adams, ch.2; ch.13, 433 ("In 1362...") – 434, 440-445

Bring Wolfram & Reaser *Style shifting & the linguistic individual* worksheet to class

This worksheet is in the Carmen folder "Wolfram and Reaser Worksheets"

LANGUAGE, DIALECT & VARIETY

9/4 Curzan & Adams, ch.11

Wolfram, *Everyone has an accent* (on Carmen)

9/6 Curzan & Adams, ch.12, 377-403, ch.4, 120-121

Rickford & Rickford, ch.2

PHONETICS AND PHONOLOGY

9/11 Curzan & Adams, ch.3, 62-77 (including Natural Classes)

HAND IN SLANG NOTEBOOK

9/13 Curzan & Adams, ch.3, 77-90

QUIZ #1 A WEEK FROM TODAY

9/18 Rickford & Rickford, ch.6

9/20 Phonology workshop. Bring textbook, Wolfram worksheets 3 & 4 (southern vowel pronunciation and a-prefixing), to class.

Go over previous readings.

WORD FORMATION PROCESSES

9/25 **QUIZ #1 – phonetics and phonology**

Curzan & Adams ch.4

9/27 Morphology workshop. Bring textbook to class.

10/2 Curzan & Adams ch.7

QUIZ #2 A WEEK FROM TODAY

10/4 Curzan & Adams ch.5

Semantics workshop. Bring textbook to class.

10/9 **QUIZ #2 – morphology and semantics**

Get started on reading for 10/11

Midterm review sheet will be handed out today

SYNTAX

10/11 ch.12, 404-413

Hamilton, *The dialect dilemma* (on Carmen)

Rickford and Rickford, ch.7

10/16 **MIDTERM**

10/18 Syntax workshop. Bring textbook, Wolfram & Reaser worksheets 4, 8, 9, 16, 18, 19.

Go over readings

LANGUAGE ART, DIALECTS, AND MULTILINGUALISM

10/23 Wolfram & Schilling-Estes, ch.10 (on Carmen under “Dialect Study”)

Wolfram & Schilling-Estes, ch.11 (on Carmen under “Dialect Study”)

10/25 Bayley and Schechter, *Spanish Maintenance and English Literacy* (on Carmen)

LANGUAGE ACQUISITION

10/30 Curzan & Adams ch.10

LANGUAGE AND IDENTITY

11/1 Mendoza-Denton, *Hemispheric Localism* (on Carmen)

11/6 Bucholtz, *The language of nerds* (on Carmen)

DISCOURSE MARKERS

11/8 Curzan & Adams ch.8 pp.253-255

Jucker & Smith, *And people just you know like ‘wow’* (on Carmen)

QUIZ #3 A WEEK FROM TODAY

11/13 Discourse markers workshop

VARIATION

11/15 **QUIZ #3**

Eckert, *Symbols of Category Membership* (on Carmen)

11/20 Eckert, *Vowels and Nail Polish* (on Carmen)

11/22 No class – Thanksgiving

THE OAKLAND EBONICS CONTROVERSY

11/27 Rickford & Rickford, ch.9

11/29 Rickford & Rickford, ch.10

12/4 Final exam review

12/10 Final Exam – 2:00-3:45 in 253 Denney, to cover all material since the midterm.

English 271

Modan, OSU

Fall 2012

Slang Journal

The aim of this notebook is to gather data so that we can analyze how the slang words are formed, and how they are used – who uses them, to whom, in what situations – and how slang meanings may be shifting. **The notebook is due on September 11.**

Your notebook must have 20 entries. Each entry must contain the following:

Linguistic Context:

1. The preceding utterance, as close as you can get it
2. The actual utterance that includes the slang word, recorded word-for-word.

Make sure to note down EXACTLY what was said.

3. The following utterance, as close as you can get it

Social Context:

4. In this part, explain what's going on in the interaction so your example will make sense to someone who was not present. Who are the participants in the interaction? What is their relationship to each other? What are the social characteristics of both the speaker and the listener? (age, ethnicity, gender, occupation, anything else you think is important to know in order to understand the interaction), and are any of these explicitly discussed or referred to in the interaction? (If not, you don't have to say they're not discussed.) Why are the participants interacting? In other words, what has brought them together? Where is the interaction taking place? What's the topic of the larger interaction?

Proposal to change English 2271, Introduction to English Language Study, into 3271, Structure of the English Language

This proposal seeks to change the name of the above course to make the subject matter more transparent, and to change the number to bring the level in line with student expectations and experience with the class.

English 2271 is an introduction to the structure of the English language, providing students with a foundation in the tools of linguistic analysis. The course serves as a requirement in the School of Education for the M.Ed in both high school English education (generally English majors) and early and middle childhood education (generally majors from HFDS). The current numbering and naming of the class has led to three problems:

- 1) In order to fulfill the M.Ed requirement, students can take either 2271 or 4570 (History of the English language). Because 2271 covers all the major areas of English language structure, basic linguistic theory, and dialect awareness in a more comprehensive way than 4570 does, and because it is more geared towards future teachers, it is more suitable as the required course for pre-education majors. However, under the semester system, English pre-education majors must now take a 3000-level or higher course to fulfill their language structure requirement. Therefore, the vast majority of English pre-education majors take 4570, a problematic course in itself because it is an upper-level linguistics course with no linguistics prerequisite. (See separate proposal to remedy this problem). The 2271 course continues to enroll very strongly, but the vast majority of students who take it are early and middle childhood education majors from the Human and Family Development School (HFDS), as well as some GEC fulfillers. Because the English Dept administrative guidelines inhibit pre-education majors from taking 2271, we are not meeting the needs of our own students or best serving our future educators.
- 2) The material covered is appropriately geared towards the competencies that future English and language arts teachers need, and what the School of Ed and the State of Ohio expects them to know. The material includes technical material about language structure as well as articles and essays from academic journals and books that are critical for students' knowledge base in this area, yet too advanced for a 2000-level class. Because the subject matter of the class is so technical and differs from students' previous experience with English classes, and because of the opaque name and the 2000-level number, students are unprepared for the level of difficulty and they feel that the course is pitched too high. The course cannot be made more introductory, however, if it is to serve its function of meeting State requirements and School of Education requirements for what pre-education students need to know about language structure. As a point of reference, the University of Illinois, University of Michigan, Michigan State, and the University of Nebraska all offer an analogous course at the 3000 level or above.
- 3) The current name of the course, "Introduction to English Language Study" is so vague that most students have no idea what the course topic is when they start the course. The course title should make clear that the course provides a foundational understanding of the linguistic structure of the language.

We therefore propose to change the number to 3271 and to change the name of the course to "Structure of the English Language." With these changes, the level and content of the course will be more accurately communicated to students, and, to fulfill their requirement, our pre-education students will be able to use this course that is more suited to their needs. In addition, because the class will remain a GE while at the same time counting towards the upper-level electives in the new concentration tracks, it will be easier for non-pre-ed students to include the class in their course of study, thus adding to the scope of their knowledge and perspective of English.

Assessment Plan: English 3271

Learning Outcomes

Students taking this course will

- Learn the basic characteristics of language as a major form of human expression.
- Study the sounds of English and learn how they are put together as an expression of thought and culture.
- Understand the aesthetic and gain skill at analyzing word formation processes.
- Learn how to apply rules for combining words into utterances and sentences according to established norms.
- Explore and identify linguistic variation and accent variations of American English as a function of varied human behavior.
- Develop the capacity to interpret standard and non-standard varieties of English in order to judiciously evaluate and apply appropriate standards in educational settings.

Assessment

This course will be assessed by Language/Linguistics faculty in consultation with the Director of Undergraduate Studies. The assessment plan will include the following procedures:

- Course evaluations (SEI and Discursive) will be evaluated to determine how well the class is fulfilling its goals in the eyes of the students.
- At years 3 and 5 of the assessment, a survey of 25 randomly selected students who took English 3271 will be conducted to assess the long-term benefits of and satisfaction with the class.
- A random sampling of student assignments from multiple sections of the course will be reviewed to assess the presence of and proficiency in the learning outcomes identified above.

From: Lowry, Debra
To: [Mercerhill, Jessica](#)
Subject: English Course Proposals - Concurrence
Date: Tuesday, November 04, 2014 10:38:00 AM
Attachments: [Language Courses.docx](#)
[UGSC 2271 to 3271 proposal revised 10 23 14.docx](#)
[English 3271, Sample Syllabus.docx](#)
[ss13spEng4570-Syllabus_languistics.pdf](#)
[UGSC 4570 proposal revised.docx](#)

Hi Jessica,

It was nice to catch up with you briefly this morning by phone! I appreciate your willingness to review the attached, and consult as appropriate, in order to provide a brief e-mail of support for the proposals we discussed.

Very best personal regards,
Deb

Debra Lowry
Associate Director, Curriculum and Assessment
Scheduler and Enrollments Manager
Ombud, 1st and 2nd Year Writing Programs
Department of English
The Ohio State University
441 Denney Hall
164 West 17th Avenue
Columbus, Ohio 43210-1370
Phone: (614) 292-3812
Fax: (614) 292-7816

From: [Clark, Caroline](#)
To: [Mercerhill, Jessica](#)
Cc: [Lowry, Debra](#)
Subject: Re: English Course Proposals - Concurrence
Date: Thursday, November 13, 2014 5:06:52 PM
Importance: High

Hi Jess,

These are all fine with me. They will work in English Ed.

Thanks,
Caroline

On 11/4/14 10:43 AM, "Mercerhill, Jessica" <mercerhill.1@osu.edu> wrote:

Can you take a very quick look at this? Deb would like a quick email of concurrence if all is ok. The changes make sense to me, but it's your area of expertise.

Jess

From: <Lowry>, Debra <lowry.40@osu.edu>
Date: Tuesday, November 4, 2014 10:38 AM
To: Jessica <mercerhill.1@osu.edu>
Subject: English Course Proposals - Concurrence

Hi Jessica,

It was nice to catch up with you briefly this morning by phone! I appreciate your willingness to review the attached, and consult as appropriate, in order to provide a brief e-mail of support for the proposals we discussed.

Very best personal regards,
Deb

Debra Lowry
Associate Director, Curriculum and Assessment
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