

## Term Information

Effective Term Summer 2017  
*Previous Value* Summer 2012

## Course Change Information

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

The Rhetoric, Composition, and Literacy Studies Program and Second-year Writing Program (SYWP) in the Department of English seek approval to offer English 2367.01 in both in-person and online formats. To date, English 2367.01 has only been available in-person.

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

Utilizing resources developed in the Second Year Writing Program beginning in 2012 with the creation of "Rhetorical Composing," a MOOC (Massive Open Online Course) version of English 2367 (funded by a Bill & Melinda Gates Foundation grant), the SYWP has continually refined the curriculum and launched a Canvas-based MOOC version of the course (Summer 2016). The experiences of the instructors in these courses and collective energies of the course design teams situate the SYWP to now move forward with great confidence into a fully online offering of English 2367. Online courses offer flexibility for working students, students with complicated class schedules, students with family commitments, and students with disabilities.

### 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)?

Training for instructional staff teaching in the online environment will be provided by the Department of English writing programs and supported by staff from ASC Tech.

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	English
Fiscal Unit/Academic Org	English - D0537
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2367.01
Course Title	Language, Identity, and Culture in the U.S. Experience
Transcript Abbreviation	U.S. Exper: Lang
Course Description	Extends & refines expository writing & analytical reading skills, emphasizing recognition of intertextuality & reflection on compositional strategies on topics pertaining to education & pop culture in America.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week
<i>Previous Value</i>	<i>14 Week, 12 Week</i>
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
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade

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Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
<a href="#">Previous Value</a>	<a href="#">Sometimes</a>
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 1110.01 (110.01), and Soph standing; or EM credit for 1110.01 (110.01) or equiv; or a declared major in English.
Exclusions	Not open to students with credit for 2367.01H (367.01H), 210, 267, 267H, 301, 303, or equiv.

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	23.1402
Subsidy Level	General Studies Course
Intended Rank	Freshman, Sophomore, Junior

## Requirement/Elective Designation

General Education course:  
Level 2 (2367); Social Diversity in the United States  
The course is an elective (for this or other units) or is a service course for other units

## Course Details

<b>Course goals or learning objectives/outcomes</b>	<ul style="list-style-type: none"><li>• Students apply skills in written and oral expression, access and use information analytically, demonstrate the ability to read carefully and express ideas effectively, recognize the role of social diversity in shaping their own attitudes and values.</li></ul>
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[Previous Value](#)

<b>Content Topic List</b>	<ul style="list-style-type: none"><li>• Practice of composing</li><li>• Rhetorical analysis</li><li>• Study of literacy/literacies</li><li>• Peer review</li><li>• Revising</li><li>• Editing</li></ul>
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**Attachments**

- ASC Technical Review Checklist English 2367.01.pdf: ASC Technical Review Checklist  
*(Other Supporting Documentation. Owner: Lowry,Debra Susan)*
- 2367 01 Proposal Cover for online sections.docx: Cover Letter  
*(Cover Letter. Owner: Lowry,Debra Susan)*
- English 2367.01 FACE TO FACE Syllabus.docx: Sample In-Person Syllabus  
*(Syllabus. Owner: Lowry,Debra Susan)*
- 2367 01 sample online syllabus Revised 12-06-16.docx: Sample Online Syllabus  
*(Syllabus. Owner: Lowry,Debra Susan)*
- English 2367.01 and English 2367.02 Online GE Assessment Plan Revised 12-06-16.docx: GE Assessment Plan  
*(GEC Course Assessment Plan. Owner: Lowry,Debra Susan)*

**Comments**

- The Second-year Writing Program as elected not to adopt the decimalization recommendation made by the committee, seeking to maintain the current numbering conventions and not increase the complexity of course numbering in 2367 (which already includes five versions, .01-.05) *(by Lowry,Debra Susan on 12/20/2016 12:04 PM)*
- See 11-29-16 feedback e-mail to C Simmons and D Lowry. *(by Vankeerbergen,Bernadette Chantal on 11/29/2016 02:12 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	10/27/2016 04:24 PM	Submitted for Approval
Approved	Lowry,Debra Susan	10/28/2016 10:02 AM	Unit Approval
Approved	Heysel,Garett Robert	10/28/2016 08:50 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/02/2016 10:01 AM	ASCCAO Approval
Submitted	Lowry,Debra Susan	11/10/2016 11:34 AM	Submitted for Approval
Approved	Lowry,Debra Susan	11/10/2016 11:35 AM	Unit Approval
Approved	Heysel,Garett Robert	11/14/2016 11:48 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/29/2016 02:13 PM	ASCCAO Approval
Submitted	Lowry,Debra Susan	12/20/2016 12:06 PM	Submitted for Approval
Approved	Lowry,Debra Susan	12/20/2016 12:13 PM	Unit Approval
Approved	Heysel,Garett Robert	12/28/2016 09:41 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	12/28/2016 09:41 PM	ASCCAO Approval

## Proposal for English 2367.01 Online

The Rhetoric, Composition, and Literacy Studies Program and Second-year Writing Program (SYWP) in the Department of English seek approval to offer English 2367.01 in an online format. The attached syllabus has been fully vetted. It passed the ASC technical review and been approved by the Department of English Writing Program Directors, the English Undergraduate Studies Committee, and the English Department Council.

The online version of English 2367.01 will meet all course goals, expected learning outcomes, GE standards, and major curricular elements that constitute the face-to-face course. It will also fully utilize resources developed in the SYWP beginning in 2012 with the creation of “Rhetorical Composing,” a MOOC (Massive Open Online Course) version of English 2367. Since that initial offering of the course (which was funded by a Bill & Melinda Gates Foundation grant), the SYWP has continually refined the curriculum, offered the course in hybrid format (Spring 2014-Spring 2016), and launched a Canvas-based MOOC version of the course (Summer 2016). The experiences of the instructors in these courses and collective energies of the course design teams situate the SYWP to now move forward with great confidence into a fully online offering of English 2367.

Central to the pedagogy and learning environment in the online course is WEx, The Writer’s Exchange, an online anonymous peer review system. Created at Ohio State by English Department faculty and graduate students and administered through ASC Tech, WEx makes possible the online distribution and review of thousands of student assignments, peer reviews, author reflections, and rubric-based scoring. These processes greatly enhance the peer review experience for both students and instructors, who may access feedback, recommendations, and assessment in the digital environment.<sup>1</sup> That environment also encourages and enhances student self-reflection on their work as writers and reviewers and allows for “just in time” teaching of writing, reading, analytical, and rhetorical skills. WEx has been the center of the MOOC and hybrid learning environments for over four years and is compatible with Carmen-Canvas. WEx supplements the 2367.01 online course environment, which is committed to both regular and substantive interaction in the online environment (<https://wcetfrontiers.org/2016/09/30/interpreting-regular-and-substantive-interaction/>) in which interactions are both initiated by the instructor and shared among students in the course in the spirit of student-centered learning.

As an online writing course, enrollment in English 2367.01 will be limited to 18 students, aligning it with the current enrollment caps in English 1110. The primary audience for the course is OSU-Columbus students seeking an online alternative to the face-to-face course. Other eligible student populations (as defined by the University) may also be among those enrolling in the course. This is *not* a self-paced course but one that follows the academic calendar and unfolds module by module with all students reading and viewing course assets (all of which are available online and in open source format), contributing regularly to asynchronous online discussions, completing quizzes and activities, collaborating both synchronously and asynchronously, and composing and commenting in WEx. Instructors will hold weekly office hours online in accordance with English department policy.

English 2367 has, historically, been taught primarily by graduate teaching associates and associated faculty. (In Autumn 2015 GTAs taught 63% of the 27 sections offered in the SYWP and associated faculty taught roughly 30%; tenure-track and tenured faculty taught 2 sections, or 7%.) Training for instructional staff teaching in the online environment will be provided by the Department of English

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<sup>1</sup> Although students are responding and assessing one another’s work, grades for all assignments will be determined by the instructor.

writing programs and supported by staff from ASC Tech.

# Syllabus: English 2367.01

## Language, Identity, and Culture in the U.S. Experience Summer 2017

### General Course Information

#### Instructor

Instructor Name: [Your name]

Email Address: [Your email address or other preferred contact]

Office: [Your office number]

Office Location: [Please arrange for at least three hours for office hours each week; also describe how your students should contact you with concerns outside of those hours]

#### Course Description

In this three-hour, second-level writing course for which English 1110 is a prerequisite, you will continue to develop and refine the skills in analysis, research, and composition that you practiced in 1110. This course emphasizes persuasive and researched writing, revision, and composing in various forms and media. In addition, you will build upon and improve your mastery of academic writing with and from sources; refine your ability to synthesize information; create arguments about a variety of discursive, visual, and/or cultural artifacts; and become more proficient with and sophisticated in your research strategies and employment of the conventions of standard academic discourses.

#### General Course Goals and Objectives

English 2367.01

- Focuses on expository writing
- Offers techniques and practice of critical reading, analysis, and research
- Provides experience in creating and delivering oral presentations
- Stresses the writing process and revision in particular

To achieve these ends, English 2367.01 provides students the opportunity to learn and practice a number of skills in research, critical reading and analysis, and written and oral expression, including

- Locating, retrieving, and critically analyzing primary and secondary sources relevant to a question, topic, or issue;
- Making connections between readings, discussions, and writing;
- Developing and refining ideas and arguments from primary and secondary sources through discussion posts and other informal writing;
- Drafting, editing, and revising representative forms of academic writing in response to reading, analysis, discussion and informal writing, and through feedback from the instructor and peers;
- Exploring the impact of various categories of diversity in shaping American culture, its institutions and groups, and in shaping individual attitudes, values, practices, and beliefs.

Through the process of drafting and revising the formal writing assignments in 2367.01, students will also

- Use reading and writing for inquiry, learning, thinking, and communicating
- Analyze relationships among the elements of the rhetorical situation (writer, subject, and audience) in various kinds of texts
- Use various critical thinking strategies to analyze texts
- Find and evaluate appropriate material from electronic and other sources
- Analyze and critique sources in their writing
- Juxtapose and integrate ideas and arguments from sources
- Develop clear lines of argument that incorporate ideas and evidence from those sources

The course is also informed by several guiding pedagogical principles that will guide our inquiry during the term:

- Reading and writing are related activities
- Readers bring a wealth of previously acquired knowledge to bear on a given text
- Every issue can be understood from a range of perspectives and through a variety of methods
- Every writer has something to contribute to this range of responses

To recognize these points of connection and to reflect on them enables you to better understand your own cognitive processes and compositional strategies. We'll work to develop these and other reading and writing skills through writing activities; discussions posts about readings, films, or other texts; small group activities; reflection on the writing process; and pre-recorded lecture—or combinations of all of these.

## General Education Goals and Objectives

As a second-level writing course at OSU, English 2367 fulfills the following GE categories:

**Writing and Related Skills** coursework develops students' skills in written communication and expression, reading, critical thinking, and oral expression, specifically:

1. Applying basic skills in expository writing
2. Demonstrating critical thinking through written and oral expression
3. Retrieving and using written information analytically and effectively

**Second Writing Course** expected learning outcomes seek to engage students through critical analysis, discussion, and writing to

1. Extend their ability to read carefully and express ideas effectively
2. Further develop basic skills in expository writing and oral expression
3. Develop skills in effective communication and in accessing and using information analytically

**Courses focusing on Social Diversity in the United States** foster students' understanding of the pluralistic nature of institutions, society, and culture in the United States. Namely, students will demonstrate the ability to

1. Describe the roles of such categories as race, gender, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States
2. Recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others

## Course Materials (Required)

- Moxley, Joseph, *et al.* [Writing Commons](#), a free, comprehensive, open textbook
- Other materials available online via Carmen, OSU Libraries, and other sites.

## Course Technology

Even though this section of English 2367 will meet in person, this course also requires some digital technologies. From time to time, challenges will arise—from a dropped Internet connection to connectivity issues between an online platform and your browser. Most of these issues can be managed by making sure you're regularly saving and backing up your work to a flash drive, external hard drive, [Buckeye Box](#), Google Docs, or some other online or Cloud location. Even the more critical issues you face may be resolved quickly and easily by accessing the available OSU resources. [ASC Tech Support](#), [Carmen Help Request](#), [u.osu.edu Support](#),



Buckeye Bar and the Digital Union are all available to students in 2367. In short, tech support is readily available. Specific help documentation WEx is available on our Carmen course site. Your instructor is also available to assist you with technology matters.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

Baseline technical skills necessary for completion of this course

- Basic computer and web-browsing skills
- Ability to navigate Carmen

Baseline technical skills necessary for the 2367.01 environment include the ability to

- Navigate WEx (*The Writers Exchange*) and other online platforms (e.g., Carmen and *The Writing Commons*, our online textbook)
- Create both alphabetic and multimodal compositions using a range of media (from low-threshold technologies such as hand and pencil drawing to high-threshold multimedia programs)

Necessary equipment

- Computer (Mac OS X or PC Windows 7+) with high speed internet connection or the equivalent
- Word Processing program and suite of programs to allow for creation of multimodal compositions (e.g., Microsoft Office [OpenOffice.org](http://OpenOffice.org))

## Course Assignments and Grade Distribution

### Composing Assignments (65%)

The major writing assignments and revision of one of those assignments make up roughly two-thirds of your course grade. Grades for all assignments will be determined by the instructor.

- Assignment 1: Writer with a Cause Autobiographical Narrative 5%
- Assignment 2: Critical Synthesis Essay 10%

- Assignment 3: PSA Multimodal Composition 10%
- Assignment 4: Researched Composition: Writing for a Public Audience 10%
  - Oral Work-in-Progress Presentation in Class 10%
- Assignment 5: Revised Assignment 3 or 4 20%

Note: Full assignment prompts will be provided in class and on the Carmen site. Assignments 1-4 will be posted to *WEx* for extensive peer review and assessment. Full descriptions of and rubrics for the assignments you will complete for English 2367.01 will be distributed through Carmen.

## Peer Review Process (20%)

Peer review is an integral part of this course and as such accounts for 30% of your course grade. Through *WEx*, *The Writers Exchange*, you be responding to one another's Assignments 2, 3, and 4. As part of the review process you will both review your peers' work and reflect on the reviews you receive, but you will not assign grades to one another. These reflections present an opportunity to reflect critically on your own writing and the feedback from your peers as a means of planning revision. You will also evaluate the helpfulness of your peers' reviews. The entire composing process—including peer review, reflection, and helpfulness—will form the basis from which you will complete a revision of either Assignment 2, 3, or 4 for instructor evaluation. A rubric for evaluating peer review will be made available to students. Peer review grades will be distributed as follows:

- Assignment 2: Critical Synthesis Essay 5%
- Assignment 3: PSA Multimodal Composition 5%
- Assignment 4: Researched Composition: Writing for a Public Audience 10%

## In-class Participation (15%)

The nature of this course means that you will complete a variety of activities each week, including active participation in discussion, in-class writing, productive collaboration, and respect for classmates. Critical to successful participation in is engagement with these and all course resources.

## Grading Scale

A	93	B+	87	C+	77	D+	67
A-	90	B	83	C	73	D	60
		B-	80	C-	70		

# Course Policies

## Class Community

Everyone should feel welcome, respected and safe in this class. Discussion of readings, ideas, and your writing are at the center of everything we do. We will frequently work with sensitive issues and these issues demand that we discuss and interact with respect and maturity.

## Attendance and Punctuality

Both attendance and punctuality are important to the success of this class. You are expected to attend each class session and to be on time and stay for the duration of the session. You are allowed only three unexcused absences. Each unexcused absence beyond three will lower your final grade by 1/3 of a letter grade (i.e. a 'B' will drop to a 'B-'). You are permitted two "grace" tardies (you will be counted as tardy starting at 2:00 PM, and as absent starting at 2:20 PM). Beyond those two, each two additional tardies will lower your final grade by 1/3 of a letter grade. Excused absences, such as those for documented illness, family tragedy, religious observance, or travel for inter-collegiate athletics, will not affect your grade; please notify the instructor and provide documentation if such events arise.

## Student Work

You must complete and submit your work on time. All assignments should be turned in by the time noted on the assignment prompt or the posted due date and time on Carmen. Late work will not be accepted and will negatively impact your final course grade.

Missed deadlines due to circumstance such as those for documented illness, family tragedy, religious observance, or travel for inter-collegiate athletics, will not affect your grade; please notify the instructor and provide documentation if such events arise. Please let me know in as much advance as possible if any of these circumstances conflict with deadlines.

1. **Assignments 1-4:** Turning in one of these assignments late means that you cannot participate in the peer review process. Failure to turn in one of these assignments by the due date/time will result in an automatic 10% reduction in your final course grade.
2. **Final graded assignment:** Late submission of your final graded assignment (Assignment 5) will result in the deduction of one full letter grade for each day past the due date (for example, B+ to C+).

## Ohio State's Academic Integrity Policy

Plagiarism, a form of academic misconduct, is the unauthorized use of the words or ideas of another person. It is a serious academic offense that can result in referral to the Committee on Academic Misconduct. Please remember that at no point during the writing process should the work of others be presented as your own.

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

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.

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

If 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](http://www.northwestern.edu/uacc/8cards.htm))

## Copyright Disclaimer

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

## Class Cancellation Policy

In the unlikely event of class cancellation due to emergency, I will contact you via email and request that a note be placed on the door of our classroom announcing the cancellation. I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

## Trigger Warning

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

## Statement on 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](mailto:titleix@osu.edu)

## Departmental and University Resources

### Writing Programs Ombud

Ms. Debra Lowry, the Writing Programs Ombud mediates conflicts between instructors and students in Writing Programs courses. Her office hours in Denney Hall 441 are **[insert**

English 2367.01

**office hours**]. Other times are available by appointment. Phone 292-3812; email lowry.40@osu.edu. All conversations with the Ombudsman are confidential.

## OSU Writing Center

The University Writing Center staff are available to provide you free, professional writing tutoring and consultation. You may set up an appointment by calling 688-4291 or by dropping by the center in 4132 Smith Lab or in Thompson Library 120. If you are interested in on-line writing advice, schedule a visit at the OWL ([On-Line Writing Lab](#)).

## Counseling and Consultation Services

The Office of Counseling and Consultation Services provides a wide range of resources for undergraduate students. For more information, call 292-5766.

## Student Advocacy Center

The Student Advocacy Center (as it notes in its mission statement) is committed to assisting students in cutting through campus bureaucracy. Its purpose is to empower students to overcome obstacles to their growth and to help them maximize their educational experience while pursuing their degrees at The Ohio State University. The SAC is open Monday-Friday from 8:00 AM – 5:00 PM. You can visit them in person at 1120 Lincoln Tower, call at (614) 292-1111, email [advocacy@osu.edu](mailto:advocacy@osu.edu), or visit their website: <http://studentlife.osu.edu/advocacy/>

## Accessibility Accommodations

### 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 your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or [ods@osu.edu](mailto: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.

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue; telephone 614-292-3307, [slds@osu.edu](mailto:slds@osu.edu).

## Accessibility of course technology

This course requires use of Carmen (Ohio State's learning management system) and other communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor. You may also consult this guide to [Carmen \(Canvas\) accessibility](#).

## Student Services & Student Academic Services

Additional support regarding academic advising, scholarships, scheduling courses, paying for tuition, viewing grades, etc. can be found at Student Services Center (<http://ssc.osu.edu/>) and Academic Advising at the College of Arts & Sciences (<http://artsandsciences.osu.edu/academics/current-students>).

## Course Schedule

Week	Topic	Readings & Activities	Assignments*
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1	<ul style="list-style-type: none"> <li>Introducing Unit 1</li> </ul>	<ul style="list-style-type: none"> <li>Expertise Activity</li> <li>Building Writing Community Activity</li> </ul>	<ul style="list-style-type: none"> <li>Assignment 1 Introduced</li> </ul>
2	<ul style="list-style-type: none"> <li>Introducing Unit 2: <i>Ethos</i>, Audience, and Composing Narratives</li> </ul>	<ul style="list-style-type: none"> <li>Rhetoric 101 Activities</li> <li><i>Writing Commons</i> (<i>Ethos</i>, Intrinsic Authority, Borrowed Credibility)</li> </ul>	<ul style="list-style-type: none"> <li>Submit Assignment 1</li> </ul>
3	<ul style="list-style-type: none"> <li>The Critical Synthesis</li> <li>Introducing Researching Rhetorically</li> <li>Introducing WEx and BEAM</li> <li>Becoming a Successful Peer Reviewer</li> </ul>	<ul style="list-style-type: none"> <li><i>Writing Commons</i> (Synthesizing Your Research)</li> <li>Introducing Research</li> <li>Peer Review Activity</li> <li>"So What's Your Cause?" Activity</li> <li><i>WEx Training Guide</i></li> </ul>	<ul style="list-style-type: none"> <li>Practice WEx Assignment</li> <li>Introduce Assignment 2</li> </ul>
4	<ul style="list-style-type: none"> <li>Peer Review of Assignment 2</li> <li>Introducing Unit 3: The Visual PSA and Artist Statement</li> </ul>	<ul style="list-style-type: none"> <li>Activity Sharing and Responding to PSAs</li> <li>Documenting Your Research Activity</li> <li><i>Writing Commons</i> (Information Literacy, Breaking Down Visual Images)</li> </ul>	<ul style="list-style-type: none"> <li>Submit Assignment 2</li> <li>Complete 3 Peer Reviews through WEx</li> <li>Introduce Assignment 3</li> </ul>
5	<ul style="list-style-type: none"> <li>Visual Rhetoric, Design and Making Visual Arguments</li> <li>Researching Rhetorically</li> </ul>	<ul style="list-style-type: none"> <li>Activity Analyzing a Source</li> <li><i>Writing Commons</i> (Analysis; Remediation, Visual and Textual Remediation)</li> </ul>	<ul style="list-style-type: none"> <li>Submit Assignment 3</li> <li>Complete 3 Peer Reviews through WEx</li> </ul>
6	<ul style="list-style-type: none"> <li>Peer Review of Assignment 3</li> <li>Introducing Unit 4: Researched-based Writing for Public Audiences</li> </ul>	<ul style="list-style-type: none"> <li>Stasis Activity</li> <li>Annotated Bibliography</li> <li>Research Plan</li> <li><i>Writing Commons</i> (Integrating Evidence)</li> </ul>	<ul style="list-style-type: none"> <li>Oral Work-in-Progress Presentation Due</li> <li>Introduce Assignment 4</li> </ul>
7	<ul style="list-style-type: none"> <li>Researching Rhetorically</li> <li>Employing Citation; Peer Review of Assignment 4</li> </ul>	<ul style="list-style-type: none"> <li><i>Writing Commons</i> (How Conversations Change; Evaluating a Source; Online Resources); Pre-Conference Revision Brainstorm; Looking Forward Activity</li> </ul>	<ul style="list-style-type: none"> <li>Submit Assignment 4</li> <li>Complete 3 Peer Reviews through WEx</li> </ul>
8	<ul style="list-style-type: none"> <li>Revising Rhetorically</li> </ul>	<ul style="list-style-type: none"> <li>Reflection Activity</li> </ul>	<ul style="list-style-type: none"> <li>Submit Revised Assignment 3 or 4</li> </ul>

\*Specific due dates will be posted to Carmen and included on each assignment.





# Syllabus: English 2367.01 (Online)

## Language, Identity, and Culture in the U.S. Experience Summer 2017

### General Course Information

#### Instructor

Instructor Name: [Your name]

Email Address: [Your email address or other preferred contact]

Office Hours: [Please arrange for at least three hours of online scheduled office hours each week; also describe how your students should contact you with concerns outside of those hours]

#### Course Description

In this online, second-level writing course for which English 1110 is a prerequisite, you will continue to develop and refine the skills in analysis, research, and composition that you practiced in 1110. This course emphasizes persuasive and researched writing, revision, and composing in various forms and media. In addition, you will build upon and improve your mastery of academic writing with and from sources; refine your ability to synthesize information; create arguments about a variety of discursive, visual, and/or cultural artifacts; and become more proficient with and sophisticated in your research strategies and employment of the conventions of standard academic discourses.

#### General Course Goals and Objectives

English 2367.01

- Focuses on expository writing
- Offers techniques and practice of critical reading, analysis, and research
- Provides experience in creating and delivering oral presentations
- Stresses the writing process and revision in particular

To achieve these ends, English 2367.01 provides students the opportunity to learn and practice a number of skills in research, critical reading and analysis, and written and oral expression, including

- Locating, retrieving, and critically analyzing primary and secondary sources relevant to a question, topic, or issue;
- Making connections between readings, discussions, and writing;
- Developing and refining ideas and arguments from primary and secondary sources through discussion posts and other informal writing;
- Drafting, editing, and revising representative forms of academic writing in response to reading, analysis, discussion and informal writing, and through feedback from the instructor and peers;
- Exploring the impact of various categories of diversity in shaping American culture, its institutions and groups, and in shaping individual attitudes, values, practices, and beliefs.

Through the process of drafting and revising the formal writing assignments in 2367.01, students will also

- Use reading and writing for inquiry, learning, thinking, and communicating
- Analyze relationships among the elements of the rhetorical situation (writer, subject, and audience) in various kinds of texts
- Use various critical thinking strategies to analyze texts
- Find and evaluate appropriate material from electronic and other sources
- Analyze and critique sources in their writing
- Juxtapose and integrate ideas and arguments from sources
- Develop clear lines of argument that incorporate ideas and evidence from those sources

The course is also informed by several guiding pedagogical principles that will guide our inquiry during the term:

- Reading and writing are related activities
- Readers bring a wealth of previously acquired knowledge to bear on a given text
- Every issue can be understood from a range of perspectives and through a variety of methods
- Every writer has something to contribute to this range of responses

To recognize these points of connection and to reflect on them enables you to better understand your own cognitive processes and compositional strategies. We'll work to develop these and other reading and writing skills online through writing activities; discussions posts about readings, films, or other texts; small group activities; reflection on the writing process; and pre-recorded lecture—or combinations of all of these.

## General Education Goals and Objectives

As a second-level writing course at OSU, English 2367 fulfills the following GE categories:

### **GE Writing and Communication-Level 2:**

Goals: 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 demonstrate 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.

### **GE Diversity-Social Diversity in the United States:**

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

## Course Materials (Required)

- Moxley, Joseph, *et al.* [Writing Commons](#), a free, comprehensive, open textbook
- Other materials available online via Carmen, OSU Libraries, and other sites.

## Course Structure

This fully online course will be delivered entirely through Ohio State University's learning management system, Carmen. You will use your OSU ID credentials to log into the site from Carmen Home page (<https://carmen.osu.edu>).

Within Carmen you will find and access all online lessons, course materials, and resources. Throughout the course, you will be asked to take online quizzes, turn in response assignments, and participate in discussion forums.

## Course Technology

For help with your password, University e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

### Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Ability to navigate Carmen

Baseline technical skills necessary for the 2367.01 online environment include the ability to

- Navigate CarmenConnect, WEx (*The Writers Exchange*) and other online platforms (e.g., Google Hangouts, Skype)
- Collaborate in online environments such as Google Docs
- Demonstrate a basic familiarity with a presentation platform (e.g., PowerPoint, Prezi)
- Create both alphabetic and multimodal compositions using a range of media (from low-threshold technologies such as hand and pencil drawing to high-threshold multimedia programs)
- Record and upload video and audio

### Necessary equipment

- Computer (Mac OS X or PC Windows 7+) with high speed internet connection or the equivalent

- Word Processing program and suite of programs to allow for creation of multimodal compositions (e.g., Microsoft Office [OpenOffice.org](http://OpenOffice.org))
- Computer webcam and microphone (if not already part of your computer)

## Course Assignments and Grade Distribution

### Composing Assignments (65%)

The major writing assignments and revision of one of those assignments make up roughly two-thirds of your course grade. Grades for all assignments will be determined by the instructor.

- Assignment 1: Writer with a Cause Autobiographical Narrative 5%
- Assignment 2: Critical Synthesis Essay 10%
- Assignment 3: PSA Multimodal Composition 10%
- Assignment 4: Researched Composition: Writing for a Public Audience 10%
  - Oral Work-in-Progress Presentation 10%
- Assignment 5: Revised Assignment 3 or 4 20%

Note: Full assignment prompts will be provided in class and on the Carmen site. Assignments 1-4 will be posted to *WEx* for extensive peer review and assessment. Full descriptions of and rubrics for the assignments you will complete for English 2367.01 will be distributed through Carmen.

#### **Assignment 1: *Who I Am as a Writer with a Cause* (5%)**

Students will produce an 800- to 1000-word (roughly three to four pages, double-spaced) autobiographical narrative in which they explore their identities as writers and their relationships to particular social causes. In this assignment, students will pay attention to the rhetorical concepts introduced in the class. These narratives will be shared with classmates.

#### **Assignment 2: *Rhetorical Analysis* (10%)**

For this assignment, students will produce *two* artifacts: (1) an 800- to 1000-word (roughly three to four pages, double-spaced) rhetorical analysis in which they analyze *how* an artifact (e.g., an image, advertisement, website, speech) creates an argument by examining and explaining how the rhetor deploys rhetorical features, articulates a claim, and uses evidence to persuade an audience and (2) a 500-800 word (or roughly two to three page double-spaced) artist statement in which students explain their own composing process and rhetorical choices in completing the analysis. Students will share this analysis with classmates.

#### **Assignment 3: *The Visual PSA* (10%)**

For this assignment, students will produce *two* artifacts: (1) A Public Service Announcement (PSA) (800-1000 word, 4- to 5-page paper or its equivalent) based on the causes that they have been working with during the course and (2) a 500-800 word (or

roughly two to three page double-spaced) artist statement in which students explain their own composing process and rhetorical choices in completing the analysis. Students will share this analysis with classmates.

#### **Assignment 4: Research-Based Project (10%)**

For this assignment, students will compose (1) an extended (8- to 10-page, 2000- to 2500-word or its equivalent) piece intended for a public audience in which they again engage a cause or an issue related to their cause and (2) a 500-800 word (or roughly two to three page double-spaced) artist statement. Because students will be composing **researched arguments**, the texts they produce must set in conversation others' texts about the subject and should seek to influence an audience by changing mood, mind, or action. Students may elect to compose (e.g.) an extended internet blog post (or series of posts), article for a local newspaper or industry or advocacy newsletter, informative article, or multimedia project intended for broader public consumption. Students will share this assignment with classmates.

#### **Assignment 4 Oral Presentation: Work-in-Progress (10%)**

As part of the work students will be completing for Assignment 4, they will also create and deliver a short, 5- to 7-minute work-in-progress presentation on their work, cause, and research. To support this presentation, students will be expected to use a video presentation program (e.g., Prezi, PowerPoint) or other video or audio programs.

#### **Assignment 5: Revision of Assignment 3 or Assignment 4 (20%)**

For Assignment 5, students will (1) revise *either* the PSA Assignment or the Research-based Project and (2) compose a two-page, double-spaced (500- to 800-word) reflection that summarizes the students' previous peer review comments and outlines the path undertaken for the revision.

## Peer Review Process (20%)

Peer review is an integral part of this course and as such accounts for 20% of your course grade. Through *WEx, The Writers Exchange*, you be responding to one another's Assignments 2, 3, and 4. As part of the review process you will both review your peers' work and reflect on the reviews you receive, but you will not assign grades to one another. These reflections present an opportunity to reflect critically on your own writing and the feedback from your peers as a means of planning revision. You will also evaluate the helpfulness of your peers' reviews. The entire composing process—including peer review, reflection, and helpfulness—will form the basis from which you will complete a revision of either Assignment 2, 3, or 4 for instructor evaluation. A rubric for evaluating peer review will be made available to students. Peer review grades will be distributed as follows:

- Assignment 2: Critical Synthesis Essay 5%
- Assignment 3: PSA Multimodal Composition 5%
- Assignment 4: Researched Composition: Writing for a Public Audience 10%

## Online Participation (15%)

The online nature of this course means that you will complete a variety of activities each week: Posting to discussion forums, taking online quizzes, viewing lectures online, and/or reading and responding to the online textbook, *Writing Commons*. Critical to successful online participation is engagement with four course resources in particular:

[Carmen](#) serves as our **course content site**, providing you access to our syllabus, all course assignments, instructional videos, links to *Writing Commons* readings and weekly checklists.

University Libraries [netTutor](#) hosts our **online research tutorials and quizzes**, which you'll be completing throughout the term as you develop and refine your research techniques.

[WEx](#), *The Writers Exchange* is our anonymous **peer review platform** that will connect you with writers and readers in other sections of 2367.

[Writing Commons](#) is our open **online textbook**.

## 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: AT LEAST THREE TIMES PER WEEK**  
Be sure you are logging in to the course in Carmen several times each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with your instructor *as soon as possible*.
- **Office hours and live sessions: OPTIONAL OR FLEXIBLE**  
All live, scheduled events for the course, including my office hours, are optional. For live presentations, I will provide a recording that you can watch later. If you are required to discuss an assignment with me, please contact me at the beginning of the week if you need a time outside my scheduled online office hours.
- **Participating in discussion forums: 3+ TIMES PER WEEK**  
As participation, each week you can expect to post at least three times (preferably more) as part of our substantive class discussion on the week's topics. A rubric for evaluating discussion participation will be made available to students.

## 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.

- **Selecting a writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to attend conscientiously to matters of grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Considering 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.
- **Citing your sources:** When we have academic discussions, please cite your sources to substantiate what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Grading Scale

A	93	B+	87	C+	77	D+	67
A-	90	B	83	C	73	D	60
		B-	80	C-	70		

## Course Policies

### Class Community

Everyone should feel welcome, respected and safe in this class. Online discussion of readings, ideas, and your writing are at the center of everything we do. We will frequently work with sensitive issues and these issues demand that we discuss and interact online with respect and maturity.

### Student Work

You must complete and submit your work on time. All assignments should be turned in by the time noted on the assignment prompt or the posted due date and time on Carmen. Late work will not be accepted and will negatively impact your final course grade.

Missed deadlines due to circumstance such as those for documented illness, family tragedy, religious observance, or travel for inter-collegiate athletics, will not affect your grade; please notify the instructor and provide documentation if such events arise. Please let me know in as much advance as possible if any of these circumstances conflict with deadlines.



1. **Assignments 1-4:** Turning in one of these assignments late means that you cannot participate in the peer review process. Failure to turn in one of these assignments by the due date/time will result in an automatic 10% reduction in your final course grade.
2. **Final graded assignment:** Late submission of your final graded assignment (Assignment 5) will result in the deduction of one full letter grade for each day past the due date (for example, B+ to C+).

## Ohio State's Academic Integrity Policy

Plagiarism, a form of academic misconduct, is the unauthorized use of the words or ideas of another person. It is a serious academic offense that can result in referral to the Committee on Academic Misconduct. Please remember that at no point during the writing process should the work of others be presented as your own.

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

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.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic

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

If 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](http://www.northwestern.edu/uacc/8cards.htm))

## Copyright Disclaimer

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

## Trigger Warning

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other online may result in dismissal from the class.

## Statement on 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](mailto:titleix@osu.edu)

## Departmental and University Resources

### Writing Programs Ombud

Ms. Debra Lowry, the Writing Programs Ombud mediates conflicts between instructors and students in Writing Programs courses. Her office hours in Denney Hall 441 are [insert office hours]. Other times are available by appointment. Phone 292-3812; email lowry.40@osu.edu. All conversations with the Ombudsman are confidential.

### OSU Writing Center

The University Writing Center staff are available to provide you free, professional writing tutoring and consultation. You may set up an appointment by calling 688-4291 or by dropping by the center in 4132 Smith Lab or in Thompson Library 120. If you are interested in on-line writing advice, schedule a visit at the OWL ([On-Line Writing Lab](#)).

### Counseling and Consultation Services

The Office of Counseling and Consultation Services provides a wide range of resources for undergraduate students. For more information, call 292-5766.

### Student Advocacy Center

The Student Advocacy Center (as it notes in its mission statement) is committed to assisting students in cutting through campus bureaucracy. Its purpose is to empower students to overcome obstacles to their growth and to help them maximize their educational experience while pursuing their degrees at The Ohio State University. The SAC is open Monday-Friday from 8:00 AM – 5:00 PM. You can visit them in person at 1120 Lincoln Tower, call at (614) 292-1111, email [advocacy@osu.edu](mailto:advocacy@osu.edu), or visit their website: <http://studentlife.osu.edu/advocacy/>

## Accessibility Accommodations

### 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 your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue; telephone 614-292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

### **Accessibility of course technology**

This online course requires use of Carmen (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 \(Canvas\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

### **Student Services & Student Academic Services**

Information and additional support regarding academic advising, scholarships, scheduling courses, paying for tuition, viewing grades, etc. can be found at <http://advising.osu.edu/welcome.shtml>

# Course Schedule

Week	Topic	Readings & Activities	Assignments*
1	<ul style="list-style-type: none"> <li>Introducing Unit 1</li> <li>Becoming a Successful Online Learner</li> </ul>	<ul style="list-style-type: none"> <li>Online Expertise Activity</li> <li>Being an Online Learner Videos</li> </ul>	<ul style="list-style-type: none"> <li>Assignment 1 Introduced</li> </ul>
2	<ul style="list-style-type: none"> <li>Introducing Unit 2: <i>Ethos</i>, Audience, and Composing Narratives</li> </ul>	<ul style="list-style-type: none"> <li>Online Rhetoric 101 Activities</li> <li><i>Writing Commons</i> (<i>Ethos</i>, Intrinsic Authority, Borrowed Credibility)</li> </ul>	<ul style="list-style-type: none"> <li>Submit Assignment 1</li> </ul>
3	<ul style="list-style-type: none"> <li>The Critical Synthesis</li> <li>Introducing Researching Rhetorically</li> <li>Introducing WEx and BEAM</li> <li>Becoming a Successful Peer Reviewer</li> </ul>	<ul style="list-style-type: none"> <li><i>Writing Commons</i> (Synthesizing Your Research)</li> <li>Introducing Research</li> <li>Online Peer Review Activity</li> <li>Online "So What's Your Cause?" Activity</li> <li><i>WEx Training Guide</i></li> </ul>	<ul style="list-style-type: none"> <li>Practice WEx Assignment</li> <li>Introduce Assignment 2</li> </ul>
4	<ul style="list-style-type: none"> <li>Peer Review of Assignment 2</li> <li>Introducing Unit 3: The Visual PSA and Artist Statement</li> </ul>	<ul style="list-style-type: none"> <li>Online Activity Sharing and Responding to Online PSAs</li> <li>Online Documenting Your Research Activity</li> <li><i>Writing Commons</i> (Information Literacy, Breaking Down Visual Images)</li> </ul>	<ul style="list-style-type: none"> <li>Submit Assignment 2</li> <li>Complete 3 Peer Reviews through WEx</li> <li>Introduce Assignment 3</li> </ul>
5	<ul style="list-style-type: none"> <li>Visual Rhetoric, Design and Making Visual Arguments</li> <li>Researching Rhetorically</li> </ul>	<ul style="list-style-type: none"> <li>Online Activity Analyzing a Source</li> <li><i>Writing Commons</i> (Analysis; Remediation, Visual and Textual Remediation)</li> </ul>	<ul style="list-style-type: none"> <li>Submit Assignment 3</li> <li>Complete 3 Peer Reviews through WEx</li> </ul>
6	<ul style="list-style-type: none"> <li>Peer Review of Assignment 3</li> <li>Introducing Unit 4: Researched-based Writing for Public Audiences</li> </ul>	<ul style="list-style-type: none"> <li>Online Stasis Activity</li> <li>Online Annotated Bibliography</li> <li>Online Research Plan</li> <li><i>Writing Commons</i> (Integrating Evidence)</li> </ul>	<ul style="list-style-type: none"> <li>Oral Work-in-Progress Presentation Due</li> <li>Introduce Assignment 4</li> </ul>
7	<ul style="list-style-type: none"> <li>Researching Rhetorically</li> <li>Employing Citation; Peer Review of Assignment 4</li> </ul>	<ul style="list-style-type: none"> <li><i>Writing Commons</i> (How Conversations Change; Evaluating a Source; Online Resources); Pre-Conference Revision Brainstorm; Online Looking Forward Activity</li> </ul>	<ul style="list-style-type: none"> <li>Submit Assignment 4</li> <li>Complete 3 Peer Reviews through WEx</li> </ul>

8	<ul style="list-style-type: none"><li>• Revising Rhetorically</li></ul>	<ul style="list-style-type: none"><li>• Online Reflection Activity</li></ul>	<ul style="list-style-type: none"><li>• Submit Revised Assignment 3 or 4</li></ul>
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\*Specific due dates will be posted to Carmen and included on each assignment.

Assessment Plan  
English 2367.01 Online and 236.072 Online

Submitted by Kay Halasek, Director  
Second-year Writing, Department of English  
Revised December 6, 2016

## I. SUMMARY OF THE ASSESSMENT PLAN

General Education assessment of English 2367.01 Online and 2367.02 Online will follow the assessment plan outlined in the “Spring 2015 Assessment Plan and Report for English 2367.01 and English 2367.02” submitted to and approved by the ASCC Assessment Panel.

These assessments include direct measures to evaluate the degree to which students achieve learning outcomes in two GE areas: Social Diversity and Writing and Communication (Level 2). To assess the Social Diversity GE, both direct and indirect measures will be employed. A three-item pre-test will be administered to students in all sections of English 2367.01 Online and English 2367.02 Online during the first week of classes each term the courses are taught. The same test will be re-administered as a post-test during the final two weeks of the term to students in these courses. Indirect measure instruments included student discursive evaluations.

Assessment of the Writing and Communication (Level 2) will include direct (holistic evaluation of student essays) and indirect measures (student discursive course evaluations).

Students for whom 2367.02 may fulfill the GE Literature category, assessment will include both direct measures (holistic evaluation of student essays) and indirect measures (student discursive course evaluations).

## II. SUMMARY OF DATA TO BE COLLECTED

The following data will be collected each term from all sections of English 2367.01 and English 2367.02—including all English 2367.01 Online and English 2367.02 Online courses:

- ❖ *Social Diversity test data* (one pre- and one post-test); from this data set, pre- and post-tests will randomly be selected for assessment
- ❖ *All final research assignments* will be collected and assessed; assessments will be based on rubrics corresponding to the appropriate GE ELOs
- ❖ *Discursive course evaluations* will include items designed to solicit student feedback on the pertinent GE ELOs; the discursive evaluations will be collected, reviewed, and summarized

## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course:** English

**Instructor:** TBD

**Summary:** Online Course

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/recommendations
6.1 The tools used in the course support the learning objectives and competencies.	✓			The learning objectives and competencies are supported by the course tools used in this course in the following ways. <ul style="list-style-type: none"> <li>• Weekly writing activities</li> <li>• Discussion posts about readings</li> <li>• Peer review of writing assignments</li> <li>• Online quizzes</li> <li>• Reading and response assignments</li> <li>• Film viewing</li> </ul>
6.2 Course tools promote learner engagement and active learning.	✓			Students will engage with the course materials and instructor in the following ways to promote active learning. All course materials or links to all materials will be in Carmen. <ul style="list-style-type: none"> <li>• Online pre-recorded lectures</li> <li>• WEx (Writers Exchange) Peer review of writing assignments</li> <li>• netTutor online research tutorials and quizzes</li> <li>• Writing Commons open online textbook</li> </ul>
6.3 Technologies required in the course are readily obtainable.	✓			All course technology listed in the syllabus is readily obtainable. <ul style="list-style-type: none"> <li>• Carmen LMS and the tools offered within the LMS</li> <li>• netTutor University Libraries</li> <li>• WEx (Writers Exchange) ASCTech</li> <li>• Writing Commons</li> </ul>
6.4 The course technologies are current.	✓			All course technology listed in the syllabus is current. It can easily be accessed with an internet connection and web browser. <ul style="list-style-type: none"> <li>• Carmen LMS and the tools offered within the LMS</li> </ul>



				<ul style="list-style-type: none"> <li>• netTutor University Libraries</li> <li>• WEx (Writers Exchange) ASCTech</li> <li>• Writing Commons</li> <li>•</li> </ul>
6.5 Links are provided to privacy policies for all external tools required in the course.	✓			At this time Writing Commons is the only third party tool required in this course. No privacy policy statement is needed as the Writing Commons online textbook is an open resource. No account is required. All other tools used in this course are university resources.
<b>Standard - Learner Support</b>				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	✓			A link to technical support for Carmen is listed in the course syllabus.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	✓			<p>The below link should be included in the syllabus.</p> <p><a href="http://www.ods.ohio-state.edu">http://www.ods.ohio-state.edu</a></p> <p>Recommend that the text for the accessibility statement be in BOLD 16pt font.</p>
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.	✓			<p>The faculty member should add to the syllabus an overview and contact information for the student academic services offered on the OSU main campus.</p> <p><a href="http://artsandsciences.osu.edu/academics/current-students">http://artsandsciences.osu.edu/academics/current-students</a></p> <p>Recommend that this link be included in the "Other Course Policies" section of the syllabus.</p>
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.	✓			<p>The faculty member should add to the syllabus an overview and contact information for student services offered on the OSU main campus.</p> <p><a href="http://ssc.osu.edu">http://ssc.osu.edu</a></p> <p>Recommend that this link be included in the "Other Course Policies" section of the syllabus.</p>
<b>Standard – Accessibility and Usability</b>				

8.1 Course navigation facilitates ease of use.	✓			Recommend using the Carmen Distance Learning Course Shell from ODEE to provide a consistent student-user experience in terms of navigation and access to content.
8.2 Information is provided about the accessibility of all technologies required in the course.	✓			Carmen is part of the OSU core common tool set and meets accessibility requirements.  Recommend a link to the Writing Commons accessibility statement if available be included in the course syllabus.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	✓			Recommend that resources be developed to address any requests for alternative means of access to course materials. These resources should be in formats that meet the needs of diverse learners.  For example, a text file with the audio transcript for the online lectures would be one way to include an alternative means of access to course materials.
8.4 The course design facilitates readability	✓			Recommend using the Carmen Distance Learning Course Shell from ODEE to provide a consistent student-user experience in terms of navigation and readability.
8.5 Course multimedia facilitate ease of use.	✓			All course materials or links to all materials will be in Carmen LMS.

### Reviewer Information

- Date Reviewed: 9/27/2016
- Reviewed By: Mike Kaylor