Term Information

Effective Term	Spring 2018
Previous Value	*Summer 2012*

Course Change Information

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

Addition of ASC Tech Review.

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

For future online offerings.

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)?

No programmatic implications.

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	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2800
Course Title	Introduction to the Discipline of History
Transcript Abbreviation	Intro Hist Discip
Course Description	Investigation of the methods and analytical approaches historians use to understand the past.
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
Previous Value	*Yes, Greater or equal to 50% at a distance*
Grading Basis	Letter Grade
Repeatable	No
Course Components	Seminar
Grade Roster Component	Seminar
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 or concur: English 1110.xx.
Exclusions	Not open to students with credit for 398.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	54.0101
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
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	• This "gateway" course for History majors introduces students to the methodologies, approaches, and historiographies of historical study. Students will improve their critical reading and writing skills.
Previous Value	
Content Topic List	• Topics vary. Investigation of the methods and analytical approaches historians use to understand the past.
Sought Concurrence	No

Attachments

- History 2800 Syllabus - Lawrence.docx: Syllabus - In Person

  (Syllabus. Owner: Bowerman,Ashley E.)

- History 2800 DL Syllabus - Lawrence.docx: Syllabus - Online

  (Syllabus. Owner: Bowerman,Ashley E.)

- History 2800 - ASC Technical Feasibility Review - Lawrence.pdf: ASC Tech Review

  (Other Supporting Documentation. Owner: Bowerman,Ashley E.)

- History Assessment Plan.doc: History Assessment Plan

  (GEC Course Assessment Plan. Owner: Bowerman,Ashley E.)

- History Curriculum Map.doc: History Curriculum Map

  (Other Supporting Documentation. Owner: Bowerman,Ashley E.)

Comments

- I found this to be a really compelling D-Learning course with very clear guidelines *(by Heysel,Garett Robert on 07/24/2017 07:12 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bowerman,Ashley E.	07/24/2017 04:08 PM	Submitted for Approval
Approved	Otter,Christopher James	07/24/2017 05:05 PM	Unit Approval
Approved	Heysel,Garett Robert	07/24/2017 07:12 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	07/24/2017 07:12 PM	ASCCAO Approval

The Ohio State University
History 2800: Introduction to the Discipline of History
Fall 2014
31048
Tuesdays and Thursdays 2:20-3:40
University Hall 0028

Instructor: Susan C. Lawrence, Ph.D.
Office: 253 Dulles Hall
Phone: 614-292-5479
E-mail: lawrence.578@osu.edu
Office hours: Tuesdays and Thursday, 12:30 to 1:30, and by appointment

Note
All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of the student.

This course does **NOT** fulfill any GE requirements. It **does** count toward the history major.

Brief course description:
What is history? In this course, we explore how historians seek to understand the past. We cover the challenges of finding and interpreting evidence, constructing convincing arguments, and dealing with different ways of thinking about historical questions. Doing history well requires close reading, logical analysis and imagination. It also requires careful writing. We work on improving these skills as students prepare a proposal for a research project in an area of their own choosing.

Learning outcomes:
History courses develop students' knowledge of how past events influence today's society and help them understand how human beings view themselves.

(1) Students construct an integrated perspective on history and the factors that shape human activity.
(2) Students describe and analyze the origins and nature of contemporary issues.
(3) Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Required texts (available at the OSU bookstore):
Kate L Turabian, *A Manual for Writers*, 8th edition (Chicago: University of Chicago Press, 2013) ISBN-13 978-0226816388.
William K. Storey, *Writing History: A Guide for Students* 4th edition (New York: Oxford University Press, 2012) ISBN-13 978-0199830046.

Other required readings:
All of the other required readings for this course are available in electronic format. All readings are listed in the Course Schedule. Some readings are directly posted on the course website as Adobe pdf or Microsoft Word document files. Other readings are found on internet sites (instructions are provided in the Carmen). Still others are articles available through journals for which OSU has on-line subscriptions. Students will need to use the library's interface to find the journal title and article using the information provided (volume number, year, pages). Finally, every student must find, and read, a book on the topic of his or her research proposal, using the OSU library or another source.

Please make sure that you check the course schedule well before the readings are due in order to have enough time to access the on-line documents. You may either print out copies to read before class or read them online. In either case, bring the readings and your notes to class on the day(s) they are due. Having copies of the primary sources on hand for class discussion is particularly important.

Written assignments and course requirements:

Students are expected to

- attend class. Students who miss class almost inevitably find that their grades suffer.
- complete the reading assignments listed on the course outline on time for class.
- use the Carmen website to get links to the course materials, see any changes to the course schedule and monitor their posted grades for accuracy and self-evaluation.
- complete five short (3-5 page) essays.
- prepare a proposal for a research project in history (12 pages)

Important dates:
- Sept. 25, Primary source analysis, Carmen 8 p.m.
- Oct. 9, Academic article analysis, Carmen, 8 p.m.
- Oct. 21, Website analysis, Carmen 8 p.m.
- Oct. 28, Preliminary research proposal, Carmen 8 p.m.
- Nov. 13, Source analysis and narrative construction, Carmen **12 p.m. and bring a paper copy to class**
- Nov. 18, Academic book analysis, Carmen, 8 p.m.
- Nov. 25, Bibliography draft, Carmen 8 p.m.
- Dec. 2, Thesis statement draft, Carmen 8 p.m.
- Dec. 11, Final research proposal, Carmen 8 p.m.
- Dec. 14, Final reflection essay, Carmen 8 p.m.

Policy on late work
Late work shall be penalized one letter grade per day. For example: A to A- for one day, A to B+ for two days, and A to B for three days. No assignment will be accepted more than one week

late, except for *extraordinary* circumstances and with supporting documentation of the reasons for the delay.

Policy on class attendance
Students are required to attend class and to complete the reading assignments listed on the course outline in time for class discussions of the material.   Discussion is a central part of this class and all students should be able and willing to participate. Students are allowed **two** absences without penalty. After that, each absence will reduce a student's grade by one letter grade, as for late work. More than two absences due to approved university activities, serious illnesses, or funeral of a close family member must have appropriate documentation to be accepted without penalty.

Email policy:
I like to be accessible to students in my courses and welcome email communications. Please do not expect immediate responses, however. I will do my best to return any email messages within 24 hours on weekdays and by Monday for emails sent on Friday afternoon. All students need to ensure that the email address listed for them on Carmen is accurate and current. Do check the website for basic course information and copies of handouts before emailing me with routine questions.

Grading:

Five short (3-5 page) papers at 7% each	35%
Preliminary research proposal	5%
Bibliography draft	5%
Thesis statement draft	5%
Final research proposal	30%
Attendance, participation and discussion	15%
Final reflections essay	5%

Grade distribution:
I use the OSU Standard Scheme for assigning letter grades to points:

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).

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/) and "What is plagiarism?" at http://cstw.osu.edu/writingcenter/handouts/research_plagiarism

I take all academic misconduct very seriously, and am prepared to flunk students who engage in it.

Students with disabilities

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

Course schedule

Reading assignments are due on the day they are listed on the schedule. The reading assignments are directly available on the course website (or via instructions and links). You will find this information listed for the entry for each day's topic in the Unit modules of our Carmen site.

Please note that this schedule is subject to change if circumstances require it. Such changes will be announced on Carmen and appropriate changes will made to the schedule online. You are responsible for checking due dates on Carmen.

Aug. 28   **The syllabus, class expectations and community standards**

Sept. 2   **What draws us to history as a field of study?**
                 Assignment: Recall at least three books about history that you enjoyed reading. If you own one or more, bring them to class. Look up their full bibliographic details (author, title, place of publication, publisher, and year of publication) and bring this list to class for discussion and to **hand in**. Use correct bibliographic formatting: consult Turabian.

                 Tip: There is a long reading assignment due on Sept. 23; part of it lays the foundation for the first essay, which is due Sept. 25. Get started on this reading now.

Sept. 4   **What can you do with a history major? How do you go about getting there?**
                 Randy Dineen, Arts and Sciences Career Services

Sept. 9   **Historical thinking, critical thinking**
                 Reading: Lawrence handout, "Taxonomies of Learning and Development;"
                 Sam Weinberg, "Historical Thinking and Other Unnatural Acts," in his
                 Historical Thinking and Other Unnatural Acts (Philadelphia: Temple University
                 Press, 2001), 3-27.

SOURCES AND RESEARCH

Sept. 11   **Sources: the bones of history**
                 Reading and assignment: Storey, Writing History, 1-38. Bring a list of three
                 topics that you might like to explore for a research paper in history.

Sept. 16   **The Library**
                 Thomspon Library, session with David Lincome, history specialist

Sept. 18   **Academic integrity:**
                 Reading and self-quiz: "Recognizing and Avoiding Plagiarism," Cornell
                 University College of Arts and Sciences, at
                 https://plagiarism.arts.cornell.edu/tutorial/index.cfm; Office of Student Life,
                 "Code of student conduct," download the pdf from
                 http://studentlife.osu.edu/csc/

Sept. 23   **Reading secondary sources, primary sources and archival sources**
                 Reading: selections from Mortimer J. Adler and Charles Van Doren, *How to
                 Read a Book: The Classic Guide to Intelligent Reading* (Touchstone, 1972), 30-
                 56, 75-136 [88 pages]; Patrick Real, "How to Read a Primary Source," (2004)
                 at http://www.bowdoin.edu/writing-guides/ ; the link to the reading is in the
                 menu on the left, under "Reading." Bookmark this site as one that will be
                 helpful as you work this semester.

Sept. 25   **The Archive**
                 Medical Heritage center archive and special collections visit, 5th floor, Prior
                 Hall, 376 W. 10th Avenue
                 Assignment: **Primary source analysis due on Carmen by 8 p.m**. The primary
                 source is a reading from David J. Rothman, et. al. eds, *Medicine and Western
                 Civilization* (Brunswick, N.J.: Rutgers University Press, 1995).

Sept 30   **Reading archival sources**
                 Reading: selections of archival sources available on the internet, TBA

Oct. 2   **Defining historical fields & approaches**
                 Assignment: Work on finding a topic for your research proposal.

Oct. 7   **The research proposal: what it is, what it isn't**
                Assignment: Hand in a paragraph description (100 – 150 words) for up to
                three topics that you are seriously considering for your research proposal.

Oct. 9   **Academic secondary source analysis**
                Assignment and reading: Find and read a recent academic article on the topic
                that you are most interested in pursuing for your research project. Hand in a
                sheet of paper with the full bibliographic reference and a paragraph about
                the article.

Oct. 14   **Academic secondary source analysis**
                Assignment: **Article analysis due on Carmen by 8 p.m.**

Oct. 16   **Using born digital materials: WWW sites and historical research**
                Assignments: Find three websites that you could use for your research
                proposal. Hand in a list of the sites in correct bibliographic format using
                Turabian. Complete the website checklist for each site, and bring these to
                class for discussion.

Oct. 21   **Digital history**
                Reading: Spend at least an hour on the Civil War Washington digital site at
                www.civilwardc.org. Consider: how does this project differ from a book in
                history?

Oct. 23   **Research and writing time**
                Assignment: **Website analysis due on Carmen by 8 p.m.**
                No class meeting: work on your preliminary proposal

Oct. 28   **Research: finding *your* sources**
                Assignment: **Preliminary research proposal due on Carmen by 8 p.m.**

Oct. 30   **Research note taking**
                Reading: Storey, 37-74
                Assignment: work on finding sources for your bibliography. Choose one of
                the books you find for your project that is central to your topic, find it in the
                library (or order through ILL if it is not on the OSU main campus). You will use
                this book for your final short essay assignment, so start reading!

RESEARCH AND WRITING

Nov. 4   **Writing: clarity and mechanics**
               Reading: Storey, 99-118
               Assignment: write two paragraphs about your research topic that you are
               prepared to share with other students and to have critiqued. Bring three
               copies to class.

Nov. 6   **Writing: the narrative**
               Assignment: Read the "Source analysis and narrative construction" handout
               and bring it to class.

Nov. 11   No class – Veteran's Day

Nov. 13   **Writing: the author's voice**
               Reading: Storey, 75-91
               Assignment: **Source analysis and narrative construction due. NOTE: This is
               due on Carmen by noon. Bring a paper copy to class.**

Nov. 18   **Writing: analysis**
               Assignment: **Academic book analysis due by 8 p.m. on Carmen**

Nov. 20   **Writing: the thesis**
               Assignment: Print out the "Thesis" handout and bring it to class. We will do
               this exercise in class. We will also work on writing thesis statements. Work
               on your research project.

Nov. 25   **Research and writing: sticking to it**
               Assignment: **Bibliography draft due on Carmen, 8 p.m.**

Nov. 27   No class – Happy Thanksgiving!

Dec. 2   **Writing: effective habits**
               Assignment: **Thesis statement draft due on Carmen, 8 p.m.**

Dec. 4   **Writing: revising and proofreading**

Dec. 9   **Writing: last questions**

Dec. 11   Final research proposal due on Carmen **by 8:00 p.m**.

Dec. 14   Final reflections essay due on Carmen **by 8 p.m.**

THE OHIO STATE UNIVERSITY

SYLLABUS: HISTORY 2800
INTRODUCTION TO THE DISCIPLINE OF HISTORY
SPRING 2018

Course overview

Instructor

Instructor: Susan C. Lawrence, Ph.D.
Email address: lawrence.578@osu.edu
Phone number: 614-292-5479
Office hours: Via Carmen Conference (BigBlueButton) Tuesdays, 1:30-2:30, and by appointment in 253 Dulles Hall or via Carmen Conference

Note

All students must be officially enrolled in the course by the end of the second full week of the quarter. No requests to add the course will be approved by the department chair after that time. Enrolling officially and on time is solely the responsibility of the student.

This course does **NOT** fulfill any GE requirements. It is **required** for the history major.

Course description

What is history? In this course, we explore how historians seek to understand the past. We cover the challenges of finding and interpreting evidence, constructing convincing arguments, and dealing with different ways of thinking about historical questions. Doing history well requires close reading, logical analysis and imagination. It also requires careful writing. We work

on improving these skills as you prepare a proposal for a research project in an area of your own choosing.

Course learning objectives and how to achieve them

The primary purpose of this course is to help you think like a historian and to develop the skills that will help you be a successful history major. All history majors have to write at least one extended research paper (required in the 4000 level research seminar or with a thesis) and I want you to be ready to do that in addition to the other work you have to do for most history classes. Many of the skills required to be a successful history major are exactly the ones required to be successful in most careers: facility with group discussions and effective written and oral communication; ability to find quality information and to analyze evidence and arguments critically; capability and initiative to learn independently.

So, by the end of this course, you will have

- engaged in multiple group discussions about historical evidence and arguments.
- engaged in multiple group discussions about learning, including such topics as the pros and cons of peer review, the qualities of effective writing and how to make an effective presentation video.
- reviewed and practiced fundamental writing skills by working through *Style: Lessons in Clarity and Grace*, by regular work with peer review and by built-in required drafts with time to revise them before they are finally due.
- learned how to use academic reference databases to find primary and secondary sources and to locate them in online collections or in the library.
- analyzed a primary source.
- analyzed an academic history article on a topic of your choosing.
- analyzed an academic history book on a topic of your choosing.
- practiced how to construct footnotes or endnotes with the correct formatting expected for history papers.
- prepared a bibliography with the correct formatting expected for history papers.
- constructed a thesis statement for a research project on a topic of your choosing.
- demonstrated competence in finding historical evidence, constructing a historical argument, preparing a history paper with properly formatted footnotes/endnotes and bibliography, and writing in clear prose, all in a final research proposal on a topic of your choosing.

Course materials

Required

Williams, Joseph M. and Bizup, Joseph. *Style: Lessons in Clarity and Grace*, 12th edition. Upper Saddle River, NJ: Pearson Educational, 2016. ISBN- 9780134080413. Available at the OSU Bookstore.

Teaching and Learning, Ohio State University Libraries. *Choosing & Using Sources: A Guide to Academic Research.* Columbus, OH: The Ohio State University, 2015. Online at https://osu.pb.unizin.org/choosingsources/

All of the other required readings for this course are available in electronic format. All readings are listed in the Course Schedule. The course schedule in Carmen is organized in weekly modules. Some readings are directly posted on the course website as Adobe pdf or Microsoft Word document files. Other readings are found on internet sites (instructions are provided on Carmen). Still others are articles available through journals for which OSU has on-line subscriptions. You will need to use the library's interface to find the journal title and article using the information provided (volume number, year, pages). Finally, every student must find, and read, an article and a book on the topic of his or her research proposal, using the OSU library or another source.

Course requirements

You are expected to

- participate in discussions and peer review for an average of <u>at least</u> two hours per week in Canvas
- spend <u>at least</u> seven hours per week reading, writing, making video presentations and taking quizzes
- complete 10 check-off assignments (not graded, but 1% credit given for completion on time)
- take 7 short quizzes
- complete 5 short written (3-5 page) or video (4-5 minutes) essays
- complete a proposal for a research project in history (10 pages minimum)

Course technology

Technical support

For help with your password, university e-mail, Carmen, or any other OSU 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. I AM NOT ABLE TO ANSWER ANY TECHNOLOGY QUESTIONS, SO PLEASE TO NOT EMAIL ME WITH THEM. I **do** manage the formatting within Carmen, however, so let me know if there is a problem with a discussion board, an assignment, a module or a grade showing up.

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

For help with YouTube, use the YouTube Help Center

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills, including regular use of email
- Navigating Carmen
- Using YouTube to view videos. See YouTube's Policy and Safety Hub for information about using YouTube safely; YouTube also has a clear privacy policy

Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat
- Recording a slide presentation with audio narration (PowerPoint, Exchange Everything, Prezi or Adobe Spark; details about this software, including links to privacy policies for external site, are posted on Carmen)

Necessary equipment

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

Necessary software

- 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.
- Adobe Reader and any plugins (e.g. Flash) needed to view videos; other presentation software, such as Prezi (not OSU approved) or Explain Everything (OSU approved), if desired.

OSU resources

If you do not own a computer, then you may use one in the library or any computer lab for completing written work and accessing Carmen. To create voice-over presentations and videos, take advantage of one of the Digital Unions on campus. A complete list of facilities and their hours is available at https://odee.osu.edu/digital-union.

Grading and faculty response

Grades

Assignment	Percentage of final grade
Discussion quality, participation, and peer reviews	36%
10 check-off assignments @ 1% each	10%
7 quizzes @ 2% each	14%
5 short (3-5 page; 5 minutes) written or video essays @ 5% each	25%
Final research proposal (10 pages)	15%

See course schedule, below, for due dates

Late assignments

No late check-off assignments or peer reviews will be given full credit. After one day late, they aren't helpful to complete, so put your energy into the other assignments. Late essays and the final research proposal shall be penalized one letter grade per day. For example: A to A- for one day, A- to B+ for two days, and B+ to B for three days. No assignment will be accepted more than one week late, except for *extraordinary* circumstances and with supporting documentation of the reasons for the delay.

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

The following list gives you an idea of when I plan to be available throughout the course. I have online office hours via Carmen Conference (BigBlueButton) Tuesdays, 1:30-2:30, and by appointment in 253 Dulles Hall or online. Remember that you can call **614-688-HELP** at any time if you have a technical problem.

Grading and feedback

You can generally expect feedback within **7 days** for written and video essays. I will provide my thoughts on your three ideas for research questions within 48 hours and on the draft of your final research proposal within 72 hours. Finally, I will evaluate the writing quizzes within two hours of completion between 8 am and 7 pm., including Sundays, as you must make an 80% to move on with the class.

E-mail

I will reply to e-mails within **24 hours on weekdays**.

Discussion board

I will check and reply to messages in the discussion boards every **24 hours on week days**. Overall feedback on your discussion posts and responses will be provided for each week within 7 days after the discussions close.

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**: AT LEAST THREE TIMES PER WEEK WITH ABOUT 2 HOURS PER WEEK IN ONLINE INTERACTIONS
  Be sure you are logging in to the course in Carmen at least three times each week, except for weeks with holidays or weeks with minimal online course activity assigned. (During most weeks you will probably log in many times.) The 2 hours per week of online time is when you are contributing to discussions and doing peer reviews (this includes reading and thinking time!) You do not have to be literally online for this effort. You may write out your discussion post in Word when offline, for instance, and that counts toward the expected two hours. You may spend more time online doing the assignments, of course. The goal is to spend serious time interacting with each other. 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 and live sessions**: OPTIONAL OR FLEXIBLE
  All live, scheduled events for the course, including my office hours, are optional. For live presentations (if any are given), I will provide a recording that you can watch later.

- **Participating in discussion forums**: 4+ TIMES PER WEEK
  I expect you to post <u>a minimum</u> of four times each week in the discussions. You must post a response to the discussion questions and then respond to at least one other student's post with substantive comments in order to get a "C" for the grade in this area.

- **Participating in peer review**: 6 TIMES DURING THE SEMESTER

  One of the vital ways to improve your writing skills it to read, study, think about and provide feedback on other peoples' writing. You will do peer review in your small groups following the peer review guidelines (posted separately).

Discussion and communication guidelines

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

- **Writing style**: While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.

- **Tone and civility**: Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.

- **Citing your sources**: If you rely on any outside information that you looked up specially for a post, please cite your sources. For course materials, list at least the short title and page numbers; for online sources, include a link; for textual sources, provide a full bibliographic referends. Remember: providing citations is sharing access to knowledge for others. It is also necessary to avoid plagiarism.

- **Backing up your work**: Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion windows.

OSU support services

The Writing Center:

The Writing Center website states that it "offers free help with writing at any stage of the writing process for any member of the university community. During our sessions, consultants can work with you on anything from research papers to lab reports, from dissertations to résumés, from proposals to application materials. Appointments are available in-person at 4120 Smith Lab, as well as for online sessions. You may schedule an in-person or online appointment by visiting WCOnline or by calling 614-688-4291. Please note that the Writing Center also offers daily walk-in hours—no appointment necessary—in Thompson Library. You do not have to bring in a piece of writing in order to schedule a writing center appointment. Many students report that some of their most productive sessions entail simply talking through ideas.   Please check out our "Services" page for the types of consultations we provide. We also maintain a resources page (https://cstw.osu.edu/writing-resources) with writing handouts and links to online resources (https://cstw.osu.edu/writing-resources/research-resources)."

Student support services: academic and general

Your OSU academic advisor has a wealth of information about how to navigate the university and to manage your time here. Do take advantage their help. Start with the main website at http://advising.osu.edu/welcome.shtml and use the site's search box. If you are struggling with study skills, check out the Younkin Success Center at http://younkinsuccess.osu.edu/academic-

services/. The College of Arts and Sciences has its own comprehensive page of student resources at https://artsandsciences.osu.edu/academics/current-students/resources. Some of these resources are limited to the OSU main campus; ask if you need help with resources elsewhere. Everyone wants to see you succeed.

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 OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential.

Other course policies

Academic integrity

Policies for this online course

- **Quizzes**. Weekly quizzes are included as self-checks under the honor system. You are expected to take the quizzes by yourself. You may take each quiz three times, except for the writing quizzes, which may be taken as many times as necessary for you to reach a score of 80% correct.

- **Written assignments**: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow the *Chicago Manual of Style* notes/bibliography style to cite the ideas and words of any sources you consult. You may ask a trusted person outside of the class to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

- **Reusing past work**: In general, 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 it with me.

- **Falsifying research or results**: All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to 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 group discussion and peer-review of major written projects is required, remember copying answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

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.

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.

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

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. 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.

Requesting accommodations

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

In addition to contacting the instructor, please contact the Student Life Disability Services at 614-292-3307 ; ods@osu.edu or 098 Baker Hall, 113 W. 12th Avenue to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

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

Accessibility of course technology

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

- Carmen (Canvas) accessibility
- Streaming video: YouTube accessibility

Course schedule

Course schedule with assignments - at a glance

Week	Assignments at a glance	Check off Thursday upload (1%)	Final version (5%)	Quizzes (2%)
1	Introductions			
2	*Style* (Lessons 1-4, Appendices 1, 2)			Y
3	Source analysis and narrative construction	Y	Y	
4	Primary source analysis	Y	Y	
	How to format footnotes/endnotes			Y
5	Towards a research question: three ideas	Y		
	Finding secondary sources			Y
6	*Style* (Lessons 1-9, 12)			Y
	Academic article and book references	Y		
7	Navigating and interpreting the internet			Y
8	Academic article video	Y	Y	
9	How to read a book			
	How to format bibliographic entries			Y
10	SPRING BREAK			
11	Academic book analysis	Y	Y	
12	Libraries, special collections and archives			Y
12	Preliminary bibliography	Y		
	Thesis statement	Y		
13	Preliminary research video proposal	Y	Y	
14	Final research proposal draft	Y		
		10%	25%	14%
15	Final research proposal (15%)			
ALL	Discussion participation and peer reviews (36%)			

Weekly course schedule

The course is organized around a weekly pattern of assignments. Both the full class and small group discussion contributions are crucial to making this class a successful learning experience for you. After our introductory week, the usual weekly pattern is:

Sunday   Start reading assignment for the week

VARIES	Complete quiz
Wednesday	Discussion posts; upload item hand-in and/or draft of writing assignment for small group peer review by 8 a.m.
Friday	Discussion responses; peer review due no later than noon.
Saturday	Final version of the writing assignment due

Some discussions are for the entire class, others just for small groups. These distinctions will be clear in the weekly discussion guides.

WEEK 1:   INTRODUCTION   MONDAY TO FRIDAY (1/8-1/12)
- Introductions
    - Watch SCL introductory welcome video
    - Put a picture of yourself onto your account page so that it shows up in discussion posts
    - Introduce yourself in a video to the class using the prompt sheet provided in the module.
    - Say hi to the members of your small group and learn who they are in a brief Carmen conference (BigBlueButton). You will need to find a time for this virtual meeting, so someone take the lead!
- Discussions
    - Entire class discussion: add your introductory video
    - Group organization: Finding a meeting time
    - Week 1 History: what interests you most about studying history?
    - Week 1 Learning:
        - What makes an effective discussion question? a discussion response? How should discussions be graded? What do you think of Prof. Lawrence's rubric? How could it be improved?

WEEK 2:   HISTORY IS WRITING   SUNDAY TO SATURDAY (1/14-1/20)
- Assignments
    - Video: SCL on why writing is so important
    - Reading: *Style,* 2-63, 193-212, 213-226
    - Complete quizzes on *Style* chapters and on plagiarism <u>by Friday at noon</u>; YOU WILL NOT BE ABLE TO PROCEED TO WEEK 3 UNTIL YOU PASS THESE QUIZZES.
- Discussions
    - Week 2 History: It is a cliché that those who do not study history are doomed to repeat it. But what does this really *mean*? Can humans (collectively -- at the level of city states, kingdoms or nations -- not as individuals) really repeat the exact same mistakes? If you think so, give a concrete example. If you don't, explain.
    - Week 2 Learning:
        - Why is writing so hard? What do *you* need to do to learn to write more effectively?

WEEK 3:   SOURCES AND NARRATIVES   SUNDAY TO SATURDAY (1/21-1/27)

- Assignments
    - o Video: SCL explaining the assignment
    - o Reading: primary sources
    - o Draft of "What happened in Lexington on April of 1775?" due Wednesday at 8:00 am for peer review in small groups.
    - o Peer review due by time agreed upon by small group.
- Discussions
    - o Week 3 Small group organization: Come to an agreement on the policies for your small group work, especially for peer reviews. Decide when to have your peer reviews due to each other – this must be no later than Fridays at noon, however!) Guidelines are in the discussion instructions. **This discussion must be finished by Wednesday at 5 p.m.**
    - o Week 3 History: Which sources are the most trustworthy? Why? Which are the least? Why?
    - o Week 3 Learning: When should we have our peer reviews due to each other? What are the pros and cons of peer review? What do you want from other readers?
- Final version of "What happened in Lexington on April 19, 1775?" due by 11:00 p.m. on Saturday

WEEK 4:   ANALYZING PRIMARY SOURCES   SUNDAY TO SATURDAY (1/28-2/3)
             & HOW TO FORMAT FOOTNOTES

- Assignments
    - o Media:
        - ▪ Video: SCL recap of Week 3, goals of Week 4
        - ▪ "Understanding Primary Source Documents with Jamie Lathan" on YouTube at https://www.youtube.com/watch?v=f-daNHAbFS4
        - ▪ Resources on how to create and format footnotes/endnotes (using MS Word – your software may have a different way to set up references)
    - o Reading: the primary source
    - o Draft of the primary source analysis due Wednesday at 8:00 am for peer review in small groups.
    - o Peer review due by time agreed upon by small group.
    - o Complete the quiz on creating and formatting footnotes/endnotes by 11:00 p.m. on Saturday
- Discussions:
    - o Week 4 History: Apply Jamie Lathan's SOAPSS to the assigned primary source. It is a complex one, so be as precise as you can be in your posts and comments. What is easiest to figure out? What is hardest? What does it mean if you don't agree about ideas in the six categories?
    - o Week 4 Learning: Are you having trouble creating footnotes/endnotes? What is confusing? Share tips and ideas.

- Final version of the primary source analysis due by 11:00 p.m. on Saturday

WEEK 5:   TOWARDS A RESEARCH QUESTION   SUNDAY TO SATURDAY (2/4-2/10)
               & FINDING SECONDARY SOURCES

- Assignments
  - Video: SCL recap of Week 4, goals of Week 5
  - OSU Libraries' *Choosing & Using Sources: A Guide to Academic Research* has some great sections to help you develop a research question and to find sources. Find these at https://osu.pb.unizin.org/choosingsources/ (or, on the main page of OSU Libraries, go to Help in the top menu bar, choose Tutorials, and then choose the guide). Click on "Read." On the upper right side, expand the table of contents. Read/do the following:
    - Tutorial 1: Research questions.
    - Tutorial 2: Types of Sources.
    - Tutorial 5: Search Tools – sections on the Library Catalog and Specialized Databases
  - OSU Libraries' Subject Guides. On the main library page, look at the Links menu on the right. Choose Subject Guides. Scroll down to History. Choose History Resources (the most general category). Explore this area thoroughly, especially the section called "Articles, Books, Reviews." You need to become very familiar with the items here.
  - Spend serious time deciding on three ideas for research questions. Look for articles and books on your ideas as part of this process using the resources described in the History Subject Guide.
  - Complete the quiz on using reference databases to find academic articles and books by Wednesday at 8 a.m. You need to do this before contributing to the Learning discussion.
- Discussion
  - Week 4 History: What works as doable ideas for a research project *for you*? Share at least one idea; provide suggestions to others on how to focus it into a good question.
  - Week 4 Learning: Using reference data bases and the library catalog. Are you having problems finding an article and/or a book? What's up? Any advice for each other?
- Towards a research question: three ideas due by 11:00 p.m. on Saturday

WEEK 6:   WRITING IS THINKING   SUNDAY TO SATURDAY (2/11-2/17)
- Assignments:
  - Video: SCL recap of Week 5, goals of Weeks 6-9
  - Reading: *Style,* 64-136, 176-192.
  - Complete quizzes on *Style* by Friday at noon; YOU WILL NOT BE ABLE TO PROCEED TO WEEK 7 UNTIL YOU HAVE PASSED THE QUIZZES.
- Discussion:

- History/Learning: How is the class going? What suggestions do you have for improvements? Use the discussion board for comments you are willing to share openly. Use the Check in quiz (anonymous, no credit) for feedback that you want to remain anonymous.
- Check in quiz (optional) due by 11:00 p.m. on Saturday
- Academic article and book references due for approval due by 11:00 p.m. on Saturday

WEEK 7: SOURCES: THE INTERNET   SUNDAY TO SATURDAY (2/18-2/24)
- Assignments
    - Return to *Choosing & Using Sources: A Guide to Academic Research.*
        - Tutorial 4: Precision Searching
        - Tutorial 5: Search Tools – sections on Web Search Engines, Tips for Common Search Tools, A Source's Neighborhood
        - Tutorial 6: Evaluating Sources
    - Reading: read your academic article in preparation for your video essay next week.
- Discussion
    - History: How do we properly identify history sources posted on the web: archival, published primary sources, secondary sources? How do we establish their credibility as sources? As a basis for this discussion find and share the link to a website that you could use for your project and the grades you gave using the tools in Tutorial 6 Evaluating Sources (also see Final Inference). Comment on at least one other student's website and evaluation.
    - Learning: Why is the internet such a great resource and such a great distraction? How do you defend your time from the temptations of web browsing, social media, texting?
- Complete quiz on using the internet for historical research by 11:00 p.m. on Saturday.

WEEK 8: SOURCES: ACADEMIC ARTICLE ANALYSIS   SUNDAY TO SATURDAY (2/25-3/3)
- Assignments:
    - Spend time learning how to use one of the presentation software options, including the use of a video recording studio in one of the digital unions, if possible.
    - A draft of your plan for your video (pictures, basic text) is due by Wednesday at 8 a.m. for peer review.
- Peer review due by time agreed upon by small group.
- Discussion
    - History: Briefly explain to each other what your article is about. Then explain what the main arguments are. What's the difference? Help each other out here!
    - Learning: Help each other out on how to produce an effective video presentation. What makes a good presentation? What makes a really good presentation? Prof. Lawrence has drafted a rubric for assessment. What do you think of it? What should change?
- Academic article video essay due by 11:00 p.m. on Saturday

WEEK 9:   SOURCES: HOW TO READ A BOOK   SUNDAY TO SATURDAY (3/4-3/10)
- Assignments:
  - Study online resources about how to format bibliographic entries using the Chicago Style.
  - Reading: How to read a book – tips and ideas. Also – read the book you have chosen for your book analysis!
- Discussion
  - History: No matter how far you have gotten into your academic book, explain to your group what it is about and why it interests you. Have you found the author's main arguments? Briefly explain what they are.
  - Learning: How often do you read complete history books? What accounts for your patterns? What tips do you have for others about how to read for the "big picture" and not for all of the details? What's the best way to take notes?
- Quiz on formatting bibliographic entries due by 11:00 p.m. on Friday.

WEEK 10:   SPRING BREAK   SUNDAY TO SATURDAY (3/11-3/17)

WEEK 11:   SOURCES: BOOK ANALYSIS   SUNDAY TO SATURDAY (3/18-3/24)
- Assignments:
  - Video: SCL recap of Weeks 7-9, goals for week 11
  - Return to *Choosing & Using Sources: A Guide to Academic Research.* Do Tutorial 8: Making an Argument.
  - Draft of book analysis due for peer review by Wednesday at 8 a.m.
  - Peer review due by time agreed upon by small group.
- Discussion:
  - History: Now that you have read the discussion about academic arguments in Tutorial 9 and the complete text of the book you chose, has your identification of the author's main arguments changed? Why or why not? Where do the arguments appear in the book?
  - Learning: What was the hardest part of this assignment? What sources did the author use that you could use for your project? Give examples of a primary and secondary source that might be relevant.
- Final version of the book analysis due by 11:00 p.m. on Saturday

WEEK 12:   SOURCES: LIBRARIES, SPECIAL COLLECTIONS   SUNDAY TO SATURDAY (3/25-3/31)
              & ARCHIVES
- Assignments
  - Online activities (videos, websites) about archives and special collections **OR** visit a special collection or archives at OSU after reading selected resources **OR** visit the Ohio History Connection after reading selected resources **OR** visit another collection pre-approved by SCL after reading selected resources.

- o Use ArchiveGrid for a US topic (History Subject Guide → Primary Sources (United States) → Finding Archival Collections) or follow the advice about searching for archives with non-US holdings for a non-US topic (History Subject Guide → Primary Sources (International) → Finding Archival Collections) to find at least two archival collections that look useful for your project. You need these for your preliminary bibliography.
        - o Quiz on special collections and archives due by Wednesday at 8 a.m.
    - Discussions
        - o History:
            - ▪ Why are archival collections so crucial for historical research? Why for your project in particular? (If archival collections aren't useful for your project, explain why)
            - ▪ What collection did you visit? What was one of the highlights of an item on display (if there were displays)? Can you imagine doing archival/ special collections research there?
        - o Learning: If an archival collection is photographed and the images are put on a website, does the archival material become "published?" Why or why not?
    - Preliminary bibliography due by 11:00 p.m. on Saturday
    - Thesis statement (review the tutorials about research questions and making an argument if you need to) due by 11:00 p.m. on Saturday

WEEK 13:   MAKING YOUR HISTORICAL ARGUMENTS   SUNDAY TO SATURDAY (4/1-4/7)

- Assignments:
    - o Video: SCL recap of Weeks 11 and 12, goals for Weeks 13-15
    - o A draft of your plan for your video essay (pictures, basic text) of your preliminary research proposal is due by Wednesday at 8 a.m. for peer review.
    - o Peer review due by time agreed upon by small group.
- Discussion:
    - o Learning history: After working on the draft of a preliminary research proposal, discuss what you still have to accomplish in order to write a final version. How much more research do you have to do? How much more thinking/writing? Are your ideas for a historical argument logical, sound and well developed? Will you have enough sources to carry out your project (if you were going to do that)?
    - o Learning: How does doing a video essay compare with doing a written one? How are the skill sets for doing them similar? How do they differ?
- Final version of the preliminary research proposal video essay due by 11:00 p.m. on Saturday

WEEK 14:   FINAL RESEARCH PROPOSAL DRAFT   SUNDAY TO SATURDAY (4/8-4/14)

- Assignments
    - o Work on your final research proposal. This is when it really gets intense.
    - o Final research proposal draft due on Wednesday by 8:00 am for peer review and Prof. Lawrence's feedback.

- o Peer review due by time agreed upon by small group.
- Discussion:
  - o History/learning: Talk through the problems you are having with the draft of the final research proposal with your small group peers.

WEEK 15:   FINAL RESEARCH PROPOSAL COMPLETED   SUNDAY TO MONDAY (4/15-4/23)
- Using both your peer review and Prof. Lawrence's comments, seriously revise your final research proposal. Use all of the skills you working on when studying *Style*. Exchanging papers for a final proofreading is strongly encouraged.
- Final research proposal due by 4/23 at 11:00 p.m.

PLEASE COMPETE THE COURSE SEIS BEFORE THE WINDOW FOR THEM CLOSES. FEEDBACK IS MUCH APPRECIATED!

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: History 2800 Introduction to the Discipline of History
Instructor: Susan Lawrence
Summary: Online Course Offering

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	✓			The tools used in this course support the learning objectives and competencies in the following ways. • Weekly readings • Weekly peer review writing assignments • Video presentations • Discussion board posts and peer response posts • Content comprehension quizzes • Quick self-check quizzes • Research paper • Online office hours
6.2 Course tools promote learner engagement and active learning.	✓			Students will engage with the course materials and instructor on a weekly basis in the following ways to promote active learning. • Carmen LMS • YouTube
6.3 Technologies required in the course are readily obtainable.	✓			All technologies being used for this course are readily obtainable through the Carmen LMS and/or a web browser. A link to YouTube has been included in the "Course Technology" section of the syllabus. This provides the students the needed information to obtain all technologies required for this course.
6.4 The course technologies are current.	✓			All technologies being used for this course are current and accessible through the Carmen LMS and/or a web browser.
6.5 Links are provided to privacy policies for all external tools required in the course.	✓			YouTube is the only external tool being used in this course. A link to the privacy policy for YouTube has been included in the "Course technology" section of the syllabus.
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.	✓			A Link has been provided in the "Course technology section" of the syllabus for the technical support available for the Carmen LMS. A link has been included for the technical support offered for YouTube.
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 "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	✓			A link has been provided for the accessibility information for the Carmen LMS and YouTube.
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.
8.4 The course design facilitates readability	✓			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course 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: 7/19/2107
- Reviewed by: Mike Kaylor

Notes:

[a]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. 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.**

[b]Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
http://advising.osu.edu/welcome.shtml

[c]Add 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.