

## Term Information

Effective Term Spring 2018

## 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 2367.06  
Course Title Composing Disability in the U.S.  
Transcript Abbreviation CompDisabilityU.S.  
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. Only one 2367 decimal subdivision may be taken for credit.  
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? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

Prerequisites/Corequisites English 1110, and Soph standing or a declared major in English  
Exclusions  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

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

## 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

### **Course goals or learning objectives/outcomes**

- The disability-studies version of English 2367 has the same course objectives as all other English 2367 sections; it assumes that writing is a mode of learning. This section uses disability studies as a topic and primary lens for critical analysis.

### **Content Topic List**

- Terms: disability, disability studies, analysis, rhetoric
- Disability: Language, meaning and "documentary"
- The rhetoric of "normal"
- Claiming disability and disability identity
- Visual rhetorics of disability
- Personal narratives of disability
- Access and embodiment: rhetorical choices in/of space
- Ethos and exhibit

### **Sought Concurrence**

No

## Attachments

- Cover Letter English 2367.06.docx: Cover Letter  
*(Cover Letter. Owner: Lowry, Debra Susan)*
- English 2367.06 GE Proposal.docx: Proposal with Syllabus and GE Assessment Plan  
*(Syllabus. Owner: Lowry, Debra Susan)*
- Curriculum Map Updated 7-19-17-2.docx: Curriculum Map  
*(Other Supporting Documentation. Owner: Lowry, Debra Susan)*

## Comments

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry, Debra Susan	07/19/2017 03:07 PM	Submitted for Approval
Approved	Lowry, Debra Susan	07/19/2017 03:12 PM	Unit Approval
Approved	Heysel, Garrett Robert	07/20/2017 08:15 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	07/20/2017 08:15 PM	ASCCAO Approval



July 10, 2017

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

**New Course request: English 2367.06: "Composing Disability in the U.S."**

Dear Bernadette:

Attached is a proposal for a new English course, English 2367.06, Composing Disability in the U.S. Our 2367 instructors already regularly teach this course, but we are seeking a separate number so that the course can automatically apply to the very popular Disability Studies Minor.

The course was approved unanimously by the English Undergraduate Committee and the entire English Department Council in January, but we experienced some delays in developing the GE rationale and assessment plan. The file attached contains the course rationale, the GE rationale for Writing and Communication level 2 and Social Diversity in the U.S.; and a sample syllabus.

If you require further information, please let me know.

Sincerely yours,

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

## Proposal for English 2367.06

### “Composing Disability in the U.S. Experience”

**Bulletin 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. Only one 2367 (367) decimal subdivision may be taken for credit.

Prereq: English 1110, and Soph standing or a declared major in English.

GE writing and comm: level 2 and diversity soc div in the US course.

### **Proposal**

The Rhetoric, Composition, and Literacy Studies Program and Second-year Writing Program (SYWP) in the Department of English, and Disability Studies Program, seek approval to offer English 2367.06 as a second-year writing course that takes disability studies as its theme. A disability-studies-themed version is already being taught as English 2367.01. By elevating “Composing Disability in the US Experience” to standing as a decimalized version of English 2367, the department and college signal their continued commitment to disability studies as a curricular and academic focus for undergraduate students. This course has been highly successful since Fall 2015, and we anticipate that assigning it a dedicated course number will help it continue to grow in popularity, since the dedicated number will make it easier for the English Department to tap into the large cross-departmental group of students who are minoring in Disability Studies (or who simply have an interest in disability).

Creating English 2367.06 allows students and advisors in the disability studies minor to more easily identify the course and incorporate it into students’ undergraduate curricula. Because students seeking a course focused on disability studies often have difficulty finding the disability-themed 2367.01 within SIS, creating a separate course number will greatly ease the process of registration, especially for undergraduate students who may fail to read course descriptions carefully, as well as for advisors of non-humanities majors (such as Speech & Hearing, Special Education, or Occupational Therapy) who wish to bring the course to the attention of their students. Once the course has its own number, it can also be listed as one of the courses that counts for Disability Studies Minor credit; to date, the practice has been to count this course for the minor on a case-by-case basis, since the university requirement stipulates that only courses with designated numbers can be included in an approved course list.

The disability-studies version of English 2367 uses the same course objectives as all other English 2367 sections, as well as sharing the grounding assumption that writing is a mode of learning. Unique to the disability-studies sections is their use of disability studies as the primary lens for critical analysis. For example, Meghan Hattaway’s Spring 2016 section did a semester-long archival project investigating the history of access at Ohio State University, and displayed their work at the library. Chad Iwertz’s Fall 2015 section, one of the pilot sections for this course when originally conceived, combined digital composition with accessibility, asking students to think about the ways that disability intersects with projects such as videos. Jessie Male’s Fall 2016 section offered students the opportunity to analyze Susan Nussbaum’s novel *Good Kings Bad Kings*, discussing topics related to disability studies including

contemporary practices of institutionalization, independent living, and activist movements. These sections demonstrate the range of approaches available for this course, and also demonstrate the common factor shared by all SYW disability-studies courses: centering disability not only as a topic, but as a critical lens.<sup>1</sup> The syllabus for Dr. Hattaway’s course is attached.

Enrollment in English 2367.06 will be limited to 24 students, aligning it with the current enrollment caps for all non-honors English 2367 sections (aside from online sections). The primary audience for the course is OSU-Columbus students seeking further study in disability, considering a disability-studies minor, or already completing a disability-studies minor. As a course with a distinct number, English 2367.06 can be advertised specifically to students in relevant majors, such as Speech & Hearing, Social Work, and Occupational Therapy. These units have previously had difficulty advertising the disability-studies sections, because there was not a distinct course number; having a distinct course number will greatly simplify and improve the process of selection and registration for both advisors and students.

English 2367 has, historically, been taught primarily by graduate teaching associates and associated faculty. The department has a pool of teachers that allow it to meet the on-going staffing of English 2367.06. Training for instructional staff will be provided by the Department of English writing programs. In addition, a workshop focused on “Disability Studies Pedagogy” was held on November 5, 2016; capped at 15, this workshop filled weeks before its scheduled date and received enthusiastic evaluations. The “Disability Studies Pedagogy” workshop is not required for an instructor who wishes to teach 2367.06, but attendees will receive preferred scheduling for these courses, and also have the option to earn graduate credit. The workshop will be offered annually.

## **Sample syllabus** **English 2367.06: Composing Disability in the U.S. Experience**

**Instructor:** Dr. Meghan Burke Hattaway

**Class Meets:** MWF from 9:10-10:05 PM in Denney Hall 262

**Office hours:** MWF from 10:15- 11:15 and by appointment in Denney 025

**Contact:** hattaway.5@osu.edu

### **Course Description and Objectives**

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 English 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,

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<sup>1</sup> A “DS pedagogical approach” is further discussed in texts such as *Disability and the Teaching of Writing* (Bedford/St. Martin, 2008) and *Disability Rhetoric* (NYUP, 2014).

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.

This semester, we will work toward the second-year writing program objectives by considering the ways in which writers, artists, filmmakers, and others work within various generic and rhetorical frameworks and employ different media in order to tell “true” stories of American disability experiences and identity. According to the last U.S. Census, people with disabilities constitute the largest minority in the United States at nearly 20% of the population. Thus, these stories are all around us; indeed, they may even be our own. To begin our investigation into how disability is documented, we will become familiar with basic concepts of Disability Studies by reading the work of the field’s foremost scholars; then, we will engage with these concepts through reflective and critical writing on a number of nonfiction texts, from documentary films to autobiographical writing to reality television and more. After completing a variety of written assignments, our class work will culminate in a partnership with the university library’s exhibit team, in which we will plan a series of exhibits that will be on display in Thompson Library. Through this final collaborative project, we will be documenting our own new understandings of (dis)ability and its representation, and inviting the rest of the OSU community to engage in the critical conversations we will have explored all semester.

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## **Goals and Learning Outcomes for General Education**

As a second-level writing course at OSU, English 2367 fulfills the following GE categories: Written and Communication (Level Two) and Social Diversity

**Writing and Communication** coursework develops students' skills in written communication and expression, reading, critical thinking, and oral expression, and visual expression.

*Level Two (2367)* courses have the following 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

**Diversity** coursework foster students' understanding of 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.

*Social Diversity in the United States* courses have the following 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.

### **Required Texts**

- ❖ *A Brief Guide to Writing from Readings*, 7<sup>th</sup> edition, by Stephen Wilhoit (2016)
- ❖ *Planet of the Blind* by Stephen Kuusisto (Delta, ISBN: 9780385333276)
- ❖ Additional required readings may be accessed online through our Carmen course page; you will be expected to have access to these readings in class on the day we are discussing them. Also, our Carmen site will be a primary means of communication throughout the semester; visit as you prepare for class each period.
- ❖ Documentary films will be made available through the Secured Media Library at <https://drm.osu.edu>, unless otherwise noted. You are required to watch these films on your own time, and will be able to stream them via a computer or iOS device.

### **Assignments and Expectations**

#### **Participation and Informal Writing (10%)**

Active participation takes place both inside and outside the classroom, and includes coming to class on time, actively listening, sharing your views on and questions about the assigned readings, showing a positive attitude, collaborating appropriately, and showing respect to your classmates and to me. As part of this grade, you will be required to complete and turn in (electronically or in hard copy) varied informal writing assignments, which may include in-class free writes, short homework responses, quizzes on course texts, Carmen discussion board posts, etc. This writing will comprise 5% of your Participation Grade.

Please note that this portion of your grade is for *participating* in, not merely attending, class; showing up for class but not participating fully in the above ways will not enable you to receive full credit for this requirement, and behaviors like texting, sleeping, doodling, doing work for other courses, or surfing the internet during our class period will reduce your participation grade significantly. If there is a reason that hinders your ability to participate, please speak with me and we will work together to resolve the situation.

#### **Short Papers (35% total)**

You will complete three formal writing assignments before you begin work on the Exhibit Project. Detailed instructions for each assignment will follow.

- Paper 1: Response (10%): 2-3 pages
- Paper 2: Inspiration Artifact (10%): 3-4 pages
- Paper 3: Argumentative Synthesis (15%): 5-6 pages

**Exhibit Project** (55% total) – (Note: some assignments will be completed individually, while some will be completed as a team; more details to follow)

- Process Journal (10%): 4-6 pages (or equivalent multimodal presentation)
- Exhibit Proposal (5%): 1 page
- Annotated Bibliography (10%): 3-4 pages
- Final Team Presentation (10%)
- Exhibit text (captions and introduction) and Item Identification (10%): 2-3 pages
- Reflection essay (10%): 2-3 pages

**For your reference, here is the grading scale for assignments in the course:**

A	93 and above	C+	77-74
A-	92-88	C	73-71
B+	87-84	C-	70-68
B	83-81	D+	67-64
B-	80-78	D	63-60

### **Course Policies**

**Attendance** is important to the success of this class and to your development as a writer. Pay close attention to the following policies:

- You are permitted three unexcused absences. The fourth absence will result in the lowering of your final grade by a third of a letter grade. I'd suggest saving these allotted absences for when you'll inevitably need them (i.e., you are not feeling well, but choose not to visit a doctor—that's just what these days are for). Once you've used up these three, additional absences must qualify as "excused" or they will result in grade penalties.
- Excused absences, such as those for documented illness (\*must have official note from a medical professional who treated/saw you!), family tragedy, religious observance, or travel for inter-collegiate athletics, will not automatically lower your grade in the way outlined above, though you will be required to make up any work you've missed (this includes in-class writing activities, discussion board contributions, group work and more that might contribute to your participation grade; after all, you are not "participating" if you are not here). It is your responsibility to contact



your instructor as soon as possible if you miss class to establish the expectations for your make-up work and revised due dates, if necessary.

- **Seven unexcused absences will automatically result in failure of the course!**

**Tardiness** is disruptive to the classroom environment, and prevents you from fully participating and assimilating the information and materials discussed in class. Excessive tardiness (4 or more instances of entering the classroom after our session has begun at 9:10) will lower your participation grade by a full letter grade. Furthermore, you will incur a half-absence if you are more than 10 minutes late to a class period.

**Plagiarism is the representation of another's work or ideas as one's own: it includes the unacknowledged use of another person's work (verbatim or paraphrased), and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on 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](#). ***Please contact me if you are having trouble with the assignments rather than risk taking fraudulent measures. Don't do it! It is never worth it.***

**Student Work** must be completed and submitted on time. All written assignments should be turned in by the specified deadlines. Late submission of a final graded assignment will result in the deduction of **one full letter grade** for each day past the due date (for example, B+ to C+). I do not provide make-up options for students who miss class (unexcused) on the day of a quiz or in-class writing prompt.

A grade will not be affected when a written assignment or exam is missed for reasons that would result in an excused absence. Documentation of excused absence is required. If you know you are going to miss class (as the result of an excused absence), you **must** contact your instructor as soon as possible in advance of class to arrange for timely submission of the assignment.

NOTE: Computer/internet/printer problems are NOT valid excuses for missing any class assignments. Back up all documents to prevent work from being lost, and call the OSU IT Service Desk at 688-4357 if you need to locate a computer lab to use. Additionally, failure to properly submit work to Carmen (**or to submit it in the required format**) will result in late point deductions—it is your responsibility to make sure you have uploaded assignments properly (look for a “confirmation” email).

**Class Cancellation Policy:** In the unlikely event due to emergency, I will contact you via email, post an announcement on Carmen, and request that a note be placed on the door if possible. In addition, I will

contact you following the cancellation to let you know what will be expected of you for our next class meeting. Get into the practice of checking our Carmen site before class to stay up-to-date with news.

**Email Etiquette:** Please practice good email etiquette in your communications with me, and you will find me to be a swift and thorough respondent. Before sending questions via your OSU email account, make sure that your question is not answered on the syllabus or on Carmen (and double-check that you are addressing messages to my correct email address!). If you have substantive questions about course content, please see me during office hours when we can talk more productively.

**Electronics policy:** You may use a computer or tablet for course-related activities only; otherwise, electronics can disturb the classroom environment. Cell phones should NEVER be in use—you must get permission from me before the class period if you need to use your phone to access reading materials; otherwise, I will assume you are texting. Use of your phone or electronic devices for non-class related activity will lower your participation grade. I will request a meeting if such instances are frequent.

**Classroom Community:** This is a class in which we will discuss a great deal. We will interact with each other frequently and talk about sensitive issues—including sharing our own writing. It is imperative that we handle any discussion or interaction respectfully and maturely, and remain mindful of the complexities of our communities and the diversity of our university. This classroom is intended to be a place where everyone feels welcome, respected, and safe.

**Access:** If you require any accommodations in order to make course material/assignments accessible, please let me know as soon as possible.

*The Office of Student Life Disability Services* provides services to any student who feels s/he may need an accommodation based on the impact of a disability. Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. SLDS is located in 098 Baker Hall, 113 W. 12th Ave; Tel.

[614-292-3307](tel:614-292-3307); VRS: [614-429-1334](tel:614-429-1334); Email: [slds@osu.edu](mailto:slds@osu.edu); Web: [slds.osu.edu](http://slds.osu.edu)

**The Writing Center** offers free, ungraded assistance with assignments and writing concerns. Even strong writers can benefit from this service, and I encourage you to schedule an appointment with a trained tutor before submitting your critical essays. The following are Spring 2016 Writing Center locations and hours (more info available at: <https://cstw.osu.edu/writing-center>):

*Smith 4120*: Mon-Fri 9:00 a.m. to 5:00 p.m.

*Research Commons (3rd Floor, 18th Ave. Library)*: Mon 2:00 p.m.-5:00 p.m.; Tues 1:00 p.m.-3:00 p.m.; Wed 9:00 a.m.-12:00 p.m.

*Thompson Library (Main Lobby)*: Mon-Thurs 11:00 a.m.-3:00 p.m. and 5:00 p.m.-7:00 p.m.

Leila Ben-Nasr is the **Research Tutor for OSU Libraries**. Leila is available to provide help to students during any stage of the research process. She is available for tutoring sessions at the Writing Center in Thompson Library located behind the reference desk in rooms 120. Research tutoring hours are Mondays, Tuesdays, and Wednesdays from 1PM-3PM and 4-6PM. Thursday tutoring hours are from 1PM-3PM. All sessions are drop-in and last for up to twenty minutes. Leila can be reached at [ben-nasr.1@osu.edu](mailto:ben-nasr.1@osu.edu).

### Writing Program Ombudsman

The Ombudsman of the Writing Programs, Debra Lowry ([lowry.40@osu.edu](mailto:lowry.40@osu.edu)), mediates conflicts between instructors and students in Writing Programs courses. Her Spring 2016 walk-in office hours in Denney Hall 441 are Monday, 1-3PM, and Thursday, 9-11AM, and by appointment. All conversations with the Ombudsman are confidential.

*It is understood that by having received this course syllabus and attended class beyond the first two meetings of the term, you have reviewed the requirements and policies of this class, understand them, and accept them.*

**NOTE: THE FOLLOWING SCHEDULE IS SUBJECT TO CHANGE AT INSTRUCTOR'S DISCRETION.**

**ALWAYS CHECK CARMEN FOR UP-TO-DATE ASSIGNMENTS**

## Schedule of Readings and Assignments

Monday

1/11

Wednesday

1/13

Friday

1/16

WEEK 2

Monday

1/18

Wednesday

1/20

Friday

1/22

WEEK 3

Monday

1/25

Wednesday

1/27

Friday

1/29

WEEK 4

Monday

2/1

Wednesday

2/3

Friday

2/5



WEEK 5

Monday

2/8

Wednesday

2/10

Friday

2/12

WEEK 6

Monday

2/15

Wednesday

2/17

Friday

2/19

WEEK 7

Monday

2/22

Wednesday

2/24

Friday

2/26

WEEK 8

Monday

2/29

Wednesday

3/2

Friday

3/4

WEEK 9

Monday

3/7

Wednesday

3/9

Friday

3/11

WEEK 10	
Monday	
3/21	
Wednesday	
3/23	



Friday

3/25

WEEK 1 1

Monday

3/28

Wednesday

3/30

Friday

4/1

WEEK 12

Monday

4/4

Wednesday

4/6

Friday

4/8

WEEK 13

Monday

4/11

Wednesday

4/13

Friday

4/15

WEEK 14

Monday

4/18

Wednesday

4/20

Friday

4/22

WEEK 15

Monday

4/25

## **New Course Proposal: General Education**

### **English 2367.06: Composing Disability in the U.S. Experience**

#### **GE Rationale: VII.B.1 Writing and Communication Level 2 (2367)**

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

In order to help students understand the pluralistic nature of institutions, society, and culture in the United States and across the world, 2367.06 instructors assign reading/writing/analysis activities, ranging from group discussions to formal papers. For example, students may analyze texts to compare and analyze their intersectional approaches to disability, race, gender, and other categories of difference. Or, looking at another sample activity, students might gather and analyze artifacts and analyze their accessibility (or lack of accessibility) in order to unpack assumptions made about human bodies and what they are “able” to do. Often, such activities are multi-modal in approach; in these cases, instructors may include information about the accessibility of multi-modal texts and how to include accessible writing strategies such as captioning or image description. Students will have the opportunity to participate in writing workshops with their peers. The expectation is that every class period will involve analytical reading, writing, and/or editing.

Course Objectives: **2<sup>nd</sup> Writing ELO 1** will be fulfilled through the readings and related reading journal and the final project (see sample syllabus). Paper 1 is a reading response, Paper 2 is inspired by an artifact or artifacts related to disability (see Assignment 2 below); and Paper 3 is an argumentative synthesis based on research.

**ELO 2** will be fulfilled through the final group project, which requires research of a disability-related project and a group presentation.

**ELO 3** will be fulfilled through the research project and through Papers 2 and 3.

Sample Assignment:

Assignment #2: Students research and analyze a related series of at least three objects that represent disability in public. In completing this assignment, you will deploy strategies to investigate particular issues of cultural, political, scientific, educational, or artistic significance in the U.S. that pertain to the design of objects and the bodies that are presumed to interact with them—namely how accessibility and representations of disability play a part in the use or consumption of these objects. Such objects might include disability logos, television shows, news stories, assistive devices, experiments, buildings, texts, blueprints, public spaces, internet sites, art installations, etc. Though you are free to select any

combination of objects for your analysis, you will be required to identify their relation in your analysis and so I suggest you select objects within the same (or closely related) genre(s).

<b>GE Expected Learning Outcomes Writing and Communication Level Two</b>	<b>Methods of Assessment</b>	<b>Level of student achievement expected for the GE ELO</b>	<b>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</b>
<b><u>ELO 1</u></b> Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively	Pretest and posttest requiring analysis of a text; Final project assessment Review of student course evaluations	At least 80% of students scoring a 3 on a 4-point grading rubric or a grade of B.	Data summary will be shared with the course director and Undergraduate Studies committee, who will recommend revision if appropriate
<b><u>ELO 2</u></b> Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline	Assessment of final project and group presentation	At least 80% of students scoring a 3 on a 4-point grading rubric or a grade of B.	Data summary will be shared with the course director and Undergraduate Studies committee, who will recommend revision if appropriate
<b><u>ELO 3</u></b> Students access and use information critically and analytically	Assessment of research and reading journal	At least 80% of students scoring a 3 on a 4-point grading rubric or a grade of B.	Data summary will be shared with the course director and Undergraduate Studies committee, who will recommend revision if appropriate

**GE Rationale VII.B.11.Diversity—Social Diversity in the United States**

4. 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.
5. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

The theme for the class is disability in the United States of America. In order to help students understand the pluralistic nature of institutions, society, and culture in the United States and across the world, 2367.06 instructors assign reading/writing/analysis activities, ranging from group discussions to formal papers. For example, students may analyze texts to compare and analyze their intersectional approaches to disability, race, gender, and other categories of difference. Through research, journals,



essays, and presentations, students are encouraged to interrogate their own assumptions about dis/ability.

**Diversity ELO 1** will be fulfilled through reading and writing assignments on disability in the United States such as Steven Kuusisto’s *Planet of the Blind*.

**Diversity ELO 2** will be fulfilled through the reading journal and through the final research presentation.

**Sample Assignment:**

Assignment #1: Students analyze two texts that feature narratives about disability and its intersections with another identity category, then compose comparative essays about how each text addresses these overlapping social identities, and to what purpose. For instance, students might choose two documentary films that are about competitions involving wheelchair users (e.g., Paralympic rugby games in *Murderball* and the Ms. Wheelchair America Pageant in *Redefining Beauty*), and consider how the narratives differ given their respective focus on masculinity and femininity and its relationship to the experience of impairment. In doing so, students recognize the ways that diverse identity categories interact (and are viewed) in complex and often contradictory ways.

<b>GE Expected Learning Outcomes Social Diversity in the United States</b>	<b>Methods of Assessment</b>	<b>Level of student achievement expected for the GE ELO</b>	<b>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</b>
<b><u>ELO 1</u></b>  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	Pretest and posttest requiring definition of dis/ability; Final project assessment	At least 80% of students scoring a 3 on a 4-point grading rubric or a grade of B.	Data summary will be shared with the course director and Undergraduate Studies committee, who will recommend revision if appropriate
<b><u>ELO 2</u></b> Students recognize the role of diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others	Assessment of reading journal requiring self-reflection, final project and group presentation  Review of student course evaluations	At least 80% of students scoring a 3 on a 4-point grading rubric or a grade of B.	Data summary will be shared with the course director and Undergraduate Studies committee, who will recommend revision if appropriate

## **GE Assessment Plan**

(Based on the standard English 2367.06 assessment plan)

### **I. SUMMARY OF THE ASSESSMENT PLAN**

The General Education assessment of English 2367.06 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, and revised by Professor Kay Halasek, Director of Second-Year Writing, for the online version of these courses.

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 pre-test will be administered to students in all sections of English 2367.06 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 include 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).

### **II. SUMMARY OF DATA TO BE COLLECTED**

The following data will be collected each term from all sections of English 2367.06:

- ❖ *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

## **Appendix 1: Sample pretest/posttest**

English 2367.06 Pretest

The purpose of the pretest is to assess the group's reading and writing skills and knowledge of the subject material; it will not affect your grade. Please read the following passage and answer the questions that follow in clear, coherent English. You have 20 minutes to write.

From "Listening in on Deaf Culture"

<http://www.colorado.edu/journals/standards/V5N2/AWARD/halpern2.html>

Because about 90% of Deaf people are born to hearing parents, they absorb their culture from their peers, not their families. Most Deaf children who attend residential schools for the deaf pick up ASL from their classmates (usually from the few classmates who are born to Deaf parents). Because of this source of cultural identity, one of the first questions Deaf people ask upon meeting each other is where they went to school and who their teachers were. In this way, the Deaf community can become very close-knit, as each member becomes familiar with residential schools in various regions of the country.

Deaf culture also places a great deal of emphasis on physical contact. Hugging is far more common than shaking hands, especially when parting. Deaf good-byes are unusually drawn out and even in passing not taking time to chat for a few minutes is considered rude. The Deaf community easily becomes a second family to many people whose own families are hearing.

Deaf churches also play a similar extended family role in the community, even for non-religious or non-Christian people. Often, Sunday is the only time that a person might have to escape from the working world (perhaps in an office with hearing people, where the language barrier is severe) and have actual conversations and socialize.

Like many minority groups, the Deaf community has its own stereotypes of the dominant culture. Often in Deaf theater and "oral" tradition, hearing people are portrayed as rigid and unemotional. Much of this perception comes from our use of English. Information in English is conveyed almost completely orally; by contrast, ASL builds grammar into facial expressions and body movement. Hearing people certainly do use some visual cues when communicating, but these are known as "body language", as extra-linguistic nuances rather than as grammatical features. As a result, when compared to Deaf people, hearing people can come off as expressionless and unfeeling. Hearing people may find themselves the butt of Deaf wordplay; if they are a bit slow on the uptake, they may be described as "hearing-and-dumb."

Deaf culture is also harsh on "traitors"--those who are deaf, but not Deaf. The sign used to denote such a person is the sign for "hearing", only made in front of the forehead. This epithet is emphatically not a compliment. It indicates that the individual represented is "hearing-in-the-head"; that she thinks of herself as a hearing person. This Uncle Tom analog is exactly the same kind of person that mainstream culture tends to applaud for "getting beyond her disability." But in the Deaf community, someone who rejects her Deaf identity is leaving behind a rich culture, not a disability. For these reasons, many members of the Deaf community look with disfavor on deaf people who try to assimilate.

- (1) According to this passage, what are the defining characteristics of the Deaf community?
- (2) Define "disability" and show the extent to which you agree with how it is used in this passage.

Appendix 2: Grading Rubric for pretest and posttest and final projects

(NOTE: The pretest and posttest will not use the final category of the rubric since an in-class test will not involve research)

	4 (highest)	3	2	1 (basic)
<b>Diversity ELO 1</b> 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	Students recognize U.S. diversity both as acknowledging and representing different subject positions in origin, culture and society; and as raising awareness of the effects of cultural bias and/or systemic discrimination	Students define U.S. diversity as acknowledging and representing different subject positions in origin, culture, and society	Students define U.S. diversity as difference	Students provide no definition, or the definition is incorrect or incoherent
<b>Diversity ELO 2</b> Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others	Students recognize that they can play an active role in the advancement of social inclusion and/or social justice	Students show awareness of their own or others' cultural bias	Students note the importance of different points of view	Students give no clear reason why understanding diversity is important
<b>Writing ELO 1</b> Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively	Students briefly analyze a passage and show that they fully understand how it represents diverse subject positions and/or cultural resistance to discrimination	Students analyze a passage and show that they understand how it represents different subject positions	Students recognize that the passage represents difference in people, groups or cultures	Student analysis is absent or unclear
<b>Writing ELO 2</b> Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline	Student writing presents clear, organized ideas in language and phrasing appropriate to the topic of diversity	Student writing conveys meaning clearly and competently	Student writing expresses a point but may be disorganized and/or include minor writing slips	Student writing includes multiple problems of expression and/or does not convey meaning
<b>Writing ELO 3</b> Students access and use information critically and	Students research a disability-related topic using peer-reviewed sources	Students effectively present their research on a disability-related	Students show evidence of research on a disability-related topic but	Research is minimal and/or conclusions absent or unclear

analytically	and organize their findings to construct a meaningful critical analysis	topic and include some analysis	with limited analysis and/or conclusions	
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**Curriculum Map: B.A. English**

	<b>Goal (1)</b>	<b>Goal (2)</b>	<b>Goal (3)</b>	<b>Goal (4)</b>	<b>Goal (5)</b>
<b>Required English Surveys (Both)</b>					
English 2201 or 2201H	Beginning			Beginning	
English 2202 or 2202H	Beginning			Beginning	
<b>Students Select One Additional Survey</b>					
English 2290	Beginning			Beginning	
English 2291	Beginning			Beginning	
<b>Methods Course (One Required)</b>					
English 2270 (Folklore)	Intermediate	Intermediate	Beginning	Intermediate	Intermediate
English 3379 (WRL)		Intermediate	Beginning		Intermediate
English 3398 (Lit & CW)	Intermediate	Intermediate	Begommomg	Intermediate	Intermediate
<b>Concentration I: Literature</b>					
English 2201	Beginning			Beginning	
English 2201H	Beginning			Beginning	
English 2202	Beginning			Beginning	
English 2202H	Beginning			Beginning	
English 2220	Beginning	Beginning		Beginning	Beginning
English 2220H	Beginning	Beginning		Beginning	Beginning
English 2260	Beginning	Beginning		Beginning	Beginning
English 2260H	Beginning	Beginning		Beginning	Beginning
English 2261	Beginning	Beginning		Beginning	Beginning
English 2261H	Beginning	Beginning		Beginning	Beginning
English 2262	Beginning	Beginning		Beginning	Beginning
English 2262H	Beginning	Beginning		Beginning	Beginning
English 2263	Beginning	Beginning		Beginning	Beginning
English 2264	Beginning	Beginning		Beginning	Beginning
English 2270	Intermediate	Intermediate		Intermediate	Intermediate
English 2270H	Intermediate	Intermediate		Intermediate	Intermediate
English 2272	Beginning	Beginning		Beginning	Beginning
English 2275	Beginning	Beginning		Beginning	Beginning
English 2277	Beginning		Beginning		Beginning
English 2280	Beginning	Beginning		Beginning	Beginning
English 2280H	Beginning	Beginning		Beginning	Beginning

English 2281	Beginning	Beginning	Beginning	Beginning	Beginning
English 2290	Beginning			Beginning	
English 2291	Beginning			Beginning	
English 2296H	Beginning	Beginning		Beginning	Beginning
English 3273	Intermediate			Intermediate	Intermediate
English 3331		Intermediate		Intermediate	Intermediate
English 3361		Intermediate		Intermediate	Intermediate
English 3364				Intermediate	Intermediate
English 3372				Intermediate	Intermediate
English 3378				Intermediate	Intermediate
English 3398	Intermediate	Intermediate		Intermediate	Intermediate
English 4400	Advanced	Advanced		Advanced	Advanced
English 4450	Advanced		Advanced		Advanced
English 4513	Advanced	Advanced		Advanced	Advanced
English 4514	Advanced	Advanced		Advanced	Advanced
English 4515	Advanced	Advanced		Advanced	Advanced
English 4520.01	Advanced	Advanced		Advanced	Advanced
English 4520.02	Advanced	Advanced		Advanced	Advanced
English 4521	Advanced	Advanced		Advanced	Advanced
English 4522	Advanced	Advanced		Advanced	Advanced
English 4523	Advanced	Advanced		Advanced	Advanced
English 4531	Advanced	Advanced		Advanced	Advanced
English 4533	Advanced	Advanced		Advanced	Advanced
English 4535	Advanced	Advanced		Advanced	Advanced
English 4540	Advanced	Advanced		Advanced	Advanced
English 4542	Advanced	Advanced		Advanced	Advanced
English 4543	Advanced	Advanced		Advanced	Advanced
English 4547	Advanced	Advanced		Advanced	Advanced
English 4549	Advanced	Advanced		Advanced	Advanced
English 4550	Advanced	Advanced		Advanced	Advanced
English 4551	Advanced	Advanced		Advanced	Advanced
English 4551E	Advanced	Advanced		Advanced	Advanced
English 4552	Advanced	Advanced		Advanced	Advanced
English 4553	Advanced	Advanced		Advanced	Advanced
English 4554		Advanced			Advanced
English 4559		Advanced			Advanced
English 4560	Advanced	Advanced		Advanced	Advanced
English 4563	Advanced	Advanced		Advanced	Advanced

English 4564.01	Advanced	Advanced		Advanced	Advanced
English 4564.02	Advanced	Advanced		Advanced	Advanced
English 4564.03	Advanced	Advanced		Advanced	Advanced
English 4564.04	Advanced	Advanced		Advanced	Advanced
English 4575	Advanced	Advanced		Advanced	Advanced
English 4575E	Advanced	Advanced		Advanced	Advanced
English 4576.01	Advanced	Advanced		Advanced	Advanced
English 4576.02	Advanced	Advanced		Advanced	Advanced
English 4576.03	Advanced	Advanced		Advanced	Advanced
English 4578	Advanced	Advanced		Advanced	Advanced
English 4578H	Advanced	Advanced		Advanced	Advanced
English 4579	Advanced	Advanced		Advanced	Advanced
English 4580	Advanced	Advanced	Advanced	Advanced	Advanced
English 4581	Advanced	Advanced	Advanced	Advanced	Advanced
English 4582	Advanced	Advanced	Advanced	Advanced	Advanced
English 4583	Advanced	Advanced	Advanced	Advanced	Advanced
English 4586	Advanced	Advanced	Advanced	Advanced	Advanced
English 4587	Advanced	Advanced	Advanced	Advanced	Advanced
English 4588	Advanced	Advanced	Advanced	Advanced	Advanced
English 4589	Advanced	Advanced	Advanced	Advanced	Advanced
English 4590.01H	Advanced	Advanced		Advanced	Advanced
English 4590.02H	Advanced	Advanced		Advanced	Advanced
English 4590.03H	Advanced	Advanced		Advanced	Advanced
English 4590.04H	Advanced	Advanced		Advanced	Advanced
English 4590.05H	Advanced	Advanced		Advanced	Advanced
English 4590.06H	Advanced	Advanced		Advanced	Advanced
English 4590.07H	Advanced	Advanced		Advanced	Advanced
English 4590.08H	Advanced	Advanced		Advanced	Advanced
English 4590.09H	Advanced	Advanced		Advanced	Advanced
English 4591.01H	Advanced	Advanced		Advanced	Advanced
English 4592	Advanced	Advanced	Advanced	Advanced	Advanced
English 4595	Advanced	Advanced		Advanced	Advanced
English 4597.01		Advanced	Advanced	Advanced	Advanced
English 4597.04H		Advanced		Advanced	Advanced
English 5710					Advanced
English 5720	Advanced	Advanced		Advanced	Advanced
English 5721	Advanced	Advanced		Advanced	Advanced
English 5722	Advanced	Advanced		Advanced	Advanced



English 5723	Advanced	Advanced		Advanced	Advanced
English 5797	Advanced	Advanced		Advanced	Advanced
<b>English 5980</b>	Advanced	Advanced			Advanced
<b>Concentration II: Writing, Rhetoric, Literacy:</b>					
English 2269		Beginning			Beginning
English 2367.01		Intermediate			Intermediate
English 2367.01E		Intermediate			Intermediate
English 2367.01H		Intermediate			Intermediate
English 2367.01S		Intermediate	Intermediate		Intermediate
English 2367.02		Intermediate			Intermediate
English 2367.02H		Intermediate			Intermediate
English 2367.03H		Intermediate			Intermediate
English 2367.04		Intermediate			Intermediate
English 2367.04H		Intermediate			Intermediate
English 2367.05		Intermediate			Intermediate
English 2367.05H		Intermediate			Intermediate
English 2367.06		Intermediate	Intermediate		Intermediate
English 3150		Intermediate			Intermediate
English 3271		Advanced			Advanced
English 3304		Advanced			Advanced
English 3305		Advanced			Advanced
English 3379		Intermediate			Intermediate
English 3467S		Advanced			Advanced
English 4150		Advanced			Advanced
English 4555		Advanced			Advanced
English 4567S		Advanced	Advanced		Advanced
English 4569		Advanced			Advanced
English 4570		Advanced			Advanced
English 4571		Advanced			Advanced
English 4572		Advanced			Advanced
English 4573.01		Advanced			Advanced
English 4573.01E		Advanced			Advanced
English 4573.02		Advanced			Advanced
English 4574		Advanced			Advanced
English 4584		Advanced	Advanced		Advanced
English 4585		Advanced	Advanced		Advanced
English 4591.02H		Advanced			Advanced

English 5804		Advanced			Advanced
English 2265		Beginning		Beginning	Beginning
English 2266		Beginning		Beginning	Beginning
English 2267		Beginning		Beginning	Beginning
English 2268		Beginning		Beginning	Beginning
English 2298	Intermediate	Intermediate		Intermediate	intermediate
English 3465		Intermediate		Intermediate	Intermediate
English 3466		Intermediate		Intermediate	Intermediate
English 3468		Intermediate		Intermediate	Intermediate
English 3662		Intermediate		Intermediate	Intermediate
English 4565		Advanced		Advanced	Advanced
English 4566		Advanced		Advanced	Advanced
English 4566E					
English 4568		Advanced		Advanced	Advanced
English 4591.01H		Advanced		Advanced	Advanced
<b>Folklore:</b>					
English 2270	Intermediate	Intermediate		Intermediate	Intermediate
English 2270H	Intermediate	Intermediate		Intermediate	Intermediate
English 2367.05		Intermediate			Intermediate
English 2367.05H		Intermediate			Intermediate
English 4571		Advanced			Advanced
English 4590.04H		Advanced		Advanced	Advanced
English 4577.01	Advanced	Advanced		Advanced	Advanced
English 4577.02	Advanced	Advanced		Advanced	Advanced
English 4577.03	Advanced	Advanced		Advanced	Advanced
English 4597.02	Advanced	Advanced	Advanced	Advanced	Advanced
<b>Undergraduate Research</b>					
English 4998	Advanced	Advanced		Advanced	Advanced
English 4998H	Advanced	Advanced		Advanced	Advanced
English 4999	Advanced	Advanced		Advanced	Advanced
English 4999H	Advanced	Advanced		Advanced	Advanced
<b>Required Courses Outside the Unit for Pre-Ed:</b>					
EDTL 2389				Intermediate	Intermediate

EDTL 3356	Intermediate			Intermediate	
<b>General Elective Courses:</b>					
English 4189		Advanced			
English 5191		Advanced			
English 5193	Advanced	Advanced		Advanced	Advanced
English 5194	Advanced	Advanced		Advanced	Advanced
<b>General Education Courses:</b>					
English 2201	Beginning			Beginning	
English 2201H	Beginning			Beginning	
English 2202	Beginning			Beginning	
English 2202H	Beginning			Beginning	
English 2220	Beginning	Beginning		Beginning	Beginning
English 2220H	Beginning	Beginning		Beginning	Beginning
English 2260	Beginning	Beginning		Beginning	Beginning
English 2260H	Beginning	Beginning		Beginning	Beginning
English 2261	Beginning	Beginning		Beginning	Beginning
English 2261H	Beginning	Beginning		Beginning	Beginning
English 2262	Beginning	Beginning		Beginning	Beginning
English 2262H	Beginning	Beginning		Beginning	Beginning
English 2263	Beginning	Beginning		Beginning	Beginning
English 2264	Beginning	Beginning		Beginning	Beginning
English 2269	Beginning	Beginning		Beginning	Beginning
English 2270	Intermediate	Intermediate		Intermediate	Intermediate
English 2270H	Intermediate	Intermediate		Intermediate	Intermediate
English 2272		Intermediate			Intermediate
English 2275	Beginning	Beginning		Beginning	Beginning
English 2276		Intermediate			Intermediate
English 2277	Beginning				Beginning
English 2280	Beginning	Beginning		Beginning	Beginning
English 2280H	Beginning	Beginning		Beginning	Beginning
English 2281	Beginning	Beginning		Beginning	Beginning
English 2282	Beginning			Beginning	
English 2290	Beginning			Beginning	
English 2291	Beginning			Beginning	
English 2367.01		Intermediate			Intermediate

English 2367.01H		Intermediate			Intermediate
English 2367.01S		Intermediate			Intermediate
English 2367.02		Intermediate			Intermediate
English 2367.02H		Intermediate			Intermediate
English 2367.03		Intermediate			Intermediate
English 2367.03H		Intermediate			Intermediate
English 2367.04		Intermediate			Intermediate
English 2367.04H		Intermediate			Intermediate
English 2367.05		Intermediate			Intermediate
English 2367.05H		Intermediate			Intermediate
English 2367.06		Intermediate	Intermediate		Intermediate
English 2463		Intermediate		Intermediate	Intermediate
English 3361		Intermediate			Intermediate
English 3364				Intermediate	Intermediate
English 3372				Intermediate	Intermediate
English 3378				Intermediate	Intermediate
English 3597.03					Intermediate
English 4554		Advanced			Advanced
English 4597.02		Advanced	Advanced	Advanced	Advanced
English 4597.04H		Advanced		Advanced	Advanced