

Term Information

Effective Term Spring 2017
Previous Value Autumn 2016

Course Change Information

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

Would like to offer a distance learning section in addition to our classroom sections

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

To provide more flexibility for students

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)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Pharmacy
Fiscal Unit/Academic Org Pharmacy - D1800
College/Academic Group Pharmacy
Level/Career Undergraduate
Course Number/Catalog 2367
Course Title Drug Use in American Culture
Transcript Abbreviation Drug Use Am Cultur
Course Description This course investigates a given drug by assessing its historical use, clinical properties and risks, its role in American culture, and other issues surrounding its use/abuse in the United States. Students will analyze various sources of information and effectively communicate key messages using a variety of platforms.
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
Previous Value 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

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: English 1110 or equivalent, and sophomore standing.

Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

51.2010

Subsidy Level

Baccalaureate Course

Intended Rank

Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Level 2 (2367)

Course Details

Course goals or learning objectives/outcomes

- Identify ways to access medical and scientific studies, and differentiate anecdotal evidence, pilot studies, and FDA-approved clinical trials.
- Analyze cases, statistics, news releases, and government policies surrounding drug use in the United States.
- Employ different methods for communicating information to audiences of varying expertise.
- Research the health and environmental effects of a given drug's (i.e., marijuana) use and identify gaps in current knowledge.
- Explain the influence of businesses and economics on a given drug's (i.e., marijuana) use/abuse in the United States.

Content Topic List

- Communications on marijuana in the US: past and present. What is a drug? The history of marijuana in the United States. Evaluating evidence and delivering a message.
- US culture, science, and politics. Roles of the US government and clinical research. Roles of the US government and clinical research.
- Marijuana use in the US: what the data say. Reported US consequences of marijuana use. Post-legalization, the aftermath - Colorado as a case study.
- The future of marijuana in the United States: current medical and scientific evidence, business and economics
- A balanced approach to communicating data: student presentations

Attachments

- 1. PHR2367 for Distance Learning_Syllabi and QM Self-Review.pdf
(Syllabus. Owner: Stiles, Beth M)
- 2. PHR2367 for Distance Learning_Course Blueprint.pdf
(Other Supporting Documentation. Owner: Stiles, Beth M)
- 3. PHR2367 for Distance Learning_Course Calendar.pdf
(Other Supporting Documentation. Owner: Stiles, Beth M)
- 4. PHR2367 for Distance Learning_Assignments and Rubrics.pdf
(Other Supporting Documentation. Owner: Stiles, Beth M)
- Pharmacy 2367 Course Syllabus In-class syllabus.docx: Syllabus (in-person version)
(Syllabus. Owner: Vankeerbergen, Bernadette Chantal)

Comments

- I did confirm with OUR that you just need to submit a course change request to Pharmacy 2367. On the form, you will indicate that the course has an online component. When it comes time to schedule classes with OUR, you will schedule two instances of it. Under instruction mode, you will indicate that one section is Distance Learning. *(by Stiles, Beth M on 08/29/2016 03:22 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stiles, Beth M	08/29/2016 03:34 PM	Submitted for Approval
Approved	Kelley, Katherine Ann	08/30/2016 07:23 AM	Unit Approval
Approved	Kelley, Katherine Ann	08/30/2016 07:23 AM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler Hogle, Danielle Nicole	08/30/2016 07:23 AM	ASCCAO Approval



PHR 2367

Drug Use in American Culture

Autumn 2016

Course Description

In this course, we investigate marijuana by assessing its historical use, clinical properties and risks, role in American culture and issues surrounding its use/abuse in the United States. Students will engage in activities to learn to analyze various sources of information and effectively communicate key messages using a variety of platforms. *Note: This course and its instructors do not promote the use/abuse of marijuana. This medically and socially relevant topic only serves as context by which to teach writing and communication skills.*

Instructor

Leslie C Newman, PhD

Division of Pharmacology, College of Pharmacy

Riffe 414 | 614-292-3025

Newman.439@osu.edu

Course Information

MWF 9:10 – 10:05

Parks Hall Room 250

Learning Objectives

General Education: *Writing and Communication 2*

Expected Learning Outcomes

1. Through critical analysis, discussion and writing, students extend the ability to read carefully and express ideas effectively.
2. Students apply written, oral and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

This course will achieve these outcomes through readings and writing assignments focused on clarity, targeted presentation to intended audience, reasoning and arguing from evidence, weighing different interpretive options and arguing convincingly for the writer's chosen approach. The course also requires one oral presentation that will be assessed on purpose, style, use of communication aids, content organization and supporting evidence. By the end of the semester students will be better able to communicate their ideas concisely while supporting their arguments with relevant evidence and analysis.

Course-Specific Expected Learning Outcomes (5 modules)

1. Identify ways to access medical and scientific studies, and differentiate anecdotal evidence, pilot studies, and FDA-approved clinical trials.
2. Analyze cases, statistics, news releases and government policies surrounding drug use in the United States.
3. Employ different methods for communicating information to audiences of varying expertise.
4. Research the health and environmental effects of a given drug's (i.e., marijuana) use and identify gaps in current knowledge.
5. Explain the influence of businesses and economics on a given drug's (i.e., marijuana) use/abuse in the United States.

Teaching Method

Lectures, student presentations, discussions and film-viewing

Required Texts - none

Readings and videos for required viewing will be assigned. Some links have been provided in the weekly schedule.

Assignments

There will be three types of assignments:

1. *Short Response Writing Assignments*

These assignments will include your analysis of the text/film/news reviewed during or in preparation of class. You will submit these assignments throughout the semester. The Response Writings encompass various formats in order to: 1) teach you how to fine tune your responses based on audience type and venue and to, 2) encourage synthesis of information in a concise and articulate manner.

2. *An Oral Presentation*

This assignment is meant to help you formulate succinct messages and communicate them in a clear manner to your peers. You will be graded on your ability to communicate verbally and visually. Each presentation will be three Power Point slides in addition to one title slide and should summarize 3 key takeaways. You will have three minutes to present and two minutes to respond to questions.

3. *A Final Paper (5-8 double-spaced pages, Arial font size 11).*

A full description of the paper and a list of paper topics will be posted on Carmen; you have the opportunity to propose your own paper topic or to choose one from Carmen. You will turn in a detailed outline of this paper during Week 5, submit a draft for peer review during Week 9 and deliver the final paper during Week 15.

All assignments are due at the beginning of class. Assignments received later than the time specified will be marked down 5 points for every subsequent class that it is late.

Examination

An in-class written examination midway through the semester will cover material found in readings, discussions and lectures.

Grading

Response Writing Assignments: 25%

Oral Presentation: 20%

Midterm examination: 15%

Formal Paper (4 parts): 30%

Participation: 10%

Your final grade will be calculated as follows:

93-100%	A	73-76%	C
90-92%	A-	70-72%	C-
87-89%	B+	67-69%	D+
83-86%	B	60-66%	D
80-82%	B-	0-59%	E
77-79%	C+		

Attendance

Attendance at lectures and discussion sections is highly recommended. Poor attendance can adversely affect your understanding of and ability to complete assignments.

Student Disability

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

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 3335-5-487). For additional information, see the Code of Student Conduct (<http://studentlife.osu.edu/csc/>)

Tentative Schedule

Modules	Weeks	Topics	Notes	Assignments
Module 1: Communications on Marijuana in the US: Past and Present	Week 1 Aug 24- Aug 26	Intro/What is a drug?	<i>Suggested readings:</i> https://www.drugabuse.gov/publications/drugfacts/marijuana http://www.livescience.com/24559-marijuana-facts-cannabis.html	<i>Initial Blog In Class writing – (20 points)</i>
	Week 2 Aug 29 – Sep 2	History of marijuana Effective writing	http://knowledge.thinkintgestorm.com Writing guides, Planning and organizing, Argument and clarity	<i>History assignment (200-300 words, ~1/2 page) – (30 points)</i> <i>Choose a topic for Final paper – 5 points</i>
Module 2: US Culture, Science, and Politics	Week 3 Sep 5 – Sep 9	Roles of the US Government and Clinical Research	<i>Labor Day - Monday</i> <i>Suggested readings:</i> https://www.whitehouse.gov/ondcp/frequently-asked-questions-and-facts-about-marijuana#research	Government impact assignment (3/4 -1 page, single spaced) – (50 points)
	Week 4 Sep 12 – Sep 16	FDA and medicines with cannabinoids	http://www.fda.gov/NewsEvents/PublicHealthFocus/ucm421163.htm <i>Film</i> http://topdocumentaryfilms.com/medicinal-cannabis/	Write a tabled critique of the documentary. <i>Rows: each to contain 1 fact expressed in the film (need 3-facts)</i> <i>Columns: each to contain a heading for Strength(s) and Weakness(es) - fill in the strengths and weaknesses of each fact – (50 points)</i>
Module 3: Marijuana Use in the US: What the Data Say	Week 5 Sep 19 – Sep 23	US consequences of marijuana use	<i>Suggested reading:</i> http://permanent.access.gpo.gov/lps116702/teen-marijuana-depression-report.pdf	Turn in outline of Final Paper by Friday Sept 23 – (25 points)
	Week 6 Sep 26 – Sep 30	Post- legalization, the aftermath - Colorado as a Case Study	<i>Suggested reading:</i> http://www.usatoday.com/story/news/nation/2013/12/12/synthetic-pot-colorado/4005257/	Know your audience: Describe one positive and one negative effect of marijuana legalization in Colorado. You will write 2 versions: 1) To an eighth-grade level audience 2) To a medical professional Together, both summaries will fit on 1 page (single-spaced) –

				(50 points)
	<i>Week 7 Oct 3 – Oct 7</i>	Marijuana in Ohio		<i>Midterm - Friday</i>
Module 4: The future of marijuana in the United States	<i>Week 8 Oct 10 – Oct 14</i>	The future of marijuana in the US: current medical and scientific evidence	<i>Suggested reading: http://www.dea.gov/docs/dangers-consequences-marijuana-abuse.pdf</i>	<i>Start finalizing 1st draft of final paper</i>
	<i>Week 9 Oct 17 – Oct 21</i>	The future of marijuana in the US: business and economics		<i>Peer review of Final paper Draft #1 – (50 points)</i>
Module 5: A Balanced Approach to Communicating Data	<i>Week 10 Oct 24 – Oct 28</i>	Giving Effective Presentations		<i>Begin working on presentations</i>
	<i>Week 11 Oct 31 – Nov 4</i>	Presenting a balanced view		<i>Turn in final PowerPoint slides (15 points)</i> Writing assignment. Critique the strength and weaknesses of 2 news releases (1 page – single spaced) – (50 points)
	<i>Week 12 Nov 7 – Nov 11</i>		<i>Veterans Day - Friday</i>	<i>Final Blog writing: In class, write a 100-200 word summary of what you know about marijuana and your current stance on marijuana as a medicine (20 points)</i>
	<i>Week 13 Nov 14 – Nov 18</i>	Student Presentations		<i>In-class formal presentations (25 points) Assess presentations – e.g. what did you learn that will help you be a more effective speaker etc. (50 points)</i>
	<i>Week 14 Nov 21 – Nov 25</i>	<i>Work on poster / Final Paper - Monday</i>	<i>Thanksgiving week</i>	<u>Start Poster for Mini Conference</u>

	<i>Week 15</i> <i>Nov 28 –</i> <i>Dec 2</i>			In-class formal presentations TURN IN FINAL PAPER – Due Friday – (200 points) Finish Poster for mini-conference – (100) points
	<i>Week 16</i> <i>Dec 5 –</i> <i>Dec 7</i>	<i>Mini-Conference</i>		<i>Review peer posters</i>



SYLLABUS: PHR2367 – DISTANCE LEARNING DRUG USE IN AMERICAN CULTURE SPRING 2017

COLLEGE OF PHARMACY
DEPARTMENT OF PHARMACOLOGY

Course overview

Instructor

Instructor: Molly Downing, Ph.D.

Email address: downing.211@osu.edu

Office hours (optional):

- Join Dr. Downing's classroom via CarmenConnect:
<http://carmenconnect.osu.edu/r59n3x9njt7/>
- Tuesdays, 3-4pm
- Thursdays, 10-11am
- You may also email me to schedule a private meeting outside of office hours.

Course description

In this course, we investigate marijuana by assessing its historical use, clinical properties and risks, role in American culture and issues surrounding its use/abuse in the United States. Students will engage in activities to learn to analyze various sources of information and effectively communicate key messages using a variety of platforms. *Note: This course and its instructors do not promote the use/abuse of marijuana. This medically and socially relevant topic only serves as context by which to teach writing and communication skills.*

Prerequisites

English 1110 or equivalent.

Course learning outcomes

General Education: Writing and Communication 2

1. Through critical analysis, discussion and writing, students extend the ability to read carefully and express ideas effectively.
2. Students apply written, oral and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

Course-specific Learning Outcomes:

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

1. Identify ways to access medical and scientific studies, and differentiate anecdotal versus scientific evidence.
2. Analyze cases, statistics, news releases and government policies surrounding drug use in the United States.
3. Employ different methods for communicating information to audiences of varying expertise.
4. Describe the health and environmental effects of a given drug's (i.e., marijuana) use.
5. Explain the influence of businesses and economics on a given drug's (i.e., marijuana) use/abuse in the United States.

This course will achieve these outcomes through readings and writing assignments focused on clarity, targeted presentation to intended audience, reasoning and arguing from evidence, weighing different interpretive options and arguing convincingly for the writer's chosen approach. The course also requires one oral presentation that will be assessed on purpose, style, use of communication aids, content organization and supporting evidence. By the end of the semester students will be better able to communicate their ideas concisely while supporting their arguments with relevant evidence and analysis.

Course design

Course Structure

This is a distance-education course with *all* course work completed online. Students will progress through six, self-paced modules that feature various topics (see Course Schedule). Module activities will include viewing narrated lectures and online videos, participating in weekly discussions, and completing required readings and various writing assignments. See the Course Calendar (posted on Canvas) for a list of all module activities, including relevant due dates. The course will conclude with completion of a final project.

This course will be implemented through Ohio State University's course management system, Canvas (Carmen—herein referred to as Canvas). Unless otherwise noted, Canvas will be used

to post all course materials and course announcements, as well as complete all course assessments.

Getting Started

To get started, click on the 'Module' tab listed on the course homepage. Begin by reviewing the "Module Roadmap" for Module 0, which identifies the module's required readings, online videos to view, and assignments to complete. Module 0 activities overview Canvas, course materials, the course layout, and student expectations. After completing all Module 0 activities, if you need clarification or have any questions about the course, please email Dr. Downing or visit during office hours.

Course materials

Required materials

There are no materials required for purchase. Texts, sites, and videos for required viewing will be accessible through Canvas (electronic). Students are expected to monitor the course page regularly, including reading updates in the course's announcement section.

Supplemental materials and links

From the course homepage on Canvas, consult the section "Student Resources" for supplemental materials and links. Resources include materials related to marijuana, effective writing, and online research.

The Center for the Study and Teaching of Writing at Ohio State is available for use by all students. Per their website (www.cstw.osu.edu), their syllabus statement is:

The Writing Center offers the following free, collaborative sessions to members of the OSU community. We work with writers on any assignment or writing project (academic, professional, or personal) at any stage of the writing process (brainstorming, thesis development, revising, etc.). Our sessions vary and include:

- Face-to-face, 45-minute consultations by appointment at our main location in 4120A Smith Labs, (9 - 5, Monday through Friday) and certain hours at the Research Commons (3rd floor of the 18th Ave. Library).
- Face-to-face, 25-minute walk-in appointments at our satellite location in the Thompson Library 1st floor (Monday-Thursday, 11am-3pm and 5-7pm).
- Online 45-minute sessions via CarmenConnect by appointment.
- Week-long Drop-Off consultations (conducted via email) by appointment.
- Writing Groups for sustained, weekly feedback on writing and writing process facilitated by a Writing Center consultant. Sign up at <https://cstw.osu.edu/cstw-writing-groups>.
- If your project team would like to set up a Team consultation, please contact Dickie Selfe <selfe.3@osu.edu> for details.

See cstw.osu.edu/writing-center for details and sign up for appointments at <https://cstw.osu.edu/writing-center/schedule-appt>.

Course technology

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Canvas

Technology skills necessary for this specific course

Instructions for how to deliver a presentation with audio narration, as well as record and upload audio or video are provided in the necessary assignment write-ups on Canvas.

- CarmenConnect text and audio chat
- Delivering a slide presentation with audio narration using PowerPoint
- Recording and uploading video
- Recording and uploading audio

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

Necessary software

- [Microsoft Office 365 ProPlus](https://www.microsoft.com/en-us/education/office365proplus) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Technology Assistance

For technology-related issues, concerns, questions, or requests, please contact the OSU IT Service Desk.

- Self-Service and Chat Support: <http://ocio.osu.edu/selfservice>
- Phone: 614-688-HELP (4357)
- Email: 8help@osu.edu

Grading and faculty response

Grades

Your final grade will be determined by your performance on the following assessments. Consult Canvas and the Course Calendar for all assessment instructions and due dates. With the exception of the course midterm, learning will be assessed through a grading rubric. The appropriate rubric accompanies each assignment on Canvas, and all rubrics are posted as separate resources in the 'Student Resource' section in Canvas.

Any rebuts to grades earned must be brought to the attention of the instructor no later than one week after receiving the grade.

Types of Assessments	Points
Module Assignments: Short Response Writings	250 points (28% of grade)
Module 0: Note Packet	10 points
Module 1: Blog	20 points
Module 1: Journal Entry	30 points
Module 2: Analysis	30 points
Module 2: Film Critique	40 points
Module 2: Note Packet	10 points
Module 3: Script	40 points
Module 5: Social Media	30 points
Module 5: Pro-Con Essay	40 points
Webinar	100 points (11% of grade)
Midterm	100 points (11% of grade)
Final Project	300 points (33% of grade)
Research Paper	200 points
Research Poster	100 points
Participation	150 points (17% of grade)
Total	900 points

Module Assignments: Short Response Writings

These assignments will help you develop your writing skills with regards to clear and concise writing, analyses, critiques, audience, argument, and critical thinking. These writings will utilize different formats and instructional materials to improve learning and development of communication skills. Consult Canvas and the Course Calendar for assignment instructions and due dates.

Webinar

This assignment will help you formulate succinct messages and communicate them in a clear manner to your peers. You will be graded on your ability to communicate verbally and visually, as well as assess your peer's communication skills through an online Q&A session. Each presentation will be five Power Point slides and last five minutes in duration. Consult Canvas and the Course Calendar for webinar instructions and due dates.

Midterm

The midterm will apply your understanding of the material covered in the course readings, discussions, and narrated lectures. It will consist of a 20-question examination that must be completed in 120 minutes. Question types will consist of multiple-choice, matching, fill-in the blank, and written essays. The midterm is open-book, open-note, and open-internet, but students are not permitted to seek help from any individual while taking it. The midterm will be posted on Canvas—see Course Calendar for due date and time. It must be completed, not started, by the indicated due date and time. If not completed, it will result in a zero for that grade—no exceptions.

Final Project

The purpose of the final project is to apply your written, oral, and/or visual communication skills toward presenting a balanced view on an aspect of marijuana legalization. It will consist of a written research paper (5-8 double-spaced pages, Arial font size 11) as well as submission of the paper in the format of a research poster. You have the opportunity to propose your own topic or to choose one from Canvas. You will submit your selected topic during Week 2, a detailed outline of the final paper during Week 6, a draft for peer review during Week 9, and the final paper during Week 15. You will submit the research poster during Week 16. Consult Canvas and the Course Calendar for final project instructions and due dates.

Participation

Students will participate in weekly discussions that focus on specific module topics or current events related to module themes. Weekly discussions are meant to help students use information critically and analytically, and discuss controversial topics in a productive and respectful manner. Discussions will include submission of an initial post followed by a peer response. Consider these posts as replacement of any discussions that may occur in a formal classroom. Consult the "Attendance, Participation, and Discussion" section below as well as

Canvas for discussion guidelines (see Module 0 materials). Consult Canvas and the Course Calendar for discussion instructions and due dates.

Late assignments

- Module Assignments: all module assignments are due by the date and time indicated in the Course Calendar. Assignments received later than the date and time specified will be marked down one grade for every 24 hours late.
- Webinar: the webinar is due by the date and time indicated in the Course Calendar. Any webinars submitted later than the date and time specified will be marked down one grade for every 24 hours late.
- Midterm: missing the midterm will result in a zero for that grade—no exceptions.
- Final Project: the final project is due by the dates and times indicated in the Course Calendar. Any paper or scientific poster submitted later than the date and time specified will be marked down one grade for every 24 hours late.
- Participation: weekly discussions are due by the dates and times indicated in the Course Calendar. Lack of participation in any weekly discussion will result in a zero for that week—no exceptions. **Failure to act respectfully and professionally according to the guidelines outlined in the “Attendance, Participation, and Discussions” section will result in a grade deduction.**

Grading scale

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

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback

For all assignments, you can generally expect feedback within **7 days**. Feedback may appear in a written, audio, or video format.

E-mail

I will reply to e-mails within **24 hours on school days** and within **48 hours on the weekend**.

Q&A Discussion board

Post any general questions related to the course or to any assignment on this board. I will check and reply to messages in the Q&A discussion board every **24-48 hours on school days**.

Course schedule (tentative)

Modules	Weeks	Topics	Assessments (see Course Calendar)
Module 0: Getting Started	Week 1: Jan 9 - 15	Course Introduction Course Community	Discussion #1 Note Packet
Module 1: Communications on Marijuana in the U.S.: Past and Present	Week 2: Jan 16 - 22	What is marijuana? Writing clearly and concisely	Discussion #2 Blog Research Paper: Check- point #1
	Week 3: Jan 23 - 29	History of marijuana use in the U.S. Writing clearly and concisely	Discussion #3 Journal Entry
Module 2: U.S. Culture, Science, and Politics	Week 4: Jan 30 – Feb 5	Medical Marijuana Impact of U.S. government and clinical research	Discussion #4 Analysis
	Week 5: Feb 6 - 12	Analyses & Critiques	Discussion #5 Film Critique Note Packet
Module 3: Marijuana Use in the U.S.: Impact on Public Health	Week 6: Feb 13 - 19	Health risks and consequences	Discussion #6 Research Paper: Check- point #2
	Week 7: Feb 20 - 26	Aftermath from legalization in Colorado Audience	Discussion #7 Script
Module 4: Midterm, Peer Review, Spring Break	Week 8: Feb 27 – March 5	Receive assigned peer review group for webinar and final project	Discussion #8 Midterm

	Week 9: March 6 - 12		Discussion #9 Research Paper: Check-point #3
	Week 10: March 13 – 19 <i>(Spring Break)</i>		
Module 5: The Future of Marijuana in the U.S.	Week 11: March 20 - 26	Scientific evidence— gaps in knowledge	Discussion #10 Social Media Webinar Check-Point
	Week 12: March 27 – April 2	Business and Economics	Discussion #11 Pro-Con Essay
Module 6: A Balanced Approach to Communicating Data	Week 13: April 3 - 9	Giving Effective Presentations	Discussion #12 Webinar
	Week 14: April 10 - 16	Constructing Effective Scientific Posters	Discussion #13
	Week 15: April 17 - 23 <i>(last week of class)</i>		Discussion #14 + #15 Research Paper
	Week 16: April 24 – 30 <i>(last week of semester)</i>		Research Poster

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: FLEXIBLE**
Each module is self-paced; therefore, you may login as frequently as is needed to complete the necessary module activities and assignments by the due dates indicated in the Course Calendar. Students are expected to fully participate in all discussions and activities.
- **Office hours: OPTIONAL**
My office hours are optional. If you need to meet in our CarmenConnect classroom outside of my scheduled office hours, please email me to schedule a date and time.
- **Participation in weekly discussions: REQUIRED**
Participating in weekly discussions is required and must be completed by the due dates and times indicated in the Course Calendar. Lack of participation in any weekly discussion will result in a zero for that week. **Failure to act respectfully and professionally according to the guidelines below will result in a grade deduction.**

Based on university policy, for each course credit hour, it is expected that students will traditionally spend one hour in a classroom setting plus two additional hours outside the classroom dedicated to course studies. Accordingly, for a 3-credit hour online course, students are expected to dedicate approximately nine hours per week completing the various module activities—this includes reading of texts, viewing of online videos and narrated lectures, participation in weekly discussions, studying course materials, and completing all course assessments.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** When participating in weekly discussions or communicating with Dr. Downing via email, use appropriate “Netiquette” (see below), which includes using good grammar, spelling, and punctuation.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. **Failure to act respectfully and professionally with your peers or with Dr. Downing will result in a grade deduction.**

- **Citing your sources:** For all writing assignments and even weekly discussions, please cite your sources to support what you say. Please consult the “Student Resources” section on Canvas to determine how to correctly cite sources.
- **Backing up your work:** Consider composing your academic and discussion posts in a word processor, where you can save your work, and then copying into the Canvas discussion.

Netiquette¹

Virginia Shea wrote the book, “Netiquette”, which is fully available online at <http://www.albion.com/netiquette/book/>. Netiquette is a code of behavior for using the internet. Your language tells about your personality, age, locality, and attitude. Please follow the proper online etiquette when completing all course assessments and when communicating with Dr. Downing via email.

Avoid using all caps.

Using all capitalization to compile your words is ineffective—when communicating online, it is equivalent to screaming. In addition, it confuses the eye and makes it difficult to focus.

Avoid dramatic punctuation.

While you can use the exclamation mark (!) to show excitement, do not solely rely on it. It is often hard to tell if an exclamation mark is negative excitement or positive excitement. Try using word choice and syntax to help convey your feelings, rather than a single key stroke.

Understand word choice counts.

Please consider word choice when composing your discussion posts and assignments. One word can change an entire statement. Avoid offensive language and flaming. Flaming is a form of verbal abuse when you intentionally attack or disparage someone.

Use proper grammar and spelling. Always refrain from e-speak.

If u rite liek this u will drvie doc D crrrrrazy lol. :) Typos and basic spelling mistakes will happen. However, using e-speak to communicate in an academic setting is unacceptable. It affects your credibility, confuses the reader, and will result in loss of points. Please ensure your academic writing, including any communication with Dr. Downing, uses proper grammar, spelling, and punctuation.

¹Shea, Virginia. *Netiquette*. Albion Books, 1994.

Other course policies

Academic integrity policy

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the [Code of Student Conduct](#) and, specifically, the sections dealing with academic misconduct.

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:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Accommodations for accessibility

Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact Dr. Downing privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting Dr. Downing, please contact the Office for Disability Services at [614-292-3307](tel:614-292-3307) or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to <http://ods.osu.edu> for more information.

Accessibility of course technology

This online course requires use of Canvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Desire2Learn\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Title IX

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 <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu.

Your Mental Health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact the College of Pharmacy Office of Student Services in room 150 Parks Hall (614-292-5001) OR OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential.



Quality Matters Self-Review Form

QM Review-PHR2367 Drug Use in American Culture_08.23.16

General Standard 1: Course Overview and Introduction: The overall design of the course is made clear to the learner at the beginning of the course.

Overview Statement: The course overview and introduction set the tone for the course, let learners know what to expect, and provide guidance to ensure learners get off to a good start.

STANDARD 1.1 - (3 Points) Required

1.1 Instructions make clear how to get started and where to find various course components.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

Instructions for how to get started are provided in the course syllabus, course calendar, as well as in Module 0 activities (see Course Blueprint).

The course syllabus includes a Course Overview section (p.1-4, which includes a "Getting Started" subsection) and a "Course Schedule" (p.8) section.

The Course Calendar provides a detailed schedule of activities with due dates for the whole course.

The Course Blueprint shares the introductory paragraph that will appear on the course homepage, which will begin with the text "READ ME FIRST" (p.11). This paragraph also alerts students to Module 0 activities, which include watching a narrated lecture that overviews Canvas, the course design, module activities, and the grading policy. From watching this video and reading the required module readings (Course Syllabus and Course Calendar), students will complete a note packet to assist them with getting started as well as examining the course layout, materials, and student expectations.

STANDARD 1.2 - (3 Points) Required

1.2 Learners are introduced to the purpose and structure of the course.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

In Course Syllabus:

- The 'Course Description' (p.1) and 'Course learning outcomes' (p.2) subsections aids students with understanding the purpose of the course.
- The 'Course Design' (p.2) aids students with understanding that this is a distance education course with all coursework completed online.
- The 'Course Schedule' (p.8) as well as the document, "Course Calendar" reinforces the modular structure of the course.
- The 'Grading and faculty response' section (p.5) overviews the types of learning activities and how learning will be assessed.
- The 'Grading and faculty response' section (p.5) and the 'Attendance, participation, and discussions' section (p.10) outlines the expected modes of communication.

STANDARD 1.3 - (2 Points)

1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.

Points Possible: 2

Points Awarded: 2

Result: MET

Recommendations:

In the Course Syllabus, the section 'Attendance, participation, and discussions' (p.10) includes a subsection "Discussion and Communication guidelines" as well as "Netiquette". These sections outline etiquette expectations.

STANDARD 1.4 - (2 Points)

1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.

Points Possible: 2

Points Awarded: 2

Result: MET

Recommendations:

In the course syllabus, the section 'Grading and faculty response' (p.5) identifies the late assignment policy. The last section of the Course Syllabus outlines other course policies (p.12), including the academic integrity policy. Appropriate links to each policy are also provided in this section.

STANDARD 1.5 - (2 Points)

1.5 Minimum technology requirements are clearly stated and instructions for use provided.

Points Possible: 2

Points Awarded: 2

Result: MET

Recommendations:

In the Course Syllabus, the 'Course technology' (p.4) section states the technology requirements. This section identifies how to obtain and install any necessary software, as well as identifies necessary equipment and technology skills. Instructions for how to utilize specific technology skills are stated in each assignment write-up.

STANDARD 1.6 - (1 Point)

1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.

Points Possible: 1

Points Awarded: 1

Result: MET

Recommendations:

The prerequisites are stated on p.1 of the Course Syllabus. In addition, the Student Resources page on Canvas will provide a link to the "First Year Writing (1110) Research Guide" (<http://guides.osu.edu/firstyearwriting>), which summarizes the prerequisite knowledge.

STANDARD 1.7 - (1 Point)

1.7 Minimum technical skills expected of the learner are clearly stated.

Points Possible: 1

Points Awarded: 1

Result: MET

Recommendations:

In the Course Syllabus, the 'Course technology' (p.4) section identifies the necessary technology skills. Instructions for how to utilize course-specific technology skills are stated in each assignment write-up.

STANDARD 1.8 - (1 Point)

1.8 The self-introduction by the instructor is appropriate and is available online.

Points Possible: 1

Points Awarded: 1

Result: MET

Recommendations:

Page 1 of the Course Syllabus identifies the instructor's email, as well as online office hours. In the Course Syllabus, the section, 'Attendance, participation, and discussions' also outlines expected communication guidelines with the instructor.

The course webpage will also include a brief bio of the instructor (see p.8 in Course Blueprint). In addition, the instructor will participate in the first discussion assignment, which requires students to submit a video introducing themselves.

STANDARD 1.9 - (1 Point)

1.9 Learners are asked to introduce themselves to the class.

Points Possible: 1

Points Awarded: 1

Result: MET

Recommendations:

The first discussion requires students to submit a video introducing themselves. An assignment write-up will be available on Canvas, which will include directions, question prompts, how to participate, etc. (see p.13 of Course Blueprint and/or packet of assignment write-ups). The assignment write-up does indicate a video format, but a note is mentioned that one can email the instructor for permission to submit the introduction via an audio or written response, if needed.

General Standard 2: Learning Objectives (Competencies): Learning objectives or competencies describe what learners will be able to do upon completion of the course.

Overview Statement: The learning objectives or competencies establish a foundation upon which the rest of the course is based.

STANDARD 2.1 - (3 Points) Required

2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

The course syllabus identifies the learning outcomes for General Education (Writing and Communications 2), as well as the course-specific outcomes (p.2). These learning outcomes will also be on the course homepage in Canvas.

The course-specific outcomes are almost identical to the in-class version, and describe outcomes that are measurable. The Course Blueprint identifies the course-specific learning outcomes that align with each learning activity.

STANDARD 2.2 - (3 Points) Required

2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

The module learning objectives are included in the Course Blueprint (p.11, 15, 21, 28, 33, 37, 42) and will be identified on each module homepage in Canvas.

The module objectives are very similar to the in-class version, and describe outcomes that are measurable. The Course Blueprint identifies the module objectives that align with each learning activity.

STANDARD 2.3 - (3 Points) Required

2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

The course-specific learning outcomes are provided in the syllabus (p.2) and will appear on the course homepage in Canvas. Each module homepage will identify the module-specific learning objectives. Each assignment write-up also includes the appropriate module objectives that align with that specific assignment. I believe the objectives are written from the learner's perspective and void of technical jargon.

STANDARD 2.4 - (3 Points) Required

2.4 The relationship between learning objectives or competencies and course activities is clearly stated.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

The course blueprint indicates how each course and module learning outcome correlates with the various learning activities. I will also list these outcomes in the appropriate module subsections in Canvas. The assignment write-ups specifically indicate the module objectives that support that particular assignment (see Course Blueprint or assignment write-up packet).

STANDARD 2.5 - (3 Points) Required

2.5 The learning objectives or competencies are suited to the level of the course.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

The course learning objectives utilize knowledge, comprehension, application, and analysis action verbs. The majority of the module learning outcomes utilize action verbs in the lower cognitive realm.

General Standard 3: Assessment and Measurement: Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.

Overview Statement: Assessment is implemented in a manner that corresponds to the course learning objectives or competencies and not only allows the instructor a broad perspective on the learners' mastery of content but also allows learners to track their learning progress throughout the course.

STANDARD 3.1 - (3 Points) Required

3.1 The assessments measure the stated learning objectives or competencies.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

I believe the assessments measure the stated learning objectives...for each assignment, the module objective measured through that assignment is indicated in the assignment write-up. The course and module objective measured through that assignment is also indicated in the Course Blueprint.

STANDARD 3.2 - (3 Points) Required

3.2 The course grading policy is stated clearly.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

In the Course Syllabus, the section, 'Grading and faculty response' (p.5) identifies the course grading policy and late submission policy. The information presented in the table on p.5 will also be included in the 'Grades' section of Canvas. In addition, each assignment write-up indicates the amount of points each assignment is worth. The rubrics that will accompany each assignment on Canvas will be tweaked as needed to meet the point value for each assignment.

STANDARD 3.3 - (3 Points) Required

3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

Specific and descriptive criteria are provided to evaluate the learners' work through five types of grading rubrics:

1. Rubric for Weekly Discussions
2. Rubric for Short Response Writings
3. Rubric for Oral Presentations
4. Rubric for Final Project-Research Paper
5. Rubric for Final Project-Research Poster

These rubrics will accompany each assignment on Canvas and will also be listed as separate resources in the 'Student Resource' section on Canvas. Students are notified of this on p.5 of the Course Syllabus, and it will also be made clear in the Module 0 activities. The course midterm will be assessed utilizing an exam key and a version of the rubric for short response writings.

Regarding discussions, in addition to the specific and descriptive criteria included in the rubric, Module 0 activities and resources in the 'Student Resource' section on Canvas will outline the instructor's expectations for discussion posts as well as peer responses. The section, 'Attendance, participation, and discussions' (p.10) in the Course Syllabus identifies some of these expectations.

STANDARD 3.4 - (2 Points)

3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.

Points Possible: 2

Points Awarded: 2

Result: MET

Recommendations:

Since it is a writing course, assessments are primarily authentic in nature. Assessments are sequenced in order to develop each student's writing skills--assessments progress from short response writings in the first half of the semester, to more application-based projects such as a webinar and final research paper in the final module. There are multiple check-points staggered throughout the semester to help students successfully complete the research paper.

The short response writings vary in their format and structure in an effort to provide learners different opportunities to develop their communication skills and demonstrate mastery. Each module also focuses on developing a specific writing or communication skill, with the accompanying lectures, online videos, or readings introducing that skill and the short response writings providing the learner with an opportunity to apply that skill.

STANDARD 3.5 - (2 Points)

3.5 The course provides learners with multiple opportunities to track their learning progress.

Points Possible: 2

Points Awarded: 2

Result: MET

Recommendations:

The instructor will provide timely and constructive feedback on each short response writing. The syllabus (p.7) indicates that feedback can be expected within 7 days of the assignment's due date, although the instructor is aiming to provide feedback within 3 days.

For the final research paper, students will conduct a peer review to receive feedback prior to submission of the final research paper. The instructor will also provide feedback at each check-point leading to final submission of the research paper.

A peer response is required for each weekly discussion, allowing students to receive more generalized feedback about their understanding of the course material and writing skills on a weekly basis. A peer response is also embedded in the webinar and research poster assignment.

Lastly, some weekly discussions will serve as opportunities for student self-assessment. Currently, the instructor has planned for Discussion #4, #9, and #13 to serve as opportunities for reflection/self-assessment.

General Standard 4: Instructional Materials: Instructional materials enable learners to achieve stated learning objectives or competencies.

Overview Statement: The focus of this Standard is on supporting the course objectives and competencies, rather than on qualitative judgments about the instructional materials.

STANDARD 4.1 - (3 Points) Required

4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

Instructional materials include both instructor produced (narrated lectures) and externally produced (online videos) multimedia. Other materials include required readings of journal articles, reports, and websites. The Course Blueprint outlines how the instructional materials align with both the course and module learning outcomes. In addition, a brief description of the purpose of each instructional material and its support of a specific assignment will be provided in Canvas (see Course Blueprint for descriptions).

STANDARD 4.2 - (3 Points) Required

4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

As noted in 4.1, a brief description of the purpose of each instructional material and its support of a specific assignment will be provided in Canvas. The Course Blueprint provides the description that will be included in Canvas. When appropriate, the descriptions also include the order students should view the materials. Lastly, each assignment write-up includes the instructional materials students can utilize as a resource for that assignment (see assignment write-ups).

STANDARD 4.3 - (2 Points)

4.3 All instructional materials used in the course are appropriately cited.

Points Possible: 2

Points Awarded: 2

Result: MET

Recommendations:

All instructional materials are appropriately cited--see the "Learning Plan" sections in the Course Blueprint, as well as the resources identified in each assignment write-up.

STANDARD 4.4 - (2 Points)

4.4 The instructional materials are current.

Points Possible: 2

Points Awarded: 2

Result: MET

Recommendations:

I will utilize the most current resources and sources available to construct the narrated lectures.

For the remaining two videos, one of the videos ("Weed", 2013) does have two sequel films available (2014, 2015); however, I purposely selected the 2013 film because I wanted it to serve as an introduction to medical marijuana. In addition, the content in this film is still current and accurate.

I believe the articles utilized in the required readings and assignments are current.

STANDARD 4.5 - (2 Points)

4.5 A variety of instructional materials is used in the course.

Points Possible: 2

Points Awarded: 2

Result: MET

Recommendations:

I've attempted to provide a variety of instructional materials, including narrated lectures, films, websites, peer-reviewed articles, periodicals, and legal or scientific reports.

STANDARD 4.6 - (1 Point)

4.6 The distinction between required and optional materials is clearly explained.

Points Possible: 1

Points Awarded: 1

Result: MET

Recommendations:

In the Course Syllabus, the 'Course materials' section (p.3) identifies the required and supplemental materials. In addition, each module will organize the instructional materials as "Lectures and Online Videos", "Required Readings", and "Optional Resources". The Course Blueprint identifies the instructional materials for each of these sections, and for each module.

General Standard 5: Course Activities and Learner Interaction: Course activities facilitate and support learner interaction and engagement.

Overview Statement: Course components that promote active learning contribute to the learning process and to learner persistence.

STANDARD 5.1 - (3 Points) Required

5.1 The learning activities promote the achievement of the stated learning objectives or competencies.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

I believe the learning activities do promote the achievement of the stated learning outcomes. The Course Blueprint and assignment write-up indicate the course and module objectives that align with each assignment.

STANDARD 5.2 - (3 Points) Required

5.2 Learning activities provide opportunities for interaction that support active learning.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

The short response writings provide opportunities for students to engage in learner-instructor and learner-content interactions.

The webinar, research paper, and research poster provide opportunities for all three types of interaction--learner-instructor, learner-content, and learner-learner (through the Q&A session, peer review, and peer response components).

The weekly discussions that assess participation promote learner-learner and learner-content interactions.

The course syllabus touches on the purpose of these interactions (p.6), in addition to some module objectives (e.g. Module 6).

STANDARD 5.3 - (3 Points) Required

5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

In the Course Syllabus, the section 'Faculty feedback and response time' (p.7) identifies my plan for classroom response time and feedback.

STANDARD 5.4 - (2 Points)

5.4 The requirements for learner interaction are clearly stated.

Points Possible: 2

Points Awarded: 2

Result: MET

Recommendations:

Requirements for learner interaction are stated in a few areas:

1. Course Syllabus--p.6 and the section, 'Attendance, participation, and discussions' (p.10) outlines expectations for interactions.
 2. Module 0 activities--one of the narrated lectures will feature expectations regarding discussion posts and appropriate/acceptable peer responses for the weekly discussions. This information will also be posted in a handout available in the 'Student Resources' section on Canvas.
 3. For any assignment that requires learner-learner interaction, the rubric identifies the criteria needed to receive full credit for a peer response.
 4. For the peer review portion of the research paper, the students will utilize a "Peer Review Handout" to guide their review and ensure students are receiving constructive and productive feedback.
-

General Standard 6: Course Technology: Course technologies support learners' achievement of course objectives or competencies.

Overview Statement: The technologies enabling the various course components facilitate rather than impede the learning process.

STANDARD 6.1 - (3 Points) Required

6.1 The tools used in the course support the learning objectives or competencies.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

The tools utilized in this course primarily include those featured in Canvas (discussion boards, recording audio and video, gradebook to receive feedback). Canvas tools will support students with developing their written and oral communication skills.

The other primary tool is the Microsoft Office Software. PowerPoint will enable the students to record a narrated presentation in order to apply visual and oral communication skills.

If considered a tool, students will also utilize the research databases through Ohio State libraries in order to access and analyze scientific information.

STANDARD 6.2 - (3 Points) Required

6.2 Course tools promote learner engagement and active learning.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

The tools identified in 6.1 promote interactions with instructor, materials, and other learners. The interactive nature of these tools promotes active learning and engagement with the course material.

STANDARD 6.3 - (2 Points)

6.3 Technologies required in the course are readily obtainable.

Points Possible: 2

Points Awarded: 2

Result: MET

Recommendations:

All students have access to Canvas. The Course Syllabus (p.4) informs students how to obtain Microsoft Office. In addition, a separate handout will be provided with Module 6 course materials that instruct students how to record a narrated presentation using PowerPoint.

STANDARD 6.4 - (1 Point)

6.4 The course technologies are current.

Points Possible: 1

Points Awarded: 1

Result: MET

Recommendations:

All tools featured in Canvas are current; the Course Syllabus identifies a link for obtaining Microsoft Office to ensure students have access to the most current version.

STANDARD 6.5 - (1 Point)

6.5 Links are provided to privacy policies for all external tools required in the course.

Points Possible: 1

Points Awarded: 1

Result: MET

Recommendations:

If I'm interpreting this standard correctly, this course does not utilize any external tools and thus this standard is not applicable.

General Standard 7: Learner Support: The course facilitates learner access to institutional support services essential to learner success.

Overview Statement: It is important to ensure online learners know they have access to and are encouraged to use the services that support learners at the institution. In the Learner Support Standard, four different kinds of support services are addressed: technical support, accessibility support, academic services support, and student services support.

STANDARD 7.1 - (3 Points) Required

7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

Module 0 activities will help students utilize the tools featured in Canvas. The Course Syllabus identifies how students can contact the OSU IT Service Desk (p.4) to obtain technical support.

STANDARD 7.2 - (3 Points) Required

7.2 Course instructions articulate or link to the institution's accessibility policies and services.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

The Course Syllabus states and provides a link to Ohio State's accessibility policy and services (p.12-13).

STANDARD 7.3 - (2 Points)

7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.

Points Possible: 2

Points Awarded: 2

Result: MET

Recommendations:

The primary academic support service for this course is Ohio State's Center for the Study and Teaching of Writing. The Course Syllabus (p.3) informs students of this service and how to obtain it. This information will also be included in the "Student Resources" section of Canvas. Other academic support services will be included in this "Student Resources" section--the Module 0 narrated lectures will overview these services.

STANDARD 7.4 - (1 Point)

7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.

Points Possible: 1

Points Awarded: 1

Result: MET

Recommendations:

The last two subsections of the Course Syllabus (p.13) explain specific support services available to students and how to obtain them through providing links and/or appropriate contact information.

General Standard 8: Accessibility and Usability*: The course design reflects a commitment to accessibility and usability for all learners.

Overview Statement: The course design reflects a commitment to accessibility, so that all learners can access all course content and activities, and to usability, so that all learners can easily navigate and interact with course components.

*Meeting QM's accessibility Standards does not guarantee or imply that specific country/federal/state/local accessibility regulations are met. Please consult with an accessibility specialist to ensure that all required accessibility regulations are met.

STANDARD 8.1 - (3 Points) Required

8.1 Course navigation facilitates ease of use.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

The layout of instructional materials in Canvas will be consistent from module to module and follow the layout featured in the Course Blueprint. When instructional materials are presented, consistent naming nomenclature and descriptive links will be utilized, as seen in the Course Blueprint. I utilized Canvas during Summer 2016 to teach PHR5010. The Canvas layout for this course was designed by an ODEE instructional designer--I plan to utilize the same template when designing the layout of PHR2367 in Canvas.

STANDARD 8.2 - (3 Points) Required

8.2 Information is provided about the accessibility of all technologies required in the course.

Points Possible: 3

Points Awarded: 3

Result: MET

Recommendations:

Information about the accessibility of Canvas is provided in the Course Syllabus (p.13). In addition, I attempted to provide information about accessibility for all instructional materials upon first mention of that source.

For required films, I included information on how to access captions and transcripts. When I post my narrated lectures, I will also post a transcript of the lecture and post the lecture as both a PowerPoint and PDF file. See Course Blueprint and assignment write-ups.

For PDFs, I provided the citation for retrieving the original source, but I will also provide a descriptive hyperlink to the tagged PDF (if necessary). When I ran the accessibility checker on the required PDFs, I noticed that a few of the PDFs retrieved from the original source were not tagged, but I will provide a tagged version for those that need it.

I did not state this in the Course Syllabus or in Canvas, but I did check any required website using the WAVE tool.

I will also use the editor tool in Canvas to input the assignment write-ups (versus posting them as a PDF).

The Course Blueprint and assignment write-ups reflect the information reported for this standard.

STANDARD 8.3 - (2 Points)

8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.

Points Possible: 2

Points Awarded: 2

Result: MET

Recommendations:

Videos: I provided instructions for how to access the captions and transcripts for the two eVideos utilized as course materials. I'll also provide a transcript for every narrated lecture I produced. This information is noted either in the Course Blueprint or in the appropriate assignment write-up.

For images, I will provide an audio description of any image utilized in a narrated lecture, as well as an alt-tag.

I ran the accessibility checker on all required PDF readings...some PDFs will also be posted as a tagged version, as the version from the original source was not tagged. This is indicated in the Course Blueprint and appropriate assignment write-ups.

Any materials in the "Student Resources" section will be provided as a Word doc and PDF file.

STANDARD 8.4 - (2 Points)

8.4 The course design facilitates readability.

Points Possible: 2

Points Awarded: 2

Result: MET

Recommendations:

The course design will implement the features and organizational structure shown in the Course Blueprint. The Canvas layout will follow that for PHR5010, which was designed by an ODEE instructional designer.

STANDARD 8.5 - (2 Points)

8.5 Course multimedia facilitate ease of use.

Points Possible: 2

Points Awarded: 2

Result: MET

Recommendations:

The multimedia course instructional materials are easy to view, operate, and interpret. Videos are available through the OSU library and YouTube, and narrated lectures are posted with descriptive links directly in Canvas. PDFs and articles are cited with direct links where the article can be retrieved, or the article can be easily accessed through OSU libraries.

Additional Review Comments:

N/A

TOTAL POINTS AWARDED: 99

FINAL RESULT: MET STANDARDS

COURSE BLUEPRINT

PHR 2367 – Drug Use in American Culture (Distance Learning)

College of Pharmacy – Undergraduate Program

Course overview

Development details

Instructor	Molly Downing
Instructional designer(s)	N/A
Design term (semester)	AU16
Launch date (semester)	SP17
Course format	Online

Course context

Course description	In this course, we investigate marijuana by assessing its historical use, clinical properties and risks, role in American culture and issues surrounding its use/abuse in the United States. Students will engage in activities to learn to analyze various sources of information and effectively communicate key messages using a variety of platforms. <i>Note: This course and its instructors do not promote the use/abuse of marijuana. This medically and socially relevant topic only serves as context by which to teach writing and communication skills.</i>
Prerequisite courses and prerequisite knowledge	English 1110 or equivalent.
Next course in sequence	N/A



Student characteristics	Undergraduates enrolled in pre-clinical tracks, public health, science- or health-related majors, as well as any undergraduate interested in drug use in American culture.
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Materials and technologies

Textbooks and readings used throughout the course
No required textbook
Articles from the primary literature and other media outlets
Videos—instructor and externally produced
Course technology (in addition to Carmen; include publisher platforms and other online tools)
Canvas—upload audio and video recording
PowerPoint—record a narrated lecture
OSU Libraries—access eVideos and articles

Additional requirements

Proctoring (requirements, options, costs, and when arrangements need to be made)
N/A
Required out-of-class (non-online) activities
N/A
Other costs or fees beyond textbooks
N/A

Course learning outcomes

See Fink's [Significant Learning Experiences](#) or Wiggins & McTighe's [Understanding by Design](#).

Course goals for students (What should students take away from the course in these areas?)

Use the [course goals worksheet](#) for ideas to brainstorm goals that capture more than just content.

1. Through critical analysis, discussion and writing, students extend the ability to read carefully and express ideas effectively.
2. Students apply written, oral and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

Big ideas/major topics (core big ideas of the course, probably broad and abstract, one or two words)

Reasoning and arguing from evidence	Clear and succinct writing	Presenting a balanced view
Targeted writing and presentations	Analyzing writing from different sources	Communicating information
Accessing scientific information	Using information critically	Discussion
Expressing ideas effectively		

Essential questions (overarching questions or tensions students will probe throughout the course)

How do you effectively communicate information to audiences with varying expertise on drug use? How do you access quality scientific studies? How do you differentiate different types of data and scientific evidence? How do you analyze different types of scientific writing focused on drug use? How do you research a drug's effect on the body or on the environment? How do you research the influence of business or the economy on a drug's use? How do you express ideas respectfully and effectively?

Course learning outcomes (written in terms of what students should be able to do)

See [*Bloom's taxonomy*](#) for help writing the outcomes as measurable performance objectives.

1. Identify ways to access medical and scientific studies, and differentiate anecdotal versus scientific evidence.
2. Analyze cases, statistics, news releases and government policies surrounding drug use in the United States.
3. Employ different methods for communicating information to audiences of varying expertise.
4. Describe the health and environmental effects of a given drug's (i.e., marijuana) use.
5. Explain the influence of businesses and economics on a given drug's (i.e., marijuana) use/abuse in the United States.

Online teaching-learning strategy

See <http://odee.osu.edu/active-learning> for examples of activities that work well in online courses.

Basic scheme/routine of student activities in a typical week

Map of a typical week (as model for weekly learning plans, below)

1. Review module materials
 - a. Required readings
 - b. Narrated lectures (instructor produced)
 - c. Online videos (external)
2. Participate in weekly discussion
3. Work on or complete relevant assignments
 - a. Short response assignments
 - b. Webinar
 - c. Final Paper
 - d. Scientific Poster

Multimedia content

Instructor produced

See <http://odee.osu.edu/multimedia-and-visual-storytelling> for options, pros/cons, & suggested tools.

Description of approach (including necessary hardware/software and estimated production time)

Module 0

1. Getting Started
2. Discussions, Citations, and Plagiarism

Module 1

1. What is marijuana?

Module 2

1. Medical Marijuana

2. Accessing Scientific Information
3. Analyzing Scientific Information

Module 3

1. Marijuana: Health Risks and Consequences

Module 6

1. Giving effective oral presentations
2. Constructing effective scientific posters

Externally produced

See [our job aids](#) for planning videos that are produced by the ODEE Marking & Communications team.

List of externally produced multimedia content (or content to be acquired from outside sources)

Required Videos:

1. O'Conner M and O'Connor B, director. *California High: The Great Marijuana Debate*. Kanopy Streaming, 2016. Access the eVideo through [Ohio State University Libraries](#)
2. Gupta, Sanjay, director. *Weed*. CNN, 2013. Access the eVideo through [YouTube](#)

Required Readings:

1. Volkow ND et al. (2016) Effects of Cannabis Use on Human Behavior, Including Cognition, Motivation, and Psychosis: A Review. *JAMA Psychiatry*, 73(3): 292-297.
2. Hoenig, Garry. "Youth." *The New York Times*, 9 April 1972, <http://www.nytimes.com/1972/04/09/archives/these-are-the-dealers-marijuana.html>, Accessed on 22 August 2016
3. Dowd, Maureen. "Don't Harsh Our Mellow, Dude." *The New York Times*, 3 June 2014, http://www.nytimes.com/2014/06/04/opinion/dowd-dont-harsh-our-mellow-dude.html?_r=0, Accessed on 8 August 2016.
4. Drug Enforcement Agency, Department of Justice (2016). *Denial of Petition to Initiate Proceedings to Reschedule Marijuana; Proposed Rules and Applications to Become Registered Under the Controlled Substances Act to Manufacture Marijuana to Supply Researches in the United States; Policy Statement*. Retrieved from the Federal Register: <https://www.federalregister.gov/articles/2016/08/12/2016-17954/denial-of-petition-to-initiate-proceedings-to-reschedule-marijuana>
5. Reed, J.K. (2016). *Marijuana Legalization in Colorado: Early Findings*. Retrieved from the Colorado Department of Public Safety: <https://www.colorado.gov/pacific/dcj-ors>

Required websites to view:

1. Writing guidelines available on knowledge.thinkingstorm.com
2. The Writing Center at the UNC-Chapel Hill: <http://writingcenter.unc.edu/handouts/audience/>
3. The Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/resource/658/1/>
4. The Center for the Study and Teaching of Writing at Ohio State: <http://cstw.osu.edu>

Optional websites to view:

1. Office of National Drug Control Policy: <https://www.whitehouse.gov/ondcp/marijuana>
2. Drug Enforcement Agency: www.dea.gov
3. National Institute of Health: www.nih.gov
4. National Organization for the Reform of Marijuana Laws: <http://norml.org/>
5. Coalition for a Drug Free California: <http://www.drugfreecalifornia.org/>
6. Genetic Science Learning Center: <http://learn.genetics.utah.edu/content/addiction/>
7. National Institute on Drug Abuse: <https://www.drugabuse.gov/>

Optional videos to view:

1. Gupta, Sanjay, director. *Weed 2: Cannabis Madness*. CNN, 2014.
2. Gupta, Sanjay, director. *Weed 3: The Marijuana Revolution*. CNN, 2015.

Canvas Course Syllabus Module

How this online class works

Organization:	<p>This is a distance-education course with <i>all</i> course work completed online. Students will progress through six, self-paced modules that feature various topics (see Course Schedule). Module activities will include viewing narrated lectures and online videos, participating in weekly discussions, and completing required readings and various writing assignments. See the Course Calendar (posted on Canvas) for a list of all module activities, including relevant due dates. The course will conclude with completion of a final project.</p> <p>This course will be implemented through Ohio State University's course management system, Canvas (Carmen—herein referred to as Canvas). Unless otherwise noted, Canvas will be used to post all course materials and complete all course assessments. Course announcements will be emailed and posted on Canvas.</p>
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Tech requirements:	See Course Technology section in syllabus.
Getting help:	See Technology Assistance section in Course Syllabus; post in the Course Q&A discussion with general questions; send a message to your instructor with personal questions about grades and feedback.

Instructor

Instructor Name
Molly Downing, Ph.D

Instructor Picture
Already in Canvas.

Brief bio and relevant information
<p>Molly Downing, Ph.D, is a Clinical Instructor in the College of Pharmacy at Ohio State University. She received her B.S. in Pharmaceutical Sciences at Purdue University and Ph.D. in Pharmacology at Vanderbilt University. At Ohio State, she has taught pharmacology and related courses to both undergraduates and professional pharmacy students. Outside of the classroom, she works closely with Generation Rx, an initiative that educates the general public about how to safely use prescription medications in an effort to prevent their misuse. She is the former Assistant Director of the Generation Rx Lab at the Center of Science and Industry, where she assisted with assessing the experiential impact of teaching the general public medication safety through conducting hands-on science experiments. In addition to working with Generation Rx, she also directs a summer science and career exploration program for high school students interested in the pharmaceutical sciences.</p>

Assignments (Gradebook) Setup

Assignment Category	% of Total Grade
Module Assignments: Short Response Writings	28%
Assignment Name	Assignment Type
Module 0: Note Packet	File Upload
Module 1: Blog	File Upload

Module 1: Journal Entry	File Upload
Module 2: Analysis	File Upload
Module 2: Critique	File Upload
Module 2: Note Packet	File Upload
Module 3: Script	File Upload
Module 5: Social Media	File Upload
Module 5: Pro-Con Essay	File Upload

Assignment Category	% of Total Grade
Webinar	11%
Assignment Name	Assignment Type
Webinar	Presentation

Assignment Category	% of Total Grade
Midterm	11%
Assignment Name	Assignment Type
Midterm	Quiz/Exam

Assignment Category	% of Total Grade
Final Project	33%
Assignment Name	Assignment Type
Research Paper	File Upload
Research Poster	Discussion with PDF Attachment

Assignment Category	% of Total Grade
Participation	17%

Assignment Name	Assignment Type
Weekly Discussions #1-15	Discussion

Module 0 Learning Plan

Getting Started

START HERE: Module 0 Overview

Course outcomes	Course Learning Outcome [Alignment]: N/A
Course topics and essential questions	Course Introduction Icebreakers
Module introduction	READ ME FIRST: Welcome to PHR2367! In this course, we investigate marijuana by assessing its historical use, clinical properties and risks, role in American culture and issues surrounding its use/abuse in the United States. Students will engage in activities to learn to analyze various sources of information and effectively communicate key messages using a variety of platforms. Ready to get started? Begin by reviewing the 'Module 0 Roadmap', which will help you examine course materials and meet your classmates.
Module Learning Objectives	This module, including its activities, content, and assignments will help you to be able to do the following: <ol style="list-style-type: none">1. Develop membership in a course community2. Examine course layout, materials, and student expectations
Module roadmap	Here's everything you need to do and remember for the module. These items will all appear, in order, in the <u>Module</u> for this module. <ul style="list-style-type: none">• Review Module Contents, including:• Read required module reading<ul style="list-style-type: none">○ Course Syllabus and Course Calendar○ Writing guides• View narrated lectures and online videos<ul style="list-style-type: none">○ Getting Started○ Discussions, Citations, and Plagiarism• Complete all assignments<ul style="list-style-type: none">○ Discussion #1



- Module 0 Note Packet
- Maintain time management and refer to Course Calendar

Lectures and Videos: Module 0

Lectures and Videos

Objectives assessed/supported:

Module:

1. Examine course layout, materials, and student expectations

Course:

1. Employ different methods for communicating information to audiences of varying expertise.

START HERE: To get started, first download the note packet for Module 0. This packet contains incomplete notes—complete this packet by viewing the Module 0 narrated lectures. Submission of the completed note packet satisfies the Module 0 assignment, “Note Packet” (see Assignments).

To maximize your learning, I encourage you to watch the Module 0 narrated lectures in the order below. “Getting Started” overviews Canvas, the course design, module activities, and grading policies. If you have unanswered questions about the course after watching this video, email Dr. Downing or visit during office hours. “Discussions, Citations, and Plagiarism” overviews student expectations regarding these items. This lecture also explains many of the resources listed in the “Student Resource” section on the course homepage.

1. Module 0 note packet (Word doc and PDF versions)
2. Getting Started (narrated lecture, instructor produced)
 - a. PowerPoint and PDF files posted
 - b. PDF (or Word) of note packet with transcript
3. Discussions, Citations, and Plagiarism (narrated lecture, instructor produced)
 - a. PowerPoint and PDF files posted
 - b. PDF (or Word) of note packet with transcript

Citations:

Downing, M. (2016) *Getting Started* [PowerPoint slides]. Retrieved from www.carmen.osu.edu

Downing, M. (2016) *Discussions, Citations, and Plagiarism* [PowerPoint slides]. Retrieved from www.carmen.osu.edu

Required Reading: Module 0

Required module readings

Objectives assessed/supported:

Module:

1. Examine course layout, materials, and student expectations

Course:

1. Employ different methods for communicating information to audiences of varying expertise.

Review of the following materials will support your completion of the “Module 0 Note Packet”. In addition, consult the handouts featured through the CSTW at Ohio State when completing the various writing assignments throughout the semester.

1. Course Syllabus
2. Course Calendar
3. Center for the Study and Teaching of Writing at Ohio State: <http://cstw.osu.edu/writing-center/handouts/all-handouts>
 - a. Review handouts listed in the ‘Citations’ section

Optional Resources: Module 0

Text Optional Resources (Objectives assessed/supported:)

None

Optional Internet Resources (Objectives assessed/supported:)

None

Assessments: Module 0

Item Type: Discussion #1

Objectives assessed/supported:

Module:

1. Develop membership in a course community

Course: N/A

Welcome to PHR2367, Drug Use in American Culture! For our first weekly discussion, let’s conduct an online meet n’ greet by introducing ourselves via video. We’ll also practice developing appropriate peer responses that model expected communication guidelines.

Assignment write-up available on Canvas. Includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Rubric for Weekly Discussions (posted on Canvas)

Item Type: Note Packet (file upload)

Objectives assessed/supported:

Module:

1. Examine course layout, materials, and student expectations

Course:

1. Employ different methods for communicating information to audiences of varying expertise.

Download the note packet for Module 0. This packet contains incomplete notes—complete this packet by viewing both Module 0 narrated lectures. Submit your completed note packet according to the instructions outlined below.

Assignment write-up available on Canvas. Includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Grading based on completion only. I will upload my version of the completed packet after the assignment's due date.

Module 1 Learning Plan

Communications on Marijuana in the U.S.: Past and Present

START HERE: Module 1 Overview

Course outcomes	Course Learning Outcome [Alignment]: 1. Analyze cases, statistics, news releases, and government policies surrounding drug use in the United States. 2. Employ different methods for communicating information to audiences of varying expertise.
Course topics and essential questions	What is marijuana? History of Marijuana Use Writing clearly and concisely
Module introduction	In Module 1, we'll first ask the question, "What is marijuana?" We'll then focus on its historical use in the United States, including exploring past vs. present U.S. communications on marijuana. Module 1 short response writings focus on basic writing mechanics, including writing clearly and concisely. Lastly, we'll conduct the first check-point related to the final research paper. Ready to get started? Begin by reviewing the 'Module Roadmap'.
Module Learning Objectives	This module, including its activities, content, and assignments will help you to be able to do the following: <ol style="list-style-type: none">1. Summarize the historical use of marijuana in the United States and relevant U.S. communications.2. Describe the channels by which topics are communicated in the public sector.3. Practice writing clearly and concisely.
Module roadmap	Here's everything you need to do and remember for the module. These items will all appear, in order, in the Module for this module. <ul style="list-style-type: none">• Review Module Contents, including:• Read required module reading<ul style="list-style-type: none">◦ Writing guides• View narrated lectures and online videos



- What is marijuana?
- California High: The Great Marijuana Debate
- Complete all assignments
 - Module 1: Discussion #2
 - Module 1: Blog
 - Module 6: Research Paper Check-point #1
 - Module 1: Discussion #3
 - Module 1: Journal Entry
- Maintain time management and refer to Course Calendar

Lectures and Videos: Module 1

Lectures and Videos

Objectives assessed/supported:

Module:

1. Summarize the historical use of marijuana in the United States and relevant U.S. communications.
2. Describe the channels by which topics are communicated in the public sector.

Course:

1. Analyze cases, statistics, news releases, and government policies surrounding drug use in the United States.

What is marijuana? In the narrated lecture, “What is marijuana?”, we’ll overview marijuana as a drug, including its composition, delivery forms, and strengths. In the online video, “California High: The Great Marijuana Debate”, we’ll overview marijuana’s historical uses. To maximize your learning, I encourage you to first download the “Module 1 Note Packet” and then view the videos in the order listed below. As you view the videos, complete the note packet. These notes will assist you in defining common terms utilized throughout the semester, as well as support completion of the Module 1 assignments.

1. Module 1 Note Packet (Word doc and PDF)
2. What is marijuana? (narrated lecture, instructor produced)
 - a. PowerPoint and PDF files posted
 - b. PDF (or Word) of note packet with transcript
3. California High: The Great Marijuana Debate (00:00 – 21:56 only) (externally produced)

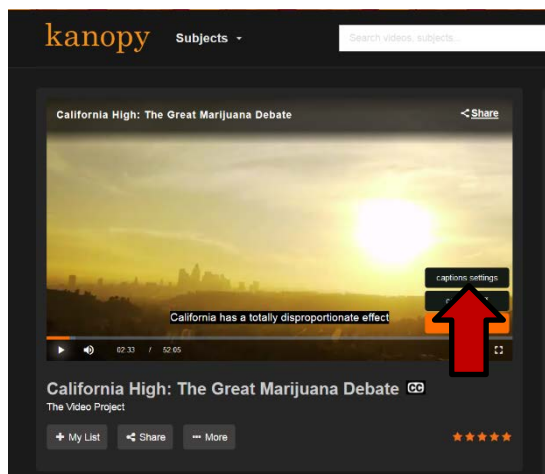
Citations:

Downing, M. (2016) *What is marijuana?* [PowerPoint slides]. Retrieved from www.carmen.osu.edu

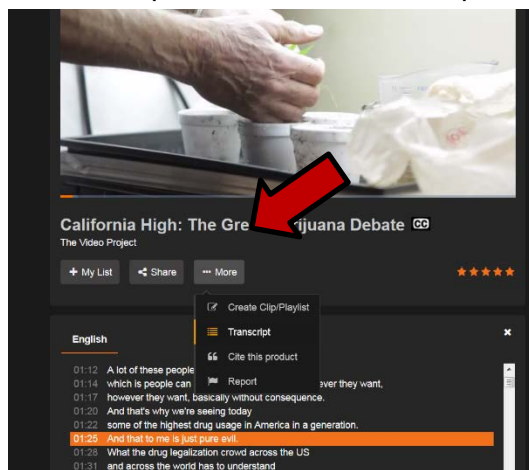
O’Conner M and O’Connor B, director. *California High: The Great Marijuana Debate*. Kanopy Streaming, 2016. Access the eVideo through [Ohio State University Libraries](#)

Notes regarding how to improve the accessibility of the film, “California High: The Great Marijuana Debate”:

- To access the captions, hover your mouse over the captions icon. If needed, adjust the captions settings and identify the preferred language.



- To access the transcript, click ‘More / Transcript’:



Required Reading: Module 1

Required Module Reading

Objectives assessed/supported:

Module:

1. Practice writing clearly and concisely.

Course:

1. Employ different methods for communicating information to audiences of varying expertise.

In the Module 1 assignments, we're focusing on writing clearly and concisely. Basic writing mechanics such as sentence clarity, transitions, and proper grammar all aid in writing clearly and concisely. Review these writing guides before completing the Module 1 assignments:

1. ThinkingStorm. (2012) Writing Process. Retrieved from <http://knowledge.thinkingstorm.com/PlanningOrganizing/TheWritingProcess.aspx>
2. ThinkingStorm. (2012) Argument & Clarity. Retrieved from <http://knowledge.thinkingstorm.com/ArgumentClarity.aspx>
 - a. Focus on Sentence Clarity, Transitions, and Concise Writing
3. ThinkingStorm. (2012) Grammar, Mechanics, & Punctuation. Retrieved from <http://knowledge.thinkingstorm.com/GrammarMechanicsandPunctuation.aspx>
4. Review any necessary handouts on style or grammar provided through the Center for the Study and Teaching of Writing at Ohio State: <http://cstw.osu.edu/writing-center/handouts/all-handouts>

Optional Resources: Module 1

Text Optional Resources (Objectives assessed/supported:)

None

Optional Internet Resources

Objectives assessed/supported:

None

Assessments: Module 1

Item Type: Discussions #2 and #3

Objectives assessed/supported:

Module:

1. Summarize the historical use of marijuana in the United States and relevant U.S. communications.
2. Describe the channels by which topics are communicated in the public sector.
3. Practice writing clearly and concisely.

Course:

1. Analyze cases, statistics, news releases, and government policies surrounding drug use in the United States.
2. Employ different methods for communicating information to audiences of varying expertise.

Discussion #2: In Module 1, we're discussing marijuana's historical use in the United States. In your opinion, has marijuana's use changed over time? Consider how factors such as reason for use, delivery forms, and drug potency may influence your response. Submit an initial post along with one peer response. Your initial post must be in a written format, but your peer response may utilize the format of your choice—written, audio, or video.

Discussion #3: topic to be determined; perhaps a post related to critiquing the credibility of websites, such as weedmaps.com

Assignment write-ups for every discussion will model Discussion #1-2 and will be posted on Canvas. Includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Rubric for Weekly Discussions (posted on Canvas)

Item Type: Blog (file upload)

Objectives assessed/supported:

Module:

1. Practice writing clearly and concisely.

Course:

1. Employ different methods for communicating information to audiences of varying expertise.

What is your stance on marijuana? Before we dive deep into this subject matter, write a 150-200 word blog post that states your stance on marijuana use for recreational and/or medicinal purposes. Clearly and concisely summarize what you believe and why you believe it (see 'What to Include').

Assignment write-up available on Canvas. Includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Rubric for Short Response Writings (posted on Canvas)

Item Type: Journal Entry (file upload)

Objectives assessed/supported:

Module:

1. Summarize the historical use of marijuana in the United States and relevant U.S. communications.
2. Describe the channels by which topics are communicated in the public sector.
3. Practice writing clearly and concisely.

Course:

1. Analyze cases, statistics, news releases, and government policies surrounding drug use in the United States.
2. Employ different methods for communicating information to audiences of varying expertise.

Ready to travel back in time? The year is 1972, and you're nearing the end of your first year at Ohio State University. That spring, you read the article, "Youth", published on April 9th in *The New York Times*. Write a 100-150 word journal entry on one interesting finding of marijuana use discussed in this article (see 'What to Include').

Jump back in your time traveler and fast forward to June 2014. You've just finished your first year at Ohio State and are home for the summer. When reading your digital subscription to *The New York Times*, the article, "Don't Harsh Our Mellow, Dude" catches your eye. Write a 150-200 word journal entry on one interesting finding of marijuana use discussed in this article (see 'What to Include').

Assignment write-up available on Canvas. Includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Rubric for Short Response Writings (posted on Canvas)

Module 2 Learning Plan

U.S. Culture, Science, and Politics

START HERE: Module 2 Overview

Course outcomes	Course Learning Outcome [Alignment]: <ol style="list-style-type: none">1. Identify ways to access medical and scientific studies, and differentiate anecdotal versus scientific evidence.2. Analyze cases, statistics, news releases, and government policies surrounding drug use in the United States.3. Employ different methods for communicating information to audiences of varying expertise.4. Describe the health and environmental effects of a given drug's use.
Course topics and essential questions	Evaluating evidence Roles of the U.S. government and clinical research Medical Marijuana Writing that uses logic and avoids bias
Module introduction	In Module 2, we'll focus on medical marijuana. First, we'll overview the basics of medical marijuana—how it works, potential health benefits, and existing state laws surrounding its use. Next, we'll explore the impact of U.S. government and clinical research on medical marijuana. Module 2 short response writings focus on using logic and avoiding bias through constructing analyses and critiquing a CNN Special Investigation. Ready to get started? Begin by reviewing the 'Module Roadmap'.
Module Learning Objectives	This module, including its activities, content, and assignments will help you to be able to do the following: <ol style="list-style-type: none">1. Explain the impact of U.S. government authorities, medical societies, and advocacy groups on marijuana use.2. Explain potential health benefits resulting from marijuana use.3. Analyze legal and scientific reports by using logic and avoiding bias.4. Identify subjective vs objective approaches to delivering information on health risks and benefits.



Module roadmap

Here's everything you need to do and remember for the module. These items will all appear, in order, in the Module for this module.

- Review Module Contents, including:
- Read required module reading
 - Writing guides
- View narrated lectures and online videos
 - Medical Marijuana
 - Accessing Scientific Information
 - Analyzing Scientific Information
- Complete all assignments
 - Module 2: Discussion #4
 - Module 2: Analysis
 - Module 2: Discussion #5
 - Module 2: Critique
 - Module 2: Note Packet
- Maintain time management and refer to Course Calendar

Lectures and Videos: Module 2

Lectures and Videos

Objectives assessed/supported:

Module:

1. Identify subjective vs objective approaches to delivering information on health risks and benefits.
2. Explain potential health benefits resulting from marijuana use.

Course:

1. Identify ways to access medical and scientific studies, and differentiate anecdotal versus scientific evidence.
2. Describe the health and environmental effects of a given drug's use.

In Module 2, we'll focus on the science and politics surrounding medical marijuana. In the first narrated lecture, "Medical Marijuana", we'll overview the basics of medical marijuana—how it works, potential health benefits, and existing state laws. In the remaining narrated lectures, "Accessing Scientific Information" and "Analyzing Scientific Information", we'll learn how to access and analyze

scientific information, respectively. These narrated lectures will directly support completion of Module 2 assignments, and can be reviewed throughout the semester on an as needed basis.

To maximize your learning, I encourage you to first download the “Module 2 Note Packet” and then view the videos in the order listed below. Submission of the completed note packet satisfies the Module 2 assignment, “Note Packet” (see Assignments).

1. Module 2 Note Packet (Word doc and PDF)
2. Medical Marijuana (narrated lecture, instructor produced)
 - a. PowerPoint and PDF files posted
 - b. PDF (or Word) of note packet with transcript
3. Accessing Scientific Information (narrated lecture, instructor produced)
 - a. PowerPoint and PDF files posted
 - b. PDF (or Word) of note packet with transcript
4. Analyzing Scientific Information (narrated lecture with examples of anecdotal versus scientific evidence)
 - a. PowerPoint and PDF files posted
 - b. PDF (or Word) of note packet with transcript

Citations:

Downing, M. (2016) *Medical Marijuana* [PowerPoint slides]. Retrieved from www.carmen.osu.edu

Downing, M. (2016) *Accessing Scientific Information* [PowerPoint slides]. Retrieved from www.carmen.osu.edu

Downing, M. (2016) *Analyzing Scientific Information* [PowerPoint slides]. Retrieved from www.carmen.osu.edu

Required Reading: Module 2

Required Module Reading

Objectives assessed/supported:

Module:

1. Analyze legal and scientific reports by using logic and avoiding bias.

Course:

1. Employ different methods for communicating information to audiences of varying expertise.

In the Module 2 assignments, we're focusing on writing that uses logic and avoids bias. To assist you in developing these writing skills, review these writing guides before completing the Module 2 assignments:

- ThinkingStorm. (2012) Writing Process. Retrieved from <http://knowledge.thinkingstorm.com/PlanningOrganizing/TheWritingProcess.aspx>
- ThinkingStorm. (2012) Argument & Clarity. Retrieved from <http://knowledge.thinkingstorm.com/ArgumentClarity.aspx>
 - Focus on Using Logic and Avoiding Bias
- ThinkingStorm. (2012) Grammar, Mechanics, & Punctuation. Retrieved from <http://knowledge.thinkingstorm.com/GrammarMechanicsandPunctuation.aspx>

Optional Resources: Module 2

Text Optional Resources (Objectives assessed/supported:)

N/A

Optional Internet Resources

Objectives assessed/supported:

Module:

1. Explain the impact of U.S. government authorities, medical societies, and advocacy groups relevant on marijuana use.
2. Explain potential health benefits resulting from marijuana use.

Course:

1. Analyze cases, statistics, news releases, and government policies surrounding drug use in the United States.
2. Describe the health and environmental effects of a given drug's use.

Information about marijuana from the government:

1. Office of National Drug Control Policy: <https://www.whitehouse.gov/ondcp/marijuana>
1. Drug Enforcement Agency: www.dea.gov
2. National Institute of Health: www.nih.gov

Information about marijuana from advocacy groups:

1. National Organization for the Reform of Marijuana Laws: <http://norml.org/>
2. Coalition for a Drug Free California: <http://www.drugfreecalifornia.org/>

If interested, since 2013, Dr. Gupta has produced two additional films about medical marijuana:

1. Gupta, Sanjay, director. *Weed 2: Cannabis Madness*. CNN, 2014.
2. Gupta, Sanjay, director. *Weed 3: The Marijuana Revolution*. CNN, 2015.

Assessments: Module 2

Item Type: Discussion #4 and 5

Objectives assessed/supported:

Module:

1. Explain the impact of U.S. government authorities, medical societies, and advocacy groups relevant on marijuana use.
2. Explain potential health benefits resulting from marijuana use.

Course:

1. Analyze cases, statistics, news releases, and government policies surrounding drug use in the United States.
2. Describe the health and environmental effects of a given drug's use.

Discussion #4: student self-assessment. Opportunity for reflection/self-assessment.

Discussion #5: likely related to the newly elected president's position on marijuana legalization.

Assignment write-ups will model Discussions #1-2 and will be available on Canvas. Includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Rubric for Weekly Discussions (posted on Canvas)

Item Type: Analysis (file upload)

Objectives assessed/supported:

Module:

1. Explain the impact of U.S. government authorities, medical societies, and advocacy groups on marijuana use.
2. Analyze legal and scientific reports by using logic and avoiding bias.

Course:

1. Analyze cases, statistics, news releases, and government policies surrounding drug use in the United States.
2. Employ different methods for communicating information to audiences of varying expertise.

In November 2011, former Rhode Island Governor Lincoln Chafee and former Washington Governor Christine Gregoire petitioned the Drug Enforcement Agency (DEA) to reschedule marijuana from a Schedule I to a Schedule II controlled substance. In August 2016, the DEA denied the petition and released a report documenting the evidence that supported their decision. Based on this decision, marijuana will remain a Schedule I controlled substance.

Analysis often involves explaining a topic in greater detail from a unique point of view. Read a portion of the report by the DEA and construct an analysis of it from two viewpoints: the director of the Office of National Drug Control Policy (ONDCP), and the director of the Reform of Marijuana Laws (NORML). See 'What to Include' for details.

Assignment write-up available on Canvas. Includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, grading criteria, and accessibility

Assessment: Rubric for Short Response Writings (posted on Canvas)...will be slightly modified to reflect focus on analysis.

Item Type: Film Critique (file upload)

Objectives assessed/supported:

Module:

1. Identify subjective vs objective approaches to delivering information on health risks and benefits.
2. Analyze legal and scientific reports by using logic and avoiding bias.
3. Describe the health and environmental effects of a given drug's use.

Course:

1. Identify ways to access medical and scientific studies, and differentiate anecdotal versus scientific evidence.
2. Analyze cases, statistics, news releases, and government policies surrounding drug use in the United States.
3. Describe the health and environmental effects of a given drug's use.

In 2013, Dr. Sanjay Gupta directed the CNN Special Investigation, *Weed*. In this film, he poses this question: "Is marijuana bad for you? Or, could it actually be good for you?" To address these questions, he examines the science behind marijuana with a focus on its use for medicinal purposes.

Critiques summarize and evaluate a given work. Pretend that you are a film reviewer for the *Columbus Dispatch*. Write a brief critique of the film, with a focus on evaluating the specific health benefits featured (see 'What to Include').

Assignment write-up available on Canvas. Includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, grading criteria, and accessibility

Assessment: Rubric for Short Response Writings (posted on Canvas)

Item Type: Note Packet (file upload)

Objectives assessed/supported:

Module:

1. Analyze legal and scientific reports by using logic and avoiding bias.
2. Identify subjective vs objective approaches to delivering information on health risks and benefits.

Course:

1. Identify ways to access medical and scientific studies, and differentiate anecdotal versus scientific evidence.

Download the note packet for Module 2. This packet contains incomplete notes—complete this packet by viewing the Module 2 narrated lectures. Submit your completed note packet according to the instructions outlined below.

Assignment write-up available on Canvas. Includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Grading based on completion only. I will upload my version of the completed packet after the assignment's due date.

Module 3 Learning Plan

Marijuana Use in the U.S.: Impact on Public Health

START HERE: Module 3 Overview

Course outcomes	Course Learning Outcome [Alignment]: <ol style="list-style-type: none">1. Identify ways to access medical and scientific studies, and differentiate anecdotal versus scientific evidence.2. Analyze cases, statistics, news releases, and government policies surrounding drug use in the United States.3. Employ different methods for communicating information to audiences of varying expertise.4. Describe the health and environmental effects of a given drug's use.
Course topics and essential questions	Consequences and health risks of marijuana use Impact of legalization on public health Communicating information to audiences of varying expertise
Module introduction	In Module 3, we'll focus on the impact of marijuana legalization on public health. First, we'll overview marijuana's health risks and consequences. Next, we'll visit Colorado and explore the aftermath from marijuana legalization—including both the positive and negative effects. The Module 3 short response writing focuses on argument and knowing your audience. In addition, we'll conduct the second check-point related to the final research paper. Ready to get started? Begin by reviewing the 'Module Roadmap'.
Module Learning Objectives	This module, including its activities, content, and assignments will help you to be able to do the following: <ol style="list-style-type: none">1. Explain the health risks and consequences resulting from marijuana use.2. Evaluate the positive and negative effects of marijuana legalization as reported in Colorado.3. Practice communicating the same information to the general public and to medical professionals.4. Develop a well-supported argument to support a viewpoint.



Module roadmap

Here's everything you need to do and remember for the module. These items will all appear, in order, in the Module for this module.

- Review Module Contents, including:
- Read required module reading
 - Writing guides
 - Volkow et. al., 2016
- View narrated lectures and online videos
 - Marijuana: Health Risks and Consequences
- Complete all assignments
 - Module 3: Discussion #6
 - Module 6: Research Paper Check-Point #2
 - Module 3: Discussion #7
 - Module 3: Script
- Maintain time management and refer to Course Calendar

Lectures and Videos: Module 3

Lectures and Videos

Objectives assessed/supported:

Module:

1. Explain the health risks and consequences resulting from marijuana use.

Course:

1. Describe the health and environmental effects of a given drug's use.

In Module 3, we're focusing on the impact of marijuana legalization on public health. Begin by viewing the narrated lecture, "Marijuana: Health Risks and Consequences". Again, to maximize your learning, I encourage you to first download the "Module 3 Note Packet". As you view the lecture, complete the note packet—it will help you complete Discussion #6 and the short response writing for Module 3.

1. Module 3 Note Packet (Word doc and PDF)
2. Marijuana: Health Risks and Consequences (narrated lecture)
 - a. PowerPoint and PDF files posted
 - b. PDF (or Word) of note packet with transcript

Citations:

Downing, M. (2016) *Marijuana: Health Risks and Consequences* [PowerPoint slides]. Retrieved from www.carmen.osu.edu

Required Reading: Module 3

Required Module Reading

Objectives assessed/supported:

Module:

1. Practice communicating the same information to the general public and to medical professionals.
2. Develop a well-supported argument to support a viewpoint.

Course:

1. Employ different methods for communicating information to audiences of varying expertise.

In the Module 3 assignments, we're focusing on argument and audience. To assist you with developing these writing skills, review the following writing guides before completing the Module 3 assignments:

1. ThinkingStorm. (2012) Informative, Descriptive, and Persuasive Writing. Retrieved from <http://knowledge.thinkingstorm.com/WritingGuides/InformativeDescriptiveandPersuasiveWriting.aspx>
2. The Writing Center at the UNC-Chapel Hill. (2014) Audience. Retrieved from: <http://writingcenter.unc.edu/handouts/audience/>

Dr. Nora Volkow serves as the Director for the National Institute on Drug Abuse. In 2016, Dr. Volkow and colleagues published a review on marijuana's effects on human behavior. Read the review in preparation for Discussion #6.

3. Volkow ND et al. (2016) Effects of Cannabis Use on Human Behavior, Including Cognition, Motivation, and Psychosis: A Review. *JAMA Psychiatry*, 73(3): 292-297.

If needed, access the [tagged Volkow \(2016\)](#) review here

Optional Resources: Module 3

Text Optional Resources (Objectives assessed/supported:)

N/A

Optional Internet Resources

Objectives assessed/supported:

Module:

1. Explain the health risks and consequences resulting from marijuana use.

Course:

1. Describe the health and environmental effects of a given drug's use.

1. Genetic Science Learning Center: <http://learn.genetics.utah.edu/content/addiction/>
2. National Institute on Drug Abuse: <https://www.drugabuse.gov/>

Assessments: Module 3

Item Type: Discussion #6-7

Objectives assessed/supported:

Module:

1. Explain the health risks and consequences resulting from marijuana use.

Course:

1. Describe the health and environmental effects of a given drug's use.

Discussion #6: related to the Volkow (2016) review

Discussion #7: topic to be determined

Assignment write-ups will model Discussions #1-2 and will be available on Canvas. Includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Rubric for Weekly Discussions (posted on Canvas)

Item Type: Script (file upload)

Objectives assessed/supported:

Module:

1. Explain the health risks and consequences resulting from marijuana use.
2. Evaluate the positive and negative effects of marijuana legalization as reported in Colorado.
3. Practice communicating the same information to the general public and to medical professionals.
4. Develop a well-supported argument to support a viewpoint.

Course:

1. Analyze cases, statistics, news releases, and government policies surrounding drug use in the United States.
2. Employ different methods for communicating information to audiences of varying expertise.
3. Describe the health and environmental effects of a given drug's use.

In 2000, Colorado voters approved an amendment that allowed patients with consent from a healthcare provider to use marijuana for medical-related purposes. Fourteen years later, Colorado became the first state to legally sell marijuana for recreational purposes. That is, individuals over 21 years-old may purchase, possess, or use marijuana for retail purposes (see <http://goodtoknowcolorado.com/laws> for state laws). In March 2016, the Colorado Department of Public Safety reported preliminary findings on the impact of marijuana legalization (see Resources).

Review this report—what do you think? Has the legalization of marijuana had a negative or positive effect on public health in Colorado? Pretend that the Center of Science and Industry (COSI) has invited you to express your viewpoint on this question at an upcoming event. They've asked you to share your viewpoint in two separate sessions—the audience for the first session are all eighth-graders, while the audience for the second session are medical and health professionals. Write a script that expresses your viewpoint to each audience—support your stance with credible evidence (see 'What to Include').

Assignment write-up includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Rubric for Short Response Writings (posted on Canvas)

Module 4 Learning Plan

Course Midpoint: Midterm and Peer Review

START HERE: Module 4 Overview

Course outcomes	Course Learning Outcome [Alignment]: <ol style="list-style-type: none">1. Identify ways to access medical and scientific studies, and differentiate anecdotal and scientific evidence.2. Analyze cases, statistics, news releases, and government policies surrounding drug use in the United States.3. Employ different methods for communicating information to audiences of varying expertise.4. Describe the health and environmental effects of a given drug's use.
Course topics and essential questions	Mid-term Peer Review Course mid-point survey
Module introduction	Module 4 marks the mid-point for spring semester. Instead of focusing on a new topic, we'll complete the course midterm and course mid-point survey. You'll also receive your peer review group, and complete the third check-point for the final research paper. Ready to get started? Review the 'Module Roadmap'.
Module Learning Objectives	This module, including its activities, content, and assignments will help you to be able to do the following: <ol style="list-style-type: none">1. Demonstrate mastery of concepts discussed and skills developed in Modules 1-3.2. Assess your peers' written, oral, and visual communication skills.
Module roadmap	Here's everything you need to do and remember for the module. These items will all appear, in order, in the Module for this module. <ul style="list-style-type: none">• Review Module Contents, including:• Read required module reading<ul style="list-style-type: none">○ None• View narrated lectures and online videos<ul style="list-style-type: none">○ None



- Complete all assignments
 - Discussion #8
 - Midterm
 - Discussion #9
 - Module 6: Research Paper Check-point #3
- Maintain time management and refer to Course Calendar

Lectures and Videos: Module 4

Lectures and Videos

Objectives assessed/supported:

None

Required Reading: Module 4

Required Module Reading

Objectives assessed/supported:

None

Optional Resources: Module 4

Text Optional Resources (Objectives assessed/supported:)

N/A

Optional Internet Resources

Objectives assessed/supported:

None

Assessments: Module 4

Item Type: Discussion #8-9

Objectives assessed/supported: to be determined

Discussion topic #8: to be determined

Discussion topic #9: course mid-point survey and student self-assessment. Opportunity for reflection/self-assessment;

Assignment write-ups will model Discussions #1-2 and will be available in Canvas. Includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Rubric for Weekly Discussions (posted on Canvas)

Item Type: Midterm (quiz/exam)

Objectives assessed/supported:

Module:

1. Demonstrate mastery of concepts discussed and skills developed in Modules 1-3.

Course:

1. Identify ways to access medical and scientific studies, and differentiate anecdotal and scientific evidence.
2. Analyze cases, statistics, news releases, and government policies surrounding drug use in the United States.
3. Employ different methods for communicating information to audiences of varying expertise.
4. Describe the health and environmental effects of a given drug's use.

The midterm will consist of a 20-question examination that must be completed in 120 minutes. It will cover material found in readings, discussions, and the narrated lectures. Question types will consist of multiple-choice, matching, fill-in the blank, and written essays. The midterm is open-book, open-note, and open-internet, but students are not permitted to seek help from any individual while taking it. The midterm will be posted on Canvas—see Course Calendar for due date and time. Canvas does NOT save your answers—therefore, do not logout until you've completed and submitted your exam (i.e., you must complete the exam in a single login session).

The exam must be submitted, not started, by the indicated due date and time. If not completed, it will result in a zero for that grade—no exceptions. You will have only one attempt to take this exam.

Assignment write-up available on Canvas. Includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Exam Key

Module 5 Learning Plan

The Future of Marijuana in the United States

START HERE: Module 5 Overview

Course outcomes	Course Learning Outcome [Alignment]: <ol style="list-style-type: none">1. Identify ways to access medical and scientific studies, and differentiate anecdotal and scientific evidence.2. Analyze cases, statistics, news releases, and government policies surrounding drug use in the United States.3. Employ different methods for communicating information to audiences of varying expertise.4. Describe the health and environmental effects of a given drug's use.5. Explain the influence of business and economics on a given drug's use/abuse in the United States.
Course topics and essential questions	Scientific evidence—gaps in knowledge Business and economics Critical thinking
Module introduction	In Module 5, we'll focus on the future of marijuana legalization—primarily its legalization for retail sell. First, we'll explore our gaps in scientific knowledge, including marijuana's unknown health effects. Next, we'll consider the influence of business and economics on marijuana legalization. Module 5 short response writings focus on developing critical thinking skills. Ready to get started? Begin by reviewing the 'Module Roadmap'.
Module Learning Objectives	This module, including its activities, content, and assignments will help you to be able to do the following: <ol style="list-style-type: none">1. Identify gaps in current knowledge of marijuana effects on the human body.2. Classify business and economic factors as “pros” or “cons” for/against marijuana legalization.3. Evaluate relevant evidence that favors or opposes marijuana legalization.



Module roadmap

Here's everything you need to do and remember for the module. These items will all appear, in order, in the Module for this module.

- Review Module Contents, including:
- Read required module reading
 - Volkow et.al. 2016
- View narrated lectures and online videos
 - California High: the Great Marijuana Debate
- Complete all assignments
 - Module 5: Discussion #10
 - Module 5: Social Media
 - Module 6: Webinar Check-point
 - Module 5: Discussion #11
 - Module 5: Pro-Con Essay
- Maintain time management and refer to Course Calendar

Lectures and Videos: Module 5**Lectures and Videos**Objectives assessed/supported:**Module:**

1. Classify business and economic factors as “pros” or “cons” for/against marijuana legalization.

Course:

1. Explain the influence of business and economics on a given drug’s use/abuse in the United States.

In Module 5, we’re focusing on the future of marijuana legalization in the U.S. We’ll explore our gaps in scientific knowledge through the “Social Media” assignment. To examine the influence of business and economics on marijuana legalization, first download the “Module 5 Note Packet”. Then, finish viewing the film, “California High: The Great Marijuana Debate” (from Module 1). Complete the note packet as you view the film—it will help you complete the assignment, “Pro-Con Essay”.

1. California High: The Great Marijuana Debate (21:56 – end) (externally produced)

Citation:

O’Conner M and O’Connor B, director. *California High: The Great Marijuana Debate*. Kanopy Streaming, 2016. Access the eVideo through [Ohio State University Libraries](#)

Accessibility Note: post instructions for accessing captions and transcript, as posted for Module 1

Required Reading: Module 5

Required Module Reading

Objectives assessed/supported:

None

Optional Resources: Module 5

Text Optional Resources (Objectives assessed/supported:)

N/A

Optional Internet Resources

Objectives assessed/supported:

None

Assessments: Module 5

Item Type: Discussion #10-11

Objectives assessed/supported:

Module:

1. Identify gaps in current knowledge of marijuana effects on the human body.
2. Classify business and economic factors as “pros” or “cons” for/against marijuana legalization.

Course:

1. Describe the health and environmental effects of a given drug’s use.
2. Explain the influence of business and economics on a given drug’s use/abuse in the United States.

Discussion topics to be determined.

Assignment write-ups will model Discussions #1-2 and will be available on Canvas. Includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Rubric for Weekly Discussions (posted on Canvas)

Item Type: Social Media (file upload)

Objectives assessed/supported:

Module:

1. Identify gaps in current knowledge of marijuana effects on the human body.
2. Evaluate relevant evidence that favors or opposes marijuana legalization.

Course:

1. Identify ways to access medical and scientific studies, and differentiate anecdotal and scientific evidence.
2. Employ different methods for communicating information to audiences of varying expertise.
3. Describe the health and environmental effects of a given drug's use.

As policies concerning marijuana use continue to change, health professionals have begun to reexamine its effects on the human body. In Module 3, we learned that existing scientific evidence demonstrates that marijuana use can impair cognition and motivation (Volkow et.al., 2016). In the concluding section of the Volkow (2016) review, the authors identify marijuana's unknown effects and raise several questions that future scientific studies must explore.

After reviewing this concluding section, identify a topic of future scientific study that most intrigues you. Evaluate the existing scientific evidence that explores this topic. Compose three tweets related to the topic—two tweets must summarize the existing scientific evidence you evaluated, while the third tweet must assess if said evidence leans toward favoring or opposing marijuana legalization. See 'What to Include'.

Assignment write-up includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Rubric for Short Response Writings (posted on Canvas)

Item Type: Pro-Con Essay (file upload)

Objectives assessed/supported:

Module:

1. Classify business and economic factors as “pros” or “cons” for/against marijuana legalization.
2. Evaluate relevant evidence that favors or opposes marijuana legalization.

Course:

1. Analyze cases, statistics, news releases, and government policies surrounding drug use in the United States.
2. Employ different methods for communicating information to audiences of varying expertise.
3. Explain the influence of business and economics on a given drug’s use/abuse in the United States.

What is the influence of business and economics on marijuana legalization in the U.S.?

The film, “California High: The Great Marijuana Debate” identifies some influencing factors in the latter half of the film, which are discussed further in the “Module 5 Note Packet”.

Pretend that you are an intern within the Ohio state government. Let’s also pretend that Governor Kasich is considering passing a state law that legalizes marijuana for retail sell. He asks you to identify the pros and cons from a business and economic perspective surrounding marijuana legalization for retail purposes.

Write a pro-con essay that reviews the influence of U.S. businesses and economics on marijuana legalization for retail purposes. After considering the pros and cons, conclude your essay with your recommendation to Governor Kasich—do business and economic factors favor or oppose marijuana legalization for retail purposes? See ‘What to Include’.

Assignment write-up available on Canvas. Includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Rubric for Short Response Writings (posted on Canvas)

Module 6 Learning Plan

A Balanced Approach to Communicating Data

START HERE: Module 6 Overview

Course outcomes	Course Learning Outcome [Alignment]: <ol style="list-style-type: none">1. Identify ways to access medical and scientific studies, and differentiate anecdotal versus scientific evidence.2. Analyze cases, statistics, news releases, and government policies surrounding drug use in the United States.3. Employ different methods for communicating information to audiences of varying expertise.4. Describe the health and environmental effects of a given drug's use.5. Explain the influence of business and economics on a given drug's use/abuse in the United States.
Course topics and essential questions	Oral communication (communicating visually and verbally) Research paper (clear point of view, organization of thought, analysis, support, peer review) Research poster (written and visual communication) Formulating succinct messages Presenting a balanced view
Module introduction	In the final module, Module 6, we'll focus on balanced approaches toward communicating data through completing three assignments. The first assignment will focus on applying oral and visual communication skills by presenting a webinar. The last two assignments comprise the final project, which consists of the research paper we've been developing throughout the semester, as well as adapting this paper in the form of a research poster. Ready to get started? Begin by reviewing the 'Module Roadmap'.
Module Learning Objectives	This module, including its activities, content, and assignments will help you to be able to do the following: <ol style="list-style-type: none">1. Apply written, oral, and/or visual communication skills toward presenting a balanced view on an aspect of marijuana legalization.2. Formulate succinct messages and communicate them in a clear manner.



	3. Assess your peers' written, oral, and visual communication skills.
Module roadmap	<p>Here's everything you need to do and remember for the module. These items will all appear, in order, in the <u>Module</u> for this module.</p> <ul style="list-style-type: none"> • Review Module Contents, including: • Read required module reading <ul style="list-style-type: none"> ○ Writing guides • View narrated lectures and online videos <ul style="list-style-type: none"> ○ Giving effective oral presentations ○ Constructing effective research posters • Complete all assignments <ul style="list-style-type: none"> ○ Module 6: Discussion #12 ○ Module 6: Webinar ○ Module 6: Discussion #13 ○ Module 6: Discussions #14 + #15 (combined as a single post) ○ Module 6: Final Project-Research Paper ○ Module 6: Final Project-Research Poster • Maintain time management and refer to Course Calendar

Lectures and Videos: Module 6

Lectures and Videos

Objectives assessed/supported:

Module:

1. Apply written, oral, and/or visual communication skills toward presenting a balanced view on an aspect of marijuana legalization.
2. Formulate succinct messages and communicate them in a clear manner.

Course:

1. Employ different methods for communicating information to audiences of varying expertise.

In Module 6, we're wrapping-up the course by focusing on balanced approaches towards communicating data. In addition to written communication skills, Module 6 assignments will assist you with developing oral and visual communication skills. Before working on the assignment, "Module 6: Webinar", view the narrated lecture, "Giving Effective Oral Presentations". Similarly,

before constructing the research poster related to the final project, view the narrated lecture, “Constructing Effective Research Posters”.

1. Giving Effective Oral Presentations
 - a. PowerPoint and PDF files posted
 - b. PDF (or Word) of note packet with transcript
2. Constructing Effective Research Posters
 - a. PowerPoint and PDF files posted
 - b. PDF (or Word) of note packet with transcript

Citation:

Downing, M. (2016) *Giving Effective Oral Presentations* [PowerPoint slides]. Retrieved from www.carmen.osu.edu

Downing, M. (2016) *Constructing Effective Research Posters* [PowerPoint slides]. Retrieved from www.carmen.osu.edu

Required Reading: Module 6

Required Module Reading

Objectives assessed/supported:

Module:

1. Apply written, oral, and/or visual communication skills toward presenting a balanced view on an aspect of marijuana legalization.
2. Formulate succinct messages and communicate them in a clear manner.

Course:

1. Employ different methods for communicating information to audiences of varying expertise.

The Center for the Study and Teaching of Writing at Ohio State (<http://cstw.osu.edu/writing-center/handouts/all-handouts>) provides multiple handouts related to research papers, including resources on introductions, thesis statements, and conclusions.

Optional Resources: Module 6

Text Optional Resources (Objectives assessed/supported:)

None

Optional Internet Resources

Objectives assessed/supported:

None

Assessments: Module 6

Item Type: Discussion #12-15

Objectives assessed/supported:

Module:

1. Apply written, oral, and/or visual communication skills toward presenting a balanced view on an aspect of marijuana legalization.
2. Formulate succinct messages and communicate them in a clear manner.

Course:

1. Analyze cases, statistics, news releases, and government policies surrounding drug use in the United States.
2. Describe the health and environmental effects of a given drug's use.
3. Explain the influence of business and economics on a given drug's use/abuse in the United States.

Discussion #12: topic to be determined.

Discussion #13: opportunity for student self-assessment. Reflection from webinar (e.g. what did you learn that will help you be a more effective speaker)

Discussions #14 + #15: combined as a single post. Students write a blog post, discussing their stance on marijuana and if/how its changed over the course of the semester.

Assignment write-ups will model Discussions #1-2. Includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Rubric for Weekly Discussions (posted on Canvas)

Item Type: Webinar (presentation and audio recording)

Objectives assessed/supported:

Module:

1. Apply written, oral, and/or visual communication skills toward presenting a balanced view on an aspect of marijuana legalization.
2. Formulate succinct messages and communicate them in a clear manner.
3. Assess your peers' written, oral, and visual communication skills.

Course:

1. Employ different methods for communicating information to audiences of varying expertise.
2. Identify ways to access medical and scientific studies, and differentiate anecdotal versus scientific evidence.
3. Analyze cases, statistics, news releases, and government policies surrounding drug use in the United States.
4. Objectives #4-5 may be relevant based on the topic selected.

Thus far, we've primarily focused on developing our written communication skills toward discussing various aspects of marijuana legalization. In this assignment, we'll focus on developing oral and visual communication skills through presenting a webinar (i.e. an online presentation).

Presentations often inform viewers about a particular topic. In this webinar, we'll inform your peers about one aspect of marijuana legalization through presenting a balanced view of that topic. For example, let's consider use of marijuana as a medication to relieve pain. One could argue a "positive" is improving the quality of life for patients that suffer from debilitating pain that existing medical and non-medical therapies cannot treat. However, one could also argue several "negatives"—adverse health consequences, potential for impaired driving (i.e. often termed "drugged driving"), potential for misuse, etc.

Create and deliver a 5-minute webinar that informs your peers about one aspect of marijuana legalization using a balanced approach (see 'What to Include'). Be as specific as possible with your topic—in the example, the topic of medical marijuana specifically addressed its use for treating pain (versus its general use as a medicine). You could even increase specificity by discussing one "type" of patient—for example, its use by athletes. Submit your topic by completing check-point #1.

Your webinar will consist of a narrated PowerPoint presentation that you will upload to the discussion, "Webinar". You will also be required to participate in an online Q&A session with the peers in your peer review group (see 'What to Include').

Assignment write-up includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Rubric for Oral Presentation (posted on Canvas)

Item Type: Final Project-Research Paper (file upload)

Objectives assessed/supported:

Module:

1. Apply written, oral, and/or visual communication skills toward presenting a balanced view on an aspect of marijuana legalization.
2. Assess your peers' written, oral, and visual communication skills.

Course:

Objectives #1-3 apply to everyone; #4-5 based on topic selected

1. Identify ways to access medical and scientific studies, and differentiate anecdotal versus scientific evidence.
2. Analyze cases, statistics, news releases, and government policies surrounding drug use in the United States.
3. Employ different methods for communicating information to audiences of varying expertise.
4. Describe the health and environmental effects of a given drug's use.
5. Explain the influence of business and economics on a given drug's use/abuse in the United States.

The final project will consist of a written research paper as well as submission of this paper in the format of a scientific poster. This document provides instructions for writing the research paper. All research papers must be 5-8 double-spaced pages, Arial font size 11.

Research papers often come in two forms—argumentative and analytic. We'll focus on crafting an *analytic* research paper which strives to answer a question posed in the introduction. Posed questions can arise from the following topics, or you may propose your own topic:

Topics:

- U.S. Production of Legalized Marijuana
- U.S. Marijuana Profits Post-legalization
- Marijuana: Medical Research
- Marijuana: Health Risks and Benefits
- U.S. Government and Marijuana Criminalization
- Restricting Access to Legalized Marijuana

The final paper should consist of a title, introduction (including the proposed question and statement of main idea—often referred to as a “thesis statement”), body containing supporting paragraphs, conclusion, and reference list. The body can be organized into sub-sections, if appropriate. The target audience is your peers (i.e. college students).

Do not merely summarize your knowledge of the topic—focus on applying the writing and research skills you've developed throughout the semester to craft an original and thoughtful analysis of your topic.

To keep everyone on track, we'll stagger and implement the following check-points throughout the semester (see 'What to Include'):

1. Check-Point #1: submit your topic and proposed question (Module 1, Week 2)
2. Check-Point #2: submit an outline of your research paper (Module 3, Week 6)

3. Check-Point #3: submit a draft of your research paper; participate in a peer review session (Module 4, Week 9)
4. Submit the final paper for grading during Module 6, Week 15

Assignment write-up includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Rubric for Short Response Writings (posted on Canvas)

Item Type: Final Project-Scientific Poster (discussion)

Objectives assessed/supported:

Module:

1. Apply written, oral, and/or visual communication skills toward presenting a balanced view on an aspect of marijuana legalization.
2. Assess your peers' written, oral, and visual communication skills.
3. Formulate succinct messages and communicate them in a clear manner.

Course:

Objectives #1-3 apply to everyone; #4-5 based on topic selected

1. Identify ways to access medical and scientific studies, and differentiate anecdotal versus scientific evidence.
2. Analyze cases, statistics, news releases, and government policies surrounding drug use in the United States.
3. Employ different methods for communicating information to audiences of varying expertise.
4. Describe the health and environmental effects of a given drug's use.
5. Explain the influence of business and economics on a given drug's use/abuse in the United States.

The final project will consist of a written research paper as well as submission of this paper in the format of a research poster. This document provides instructions for constructing the research poster. All posters will be a final size of 24"x36", submitted as a PowerPoint file and PDF. Font must be Arial, size 11.

Research posters offer researchers an engaging platform to concisely present their research findings and communicate them in a clear manner. Similar to an oral presentation, a poster's use of communication aids and organization of content is vital for an effective poster. Review the narrated lecture "Constructing Effective Research Posters" (see Module 6 narrated lectures). Apply the format and suggestions provided in the lecture to present your research paper in the form of a

research poster. Submit a peer response to two fellow student's research posters using a Level 2 post. Your peer response may utilize the format of your choice—written, audio, or video.

Assignment write-up includes the following subsections: objectives, directions, resources, what to include, how to participate, academic integrity, due date, and grading criteria

Assessment: Rubric for Research Poster (posted on Canvas)



THE OHIO STATE UNIVERSITY



Office of
**Distance Education
and eLearning**

COURSE OUTLINE & CALENDAR

Module Start Date Topics	Module "To Do's"	Due Date by Assignment (Time Zone: Eastern Standard Time)
Module 0 Start Date: 01/09/2017 Getting Started	1) Review the following narrated lectures and online videos: <ul style="list-style-type: none"> • Getting Started • Discussions, Citations, and Plagiarism 2) Read the required module reading. 3) Participate in Discussion #1. 4) Complete the assignment, "Module 0: Note Packet".	3a) Discussion #1 initial post due Wednesday, 01/11 by 11:59pm 3b) Discussion #1 peer response due Friday, 01/13 by 11:59pm 4) Submit Note Packet by Sunday, 01/15 by 11:59pm
Module 1 Start Date: 01/16/2017 Communications on Marijuana in the U.S.: Past and Present	1) Review the following narrated lectures and online videos: <ul style="list-style-type: none"> • What is marijuana? • California High: The Great Marijuana Debate 2) Read the required module reading. 3) Participate in Discussion #2. 4) Complete the assignment, "Module 1: Blog". 5) Complete the assignment, "Module 6: Research Paper Check-point #1". 6) Participate in Discussion #3. 7) Complete the assignment, "Module 1: Journal Entry"	3a) Discussion #2 initial post due Wednesday, 01/18 by 11:59pm 3b) Discussion #1 peer response due Friday, 01/20 by 11:59pm 4) Blog uploaded by Sunday, 01/22 by 11:59pm 5) Research Paper Check-point #1 uploaded by Sunday, 01/22 by 11:59pm 6a) Discussion #3 initial post due Wednesday, 01/25 by 11:59pm 6b) Discussion #3 peer response due Friday, 01/27 by 11:59pm 7) Journal entry uploaded by Sunday 01/29 by 11:59pm

COURSE OUTLINE & CALENDAR

<p>Module 2</p> <p>Start Date: 01/30/2017</p> <p>U.S. Culture, Science, and Politics</p>	<ol style="list-style-type: none"> 1) Review the following narrated lectures and online videos: <ul style="list-style-type: none"> • Medical Marijuana • Accessing Scientific Information • Analyzing Scientific Information 2) Read the required module reading. 3) Participate in Discussion #4. 4) Complete the assignment, "Analysis". 5) Participate in Discussion #5. 6) Complete the assignment, "Film Critique" 7) Complete the assignment, "Module 2: Note Packet" 	<p>3a) Discussion #4 initial post due Wednesday, 02/01 by 11:59pm</p> <p>3b) Discussion #4 peer response due Friday, 02/03 by 11:59pm</p> <p>4) Analysis uploaded by Sunday, 02/05 by 11:59pm</p> <p>5a) Discussion #5 initial post due Wednesday, 02/08 by 11:59pm</p> <p>5b) Discussion #5 peer response due Friday, 02/10 by 11:59pm</p> <p>6) Film Critique uploaded by Sunday 02/12 by 11:59pm</p> <p>7) Submit Note Packet by Sunday 02/12 by 11:59pm</p>
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COURSE OUTLINE & CALENDAR

<p>Module 3</p> <p>Start Date: 02/13/2017</p> <p>Marijuana Use in the U.S.: Impact on Public Health</p>	<ol style="list-style-type: none"> 1) Review the following narrated lectures and online videos: <ul style="list-style-type: none"> • Marijuana: Health Risks and Consequences 2) Read the required module reading. 3) Participate in Discussion #6. 4) Complete the assignment, "Module 6: Research Paper Check-point #2". 5) Participate in Discussion #7. 6) Complete the assignment, "Script" 	<p>3a) Discussion #6 initial post due Wednesday, 02/15 by 11:59pm</p> <p>3b) Discussion #6 peer response due Friday, 02/17 by 11:59pm</p> <p>4) Research Paper Check-point #2 uploaded by Sunday, 02/19 by 11:59pm</p> <p>5a) Discussion #7 initial post due Wednesday, 02/22 by 11:59pm</p> <p>5b) Discussion #7 peer response due Friday, 02/24 by 11:59pm</p> <p>6) Script uploaded by Sunday 02/26 by 11:59pm</p>
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COURSE OUTLINE & CALENDAR

<p>Module 4</p> <p>Start Date: 02/27/2017</p> <p>Midterm, Peer Review, Spring Break</p>	<ol style="list-style-type: none"> 1) Participate in Discussion #8. 2) Complete the assignment, "Midterm" 3) Participate in Discussion #9. 4) Complete the assignment, "Module 6: Research Paper Check-point #3" <ul style="list-style-type: none"> • Share draft with peer review group by Monday 03/06 by 11:59pm • Complete 'Peer Review Handout' and share with group members by Sunday 03/12 by 11:59pm 	<p>1a) Discussion #8 initial post due Wednesday, 03/01 by 11:59pm</p> <p>1b) Discussion #8 peer response due Friday, 03/03 by 11:59pm</p> <p>2) Midterm submitted by Sunday, 03/05 by 11:59pm</p> <p>3a) Discussion #9 initial post due Wednesday, 03/08 by 11:59pm</p> <p>3b) Discussion #9 peer response due Friday, 03/10 by 11:59pm</p> <p>4) Research Paper Check-point #3 – upload draft and completed peer review handouts by Sunday 03/12 by 11:59pm</p>
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COURSE OUTLINE & CALENDAR

<p>Module 5</p> <p>Start Date: 03/20/2017</p> <p>The Future of Marijuana in the U.S.</p>	<ol style="list-style-type: none"> 1) Review the following narrated lectures and online videos: <ul style="list-style-type: none"> • California High: The Great Marijuana Debate 2) Read the required module reading. 3) Participate in Discussion #10. 4) Complete the assignment, "Social Media" 5) Complete the assignment, "Webinar Check-Point" 6) Participate in Discussion #11. 7) Complete the assignment, "Pro-Con Essay" 	<p>3a) Discussion #10 initial post due Wednesday, 03/22 by 11:59pm</p> <p>3b) Discussion #10 peer response due Friday, 03/24 by 11:59pm</p> <p>4) Social Media uploaded by Sunday, 03/26 by 11:59pm</p> <p>5) Webinar Check-point uploaded by Sunday 03/26 by 11:59pm</p> <p>6a) Discussion #11 initial post due Wednesday, 03/29 by 11:59pm</p> <p>6b) Discussion #11 peer response due Friday, 03/31 by 11:59pm</p> <p>7) Pro-Con Essay uploaded by Sunday 04/02 by 11:59pm</p>
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COURSE OUTLINE & CALENDAR

<p>Module 6</p> <p>Start Date: 04/03/2017</p> <p>A Balanced Approach to Communicating Data</p>	<ol style="list-style-type: none"> 1) Review the following narrated lectures and online videos: <ul style="list-style-type: none"> • Giving Effective Oral Presentations • Constructing Effective Research Posters 2) Read the required module reading. 3) Participate in Discussion #12. 4) Complete the assignment, "Webinar" <ul style="list-style-type: none"> • Submit your presentation by 04/07 • Submit your peer response by 04/08 • Reply to your peer response by 04/09 5) Participate in Discussion #13. 6) Participate in Discussion #14 + #15. 7) Complete the assignment, "Final Research Paper" 8) Complete the assignment, "Final Research Poster" 	<p>3a) Discussion #12 initial post due Wednesday, 04/05 by 11:59pm</p> <p>3b) Discussion #12 peer response due Friday, 04/07 by 11:59pm</p> <p>4a) Webinar presentation uploaded by Friday, 04/07 by 11:59pm</p> <p>4b) Webinar peer response submitted by Saturday, 04/08 by 11:59pm</p> <p>4c) Reply to peer response submitted by Sunday, 04/09 by 11:59pm</p> <p>5a) Discussion #13 initial post due Wednesday, 04/12 by 11:59pm</p> <p>5b) Discussion #13 peer response due Friday, 04/14 by 11:59pm</p> <p>6a) Discussion #14+15 initial post due Wednesday, 04/19 by 11:59pm</p> <p>6b) Discussion #14+15 peer response due Friday, 04/21 by 11:59pm</p> <p>7) Research Paper submitted by Sunday, 04/23 by 11:59pm</p> <p>8a) Research Poster submitted by Wednesday, 04/26 by 11:59pm</p> <p>8b) Research Poster peer response due Friday, 04/28 by 11:59pm</p>
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Discussion #1: MODULE 0

Icebreakers

Objectives

- Develop membership in a course community

Directions

Welcome to PHR2367, Drug Use in American Culture! For our first weekly discussion, let's conduct an online meet n' greet by introducing ourselves via video. We'll also practice developing appropriate peer responses that model expected communication guidelines.

Resources

- Downing, M. (2016) *Discussions, Citations, and Plagiarism* [PowerPoint slides]. Retrieved from www.carmen.osu.edu
- [Levels of Conversations for Discussions and Peer Responses](#)
- Communication Guidelines in [Course Syllabus](#)
- [Rubric for Weekly Discussions](#)

What to Include

- Complete your meet n' greet by submitting a video that includes:
 1. A brief introduction of yourself (please include your major).
 2. Propose one question that addresses the marijuana-related topic that you are most interested in exploring. For example, if you are interested in exploring the use of marijuana as medicine, you may propose: *"What is the scientific evidence that supports the use of marijuana as medicine?"* *"What are the current regulations that govern the use of marijuana as medicine?"*
 3. A non-academic topic that interests you (e.g. specific hobby, sport, food, culture, movie, book, travel, etc)
- Submit a peer response to at least two fellow student postings using a Level 2 post (see Resources). Peer responses may be submitted using the format of your choice—written, audio, or video.

Due Dates

1. *Initial Posting due by the date in the Course Calendar.*
2. *Peer Response due by the date in the Course Calendar.*

How to Participate

- How do I reply to a Discussion as a student?
 - <https://guides.instructure.com/m/8470/l/190706-how-do-i-reply-to-a-discussion-as-a-student>
- How do I record a video using the Rich Content Editor?
 - <https://guides.instructure.com/m/4152/l/41509-how-do-i-record-a-video-using-the-rich-content-editor>
 - NOTE: if you are unable to submit a video, please email Dr. Downing to request permission to submit via a written or audio response.

Grading Criteria

Criteria	Points
Content	2.5
Interaction	2.5
Peer Response	2.5
Grammar & Mechanics	2.5
Total Points	10

File Upload: MODULE 0 Note Packet

Objectives

- Examine course layout, materials, and student expectations

Directions

Download the note packet for Module 0. This packet contains incomplete notes—complete this packet by viewing both Module 0 narrated lectures. Submit your completed note packet according to the instructions outlined below.

Resources

- Module 0 note packet
- Downing, M. (2016) *Getting Started* [PowerPoint slides]. Retrieved from www.carmen.osu.edu
- Downing, M. (2016) *Discussions, Citations, and Plagiarism* [PowerPoint slides]. Retrieved from www.carmen.osu.edu
- Center for the Study and Teaching of Writing at Ohio State: <http://cstw.osu.edu/writing-center/handouts/all-handouts>
 - Review handouts listed in the 'Citations' section

Academic Integrity

Category	YES	NO	N/A
Getting help on the exam	X		
Collaborating or taking the exam with others	X		
Copying or reusing previous work in the course			X
Open-book research during the exam	X		
Citing sources according to AMA style			X

What to Include

1. Complete *all* blank sections of the “Module 0 Note Packet”.
2. If you download the Word doc, please use a font color other than black to complete your notes.
3. If you download the PDF, please ensure your writing is legible.

Due Dates

1. *Submit the completed note packet by the date in the Course Calendar.*

How to Participate

- How do I submit an online assignment?
 - <https://guides.instructure.com/m/4212/l/41972-how-do-i-submit-an-online-assignment>

Grading Criteria

Criteria	Points
Completeness...ENTIRE note packet is completed.	10
Total Points	10

File Upload: MODULE 1

Blog: My Stance on Marijuana

Objectives

- Practice writing clearly and concisely.

Directions

What is your stance on marijuana? Before we dive deep into this subject matter, write a 150-200 word blog post (Arial, font size 11) that states your stance on marijuana use for recreational and/or medical purposes. Clearly and concisely summarize what you believe and why you believe it (see 'What to Include').

Resources

1. ThinkingStorm. (2012) Argument & Clarity. Retrieved from <http://knowledge.thinkingstorm.com/ArgumentClarity.aspx>
 - a. Focus on Sentence Clarity, Transitions, and Concise Writing
2. ThinkingStorm. (2012) Grammar, Mechanics, & Punctuation. Retrieved from <http://knowledge.thinkingstorm.com/GrammarMechanicsandPunctuation.aspx>
3. [Rubric for Short Response Writings](#)

Academic Integrity

Category	YES	NO	N/A
Getting help on the exam	X		
Collaborating or taking the exam with others		X	
Copying or reusing previous work in the course		X	
Open-book research during the exam	X		
Citing sources according to AMA style	X		

What to Include

1. Regarding the legalization of marijuana for recreational and/or medical purposes, clearly and concisely state what you believe and why you believe it.
2. When composing your blog, focus on sentence clarity, transitions, and concise writing (see Resources).
3. If appropriate, please cite any sources through in-text citations, and include a reference list containing the full citation for each source following the end of your blog post.

Due Dates

1. *Submit blog by the date in the Course Calendar.*

How to Participate

- How do I submit an online assignment?
 - <https://guides.instructure.com/m/4212/l/41972-how-do-i-submit-an-online-assignment>

Grading Criteria

Criteria	Points
Focus	4
Organization	4
Content	4
Evidence	4
Grammar & Mechanics	4
Total Points	20

Discussion: MODULE 1

Discussion #2

Objectives

- Summarize the historical use of marijuana in the United States and relevant U.S. communications.
- Practice writing clearly and concisely.

Directions

In Module 1, we're discussing marijuana's historical use in the United States. In your opinion, has marijuana's use changed over time? Consider how factors such as reason for use, delivery forms, and drug potency may influence your response. Submit an initial post along with one peer response. Your initial post must be in a written format, but your peer response may utilize the format of your choice—written, audio, or video.

Resources

1. If needed, consult Module 1 Lectures and Online Videos:
 - Downing, M. (2016) *What is marijuana?* [PowerPoint slides]. Retrieved from www.carmen.osu.edu
 - O'Conner M and O'Connor B, director. *California High: The Great Marijuana Debate*. Kanopy Streaming, 2016. Access the eVideo through [Ohio State University Libraries](#)
2. [Levels of Conversations for Discussions and Peer Responses](#)
3. Communication Guidelines in [Course Syllabus](#)
4. [Rubric for Weekly Discussions](#)

What to Include

1. In your opinion, has marijuana's use changed over time? Consider how factors such as reason for use, delivery forms, and drug potency may influence your response.
2. Submit an initial written post using a Level 2 post (see Resources).
3. Submit a peer response to at least one fellow student's posting using a Level 2 post (see Resources). Peer responses may be submitted using the format of your choice—written, audio, or video.

Due Dates

1. *Initial Post due by the date in the Course Calendar.*
2. *Peer Response due by the date in the Course Calendar.*

How to Participate

- How do I reply to a Discussion as a student?
 - <https://guides.instructure.com/m/8470/l/190706-how-do-i-reply-to-a-discussion-as-a-student>

Grading Criteria

Criteria	Points
Content	2.5
Interaction	2.5
Peer Response	2.5
Grammar & Mechanics	2.5
Total Points	10

File Upload: MODULE 1

Journal Entry

Objectives

- Summarize the historical use of marijuana in the United States and relevant U.S. communications.
- Describe the channels by which topics are communicated in the public sector.
- Practice writing clearly and concisely.

Directions

Ready to travel back in time? The year is 1972, and you're nearing the end of your first year at Ohio State University. That spring, you read an article, "Youth" published on April 9th in *The New York Times*. Write a 100-150 word journal entry on one interesting finding of marijuana use discussed in this article (see 'What to Include').

Jump back in your time traveler and fast forward to June 2014. You've just finished your first year at Ohio State and are home for the summer. When reading your digital subscription to *The New York Times*, the article, "Don't Harsh Our Mellow, Dude" catches your eye. Write a 150-200 word journal entry on one interesting finding of marijuana use discussed in this article (see 'What to Include').

Resources

1. Hoenig, Garry. "Youth." *The New York Times*, 9 April 1972, <http://www.nytimes.com/1972/04/09/archives/these-are-the-dealers-marijuana.html>, Accessed on 22 August 2016
2. Dowd, Maureen. "Don't Harsh Our Mellow, Dude." *The New York Times*, 3 June 2014, http://www.nytimes.com/2014/06/04/opinion/dowd-dont-harsh-our-mellow-dude.html?_r=0, Accessed on 8 August 2016.
3. If needed, consult Module 1 Lectures and Online Videos:
 - Downing, M. (2016) *What is marijuana?* [PowerPoint slides]. Retrieved from www.carmen.osu.edu
 - O'Conner M and O'Connor B, director. *California High: The Great Marijuana Debate*. Kanopy Streaming, 2016. Access the eVideo through [Ohio State University Libraries](#)

4. Thinking Storm. (2012) Argument & Clarity. Retrieved from <http://knowledge.thinkingstorm.com/ArgumentClarity.aspx>
 - a. Focus on Sentence Clarity, Transitions, and Concise Writing
5. Thinking Storm. (2012) Grammar, Mechanics, & Punctuation. Retrieved from <http://knowledge.thinkingstorm.com/GrammarMechanicsandPunctuation.aspx>
6. [Rubric for Short Response Writings](#)

Academic Integrity

Category	YES	NO	N/A
Getting help on the exam	X		
Collaborating or taking the exam with others		X	
Copying or reusing previous work in the course		X	
Open-book research during the exam	X		
Citing sources according to AMA style	X		

What to Include

1. Journal Entry #1: write a 100-150 word journal entry about an interesting finding on marijuana use from the article, "Youth".
2. Journal Entry #2: write a 150-200 word journal entry after reading the article, "Don't Harsh Our Mellow, Dude". In your journal entry, write about:
 1. An interesting finding on marijuana use discussed in the article.
 2. Reflect on the history of marijuana use. How have the communications about marijuana use changed over time? Discuss one interesting aspect using the two featured articles as examples.
3. Include both journal entries on one page (Arial, font size 11). When composing your journal entry, continue to focus on sentence clarity, transitions, and concise writing (see Resources).
4. If appropriate, please cite any sources through in-text citations, and include a reference list containing the full citation for each source following the end of your journal entry.

Due Dates

1. *Submit journal entries by the date in the Course Calendar.*

How to Participate

- How do I submit an online assignment?
 - <https://guides.instructure.com/m/4212/l/41972-how-do-i-submit-an-online-assignment>

Grading Criteria

Criteria	Points
Focus	6
Organization	6
Content	6
Evidence	6
Grammar & Mechanics	6
Total Points	30

File Upload: MODULE 2

Analysis

Objectives

- Explain the impact of U.S. government authorities, medical societies, and advocacy groups on marijuana use.
- Analyze legal and scientific reports by using logic and avoiding bias.

Directions

In November 2011, former Rhode Island Governor Lincoln Chafee and former Washington Governor Christine Gregoire petitioned the Drug Enforcement Agency (DEA) to reschedule marijuana from a Schedule I to a Schedule II controlled substance. In August 2016, the DEA denied the petition and released a report documenting the evidence that supported their decision. Based on this decision, marijuana will remain a Schedule I controlled substance.

Analysis often involves explaining a topic in greater detail from a unique point of view. Read a portion of the report by the DEA and construct an analysis of it from two viewpoints: the director of the Office of National Drug Control Policy (ONDCP), and the director of the National Organization for the Reform of Marijuana Laws (NORML). See 'What to Include' for details.

Resources

1. If needed, consult the Module 2 Lectures:
 - Downing, M. (2016) *Medical Marijuana* [PowerPoint slides]. Retrieved from www.carmen.osu.edu
 - Downing, M. (2016) *Accessing Scientific Information* [PowerPoint slides]. Retrieved from www.carmen.osu.edu
 - Downing, M. (2016) *Analyzing Scientific Information* [PowerPoint slides]. Retrieved from www.carmen.osu.edu
2. Drug Enforcement Agency, Department of Justice (2016). *Denial of Petition to Initiate Proceedings to Reschedule Marijuana; Proposed Rules and Applications to Become Registered Under the Controlled Substances Act to Manufacture Marijuana to Supply Researches in the United States; Policy Statement*. Retrieved from the Federal Register: <https://www.federalregister.gov/articles/2016/08/12/2016-17954/denial-of-petition-to-initiate-proceedings-to-reschedule-marijuana>
3. National Organization for the Reform of Marijuana Laws: <http://norml.org/>

4. Office of National Drug Control Policy: <https://www.whitehouse.gov/ondcp/marijuana>
5. ThinkingStorm. (2012) Argument & Clarity. Retrieved from <http://knowledge.thinkingstorm.com/ArgumentClarity.aspx>
 - o Focus on Using Logic and Avoiding Bias
6. ThinkingStorm. (2012) Grammar, Mechanics, & Punctuation. Retrieved from <http://knowledge.thinkingstorm.com/GrammarMechanicsandPunctuation.aspx>
7. [Rubric for Short Response Writings](#)

Academic Integrity

Category	YES	NO	N/A
Getting help on the exam	X		
Collaborating or taking the exam with others		X	
Copying or reusing previous work in the course		X	
Open-book research during the exam	X		
Citing sources according to AMA style	X		

What to Include

1. First, read the brief summary (p.2) of the DEA's report. Next, locate p.53 of the full report. Over the next two pages, the DEA outlines eight factors that support their decision for denying the petition. Review these factors.
2. Select the two factors that most intrigue you. Additional information on each factor is provided in the remainder of the report. Analyze both factors from the two identified viewpoints. If needed, review the suggested websites to learn more about each viewpoint. To help construct your analysis, consider the prompts below. From each viewpoint:
 - Explain how the factor does (or perhaps does not) support the DEA's position to not reschedule marijuana.
 - Provide a new insight that improves understanding of the issue (the issue being rescheduling marijuana).
 - Explain the implications of the factor on society or health.
 - Verify that the DEA cited factual evidence to support each factor.
3. Format your analyses in a table (1 page maximum in length, landscape orientation; single-spaced, Arial font 11):
 - Rows: each to contain one factor identified from the report

- Columns: each to contain a heading for the identified viewpoints, Director of NORML or Director of ONDCP.

When composing your analyses, focus on using logic and avoiding bias (see Resources).

If appropriate, please cite any sources through in-text citations, and include a reference list containing the full citation for each source following the table.

Due Dates

1. *Submit the assignment by the date in the Course Calendar.*

How to Participate

- How do I submit an online assignment?
 - <https://guides.instructure.com/m/4212/l/41972-how-do-i-submit-an-online-assignment>

Grading Criteria

Criteria	Points
Focus	6
Organization	6
Content/Analysis	6
Evidence	6
Grammar & Mechanics	6
Total Points	30

Accessibility

The official report published by the Federal Register is not tagged. To view a tagged version of the report, download the [tagged executive summary](#) as well as the [tagged full report](#) here. When viewing the full report, now skip to p.115 in order to view the eight factors the DEA outlines that support their decision for denying the petition.

File Upload: MODULE 2

Film Critique

Objectives

- Analyze legal and scientific reports by using logic and avoiding bias.
- Identify subjective vs objective approaches to delivering information on health risks and benefits.
- Describe the health and environmental effects of a given drug's use.

Directions

In 2013, Dr. Sanjay Gupta directed the CNN Special Investigation, *Weed*. In this film, he poses this question: “Is marijuana bad for you? Or, could it actually be good for you?” To address these questions, he examines the science behind marijuana with a focus on its use for medicinal purposes.

Critiques summarize and evaluate a given work. Pretend that you are a film reviewer for the *Columbus Dispatch*. Write a brief critique of the film, with a focus on evaluating the specific health benefits featured (see ‘What to Include’).

Resources

1. If needed, consult the Module 2 Lectures:
 - Downing, M. (2016) *Medical Marijuana* [PowerPoint slides]. Retrieved from www.carmen.osu.edu
 - Downing, M. (2016) *Accessing Scientific Information* [PowerPoint slides]. Retrieved from www.carmen.osu.edu
 - Downing, M. (2016) *Analyzing Scientific Information* [PowerPoint slides]. Retrieved from www.carmen.osu.edu
2. Gupta, Sanjay, director. *Weed*. CNN, 2013. Access the eVideo through [YouTube](https://www.youtube.com/watch?v=...)
3. ThinkingStorm. (2012) Argument & Clarity. Retrieved from <http://knowledge.thinkingstorm.com/ArgumentClarity.aspx>
 - Focus on Using Logic and Avoiding Bias
4. ThinkingStorm. (2012) Grammar, Mechanics, & Punctuation. Retrieved from <http://knowledge.thinkingstorm.com/GrammarMechanicsandPunctuation.aspx>
5. [Rubric for Short Response Writings](#)

Academic Integrity

Category	YES	NO	N/A
Getting help on the exam	X		
Collaborating or taking the exam with others		X	
Copying or reusing previous work in the course		X	
Open-book research during the exam	X		
Citing sources according to AMA style	X		

What to Include

1. First, view the CNN Special Investigation, *Weed*. This film introduces us to several patients that are using marijuana to treat a specific disease or health condition (see below). Select the patient that most intrigues you. Focus part of your critique on this patient.
 - Charlotte—suffers from Dravet’s syndrome
 - Chaz—suffers from Myoclonus Diaphragmatic Flutter
 - Moshay—uses marijuana to treat pain and hand tremors resulting from a stroke
 - Imashup—uses marijuana to treat pain and nausea from cancer chemotherapy
2. Format your critique as a single-page, four paragraph evaluation (single-spaced, Arial font 11) that includes the following content:
 - Paragraph #1: construct an opening paragraph that summarizes the film as a whole. Include your opinion regarding the main goal or aim of the film.
 - Paragraph #2-3: evaluate two health benefits experienced by your selected patient following marijuana administration (one health benefit discussed per paragraph). For each health benefit:
 - Is there credible evidence that supports the observed health benefit beyond this individual patient? Research, discuss, and cite two pieces of evidence that address this question. Classify the evidence as anecdotal or scientific.
 - Paragraph #4: construct a closing paragraph that identifies a central strength and a central weaknesses of the film as a whole. Consider the following questions when identifying a strength and weakness:
 - Was the information in the film presented objectively or subjectively? Was this a strength or weakness of the film?
 - Was the evidence used in the film anecdotal or scientific? Was this a strength or weakness of the film?
 - Conclude by ranking the film on a 5-point scale using an emoji or object of your choice (e.g. three stars, three tomatoes, etc).

When composing your critique, continue to focus on using logic and avoiding bias (see Resources).

Please cite any sources through in-text citations, and include a reference list containing the full citation for each source following the critique.

Due Dates

1. *Submit the assignment by the date in the Course Calendar.*

How to Participate

- How do I submit an online assignment?
 - <https://guides.instructure.com/m/4212/l/41972-how-do-i-submit-an-online-assignment>

Grading Criteria

Criteria	Points
Focus	8
Organization	8
Content	8
Evidence	8
Grammar & Mechanics	8
Total Points	40

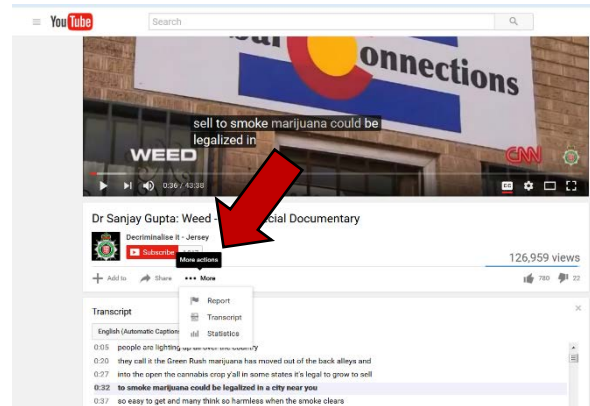
Accessibility

If needed, follow the instructions below to access the captions and the transcript for this film:

- To access the captions, click the subtitles/closed captions icon:



- To access the transcript, click 'More / Transcript':



File Upload: MODULE 2 Note Packet

Objectives

- Analyze legal and scientific reports by using logic and avoiding bias.
- Identify subjective vs objective approaches to delivering information on health risks and benefits.

Directions

Download the note packet for Module 2. This packet contains incomplete notes—complete this packet by viewing the Module 2 narrated lectures. Submit your completed note packet according to the instructions outlined below.

Resources

- Module 2 note packet
- Downing, M. (2016) *Medical Marijuana* [PowerPoint slides]. Retrieved from www.carmen.osu.edu
- Downing, M. (2016) *Assessing Scientific Information* [PowerPoint slides]. Retrieved from www.carmen.osu.edu
- Downing, M. (2016) *Analyzing Scientific Information* [PowerPoint slides]. Retrieved from www.carmen.osu.edu

Academic Integrity

Category	YES	NO	N/A
Getting help on the exam	X		
Collaborating or taking the exam with others	X		
Copying or reusing previous work in the course			X
Open-book research during the exam	X		
Citing sources according to AMA style			X

What to Include

1. Complete *all* blank sections of the “Module 2 Note Packet”.
2. If you download the Word doc, please use a font color other than black to complete your notes.

3. If you download the PDF, please ensure your writing is legible.

Due Dates

1. *Submit the completed note packet by the date in the Course Calendar.*

How to Participate

- How do I submit an online assignment?
 - <https://guides.instructure.com/m/4212/l/41972-how-do-i-submit-an-online-assignment>

Grading Criteria

Criteria	Points
Completeness...ENTIRE note packet is completed.	10
Total Points	10

File Upload: MODULE 3 Script

Objectives

- Explain the health risks and consequences resulting from marijuana use.
- Evaluate the positive and negative effects of marijuana legalization as reported in Colorado.
- Practice communicating the same information to the general public and to medical professionals.
- Develop a well-supported argument to support a viewpoint.

Directions

In 2000, Colorado voters approved an amendment that allowed patients with consent from a healthcare provider to use marijuana for medical-related purposes. Fourteen years later, Colorado became the first state to legally sell marijuana for recreational purposes. That is, individuals over 21 years-old may purchase, possess, or use marijuana for retail purposes (see <http://goodtoknowcolorado.com/laws> for state laws). In March 2016, the Colorado Department of Public Safety reported preliminary findings on the impact of marijuana legalization (see Resources).

Review this report—what do you think? Has the legalization of marijuana had a negative or positive effect on public health in Colorado? Pretend that the Center of Science and Industry (COSI) has invited you to express your viewpoint on this question at an upcoming event. They've asked you to share your viewpoint in two separate sessions—the audience for the first session are all eighth-graders, while the audience for the second session are medical and health professionals. Write a script that expresses your viewpoint to each audience—support your stance with credible evidence (see 'What to Include').

Resources

1. If needed, consult the Module 3 Lecture:
 - Downing, M. (2016) *Marijuana: Health Risks and Consequences* [PowerPoint slides]. Retrieved from www.carmen.osu.edu
2. Reed, J.K. (2016). *Marijuana Legalization in Colorado: Early Findings*. Retrieved from the Colorado Department of Public Safety: <https://www.colorado.gov/pacific/dcj-ors>

- If needed, access the tagged PDF here: [Tagged Colorado Dept. Public Safety Report](#)
3. ThinkingStorm. (2012) Informative, Descriptive, and Persuasive Writing. Retrieved from: <http://knowledge.thinkingstorm.com/WritingGuides/InformativeDescriptiveandPersuasiveWriting.aspx>
 4. The Writing Center at the UNC-Chapel Hill. (2014) Audience. Retrieved from: <http://writingcenter.unc.edu/handouts/audience/>
 5. [Rubric for Short Response Writings](#)

Academic Integrity

Category	YES	NO	N/A
Getting help on the exam	X		
Collaborating or taking the exam with others		X	
Copying or reusing previous work in the course		X	
Open-book research during the exam	X		
Citing sources according to AMA style	X		

What to Include

1. First, review the report, “Marijuana Legalization in Colorado: Early Findings”. The Executive Summary summarizes the report’s main findings, whereas the remaining report discusses these findings in additional detail.
2. Determine your viewpoint—do you believe the legalization of marijuana has had a positive or negative impact on public health in Colorado?
3. Support your viewpoint by including the following evidence:
 - Two pieces of evidence that support your viewpoint, as well as one piece of counter-evidence. The counter-evidence must demonstrate that you’ve considered any alternative interpretations of evidence that could be used to weaken your argument.
 - Your evidence must derive from at least two sources (one source certainly can be the report published by the Colorado Department of Public Safety).
4. Write two separate scripts that express your viewpoint. The target audience for the first script are eighth graders, whereas the target audience for the second script are medical and health professionals. Recall that when composing both scripts, your viewpoint and sources of support will not change—only the composition as you write your script for your intended audience.

5. Both scripts must fit on one page (single-spaced, Arial font 11). Clearly label each script.

When composing your scripts, focus on building a convincing argument and expressing this argument in a manner effective for your intended audience (see Resources).

Please cite any sources through in-text citations, and include a reference list containing the full citation for each source following the second script (this list can be on a separate page, if needed).

Due Dates

1. *Submit the assignment by the date in the Course Calendar.*

How to Participate

- How do I submit an online assignment?
 - <https://guides.instructure.com/m/4212/l/41972-how-do-i-submit-an-online-assignment>

Grading Criteria

Criteria	Points
Focus	8
Organization	8
Content	8
Evidence (plus counter-evidence)	8
Grammar & Mechanics	8
Total Points	40

Canvas Quiz: MODULES 1-3

Midterm Exam

Directions

The midterm will consist of a 20-question examination that must be completed in 120 minutes. It will cover material found in readings, discussions, and the narrated lectures. Question types will consist of multiple-choice, matching, fill-in the blank, and written essays. The midterm is open-book, open-note, and open-internet, but students are not permitted to seek help from any individual while taking it. The midterm will be posted on Canvas—see Course Calendar for due date and time. Canvas does NOT save your answers—therefore, do not logout until you’ve completed and submitted your exam (i.e., you must complete the exam in a single login session).

It must be completed, not started, by the indicated due date and time. If not completed, it will result in a zero for that grade—no exceptions. You will have only one attempt to take this exam.

Resources:

- Module 1-3 lectures and online videos
- Module 1-3 required readings
- Module 1-3 assignments

Academic Integrity

Category	YES	NO	N/A
Getting help on the exam		X	
Collaborating or taking the exam with others		X	
Copying or reusing previous work in the course			X
Open-book research during the exam	X		
Citing sources according to AMA style			X

Due Dates

1. Exam must be submitted (not just started) by due date and time indicated in Course Calendar.

How to Participate

- How do I take a Quiz?
 - <https://guides.instructure.com/m/4212/l/41977-how-do-i-take-a-quiz>

Grading Criteria

Criteria	Points
Questions that measure Module 1-3 and relevant course learning outcomes. Question types may include multiple-choice, fill-in the blank, matching, and written essays.	100
Total Points	100

File Upload: MODULE 5

Pro-Con Essay

Objectives

- Classify business and economic factors as “pros” or “cons” for/against marijuana legalization.
- Evaluate relevant evidence that favors or opposes marijuana legalization.

Directions

What is the influence of business and economics on marijuana legalization in the U.S.? The film, “California High: The Great Marijuana Debate” identifies some influencing factors in the latter half of the film, which are discussed further in the “Module 5 Note Packet”.

Pretend that you are an intern within the Ohio state government. Let’s also pretend that Governor Kasich is considering passing a state law that legalizes marijuana for retail sell. He asks you to classify business and economic factors as “pros” or “cons” for/against marijuana legalization for retail purposes.

Write a pro-con essay that reviews the influence of U.S. businesses and economics on marijuana legalization for retail purposes. After considering the pros and cons, conclude your essay with your recommendation to Governor Kasich—collectively, do you believe that business and economic factors favor or oppose marijuana legalization for retail purposes? See ‘What to Include’.

Resources

1. California High: The Great Marijuana Debate. (2015). The Video Project.
2. Reed, J.K. (2016). *Marijuana Legalization in Colorado: Early Findings*. Retrieved from the Colorado Department of Public Safety: <https://www.colorado.gov/pacific/dcj-ors>
3. [Rubric for Short Response Writings](#)

Academic Integrity

Category	YES	NO	N/A
Getting help on the exam	X		
Collaborating or taking the exam with others		X	
Copying or reusing previous work in the course		X	
Open-book research during the exam	X		
Citing sources according to AMA style	X		

What to Include

1. First, download the “Module 5 Note Packet”. Then, finish viewing the film, “California High: The Great Marijuana Debate”. Complete the note packet as you view the film. The remainder of the film discusses the business and economic influences on marijuana legalization, and thus will help identify some pros and cons for your argument.
2. Format your essay as a single-page, four paragraph essay (single-spaced, Arial font 11) that includes the following content:
 - Opening paragraph: Introduce the argument—from a business and economic perspective, what is the primary “pro” and “con” that favor or perhaps oppose marijuana legalization?
 - Paragraph #2: Classify and discuss three business/economic-related “pros” that favor marijuana legalization. Support each “pro” with appropriate evidence.
 - Paragraph #3: Classify and discuss three business/economic-related “cons” that oppose marijuana legalization. Support each “con” with appropriate evidence.
 - Concluding paragraph: Assess whether the evidence supporting the pros and cons leans towards favoring or opposing marijuana legalization. Conclude by stating your advice to Governor Kasich—from a business and economic perspective, should he legalize marijuana for retail purposes?
3. As always, cite any evidence through in-text citations. Provide a list of full citations for each source following the concluding paragraph (this can appear on a second page, if needed).

Due Dates

1. *Submit the assignment by the date in the Course Calendar.*

How to Participate

- How do I submit an online assignment?
 - <https://guides.instructure.com/m/4212/l/41972-how-do-i-submit-an-online-assignment>

Grading Criteria

Criteria	Points
Focus	8
Organization	8
Content	8
Evidence	8
Grammar & Mechanics	8
Total Points	40

File Upload: MODULE 5

Social Media

Objectives

- Identify gaps in current knowledge of marijuana effects on the human body.
- Evaluate relevant evidence that favors or opposes marijuana legalization.

Directions

As policies concerning marijuana use continue to change, health professionals have begun to reexamine its effects on the human body. In Module 3, we learned that existing scientific evidence demonstrates that marijuana use can impair cognition and motivation (Volkow et.al., 2016). In the concluding section of the Volkow (2016) review, the authors identify marijuana’s unknown effects and raise several questions that future scientific studies must explore.

After reviewing this concluding section, identify a topic of future scientific study that most intrigues you. Evaluate the existing scientific evidence that explores this topic. Compose three tweets related to the topic—two tweets must summarize the existing scientific evidence you evaluated, while the third tweet must assess if said evidence leans toward favoring or opposing marijuana legalization. See ‘What to Include’.

Resources

1. Volkow ND et al. (2016) Effects of Cannabis Use on Human Behavior, Including Cognition, Motivation, and Psychosis: A Review. *JAMA Psychiatry*, 73(3): 292-297.
 - If needed, download the [tagged Volkow \(2016\) review](#) here
2. [Rubric for Short Response Writings](#)

Academic Integrity

Category	YES	NO	N/A
Getting help on the exam	X		
Collaborating or taking the exam with others		X	
Copying or reusing previous work in the course		X	
Open-book research during the exam	X		
Citing sources according to AMA style	X		

What to Include

1. First, read the concluding section of the Volkow (2016) review. Identify a topic of future scientific study that most intrigues you.
2. Evaluate the existing scientific evidence that explores this topic.
3. Compose three tweets (140 characters maximum for each tweet) related to the topic:
 - **Tweets #1 and #2** must summarize the existing scientific evidence you evaluated. Each tweet must reference separate sources of scientific evidence (i.e. you must evaluate at least two different sources). Suggestions to consider when composing your tweet include:
 - Addressing what *is* known/unknown about the topic
 - Raising an additional critical question related to the topic that future scientific studies must explore
 - Discussing the importance of researching this topic with regards to biological development, public health, human behavior, etc.
 - **Tweet #3** must assess if in your opinion, said evidence leans toward favoring or opposing marijuana legalization.
4. Include all three tweets on one page. Provide a reference list containing full citations following the last tweet.

Due Dates

1. *Submit the assignment by the date in the Course Calendar.*

How to Participate

- How do I submit an online assignment?
 - <https://guides.instructure.com/m/4212/l/41972-how-do-i-submit-an-online-assignment>

Grading Criteria

Criteria	Points
Focus	6
Organization	6
Content	6
Evidence	6
Grammar & Mechanics	6
Total Points	30

File Upload: MODULE 6

Final Project—Research Paper

Objectives

- Apply written, oral, and/or visual communication skills toward presenting a balanced view on an aspect of marijuana legalization.
- Assess your peers' written, oral, and visual communication skills.

Directions

The final project will consist of a written research paper as well as submission of this paper in the format of a scientific poster. This document provides instructions for writing the research paper. All research papers must be 5-8 double-spaced pages, Arial font size 11.

Research papers often come in two forms—argumentative and analytic. We'll focus on crafting an *analytic* research paper which strives to answer a question posed in the introduction. Posed questions can arise from the following topics, or you may propose your own topic:

Topics:

- U.S. Production of Legalized Marijuana
- U.S. Marijuana Profits Post-legalization
- Marijuana: Medical Research
- Marijuana: Health Risks and Benefits
- U.S. Government and Marijuana Criminalization
- Restricting Access to Legalized Marijuana

The final paper should consist of a title, introduction (including the proposed question and statement of main idea—often referred to as a “thesis statement”), body containing supporting paragraphs, conclusion, and reference list (see Resources). The body can be organized into sub-sections, if appropriate. The target audience is your peers (i.e. college students).

Do not merely summarize your knowledge of the topic—focus on applying the writing and research skills you've developed throughout the semester to craft an original and thoughtful analysis of your topic (see Resources).

To keep everyone on track, we'll stagger and implement the following check-points throughout the semester (see 'What to Include'):

1. Check-Point #1: submit your topic and proposed question (Module 1, Week 2)
2. Check-Point #2: submit an outline of your research paper (Module 3, Week 6)
3. Check-Point #3: submit a draft of your research paper; participate in a peer review session (Module 4, Week 9)
4. Submit the final paper for grading during Module 6, Week 15

Resources

1. ThinkingStorm. (2012). Writing a Research Paper. Retrieved from <http://knowledge.thinkingstorm.com/WritingGuides/WritingaResearchPaper.aspx>
2. Baker JR, Brizee A, and Velazquez A. (2013 February 21) Writing a Research Paper. Retrieved from <https://owl.english.purdue.edu/owl/resource/658/1/>
3. The Center for the Study and Teaching of Writing at Ohio State (<http://cstw.osu.edu/writing-center/handouts/all-handouts>) provides multiple handouts related to research papers, including resources on introductions, thesis statements, and conclusions.
4. [Peer Review Handout](#)
5. [Rubric for Final Research Paper](#)

Academic Integrity

Category	YES	NO	N/A
Getting help on the exam	X		
Collaborating or taking the exam with others		X	
Copying or reusing previous work in the course		X	
Open-book research during the exam	X		
Citing sources according to AMA style	X		

What to Include

Check-Point #1:

- Submit the topic and proposed question you've selected. Dr. Downing will reply to your submission to confirm your topic and proposed question. Submit this

information by completing the assignment, “Module 6: Research Paper-Check-Point #1”.

Check-Point #2:

- Submit an outline of your research paper (select a format that works best for you). The purpose of the outline is to organize your thoughts in an effort to have a clear point of view and message to your audience.
- Organize the outline according to the structure of the final paper (title, introduction, body, conclusion, references). Within each section, attempt to at least identify the main idea of each paragraph. When outlining the introduction, include your proposed question and statement of main idea (i.e. thesis statement).
- Submit your outline by completing the assignment, “Module 6: Research Paper-Check-Point #2”. Dr. Downing will provide feedback by replying to your submission.

Check-Point #3:

- Share the draft of your research paper with all members of your peer review group.
- Conduct the Peer Review:
 - Download the document, “Peer Review Handout” (see Resources).
 - Complete the handout for each of your peers. Share the completed handout with the appropriate individual.
- To receive credit for this check-point, submit a draft of your research paper as well as each peer review handout you completed through completing the assignment, “Module 6: Research Paper-Check-Point #3”.

Submission of the final paper:

- Submit your final paper by completing the assignment, “Module 6: Final Research Paper”.
- Again, your final paper should consist of a title, introduction (including the proposed question and statement of main idea), body containing supporting paragraphs, conclusion, and reference list.

Due Dates

1. *Complete all check-points and submit the final paper according to the dates/times in the Course Calendar.*

How to Participate

- How do I submit an online assignment?
 - <https://guides.instructure.com/m/4212/l/41972-how-do-i-submit-an-online-assignment>

Grading Criteria

Criteria	Points
Focus	10
Organization (overall and paragraphs)	35
Content	30
Evidence and Counter-Evidence	50
Grammar and Mechanics	15
Submitted an Outline	20
Completed the Peer Review	40
Total Points	200

Discussion: MODULE 6

Final Project—Research Poster

Objectives

- Apply written, oral, and/or visual communication skills toward presenting a balanced view on an aspect of marijuana legalization.
- Assess your peers' written, oral, and visual communication skills.
- Formulate succinct messages and communicate them in a clear manner.

Directions

The final project will consist of a written research paper as well as submission of this paper in the format of a research poster. This document provides instructions for constructing the research poster. All posters will be a final size of 24"x36", submitted as a PowerPoint file and PDF. Font must be Arial, size 11.

Research posters offer researchers an engaging platform to concisely present their research findings and communicate them in a clear manner. Similar to an oral presentation, a poster's use of communication aids and organization of content is vital for an effective poster. Review the narrated lecture "Constructing Effective Research Posters" (see Module 6 narrated lectures). Apply the format and suggestions provided in the lecture to present your research paper in the form of a research poster. Submit a peer response to two fellow student's research posters using a Level 2 post. Your peer response may utilize the format of your choice—written, audio, or video.

Resources

1. Downing, M. (2016) *Constructing Effective Research Posters* [PowerPoint slides]. Retrieved from www.carmen.osu.edu
2. [Levels of Conversations for Discussions and Peer Responses](#)
3. [Rubric for Research Poster](#)

Academic Integrity

Category	YES	NO	N/A
Getting help on the exam	X		
Collaborating or taking the exam with others		X	
Copying or reusing previous work in the course		X	
Open-book research during the exam	X		
Citing sources according to AMA style	X		

What to Include

1. Apply the format and suggestions provided in the narrated lecture (see Resources) to present your research paper in the form of a research poster.
2. Organize the research poster using the same sections of your research paper (title, introduction, body (consider dividing into subsections), conclusion, references). Attempt to present your main ideas using effective communication aids, including appropriate visuals.
3. PowerPoint is an easy tool to use to construct your poster:
 1. Open a blank PowerPoint presentation.
 2. Create the poster in a single PowerPoint slide.
 - Within the 'Home' tab, change the layout of the slide to 'Blank'.
 - Within the 'View' tab, click 'Ruler'.
 - Within the 'Design' tab, click 'Slide Size / Customize Slide Size'. Change the width to 36 inches, and the height to 24 inches.
 3. Watch the narrated lecture to assist with you creating the poster using PowerPoint.
4. Please cite any sources through in-text citations, and include a reference list containing the full citation for each source as the final section of your poster.
5. When complete, save the PowerPoint file as a PDF.
6. Submit a peer response to two fellow student's research posters using a Level 2 post. Your peer response may utilize the format of your choice—written, audio, or video.

Due Dates

1. *Submit the research poster (as a PowerPoint file and PDF) by participating in the discussion, "Module 6: Research Poster" according to the date/time in the Course Calendar.*
2. *Submit two peer responses according to the date/time in the Course Calendar.*

How to Participate

- How do I reply to a Discussion as a student?
 - <https://guides.instructure.com/m/8470/l/190706-how-do-i-reply-to-a-discussion-as-a-student>

Grading Criteria

Criteria	Points
Organization	15
Poster	10
Use of Communication Aids	25
Content	20
Grammar and Mechanics	15
Peer Response	15
Total Points	100

Presentation and Audio Recording:

MODULE 6

Webinar

Objectives

- Apply written, oral, and/or visual communication skills toward presenting a balanced view on an aspect of marijuana legalization.
- Formulate succinct messages and communicate them in a clear manner.
- Assess your peers' written, oral, and visual communication skills.

Directions

Thus far, we've primarily focused on developing our written communication skills toward discussing various aspects of marijuana legalization. In this assignment, we'll focus on developing oral and visual communication skills through presenting a webinar (i.e. an online presentation).

Presentations often inform viewers about a particular topic. In this webinar, we'll inform your peers about one aspect of marijuana legalization through presenting a balanced view of that topic. For example, let's consider use of marijuana as a medication to relieve pain. One could argue a "positive" is improving the quality of life for patients that suffer from debilitating pain that existing medical and non-medical therapies cannot treat. However, one could also argue several "negatives"—adverse health consequences, potential for impaired driving (i.e. often termed "drugged driving"), potential for misuse, etc.

Create and deliver a 5-minute webinar that informs your peers about one aspect of marijuana legalization using a balanced approach (see 'What to Include'). Be as specific as possible with your topic—in the example, the topic of medical marijuana specifically addressed its use for treating pain (versus its general use as a medicine). You could even increase specificity by discussing one "type" of patient—for example, its use by athletes. Submit your topic by completing the webinar check-point.

Your webinar will consist of a narrated PowerPoint presentation that you will upload to the discussion, "Webinar". You will also be required to participate in an online Q&A session with the peers in your peer review group (see 'What to Include').

Resources

1. Downing, M. (2016) *Giving Effective Oral Presentations* [PowerPoint slides]. Retrieved from www.carmen.osu.edu
2. [Instructions for recording and narrating a PowerPoint presentation](#)
3. [Rubric for Oral Presentation](#)

Academic Integrity

Category	YES	NO	N/A
Getting help on the exam	X		
Collaborating or taking the exam with others		X	
Copying or reusing previous work in the course		X	
Open-book research during the exam	X		
Citing sources according to AMA style	X		

What to Include

Webinar Check-Point:

1. First, select your topic and create a title for your webinar (e.g. “Medical Marijuana: Use by Athletes”).
2. Using your specific title, create the title slide for your webinar.
3. To ensure that everyone can successfully utilize the technology required for this assignment, follow the instructions to record a narration of your title slide *only* (see ‘How to Participate’).
4. Submit this file through the discussion, “Webinar Check-point”. Completion of this check-point counts toward 5pts of your overall grade.

Webinar Presentation:

1. The webinar will consist of five PowerPoint slides that communicate the following content:
 - **Slide #1: Title Slide.** The title slide should convey the title of your webinar and the name and title of the presenter. Narration of the title slide should also capture the purpose of the webinar.
 - **Slides #2-4: Content Slides.** These slides will convey your main ideas by using appropriate communication aids and supporting evidence. All supporting evidence, text and visuals, must be appropriately cited on the respective slide.

- **Slide #5: Conclusion Slide.** The conclusion slide should conclude your main points and identify areas of future study.
2. The duration of your webinar should be between 4:30 – 5:00 minutes.
 3. To ensure accessibility, please provide a transcript of your narration. Submit your transcript as a word doc or as a PDF note packet.

Online Q&A Session:

1. **Step 1: Initial Post.** View the webinars posted by the individuals in your peer review group. For each peer, provide an **oral** peer response through submitting an audio recording. In your peer response, you must ask one *thoughtful* question related to the webinar.
2. **Step 2: Reply.** Listen to the peer responses for your webinar. Provide **one** audio recording that answers the questions posed by your peers—address your peer as you answer each question (e.g. “Nira—great question. It seems that...xyz.”)

Due Dates

1. *Complete the webinar check-point by the date/time in the Course Calendar.*
2. *Submit the webinar by the date/time in the Course Calendar.*
3. *Participate in the online Q&A session by the date/time in the Course Calendar.*

How to Participate

- How do I record and submit a narrated PowerPoint? How do I participate in an online Q&A session?
 - Instructions related to both questions are listed in a single document that is posted in two separate sections of Canvas—in the section, “Student Resources”, as well as in Module 6 course materials.

Grading Criteria

Criteria	Points
Purpose (includes 5pts for webinar check-point)	10
Style	15
Use of Communication Aids	20
Content: Organization and Supporting Evidence	35
Q&A Session	20
Total Points	100

PHR2367, SP17

Rubric for Final Project-Research Paper

Criteria	Level 4	Level 3	Level 2	Level 1
Focus 10 points	Purpose is clearly and succinctly communicated in the introduction. (10 points)	Purpose is stated clearly in the introduction, yet not succinctly. (8.5 points)	Shows limited awareness of purpose throughout the paper. (7 points)	No awareness of a purpose. (5.5 points)
Organization: Overall 15 points	Organization is logical and quickly apparent. Includes title, introduction, statement of main idea, transitions between paragraphs, conclusion, and references. (15 points)	Organization is logical and fairly apparent, includes the main organization tools. Most transitions between paragraphs are smooth. (12.75 points)	Organization is weak and requires effort to discern. Organizational tools are used weakly or missing. (10.5 points)	No sense of organization. (8.25 points)
Organization: Paragraphs 20 points	All paragraphs have a clear idea stated at the beginning, supporting content, and smooth internal transitions. (20 points)	Most paragraphs have clear ideas, are supported with some examples, and have smooth internal transitions. (17 points)	Some paragraphs have clear ideas, support may be missing, and internal transitions are weak. (14 points)	Paragraphs lack clear ideas, content is not supported, and/or internal transitions are missing. (11 points)
Content 30 points	Exceptionally well-presented and argued; ideas are well-developed, supported with evidence and facts. (30 points)	Well-presented and argued; ideas are developed, most with supporting evidence and details. (25.5 points)	Content is sound and solid; ideas are presented but not developed or supported; some evidence, but usually of a generalized nature. (21 points)	Content is not sound. (16.5 points)
Evidence 30 points	Provides compelling and accurate evidence to support main ideas. All evidence is cited correctly. (30 points)	Provides necessary evidence to convince reader of most aspects of the main argument but not all. Most evidence is cited correctly. (25.5 points)	Not enough evidence is provided, evidence is incomplete, incorrect, or oversimplified. Most evidence is cited incorrectly. (21 points)	No evidence is provided or there are numerous factual mistakes. Most supporting evidence is not cited. (16.5 points)
Counter-Evidence	The author considers the evidence, or alternative interpretations of evidence, that could be used to refute	Author acknowledges that counter-evidence or alternative interpretations exists for some but not all	Author acknowledges little counter-evidence; counter-evidence is not discussed in a thoughtful manner.	No acknowledgement of counter-evidence or alternative interpretations. (11 points)

20 points	or weaken his/her argument, and thoughtfully responds to it. (20 points)	stances. (17 points)	(14 points)	
Grammar and Mechanics 15 points	Excellent grammar, spelling, punctuation, and of appropriate length. (15 points)	A few errors in grammar, spelling, punctuation, but not many—appropriate length. (12.75 points)	Shows a pattern of errors in spelling, grammar, and/or punctuation; appropriate length. (10.5 points)	Continuous errors—demonstrates little or no ability to use appropriate grammar, spelling, or punctuation. (8.25 points)
Outline 20 points	Submitted a complete outline. (20 points)	N/A	N/A	Outline not submitted or submitted an incomplete outline. (0-10 points)
Peer Review 40 points	Complete draft submitted. (10 points) Peer Review handout completed for all members in group. (30 points)	N/A	N/A	Draft not submitted or submitted an incomplete draft. (0-5 points) Peer review handout not submitted or submitted an incomplete handout. (0-15 points)

PHR2367, SP17

Rubric for Oral Presentation

Criteria	Sophisticated	Competent	Not yet Competent
Purpose 10 points (includes 5pts for check-point)	Title slide conveys presenter, topic, and purpose; slides are supportive in a clear and organized manner. <i>(10 points)</i>	Title slide conveys presenter, yet somewhat conveys topic or purpose of the talk; slides are somewhat supportive and generally clear and well organized. <i>(8 points)</i>	Presenter, topic, or purpose is not clear; listener can follow presentation only with effort. <i>(6 points)</i>
Style 15 points	<ul style="list-style-type: none"> • <u>Audience</u>: level of presentation is appropriate <i>(5 points)</i> • <u>Timing</u>: presentation is paced appropriately and of appropriate length <i>(5 points)</i> • <u>Voice</u>: presenter uses a clear voice and correctly pronounces all terms; tone is engaging during the entire webinar <i>(5 points)</i> 	<ul style="list-style-type: none"> • <u>Audience</u>: level of presentation is generally appropriate <i>(4 points)</i> • <u>Timing</u>: pacing is sometimes too fast or too slow; presentation is of appropriate length <i>(4 points)</i> • <u>Voice</u>: presenter uses a clear voice and correctly pronounces most terms; tone is engaging during most of the webinar <i>(4 points)</i> 	<ul style="list-style-type: none"> • <u>Audience</u>: aspects of presentation are too elementary or too sophisticated for audience <i>(3 points)</i> • <u>Timing</u>: pace is off and outside of time constraints <i>(3 points)</i> • <u>Voice</u>: presenter mumbles and incorrectly pronounces terms; tone is unengaging during most of the webinar <i>(3 points)</i>
Use of Communication Aids 20 points	Communication aids enhance presentation: <ul style="list-style-type: none"> • Font is readable <i>(5 points)</i> • Details are minimized so that main points stand out <i>(5 points)</i> • Visuals appropriately incorporated; all serve a purpose <i>(10 points)</i> 	Communication aids contribute to the quality of the presentation: <ul style="list-style-type: none"> • Font is mostly readable <i>(4 points)</i> • Most of the main points stand out <i>(4 points)</i> • Most visuals are appropriate and most serve a purpose <i>(8 points)</i> 	Communication aids are poorly prepared: <ul style="list-style-type: none"> • Font is difficult to read <i>(3 points)</i> • Too many details included—most of the main points do not stand out <i>(3 points)</i> • Most visuals are inappropriate or do not serve a purpose <i>(6 points)</i>
Content: Organization 15 points Supporting Evidence 20 points	Each slide contains a main idea in the title and succinct bullets or visuals to support the main idea in the body of the slide. <i>(15 points)</i> Main ideas and body content are accurate and supported with a source(s) correctly cited on the respective slides. <i>(20 points)</i>	Most slides contain a main idea in the title; most bullets are succinct with some difficult to follow. <i>(12 points)</i> Most main ideas and body content are supported with a source(s) correctly cited on the respective slides; information is	Most slides do not contain a main idea; bullets are not succinct and do not support the main ideas. <i>(9 points)</i> There are little to no sources cited to support content or most sources cited incorrectly; information does not appear

		accurately presented. <i>(16 points)</i>	accurate. <i>(12 points)</i>
Q&A Session: Initial Post 10 points	Peer response reflects a Level 2 conversation and poses a thoughtful question about the webinar. <i>(10 points)</i>	Peer response reflects a Level 1 conversation and poses a thoughtful question about the webinar. <i>(8 points)</i>	Peer response below a Level 1 conversation; question not posed or question is not thoughtful. <i>(6 points)</i>
Reply 10 points	Answer to all questions are accurate and thorough. <i>(10 points)</i>	Answers to most questions are accurate and thorough. <i>(8 points)</i>	Most answers are inaccurate, incomplete, or not included. <i>(6 points)</i>

PHR2367, SP17

Rubric for Final Project-Research Poster

Criteria	Sophisticated	Competent	Not yet Competent
Organization 15 points	Organization is logical and quickly apparent. Includes title, presenter, introduction, main body, conclusion, and references. (15 points)	Organization is mostly logical and fairly apparent, includes the main organization tools. (12 points)	Organization is weak and requires effort to discern. Organizational tools are used weakly or missing. (9 points)
Purpose 10 points	Purpose is clearly and succinctly communicated in the introduction. (10 points)	Purpose is conveyed, but not in a succinct or clear manner. (8 points)	Purpose is not conveyed. (6 points)
Use of Communication Aids 25 points	Communication aids enhance presentation: <ul style="list-style-type: none"> • Font is readable (5 points) • Details are minimized so that main points stand out (10 points) • Visuals appropriately incorporated; all serve a purpose (10 points) 	Communication aids contribute to the quality of the presentation: <ul style="list-style-type: none"> • Font is mostly readable (4 points) • Most of the main points stand out (8 points) • Most visuals are appropriate and most serve a purpose (8 points) 	Communication aids are poorly prepared: <ul style="list-style-type: none"> • Font is difficult to read (3 points) • Too many details included—most of the main points do not stand out (6 points) • Most visuals are inappropriate or do not serve a purpose (6 points)
Content 20 points	Each section conveys the main ideas presented in the research paper using succinct bullets or visuals. All content is correctly cited. (20 points)	Most sections convey the main ideas presented in the research paper using succinct bullets or visuals. Most content is correctly cited. (16 points)	Most sections do not convey the main ideas presented in the research paper or ideas not presented in a clear or succinct manner; most content is incorrectly or not cited. (12 points)
Grammar and Mechanics 15 points	Excellent grammar, spelling, punctuation, and of appropriate length. (15 points)	A few errors in grammar, spelling, punctuation, but not many—appropriate length. (12 points)	Shows a pattern of errors in spelling, grammar, and/or punctuation; inappropriate length. (9 points)
Peer Response 15 points	Peer response reflects a Level 2 post. Entire post is respectful and professional. (15 points)	Peer response reflects a Level 1 post. Entire post is respectful and professional. (12 points)	Attempts to post a peer response, but does not meet Level 1 criteria. Part of post is disrespectful or unprofessional. (9 points)

PHR2367, SP17

Rubric for Short Response Writings

Criteria	Level 4 (4 pts)	Level 3 (3 pts)	Level 2 (2 pts)	Level 1 (0-1 pts)
Focus	Purpose or position is clearly and succinctly communicated in the introduction or opening paragraph.	Purpose or position is stated clearly in the introduction or opening paragraph, yet not succinctly.	Shows limited awareness of purpose or position throughout the paper.	No awareness of a purpose or position.
Organization	Organization is logical and quickly apparent. Transitions between paragraphs are smooth. All paragraphs have a clear idea stated at the beginning, supporting content, and smooth internal transitions.	Organization is logical and fairly apparent, but transitions between paragraphs are not consistently smooth. Most paragraphs have clear ideas, are supported with some examples, and have smooth internal transitions.	Organization is weak and requires effort to discern. Transitions between paragraphs are weak or missing. Some paragraphs have clear ideas, support may be missing, and internal transitions are weak.	No sense of organization. Paragraphs lack clear ideas, content is not supported, and/or internal transitions are missing.
Content	Exceptionally well-presented and argued; ideas are well-developed. Clearly and completely addresses any guided questions.	Well-presented and argued; ideas are developed. Attempts to clearly and completely address guided questions.	Content is sound and solid; ideas are presented but not developed. Attempts to address guided questions, yet explanation is not clear or complete.	Content is not sound. Does not address guided questions.
Evidence	Provides compelling and accurate evidence to support main ideas. All evidence is cited correctly.	Provides necessary evidence to convince reader of most aspects of the main argument but not all. Most evidence is cited correctly.	Not enough evidence is provided, evidence is incomplete, incorrect, or oversimplified. Most evidence is cited incorrectly.	No evidence is provided or there are numerous factual mistakes. Most supporting evidence is not cited.
Grammar and Mechanics	Excellent grammar, spelling, punctuation, and of appropriate length. Entire post uses appropriate "Netiquette".	A few errors in grammar, spelling, punctuation, but not many—appropriate length. Majority of post uses appropriate "Netiquette".	Shows a pattern of errors in spelling, grammar, and/or punctuation; appropriate length. Majority of post does not use appropriate "Netiquette".	Continuous errors—demonstrates little or no ability to use appropriate grammar, spelling, or punctuation. "Netiquette" not followed.

PHR2367

SP17

Rubric for Weekly Discussions

Criteria	Level 4 (2.5pts)	Level 3 (1.5 pts)	Level 2 (0.5 pts)	Level 1 (0 pts)
Initial Post: Content	Clearly and completely addresses prompted discussion question. Post demonstrates excellence in grasping key concepts. Any evidence supporting the post is cited correctly.	Attempts to clearly and completely address prompted discussion question. Post demonstrates evidence of understanding most concepts. Most evidence supporting the post is cited correctly.	Attempts to address prompted question, yet post lacks a clear or complete explanation. Post demonstrates a superficial grasp of the material. Most evidence supporting the post is cited incorrectly.	Demonstrates minimal to no grasp of concepts or does not address the question as prompted. Most evidence supporting the post is not cited.
Initial Post: Interaction	Demonstrates excellence in extending the conversation by offering up meaningful ideas, personal reflection, supplemental resources, and questions that support classmates in reaching deeper levels of learning on the topic.	Attempts to extend the conversation by offering up some meaningful ideas, resources, and questions that support classmates in reaching deeper levels of learning on the topic.	Attempts to take part in the discussion but does not offer up new ideas, resources, or questions that support classmates in reaching deeper levels of learning on the topic.	Interacts with classmates minimally—little or no effort is made to extend the conversation by offering up some meaningful ideas, resources, and questions that support classmates in reaching deeper levels of learning on the topic.
Peer Response	Peer response reflects a Level 2 post. Entire post is respectful and professional.	Peer response reflects a Level 1 post. Entire post is respectful and professional.	Attempts to post a peer response, but does not meet Level 1 criteria. Part of post is disrespectful or unprofessional.	Peer response missing or majority of post is disrespectful or unprofessional.
Grammar and Mechanics (both initial post + peer response)	Excellent grammar, spelling, punctuation, and of appropriate length. Entire post uses appropriate “Netiquette”.	A few errors in grammar, spelling, punctuation, but not many—appropriate length. Majority of post uses appropriate “Netiquette”.	Shows a pattern of errors in spelling, grammar, and/or punctuation; appropriate length. Majority of post does not use appropriate “Netiquette”.	Continuous errors—demonstrates little or no ability to use appropriate grammar, spelling, or punctuation. “Netiquette” not followed.

Drug Use in American Culture (PHR 2367)

3 Credit hours

Fall 2016

Course Description

In this course, we investigate a given drug by assessing its historical use, clinical properties and risks, role in American culture, and other issues surrounding its use/abuse in the United States. Students will engage in activities that will teach them to appropriately analyze various sources of information and effectively communicate key messages using a variety of platforms. In this term, we will focus on marijuana.**

This course and its instructors do not promote the use/abuse of marijuana. This medically and socially relevant topic only serves as context by which to teach writing and communication skills.

*[**Administrative Note: This course is designed so that a different drug may be the focus in any given term. The first offering of the course will focus on marijuana]*

Instructor

TBD

Course Information

TBD

Learning Objectives

General Education: Writing and Communication 2

Goal: Students are skilled in written communication and expression, reading, critical thinking, oral expression and visual expression.

Expected Learning Outcomes

1. Through critical analysis, discussion, and writing, students extend the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

This course will achieve these outcomes through readings and writing assignments focused on clarity, targeted presentation to intended audience, reasoning and arguing from evidence, weighing different interpretive options and arguing convincingly for the writer's chosen approach. The course also requires one oral presentation that will be assessed on purpose, style, use of communication aids, content organization and supporting evidence. By the end of the semester students will be better able to communicate their ideas concisely while supporting their arguments with relevant evidence and analysis.

Course-Specific Expected Learning Outcomes

1. Identify ways to access medical and scientific studies, and differentiate anecdotal evidence, pilot studies, and FDA-approved clinical trials.
2. Analyze cases, statistics, news releases, and government policies surrounding drug use in the United States.
3. Employ different methods for communicating information to audiences of varying expertise.
4. Research the health and environmental effects of a given drug's (i.e., marijuana) use and identify gaps in current knowledge.
5. Explain the influence of businesses and economics on a given drug's (i.e., marijuana) use/abuse in the United States.

Teaching Method

Lectures, Student Presentations, and Film-viewing; 3 contact hours per week.

Required Texts

Required texts, sites, and videos for required viewing will be accessible through the library or open access online. Links have been provided in the weekly schedule below.

Recommended Texts

None

Assignments

There will be three types of assignments in this class:

1. *Short Response Writing Assignments*

These will include your analysis of the text/film/news reviewed during or in preparation of class. You will submit these assignments throughout the semester. The Response Writings encompass various formats in order to: 1) teach you how to fine tune your responses based on audience type and venue and to, 2) encourage synthesis of information in a concise and articulate manner.

2. *An Oral Presentation* This assignment is meant to help you formulate succinct messages and communicate them in a clear manner to your peers. You will be graded on your ability to communicate verbally and visually. Each presentation will be three Power Point slides in addition to one title slide and should summarize 3 key takeaways. You will have three minutes to present and two minutes to respond to questions.

3. *A Final Paper* (5-8 double-spaced pages, Arial font size 11). A full description of the paper and a list of paper topics will be posted on Carmen; you have the opportunity to propose your own paper topic or to choose one from Carmen. You will turn in a detailed outline of this paper to the instructor during Week 5, submit a draft for peer review during Week 9, and deliver the final paper during Week 14. The grade for this assignment will be broken down as follows:

- a. *Outline (10%)*: organization of thought is crucial to having a clear point of view and message to your audience
- b. *Peer review (15%)*: acquiring feedback and subsequent revision are essential components of the writing process
- c. *Final paper (45%)*: your reflection on materials covered and independent sourcing will be illuminated in the final paper, which will be focused on one area of the legalization of marijuana in the United States
- d. *Poster presentation (30%)*: the ability to present your final paper in a concise and commonly-used scientific format will enable you to crystallize your points and practice the art of peer-to-peer presentations

All assignments are due at the beginning of class. Papers received later than the time specified will be marked down one grade for every 24 hours late; the clock starts when the paper is due at the beginning of class.

Examination

An in-class written examination in the middle of the semester will cover material found in readings, discussions, and lectures.

Grading

Response Writing Assignments: 25%

Oral Presentation: 20%

Midterm examination: 20%

Formal Paper (4 parts): 25%

Participation: 10%

Total 100%

Your final grade will be calculated as follows:

A 93-100%, A- 90-92%, B+ 87-89%, B 83-86%, B- 80-82%, C+ 77-79%, C 73-76%, C- 70-72%, D+ 67-69%, D 60-66%, E 0-59%

Attendance

Attendance at lectures and discussion sections is mandatory. More than two unexcused absences will result in a one-percentage-point deduction from the final grade for each absence.

Student Disability

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

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 3335-5-487). For additional information, see the Code of Student Conduct (<http://studentlife.osu.edu/csc/>)

FOR YOUR SAFETY, the OSU Student Safety/Escort Service is available after 7 p.m. by dialing 292-3322.

Course Schedule

(Readings should be completed prior to class meeting)

University calendar: <http://registrar.osu.edu/staff/bigcalsem.asp>

Bibliography

1. CDC: 221 sickened by synthetic pot in colorado. USA Today. 2013. Available from: <http://permanent.access.gpo.gov/lps116702/teen-marijuana-depression-report.pdf>. Accessed October 2015.
2. Marijuana USA. [Video]. CNBC; 2013.
3. BBC News. http://news.bbc.co.uk/2/shared/bsp/hi/pdfs/30_08_06worksheet3.2.pdf. January 2016.
4. Leonhard Center, Penn State University. Scientific posters. Speaking Guidelines for Engineering and Science Web site. www.writing.engr.psu.edu/posters.html. January 2016.
5. Office of National Drug Control Policy. Answers to frequently asked questions about marijuana (in the united states). <https://www.whitehouse.gov/ondcp/frequently-asked-questions-and-facts-about-marijuana#research>. October 2015.
6. Office of National Drug Control Policy, Executive Office of the President. Teen marijuana use worsens depression. <http://permanent.access.gpo.gov/lps116702/teen-marijuana-depression-report.pdf>. October 2015.
7. Scientific Facts of Pot. <http://www.scientificfactsofpot.com/>.
8. Thinking Storm. Concise writing. <http://knowledge.thinkingstorm.com/ArgumentClarity/ConciseWriting.aspx>. October 2015.
9. Thinking Storm. Using logic. <http://knowledge.thinkingstorm.com/ArgumentClarity/UsingLogic.aspx>. October 2015.
10. Thinking Storm. Avoiding bias. <http://knowledge.thinkingstorm.com/ArgumentClarity/AvoidingBias.aspx>. October 2015.
11. Top Documentary Films. Medical cannabis and its impact on human health. <http://topdocumentaryfilms.com/medicinal-cannabis/>. October 2015.
12. US Department of Justice, Drug Enforcement Administration. Demand reduction. [Section: May 2014.].

Weekly Readings and Discussions

Modules	Weeks	Topics	Learning Goals	Required Readings/Viewings	Assignments
<p>Module 1: Communications on Marijuana in the US: Past and Present</p> <p>(Weeks 1-2)</p>	Week 1	<p><i>What is a drug?</i></p> <p><i>The history of marijuana in the United States</i></p>	<p>1) Explain standards of a medicinal product</p> <p>2) List known psychoactive compounds in marijuana plants</p> <p>3) Summarize the historical use of marijuana in the United States and relevant US communications</p>	<p>Reading:</p> <p>http://www.scientificfactsofpot.com/</p>	<p>Response Writing #1: Blog</p> <p>In class 1, write a 100-200 word summary of your initial stance on marijuana as a medicine.</p> <p>At the end of Week 1, write on one interesting finding on the history of marijuana use in the United States (200-300 words).</p>
	Week 2	<p><i>Evaluating evidence and delivering a message</i></p>	<p>1) Describe the channels by which topics are communicated in the public sector</p> <p>2) Identify subjective vs objective approaches to delivering information on health risks and benefits</p> <p>3) Identify ways to access medical and scientific studies such as PubMed</p> <p>4) Identify a topic for your Final Paper</p>	<p>Readings:</p> <p>Argument & Clarity:</p> <p>1) Concise Writing</p> <p>http://knowledge.thinkingstorm.com/ArgumentClarity/ConciseWriting.aspx</p> <p>2) Using Logic</p> <p>http://knowledge.thinkingstorm.com/ArgumentClarity/UsingLogic.aspx</p> <p>3) Avoiding Bias</p> <p>http://knowledge.thinkingstorm.com/ArgumentClarity/AvoidingBias.aspx</p>	<p>Choose a topic for Final Paper</p> <p>Possible topics:</p> <p>-US Production of Legalized Marijuana</p> <p>-US Marijuana Profits Post-legalization</p> <p>-Marijuana: Medical Research</p> <p>-Marijuana: Health Risks and Benefits</p> <p>-US Government and Marijuana Criminalization</p> <p>-Restricting Access to Legalized Marijuana</p>

Module 2: US Culture, Science, and Politics (Weeks 3-4)	Week 3	Roles of the US Government and Clinical Research	1) Describe US government authorities, medical societies, and advocacy groups relevant to marijuana use 2) Differentiate anecdotal evidence, pilot studies, and FDA-approved clinical trials 3) Construct an analysis on the learnings	Reading: Answers to Frequently Asked Questions about Marijuana (in the United States). <i>Office of National Drug Control Policy</i> . Available at: https://www.whitehouse.gov/ondcp/frequently-asked-questions-and-facts-about-marijuana#research Accessed October 2015.	<u>Response Writing #2: Analysis</u> Based on the lectures and reading, construct an analysis on the impact of US government authorities on drug policy (1-page, single-spaced, Arial font 11)
	Week 4	Roles of the US Government and Clinical Research <i>(continued)</i>	1) Describe FDA-approved medicines that contain cannabinoids 2) Evaluate strengths and weakness, including any relevant bias, of the films through a written critique	Viewing: Medicinal Cannabis (47 min) http://topdocumentaryfilms.com/medicinal-cannabis/ Accessed October 2015.	<u>Response Writing #3: Critique</u> Write a tabled critique of the documentary (1 table per film). The table should be one-half to 1 page in length (single-spaced, Arial font 11) <i>Rows: each to contain 1 fact expressed in the film (need 3-facts)</i> <i>Columns: each to contain a heading for Strength(s) and Weakness(es) - fill in the strengths and weaknesses of each fact</i>
Module 3: Marijuana Use in the US: What the Data Say (Weeks 5-7)	Week 5	<i>Reported US consequences of marijuana use</i>	1) Analyze US drug cases and statistics 2) Explain the health and environmental dangers of marijuana use	Reading: Teen marijuana use worsens depression. <i>Office of National Drug Control Policy, Executive Office of the President</i> . May 2008 (8 pages). Available online	<u>Turn in outline of Final Paper</u>

				via OSU library at: http://permanent.access.gpo.gov/lps116702/teen-marijuana-depression-report.pdf Accessed October 2015.	
Week 6	<i>Post-legalization, the aftermath - Colorado as a Case Study</i>	<p>1) Compare the positive and negative effects of marijuana legalization as reported in Colorado</p> <p>2) Comprehend how to communicate information to the general audience and to medical professionals</p>	<p>Reading: CDC: 221 sickened by synthetic pot in Colorado. USA Today. December 12, 2013. Available at: http://www.usatoday.com/story/news/nation/2013/12/12/synthetic-pot-colorado/4005257/ Accessed October 2015.</p>	<p><u>Response Writing #4: Knowing Your Audience</u></p> <p>Describe one positive and one negative effect of marijuana legalization in Colorado. You will write 2 versions: 1) To an eighth-grade level audience 2) To a medical professional</p> <p>Together, both summaries will fit on 1 page (single-spaced, Arial font 11).</p>	
Week 7	<i>You're the reporter: class activity</i> <u>MIDTERM</u>	<p>1) Identify one key finding from the Colorado case study presented last week</p> <p>2) Comprehend the essential components of creating a 30-second script</p> <p>3) Articulate the finding in a script and in-class presentation</p>	<p>Reading: 30-second Script Template: http://news.bbc.co.uk/2/shared/bsp/hi/pdfs/30_08_06worksheets3.2.pdf. Accessed January 2016.</p>	<p><u>Response Writing #5: You're the Reporter</u> Write a script that summarizes a select finding from the Colorado Case Study. The script needs to result in a report lasting 20 to 30 seconds when read. You will be reporting in class and will turn in the corresponding script.</p>	

Module 4: The future of marijuana in the United States (Weeks 8-9)	Week 8	<i>The future of marijuana in the United States: current medical and scientific evidence</i>	1) Explain known consequences of marijuana use 2) Identify gaps in current knowledge of marijuana effects on the human body	Reading: The dangers and consequences of marijuana abuse. <i>US Department of Justice, Drug Enforcement Administration. Demand Reduction Section</i> ; May 2014.	<u>Turn in topic for Presentation:</u> Consequences of marijuana use
	Week 9	<i>The future of marijuana in the United States: business and economics</i> <i>In-class workshop: peer review</i>	1) Review the influence of US businesses and economics on its legalization in the United States 2) Revise Final Paper draft based on peer review process	Viewing: Marijuana USA, from CNBC 2013 (excerpt on financial aspects, 22:35 to 38:48) https://www.youtube.com/watch?feature=player_detailp age&v=4LlIBdYrFdY	<u>Peer review of Final Paper Draft #1</u>
Module 5: A Balanced Approach to Communicating Data (Weeks 10-14)	Week 10	<i>Presentation workshops</i>	Outline your topic and the focus of each slide in your PowerPoint (slide-by-slide)	Viewings: Peer presentations	<u>In-class informal presentations of PowerPoint topical outline</u>
	Week 11	<i>Presenting a balanced view</i>	1) Analyze news releases and study findings for strengths and weaknesses 2) Critique PowerPoint slides to ensure the messages are balanced		<u>Turn in final PowerPoint slides</u>

Week 12	<i>Student Presentations: Positive and negative consequences of marijuana use</i>	1) Assess your peers' presentations skills and delivery of information 2) Convert key information from your Final Paper into a Poster format	Viewings: Peer presentations http://www.writing.engr.psu.edu/posters.html	<u>In-class formal presentations</u>
Week 13	<i>Student Presentations: Positive and negative consequences of marijuana use</i>	1) Assess your peers' presentation skills and delivery of information 2) Finalize Final Paper/Poster	Viewings: Peer presentations	<u>In-class formal presentations</u> <u>Turn in Final Paper</u> <u>Start Poster for Mini Conference</u> Summarizes the Final Paper, showcasing in a Poster Format
Week 14	<u>Mini Conference</u> Students and their peers will experience a mock scientific conference by reviewing posters (i.e., summaries in a large Poster format) of their peers' Final Papers	1) Review peers' posters during an in-class activity 2) Showcase Final Paper in a Poster format		<u>Peer Review of Poster</u> <u>Showcase Final Poster at Mini Conference</u>