

Term Information

Effective Term Summer 2017
Previous Value Autumn 2015

Course Change Information

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

We are currently offering English 3271 in-person and as a hybrid. We propose to offer English 3271 in an 100% online format as well.

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

English 3271, Structure of the English Language, fulfills a state-mandated requirement for anyone entering an M.Ed. program in Early Childhood Education, Middle Childhood Education, and High School English teaching in Ohio. It is an important course for pre-education English majors and majors in the School of Human Development and Family Sciences (HDFS). It also draws a significant number of continuing education students. These three groups of students have disparate schedules and commitments; many work during daytime hours and have family responsibilities. Students often have trouble scheduling the course, and, if they do enroll, they often have responsibilities that result in unavoidable absences. Given the constraints of this diverse population of constituents, an online version of Structure of the English Language would aid students' access to the course, and the more flexible time frame that an online course offers would enable many students to participate more fully.

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)?

This course is also in demand on the regional campuses, and not all of them have faculty members available to teach it. An online offering will alleviate staffing pressures.

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	3271
Course Title	Structure of the English Language
Transcript Abbreviation	Struct English Lang
Course Description	Students learn basic characteristics of English linguistics focusing on the basic building blocks of language; the sounds of English and how they are put together, word formation processes, and rules for combining words into utterances/sentences. Students investigate and explore linguistic variation, accents of American English, and the implications of language evaluation in educational settings.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes

Is any section of the course offered	100% at a distance Greater or equal to 50% at a distance
Previous Value	<i>Yes, Greater or equal to 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

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

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

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

Course Details

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

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

Attachments

- Bernadette Vankeerbergen.4.docx: Cover Letter
(Cover Letter. Owner: Lowry,Debra Susan)
- English 3271 online rationale and GE assessment plan.docx: Rationale and GE Assessment Plan
(GEC Course Assessment Plan. Owner: Lowry,Debra Susan)
- English 3271 tech report.pdf: Tech Checklist
(Other Supporting Documentation. Owner: Lowry,Debra Susan)
- English 3271 inperson syllabus.docx: Sample Syllabus
(Syllabus. Owner: Lowry,Debra Susan)
- 3271 online syllabus revisions 12 - 06-16 MDB.docx: Sample Online Syllabus
(Syllabus. Owner: Lowry,Debra Susan)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	12/20/2016 12:35 PM	Submitted for Approval
Approved	Lowry,Debra Susan	12/20/2016 12:35 PM	Unit Approval
Approved	Heysel,Garett Robert	01/04/2017 03:12 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	01/04/2017 03:12 PM	ASCCAO Approval



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December 8, 2016

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

Course Delivery Change request: English 3271 online

Dear Bernadette:

Attached is a request for a course change to offer an online version of English 3271 in addition to our regularly taught sections of the course. This proposal was approved both by the English Department's Undergraduate Studies Committee and the English Department Council. We are forwarding:

- (1) A syllabus for the online version
- (2) A syllabus for 3271 as taught as an in-person section
- (3) A brief rationale explaining the course's role in our curriculum, with GE assessment plan
- (4) A technical report on each course from Mike Kaylor of ASC. The version you are receiving recommends minor revisions, which have been done and resubmitted to Mike.

If you require further information, please let me know.

Sincerely yours,

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

English 3271
Structure of the English Language

Dr. Galey Modan

Office hours:

519 Denney Hall

292-0338

modan.1@osu.edu

Course Description

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

Participation and Attendance

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

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

General Education

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

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

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

Class Cancellation Policy

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

Grading

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

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term 'academic misconduct' includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with assignments and examinations, as well as forging signatures, submitting fraudulent documents, and disruptive behavior. In accordance with Faculty Rule 3335-5-487, I am required to report all instances of academic misconduct to the Committee. For additional information, see the Code of Student Conduct. (<http://studentaffairs.osu.edu/csc/>)

Plagiarism, as defined by the English Department, is "the representation of another's words or ideas as one's own: it includes the unacknowledged word-for-word use and/or paraphrasing of another person's work, and/or the unacknowledged use of another person's ideas."

Questions or Concerns

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

Disabilities

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 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.

The Writing Center

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

Required Texts

Books:

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

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

Carmen readings:

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

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

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

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

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

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

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

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

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

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

Schedule

INTRODUCTION TO COURSE

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

Instructions are on the last page of the syllabus.

BASICS OF LANGUAGE AND LANGUAGE ATTITUDES

8/28 Curzan & Adams, ch.1

Rickford & Rickford, ch.1

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

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

This worksheet is in the Carmen folder “Wolfram and Reaser Worksheets”

LANGUAGE, DIALECT & VARIETY

9/4 Curzan & Adams, ch.11

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

9/6 Curzan & Adams, ch12, 377-403, ch.4, 120-121

Rickford & Rickford, ch.2

PHONETICS AND PHONOLOGY

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

HAND IN SLANG NOTEBOOK

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

QUIZ #1 A WEEK FROM TODAY

9/18 Rickford & Rickford, ch.6

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

Go over previous readings.

WORD FORMATION PROCESSES

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

Curzan & Adams ch.4

9/27 Morphology workshop. Bring textbook to class.

10/2 Curzan & Adams ch.7

QUIZ #2 A WEEK FROM TODAY

10/4 Curzan & Adams ch.5

Semantics workshop. Bring textbook to class.

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

Get started on reading for 10/11

Midterm review sheet will be handed out today

SYNTAX

10/11 ch.12, 404-413

Hamilton, *The dialect dilemma* (on Carmen)

Rickford and Rickford, ch.7

10/16 **MIDTERM**

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

Go over readings

LANGUAGE ART, DIALECTS, AND MULTILINGUALISM

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

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

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

LANGUAGE ACQUISITION

10/30 Curzan & Adams ch.10

LANGUAGE AND IDENTITY

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

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

DISCOURSE MARKERS

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

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

QUIZ #3 A WEEK FROM TODAY

11/13 Discourse markers workshop

VARIATION

11/15 **QUIZ #3**

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

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

11/22 No class – Thanksgiving

THE OAKLAND EBONICS CONTROVERSY

11/27 Rickford & Rickford, ch.9

11/29 Rickford & Rickford, ch.10

12/4 Final exam review

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

Slang Journal

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

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

Linguistic Context:

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

Make sure to note down EXACTLY what was said.

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

Social Context:

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



SYLLABUS: ENGLISH 3271

Course overview

Instructor

Instructor:

Email address:

Phone number:

Office hours:

Course description

This class is an introduction to the linguistic structure of the English language: its systems of sounds, words, and sentences, and how these systems differ across dialects, contexts, and periods in history. We first will work to acquire the analytical tools needed to scientifically analyze any language, and apply these to the structure of English. We will then move to understanding patterns of English in its conversational and social contexts, exploring how English is used in interaction, how its dialects and styles vary across individuals and groups, how the language we now think of as “English” came to be, and what its future holds.

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

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

General Education Expected Learning Outcomes

Cultures and Ideas

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

How met: By the end of this course, students will be able to:

- Describe how the concept of 'structure' applies to language as an object of scientific inquiry
- Identify the smallest units relevant to analyzing language and explain how those units combine to create larger linguistic units
- Critically evaluate standard language ideologies and language attitudes
- Have an understanding of language variation and change

Course materials

Required

Curzan, Anne and Michael Adams. 2012. *How English Works: A Linguistic Introduction*. 3rd edition. Boston: Longman.

--Available at OSU Barnes & Noble, Amazon.com

Additional readings on Carmen

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
- **TDD:** 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills

Technology skills necessary for this specific course

- Navigation of Carmen
- Navigation of Skype

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

- Skype (Download it free here: www.skype.com)
Skype is a third-party application for which you will need to create an account if you do not have one already. You can read their privacy policy and other legal matters here: <https://www.skype.com/en/legal>
- [Microsoft Office 365 ProPlus](#) 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>.

Grading and faculty response

Grades

Assignment or category	Percentage
Slang notebook	10%
Homework exercises	30%
Midterm exam	20%
Final exam	20%
Participation	10%
Linguistic biography	5%
Virtual oral presentation/meeting with professor	5%
Total	100%

See course schedule, below, for due dates

Late assignments

Late assignments will be graded down one full letter grade for each day after the due date, except in case of documented emergency.

Grading scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 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 large weekly assignments, you can generally expect feedback within **7-10 days**.

E-mail

I will reply to e-mails within **24 hours on school days**. I generally only answer email before 5 pm.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

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: TWICE PER WEEK**
Be sure you are logging in to the course in Carmen twice each week, including weeks with holidays or weeks with minimal online course activity. You will have online viewing or exercises to complete at least once each week. 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 me *as soon as possible*.
- **Office hours, meetings and live sessions:**
You are required to have two virtual meetings with me during the semester so that I can get a feel in real time for how each of you is doing with the material. These meetings will be an opportunity for me to ask you some questions, and for you to ask questions about any material you may be having difficulty with. In addition, I will be holding optional virtual office hours every week, and I am happy to make a Skype appointment to talk with you if you have a conflict with my office hours. For any 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 office hours.
- **Participating in discussion forums: 4+ POSTS PER WEEK**
As participation, each week you can expect to post at least four times as part of our substantive class discussion on the week's topics.

Discussion and communication guidelines

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

- **Tone and civility:** Although this is an online course, we will be engaging in quite a bit of discussion. Because we sometimes learn best by taking risks and making mistakes, we will strive to create an environment where everyone feels comfortable doing just that. So be respectful of your classmates, open to points of view that differ from your own, and generous if someone makes a mistake or gives a wrong answer. (Some of the material we'll cover will have clear-cut right or wrong answers, while other materials will be a bit more subjective.) Remember that sarcasm doesn't always come across online.

- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Making back-up copies of your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Homework

The only way to learn how to analyze language is to analyze language. You will have a number of homework assignments to put into practice what you have read and what we have discussed. Fifty percent of each homework grade will be based on completion, and fifty percent on content; I want you to try, and I don't expect you to get everything right. In addition to the homework, we will use discussion forums to help figure out what is unclear and try our best to clarify it so that everyone feels confident in the material.

Slang Journal

To give you first-hand experience collecting and analyzing primary linguistic data, you will collect instances of "slang" words you hear around you, recording the social and linguistic contexts of the occurrence. We will use some of your own examples to discuss word formation processes and syntactic categories. You will also have the opportunity to contribute your notebook to posterity via OSU's Folklore Archives, as a way to document changing linguistic practices in the 21st century.

Academic support services

The University has a number of resources to help you succeed in your classes. Click on the links below for an overview and contact information for student academic support services. And if you can't find what you need, please let me know so that I can help. <http://artsandsciences.osu.edu/about/college/contacts/advising>

<http://ssc.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 quarter 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.

Academic integrity policy

Policies for this online course

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without help from anyone else. Weekly quizzes are included as self-checks without points attached.
- **Homework:** Some homeworks will allow collaboration, while others must be done on your own. You will receive specific instructions for each homework.
- **Written assignments:** Written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** You are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience. Much research does not yield the findings that a researcher expects or hopes for; this is part and parcel of doing research. So do not make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free to ask ahead of time.
- **Group projects:** This course may include group projects, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions. For major projects, you will also fill out peer evaluation sheets.

Ohio State's academic integrity policy

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.

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

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

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

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

- 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)

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

Many of the assignments and discussions in this class will be structured around material that you and your classmates collect on youth slang. As such, we may be discussing whatever taboo language comes up. This may include vulgar or violent terms for sex, terms that are derogatory towards particular groups, and curses. Our approach in discussing such language will be one of engaged scientific examination. This means that we will discuss such language explicitly, as that is the only way to better understand the role that taboo language plays in the larger linguistic and cultural systems in which it’s embedded. At the same time, we will keep in mind that words

carry weight and that use of taboo language can cause real-world harm and damage. Therefore I ask that you endeavor to participate in such conversations with honesty about how perceive taboo language to be used, while at the same time striving to be sensitive to causing pain or harm to your classmates.

If needed, please take care of yourself while watching/reading this material (closing your browser and getting up to take a break) 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 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

Accessibility accommodations for students with disabilities

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. If you would like to request academic accommodations, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or slds@osu.edu to register for services and/or to coordinate any accommodations you might need in this course and others at The Ohio State University. After registering with SLDS please make arrangements with me as soon as possible to arrange your accommodations so that they may be implemented in a timely fashion.

Student Life Disability Services:

slds@osu.edu 614-292-3307 slds.osu.edu

098 Baker Hall, 113 W. 12th Ave.

If you are Deaf or Hard of Hearing, we can make adjustments to the Phonetics and Phonology readings and assignments.

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. 12th Avenue; telephone 614-292-3307, slds@osu.edu; 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 me.

- [Carmen \(Canvas\) accessibility information](#)
- [Skype accessibility information](#)
- Streaming audio and video

Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1		<p><u>What is Language?</u></p> <p>Read: Curzan ch.1 Handout on characteristics of human language Slang Journal Assignment Sheet University of Sheffield, Branches of Linguistics http://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/ http://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/sociolinguistics/ http://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/sociolinguistics/what-does-sociolinguistics-study/ (watching the video on this page is optional)</p> <p>Watch: Discovering the Human Language (on Carmen)</p> <p>Do: Wolfram & Reaser worksheet (Carmen): Style Shifting and the Linguistic Individual Participate in Discussion Homework: Linguistic Biography</p> <p>Quiz: What are the characteristics of human language?</p>
2		<p><u>Language, Dialect, and Variety</u></p> <p>Read: Curzan & Adams ch.11 University of Sheffield, Dialectology pages http://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/varieties-of-english/ http://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/varieties-of-english/how-is-dialectology-studied/ http://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/sociolinguistics/how-is-sociolinguistics-studied/variationist-sociolinguistics/</p>

	<p>Wolfram, Everyone has an Accent (on Carmen) The Origin and Evolution of the Cleveland Accent (Yes, You Have an Accent) http://www.clevescene.com/cleveland/the-origins-and-evolution-of-the-cleveland-accent-yes-you-have-an-accent-cleveland/Content?oid=4949852</p> <p>Watch: Is the Irish Language Important? https://www.youtube.com/watch?v=ownuljxqCHM The Line Between Dialect and Language https://www.youtube.com/watch?v=Jt_uHE22cLA</p> <p>Do: Participate in Discussion</p> <p>Quiz: distinctions between language, dialect, register, style, variety, from linguistic & social perspectives</p>
3	<p><u>Variation and Language Attitudes</u></p> <p>Read: Curzan & Adams ch.2, ch.4 120-121, ch.12 377-403, ch.13 433-434, 440-445 University of Sheffield, Language attitudes pages http://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/varieties-of-english/language-attitudes-and-opinions/ http://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/varieties-of-english/language-attitudes-and-opinions/standardisation-and-rp/ http://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/varieties-of-english/language-attitudes-and-opinions/the-north-south-divide/</p> <p>Watch & Read: Bernie Sanders, a Linguistic Analysis http://www.vox.com/2016/2/18/11046650/bernie-sanders-accent Talking Right: I lost my Appalachian Accent and Now I Want it Back https://www.theguardian.com/lifeandstyle/2016/sep/06/appalachia-accent-speech-language-education</p> <p>Do: Participate in Discussion Turn in slang journal</p> <p>Quiz: Bernie Sanders' accent</p>

4	<p>Phonetics: Consonants</p> <p>Read: Curzan & Adams ch.3 62-77</p> <p>Do: Go through phonetics chart at Sounds of English website http://soundsofspeech.uiowa.edu/english/english.html</p> <p>Make an appointment for first meeting with me Participate in Discussion Homework: consonant production</p> <p>Quiz: transcribing consonants, identifying places and manners of articulation and voicing for particular consonants</p>
5	<p>Phonetics: Vowels</p> <p>Read: University of Sheffield Phonetics Pages http://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/phonetics/ http://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/phonetics/what-do-phoneticians-study/ http://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/phonetics/what-do-phoneticians-study/articulatory-phonetics/ http://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/phonetics/what-do-phoneticians-study/acoustic-phonetics/</p> <p>Do You Speak American, Vowel Shifting: http://www.pbs.org/speak/ahead/change/changin/</p> <p>The Great Vowel Shift webpage http://facweb.furman.edu/~mmenzer/gvs/</p> <p>Watch: Northern Cities Chain Shift https://www.youtube.com/watch?v=9UoJ1-ZGb1w Cleveland examples of NCCS https://www.youtube.com/watch?v=3noS_0ldrRo (start at 2:45) Shakespeare: Original Pronunciation https://www.youtube.com/watch?v=gPlpphT7n9s Shakespeare's Accent https://www.youtube.com/watch?v=Hi-rejaoP7U</p> <p>Do: Test your vowel power http://www.pbs.org/speak/ahead/change/vowelpower/vowel.html</p>

	<p>Plot your pronunciation on the interactive map of Ohio [Carmen link] Participate in Discussion Homework: Vowel production questions</p> <p>Quiz: Transcribing vowels, identifying characteristics of particular vowels</p>
6	<p>Phonology</p> <p>Read: Curzan & Adams ch.3 77-90 University of Sheffield Phonology Pages http://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/phonology/ http://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/phonology/how-is-phonology-studied/</p> <p>Watch: Phonemes and allophones https://www.youtube.com/watch?v=MTcX2hCvxHQ&index=1&list=PL40992C1F0FAEC7ED Minimal Pairs https://www.youtube.com/watch?v=5d_sCoiWaCM&index=2&list=PL40992C1F0FAEC7ED Phonological environment https://www.youtube.com/watch?v=cCehaHj8rAE&index=4&list=PL40992C1F0FAEC7ED How Natives Cut and Connect Words https://www.youtube.com/watch?v=qaCRpnW8Q2U</p> <p>Do: Participate in Discussion Homework: Wolfram & Reaser worksheets Southern Vowel Pronunciation, R deletion & Insertion, & A-prefixing</p> <p>Quiz: Identifying phonological patterns</p>
7	<p>Morphology</p> <p>Read: Curzan & Adams ch.4 Center for Folklore Studies Slang Archive University of Sheffield Morphology Pages http://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/morphology/</p>

	<p>http://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/morphology/what-is-morphology/ http://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/morphology/how-is-morphology-studied/ http://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/morphology/why-is-morphology-studied/ http://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/morphology/research-in-morphology/gries-2004/</p> <p>Do: slang questions Participate in Discussion Homework: Morphology exercises</p> <p>Quiz: morphological processes</p>
8	<p>MIDTERM WEEK</p> <p>Read: Review sheet, catch up on reading, discussion posts</p> <p>Do: Participate in (asynchronous) review session Midterm</p>
9	<p><u>Semantics</u></p> <p>Read: Curzan & Adams ch.5 University of Sheffield Semantics Pages http://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/semantics/ http://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/semantics/what-does-semantics-study/ http://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/semantics/how-is-semantics-studied/ http://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/semantics/why-is-semantics-studied/</p> <p>Do: Participate in discussion Homework: Semantics Exercises</p> <p>Quiz: processes of semantic shift</p>

10	<p><u>Virtual Meeting week</u></p> <p>Read: Curzan & Adams ch.13 (History of English)</p> <p>Do: Write up any questions you have about the material Make a skype appointment by Monday</p>
11	<p><u>Syntax I</u></p> <p>Read: Curzan & Adams ch.5</p> <p>Watch: Which pronoun is correct? http://learningenglish.voanews.com/a/which-pronoun-is-correct-i-or-me/3472933.html What is hypercorrection? https://www.youtube.com/watch?v=eUe7Ar0GnzU</p> <p>Do: Wolfram & Reaser worksheets 4,8,9,16,18,19 Participate in discussion Homework: pronoun, voice, lexical category exercises</p> <p>Quiz: lexical categories, voice, pronouns</p>
12	<p><u>Syntax II</u></p> <p>Read: Curzan & Adams ch.12, 404-413 University of Sheffield Syntax Pages http://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/syntax/ http://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/syntax/what-does-syntax-study/ http://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/syntax/how-is-syntax-studied/ http://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/syntax/how-is-syntax-studied/constituency-tests/ http://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/syntax/how-is-syntax-studied/lexical-entries/ Rickford, Suite for Ebony &</p>

		<p>Phonics http://www.johnrickford.com/portals/45/documents/papers/Rickford-1997a-Suite-for-Ebony-and-Phonics.pdf</p> <p>Do: Wolfram & Reaser habitual 'be' worksheet Participate in discussion Homework: Tense and Aspect</p> <p>Quiz: Tense and Aspect</p>
13		<p><u>Language in Education I</u></p> <p>Read: Wolfram & Schilling-Estes, ch.10-11 Linguistic Society of America Resolution on the Oakland 'Ebonics' Controversy University of Sheffield Sociolinguistics Pages http://all-about-linguistics.group.shef.ac.uk/branches-of-linguistics/sociolinguistics/what-does-sociolinguistics-study/</p> <p>Do: Participate in discussion</p> <p>Homework: Questions on dialect considerations in testing Quiz: Dialect Diversity in the Classroom</p>
14		<p><u>Language in Education II & Language in Court</u></p> <p>Read: Linguistics Society of America Resolution on the Oakland "Ebonics" Issue http://www.linguisticsociety.org/resource/lsa-resolution-oakland-ebonics-issue Rickford, How Using Ebonics Affects Black Americans http://www.latimes.com/opinion/op-ed/la-oe-ebonics-john-rickford-20160823-snap-htmlstory.html</p> <p>Rickford, Rachel Jeantel's Testimony in the Zimmerman Trial http://languagelog.ldc.upenn.edu/nll/?p=5161 Rickford, Race, Credibility, Communication, and Evidence http://www.truth-out.org/speakout/item/17894-race-credibility-communication-and-evidence-in-the-zimmerman-trial-and-beyond</p> <p>Optional materials: Rickford, Stanford University Open Office Hours https://www.youtube.com/watch?v=lg4iwkeLjpA Rickford, Discussion of Zimmerman Trial https://www.youtube.com/watch?v=qH-vshQf2g0</p>

	Do: Participate in discussion
	Quiz: Popular vs. Linguistic conceptions of Ebonics

Finals week: Final exam covering material from second half of course

Rationale for online version of English 3271, Structure of the English Language

Bulletin Description: Students learn basic characteristics of English linguistics focusing on the basic building blocks of language; the sounds of English and how they are put together, word formation processes, and rules for combining words into utterances/sentences. Students investigate and explore linguistic variation, accents of American English, and the implications of language evaluation in educational settings.

Prereq: 1110.01 (110.01). Not open to students with credit for 4570 (570), 6760 (760), 271, 669, 671, 2271, or Linguist 601. GE cultures and ideas course.

Reasons for an online version of English 3271. The Department of English is responding to a request from Arts and Sciences to create online General Education courses. English 3271, Structure of the English Language, fulfills a state-mandated requirement for anyone entering an M.Ed. program in Early Childhood Education, Middle Childhood Education, and High School English teaching in Ohio. The English Department recently changed this course from 2000- to 3000 level, which seems to be increasing the number of pre-education English majors taking it. However, many if not most of the students remain majors from the School of Family and Development Sciences. The course also draws a significant number of continuing education students, mostly people who are already working in education in some capacity and planning to return to school to pursue a more advanced degree for increased career opportunities. These three groups of students have disparate schedules and commitments; many work during daytime hours and have family responsibilities. This means that students often have trouble scheduling the course, and, if they do enroll, they often have responsibilities that result in unavoidable absences. The course is also in demand on the regional campuses, and not all of them have faculty members available to teach it. Given the constraints of this diverse population of constituents, an online version of Structure of the English Language would aid students' access to the course, and the more flexible time frame that an online course offers would enable many students to participate more fully.

Methods of Delivery. The syllabus follows the ODEE template and has been reviewed and approved by Mike Kaylor of ASC Tech and Mike Bierschenk, the point-person for online course development in the Department of English. The nature of the course material lends itself to an online format, as there are many web resources that take advantage of digital media to explain linguistic concepts in a hands-on way—interactive diagrams of the vocal tract that show how sounds are produced, videos comparing Kevin Spacey's House of Cards version of a southern dialect to actual southern dialect speakers, the Linguistic Society of America's documents in support of Ebonics, the American Dialect Society's Word of the Year Nominations, Facebook's Grammar Police page, or PBS's Linguistic Profiling discussions. The web also provides an endless amount of source material for analysis of such phenomena as phonetic variation, discourse markers, and language attitudes, that can provide useful and engaging data for class projects. In addition, the material is well-suited for automated quizzes that can help students see how they're doing with each topic covered, as there are many questions that have right-or-wrong answers. Finally, the asynchronous nature of web-based discussions can be beneficial to participation in that it allows students who take the time to mull over their contributions, or those who have a slower speaking style, to easily jump into the conversation.

Enrollment: At least for the first iterations, we plan to limit enrollment to 25 students per section. Should demand be strong, we will add additional 25-person sections, each taught by a different instructor

who will follow the template and use the course archive but create his/her own reading selections, related lectures, and assignments.

Who can teach this course: Any of our regular instructors for 3271 (who comprise regular and associated faculty and GTAs) and who feel they have the technical expertise can volunteer to teach the course. The course is supervised by the 3271 Course Director—the current course director Galey Modan led the development of this this proposal—and by the Director of Undergraduate Studies.

Assessment of Online Components

We will measure the effectiveness of the online delivery method by:

Comparing course completion rates and grade spread with the in-person 3271s

Comparing pretest/posttest scores with those of in-person 3271s.

Reviewing students' discursive comments, GE outcome scores, and SEI scores.

General Education Assessment: English 3271

a) Direct Measure

The main assessment will take the form of a pretest/posttest, assessed with the English Department's GE grading rubric (below). If practicable we will use the same pretest/posttest for all iterations of English 3271 in the semester, which will provide additional comparison data between online and in-person sections.

Assessment goals: Improved median scores in each category; at least 75% of posttest responses at rubric levels 3 and 4.

1. **Part One** (GE Goal: Students analyze and interpret major forms of human thought, culture, and expression).

Sample question: Students will be presented with two sentences, each written in a different variety of English. They will respond to questions that probe their understanding of the English language as a varying system. For example: "Discuss how these sentences represent commonalities across varieties of English, and how they represent differences across varieties of English."

2. **Part Two** (GE Goal: Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior).

Sample question: Students will be prompted to respond critically to a brief statement that exemplifies linguistic prescriptivism (for instance, "It's wrong to use two negatives in a sentence, that's just bad English."). Questions might include, "What kinds of attitudes about language underlie this statement? Are those attitudes based on facts about language? How do these attitudes relate to beliefs or attitudes about the social world?"

b) Indirect Measure

Students will be directed to complete this evaluation online together with the posttest; they will not be able to submit their final projects until they have completed it.

Directions: In order to assess the effectiveness of this General Education course, we are asking for students' input on learning objectives. Please place an X in grid below to indicate how strongly you agree that this course provided you with opportunities to meet the learning objectives. You may type in comments in the space provided. All responses are anonymous.

Cultures and Ideas ELO 1

1. Students analyze and interpret major forms of human thought, culture, and expression. This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Cultures and Ideas ELO 2

2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain:

Department of English Rubric for assessing GE Cultures and Ideas courses

(ELO 1) Students analyze and interpret major forms of human thought, culture, and expression.	Capstone (4) Students show interpretative skill and critical thinking in analyzing thought, culture, and expression	Milestone (3) Students show some critical thinking in analyzing thought, culture, and expression.	Milestone (2) Students attempt an analysis of the course subject matter beyond mere summary.	Benchmark (1) Student attempts at an analysis of the course subject matter show lack of comprehension, or provide only summary.

<p>(ELO 2) Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.</p>	<p>Students are able to express a thoughtful critical position evaluating the impact of the social and cultural ideas and/or perception of reality represented in the course materials.</p>	<p>Students are able to express a critical position with awareness of the impact of the social and cultural ideas and/or perception of reality represented in the course materials.</p>	<p>Students are able to express a position with some acknowledgment of the impact of the social and cultural ideas and/or perception of reality represented in the course materials.</p>	<p>Students show no critical position and/or little awareness of the social and cultural ideas and/or perception of reality represented in the course materials.</p>

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: English 3271
Instructor: TBD
Summary: Online course

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	✓			<p>The learning objectives and competencies are supported by the course tools used in this course in the following ways.</p> <ul style="list-style-type: none"> • Weekly topic based discussion posts • Weekly self-check quizzes • Weekly readings • Weekly videos • Virtual meetings • Language analysis homework assignments • Synchronous presentations • "Slang" notebook • Oral presentations
6.2 Course tools promote learner engagement and active learning.	✓			<p>Students will engage with the course materials and instructor in the following ways to promote active learning.</p> <ul style="list-style-type: none"> • Carmen discussion boards • Skype virtual meetings • OSU email (instructor communication) • Microsoft Office 365 ProPlus • Carmen quizzes
6.3 Technologies required in the course are readily obtainable.	✓			<p>All technologies being used for this course are readily obtainable through the Carmen LMS and/or a standard web browser. The course materials section of the syllabus provides the students the needed information to obtain all technologies. Skype is also available as a free download from the internet.</p>
6.4 The course technologies are current.	✓			<p>All technologies being used for this course are current and accessible through the Carmen LMS and/or a standard web browser.</p>
6.5 Links are provided to privacy policies for all external tools required in the course.		✓		<p>Currently, Skype is the only external tool being used for this course. Since a user account is required to use Skype, it is recommended that the privacy policy for Skype be listed in the syllabus.</p>

Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.		✓		It is recommended that the technical support available to Skype users be listed in the syllabus. All technical support information for the Carmen LMS has been listed in the "Course technology" section of the syllabus.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.		✓		a
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.		✓		b
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.		✓		C
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	✓			Recommend using the Carmen Distance Learning Course Shell 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.		✓		It is recommended that a link be provided in the syllabus for any accessibility information available for Skype (e.g. Will a screen reader work with this tool?)
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.
8.4 The course design facilitates readability	✓			Recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of navigation and access to content.
8.5 Course multimedia facilitate ease of use.	✓			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.

Reviewer Information

- Date reviewed: 11/9/2016
- Reviewed by: Mike Kaylor

Notes

^aThe University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue. **Consider putting text for the accessibility statement in BOLD 16 pt font.**

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.

<http://artsandsciences.osu.edu/about/college/contacts/advising>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.