

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?)

We propose to add an online version of English 2277 to our listings in addition to the in-person version we already offer. We will retain the in-person offering.

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

The Department of English is responding to a request from Arts and Sciences to create online General Education courses. In recent years, the Ohio State English department has expanded its online course options, offering sections of 1110, 2367, 2261, 3372, and 3271. These classes provide access to students who might not otherwise be able to attend on-campus classes due to circumstances such as job obligation, childcare, and disability. An online option to English 2277, Introduction to Disability Studies, will give a larger number of students the opportunity to engage with material that addresses the social construction of disability, interdependency, universal design, and other concepts imperative to many of their fields of study.

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)?

None

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

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area English
Fiscal Unit/Academic Org English - D0537
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2277
Course Title Introduction to Disability Studies
Transcript Abbreviation Intro Disabil Stds
Course Description Foundational concepts and issues in disability studies; introduction to the sociopolitical models of disability.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Previous Value No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture

Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 1110.01 or equiv.
Previous Value	Prereq: 1110.01 (110.01) or equiv.
Exclusions	
Previous Value	Not open to students with credit for 277.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	23.9999
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior

Requirement/Elective Designation

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

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Our broad goal is to develop an understanding of disability as a complex and crucial part of the world's cultures and of human experience.
Previous Value	
Content Topic List	<ul style="list-style-type: none">• Defining and theorizing disability• Stigma and/as disability• Core disability studies concepts• Disability and/in history• The global/national/local politics of disability• Disability, culture, media• Disability and/as identity• Disability poetry• Memoir and personal experience
Sought Concurrence	No

COURSE CHANGE REQUEST
2277 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/11/2017

Attachments

- English 2277 Online Syllabus Proposal.docx: Online Syllabus
(Syllabus. Owner: Lowry, Debra Susan)
- English 2277 online rationale and GE assessment plan.docx: Rationale and Assessment Plan
(GEC Course Assessment Plan. Owner: Lowry, Debra Susan)
- ASC Tech Review (Updated)- English 2277 Male.pdf: ASC Tech Review
(Other Supporting Documentation. Owner: Lowry, Debra Susan)
- English 2277 in person syllabus.docx: In-Person Syllabus
(Syllabus. Owner: Lowry, Debra Susan)
- Bernadette Vankeerbergen.2277.docx: Cover Letter
(Cover Letter. Owner: Lowry, Debra Susan)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry, Debra Susan	10/05/2017 02:43 PM	Submitted for Approval
Approved	Lowry, Debra Susan	10/05/2017 02:44 PM	Unit Approval
Approved	Heyssel, Garrett Robert	10/09/2017 06:54 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	10/09/2017 06:54 PM	ASCCAO Approval



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October 5, 2017

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

Course Delivery Change request: English 2277 online

Dear Bernadette:

Attached is a request for a course change to offer an online version of English 2277, Introduction to Disability Studies, in addition to our regularly taught sections of the course. This proposal was approved both by the English Department's Undergraduate Studies Committee and the English Department Council, who agree that this course option will help meet many students' needs. We are forwarding:

- (1) A syllabus for the online version
- (2) A syllabus for 2277 as taught as an in-person section
- (3) A brief rationale explaining the course's role in our curriculum, with GE assessment plan
- (4) A technical report from Mike Kaylor of ASC.

If you require further information, please let me know.

Sincerely yours,

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

ENGLISH 2277 (ONLINE)

COURSE RATIONALE

In recent years, the Ohio State English department has expanded its online course options, offering sections of 1110 and 2367, and now 2261 and 3372. These classes provide access to students who might not otherwise be able to attend on-campus classes due to circumstances such as job obligation, childcare, and disability. An online option to English 2277, Introduction to Disability Studies, will give a larger number of students the opportunity to engage with material that addresses the social construction of disability, interdependency, universal design, and other concepts imperative to many of their fields of study. For some students, the alternative platform is even more conducive to their individual learning styles. The Disability Studies minor is one of the highest enrolling minors at the University, and 2277 is a required course. The online offering expands the opportunities for enrollment, especially as many students are juggling internships and practicums in related fields.

The asynchronous online course is comparable to the face-to-face option in regards to expectations; differences include modes of exchange and disseminating information. Pre-recorded lectures utilizing visuals and text will reinforce the goal of universal design through multiple means of engagement. The instructor will be available for computer-facilitated meetings with students (via Skype, chat function, etc.). Assignments include weekly discussion posts, an accessibility audit of a digital or physical space, and a multimodal final project. Students conduct peer reviews and respond to each other's discussion posts, thus bolstering a sense of community.

SYLLABUS: ENGLISH 2277 INTRODUCTION TO DISABILITY STUDIES SPRING 2018

Instructor: Jessie Male

Email address: male.23@osu.edu

Phone number: N/A

Office hours: I will be available for one-on-one meetings on Wednesdays from 12-3; other computer-facilitated meetings are available upon request. These meetings can occur "face to face" or using the typed chat function. I will not be able to meet on campus.

Course description

This course investigates the ways that disability is composed in contemporary life. By "composed," I mean constructed through language and image, through memoirs and films, used as a metaphor, any and all the communicative practices used to make meaning. We'll think about disabled people in terms of identity and culture, but we'll also think about the way *disability* itself functions to shape our ideas about ourselves, and others. What does it mean when you taste food and say, "That's crazy good"? What does it mean when you break your ankle and spend a few months using crutches? What does it mean when you

see a one-armed kid pitch a no-hitter in Little League? What does it mean if you're reading this syllabus using voice-recognition software—or on paper—or on a screen?

Our purpose is not to say, "This way of speaking or behaving is good, and that other way of speaking or behaving is bad." Rather, our purpose is to ask, over and over again: How does disability make meaning in contemporary life?

We will explore various models of disability, paying attention to the ways that each model intersects with race, gender, class, and sexuality. We'll theorize concepts such as *normal*, *passing*, *inspiration*, and *access*, and consider how these concepts both emerge and are contested through individual authors' and artists' composing practices.

English 2277 fulfills the Arts and Humanities GE requirement for culture and ideas, and is a required core course for the interdisciplinary minor in Disability Studies.

GE information — Cultures and Ideas

Goals

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

Expected Learning Outcomes

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

Course learning outcomes

Our broad goal is to develop an understanding of disability as a complex and crucial part of the world's cultures and of human experience. More specifically, at the end of the course you should be able to do the following:

- Demonstrate understanding of the core concepts of disability studies and its emergence as a field of study;
- Identify key definitions, critiques, and controversies that compose current research and scholarship in disability studies;
- Compose critical questions, and engage in discussions, that demonstrate your own ability to join in the key conversations of disability studies;
- Explain the significance of disability as an identity and culture, rather than a "problem" or defect;

- Demonstrate understanding of the ways disability intersects with sex, gender, sexuality, race, class, religion and citizenship;
- Analyze disability representation in multiple forms of creative media;
- Differentiate between models of disability in a complex and historically-cognizant fashion;
- Consider possibilities for your own engagement in disability-related fields.

Accommodations, Disabilities, and Academic Support

The Office of Student Life Disability Services (SLDS) provides services to any student who feels they may need an accommodation based on the impact of a disability. Disabled students that have been certified by SLDS will be appropriately accommodated and should inform the instructor as soon as possible of their needs. For students who are in/near Columbus, SLDS is located at 098 Baker Hall, 113 W. 12th Avenue. Additional contact information: slds@osu.edu; 614-292-3307; slds.osu.edu.

I assume that all of us learn in different ways, and that the organization of any course will accommodate each student differently. For example, you may prefer to process information by discussion board, or you might prefer to articulate ideas via email or one-on-one meeting. Please talk to me (via e-mail, chat or video call) as soon as you can about your individual learning needs and how this course can best accommodate them.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools that will support streaming capabilities. If you need additional services to use these technologies, please request accommodations through me and/or through SLDS.

Links to further accessibility information:

- [Carmen \(Canvas\) accessibility](#)
- [Kanopy accessibility](#)

Course materials

Readings will be made available via Carmen. Most films will be available via Kanopy (a free service available through Ohio State) however you may be asked to watch a film that requires a small rental fee through Amazon, YouTube, or Netflix.

- [Kanopy privacy policy](#)

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.

Course technology

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

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

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- WordPress Account (this will be necessary to participate in the Accessibility Audit)

Necessary equipment

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

Recommended equipment

- Webcam: built-in or external webcam, fully installed
- 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>.

Grading and faculty response

All formal assignments should follow **MLA 8th edition** style to cite the ideas and words of your research sources. An excellent resource is the [Purdue OWL](#) webpage, which has the most up to date information about MLA citations.

Each week you are expected to:

- a. Watch lessons posted on Carmen.
- b. Complete all assigned readings for the week.
- c. Log in **AT LEAST** once a week (you will most likely log in multiple times a week).

Short Assignments **14/100 points**

Further details available on our Carmen page and via online lecture.

1. Introduction (4)
2. Captioning Exercise (10)

Discussion Posts **16/100 points**

Each week, there will be a discussion via Carmen about the readings. You are required to contribute to (at least) **eight** conversations, either by initiating or by responding to a classmate. I will often provide a prompt to jump start conversation. Each discussion post will be a minimum of 250 words. As an alternative, you can post a video response. All videos must be captioned. We will be discussing captioning during week four of the course, so if you post video during weeks 1-3 you should already be familiar with captioning tools (i.e.—not relying on automatic captions).

Each post is worth 2 points. Discussion posts should be posted by **Friday** of that week, and preferably earlier. Responses should be posted by **Sunday** of that week.

Accessibility Audit **20/100 points**

You will conduct an accessibility audit of a digital or physical space. You will submit a 750+ word post on your findings on our shared WordPress space. You will also be required to respond to (at least) two of your classmates' posts.

Artifact presentation: 10/100 points

Once during the semester, you will share an object, text, or story related to disability that sparks your interest. For example, it could be an advertisement, a newspaper headline or article, a pair of “left-handed” scissors, a toy, or an account of a moment (for example, witnessing someone rushing to open a door for a person in a wheelchair). You might also choose an artifact that connects to your field of study, or your own experience with disability. You will provide the artifact, the context of the artifact, and your personal response to it, engaging with some of the concepts brought up in class. In addition, you will pose one or more questions for your classmates.

You will share your artifact via our Carmen discussion board. You can share your artifact using video, but all materials must be captioned accurately.

Final Project Proposal 10/100 points

You will submit a one-page single spaced proposal outlining the objectives of your final project, and the primary and secondary sources you will utilize to meet your goals.

Final Project 30/100 points

For your final project you will be asked to identify and analyze the representation of one or more of the concepts we have discussed in class. Your project will be multimodal (engaging with two or more means of communication) and can be presented visually, textually, or orally, pending approval through your project proposal.

At the end of the semester, the total number of points you’ve earned will become a letter grade, according to the following scale:

A..... 93-100	C+77-79
A- ... 90-92	C.....73-76
B+ .. 87-89	C-70-72
B..... 83-86	D+67-69
B- ... 80-82	D60-66

All graded assignments must be completed in order to receive credit for this course. The maximum number of points you can earn is 100. There will be rubrics provided for all assignments with the exception of the discussion board posts.

Academic integrity policy

Policies for this online course

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **MLA** style to cite the ideas and words of your research sources.

- **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 this with me before beginning your project.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal and informal collaboration with your classmates. Study groups and peer-review of major written projects is encouraged. If you choose to do a formal group project (as some may choose for the final) then your proposal should include an outline of specific roles and responsibilities.

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)

Schedule

Week 1

Topics covered:

Syllabus and Introduction to Disability Studies

Reading due:

Margaret Price, "Models and Definitions of Disability"

Alison Kafer, "Political Relational Model of Disability"

Christopher Bell, "Introducing White Disability Studies"

Tom Shakespeare, excerpts from *Disability Rights and Wrongs*

Writing due:

Orienting to Disability Studies, a self-introduction

250-word discussion post, either initiating discussion or responding to a classmate.

Week 2

Topics covered:

Language and Labels

Reading due:

Nancy Mairs, "On Being a Cripple"

Simi Linton, "Reassigning Meaning"

Emily Ladau, "First Person Language Doesn't Always Put the Person First"

Katie Nelson, "People First Language"

Lydia Brown, "The Significance of Semantics"

Writing due:

250-word discussion post, either initiating discussion or responding to a classmate

Week 3

Topics covered:

The Politics of Staring and Acts of Disclosure

Reading due:

Rosemarie Garland-Thompson, "Staring: How We Look"

Eli Clare, "Gawking, Gaping, Staring"

Ellen Samuels, "My Body, My Closet: Invisible Disability and the Politics of Coming Out"

Video due:

Stella Young, "I Am Not Your Inspiration"

Writing due: 250-word discussion post, either initiating discussion or responding to a classmate.

Week 4

Topics covered:

Accessibility & Universal Design and Introduction to Accessibility Audit

Reading due:

Chad Iwertz and Ruth Osario, "Composing Captions"

Center for Universal Design, "Seven Principles of Universal Design"

Universal Design from "DO-IT" Website

Aimi Hamraie, "Designing Collective Access"

Introduction to the Accessibility Audit

Writing due:

1. Write a 250-word post, either initiating discussion or responding to a classmate.
2. Complete captioning exercise and submit process post.

Additional notes:

If you have any questions about the accessibility audit, post them on the discussion board.

Week 5

Topics covered:

History, Activism and Legislation

Reading due:

Paul Longmore, "The Disability Rights Movement: Activism in the 1970s and Beyond."

Ari Ne'eman, "The Future (and the Past) of Autism Advocacy, Or Why the ASA's Magazine, The Advocate, Wouldn't Publish This Piece"

Corbett O'Toole, "The Sexist Inheritance of the Disability Rights Movement"

Mia Mingus, "Changing the Framework: Disability Justice."

Video due:

Longmore Institute, "No Movement is Perfect"

Writing due:

Write a 250-word post, either initiating discussion or responding to a classmate.

Week 6

Topics covered:

Mental Health

Reading due:

Bradley Lewis, "A Mad Fight: Psychiatry and Disability Activism"

Margaret Price, "The Language of Mental Disability"

Tracy Clayton, "When Taking Anxiety Medication is a Revolutionary Act."

Writing due:

Write a 250-word post, either initiating discussion or responding to a classmate.

Week 7

Topics covered:

Sexuality

Reading due:

Riva Leher, "Golem Girl Gets Lucky"

Tom Shakespeare, "The Sexual Politics of Disabled Masculinity"

Videos due:

Murderball

Best and Most Beautiful Things

Writing due:

Write a 250-word post, either initiating discussion or responding to a classmate.

Week 8

Topics covered:

Sexual and Reproductive Health, Access, and Agency

Reading due:

Pamela Block, "Sexuality, Fertility, and Danger: Twentieth-Century Images of Women with Cognitive Disabilities"

Emi Koyama, "IntersexCritiques: Notes on Intersex, Disability, and Biomedical Ethics" (zine).

Nancy Gibbs, "Pillow Angel Ethics"

Writing due:

1. Write a 250-word post, either initiating discussion or responding to a classmate.
2. Audit Assignment due by **Wednesday** and responses to your classmates' posts should be posted by **Friday**.

Week 9

Topics covered:

d/Deaf Culture and Community and Introduction to Final Project

Reading due:

Brenda J. Brueggemann, "Between"

Kristen Harmon, "Deaf Matters: Compulsory Hearing and Ability Trouble"

Video due:

DeafJam

Sample final projects

Writing due:

Write a 250-word post, either initiating discussion or responding to a classmate.

Additional notes:

If you have any questions about the final project, post them on the discussion board.

Week 10

SPRING BREAK

Week 11

Topics covered:

Transhumanism and Cyborg Theory

Reading due:

Jillian Weise, "Going Cyborg"

Moss E. Norman and Fiona Moola, "Bladerunner or Boundary Runner?"

Video due:

Fixed

Writing due:

1. Write a 250-word post, either initiating discussion or responding to a classmate.
2. Project Proposal due by **Tuesday**.

Week 11

Topics covered:

Popular Culture

Reading due:

Rosemarie Garland-Thomson, "Seeing the Disabled: Visual Rhetorics of Disability in Popular Culture"

Katie Ellis, "This Isn't Something I Could Fake"
Stephen Shinn, "Disability is Not Just a Metaphor"

Video due:

Pilot episode of *Speechless*

Writing due:

Write a 250-word post, either initiating discussion or responding to a classmate.

Week 12

Topics covered:

Film

Reading due:

David Mitchell and Sharon Snyder, "An Anatomy of Disability in Film"
Colin Barnes, "Disabling Imagery and the Media"

Video due:

Code of the Freaks (clip)

Film of Your Choice (from provided list)

Writing due:

Write a 250-word post about representation of disability in your film of choice (required posting for all students)

Week 13

Topics covered:

Life Writing

Reading due:

G.Thomas Couser, "Rhetoric and Self Representation in Disability Memoir"
"Lucy Grealy, "Mirrors"
Ann Patchett "The Face of Pain"
Suellen Grealy, "Hijacked by Grief"

Writing due:

1. Write a 250-word post, either initiating discussion or responding to a classmate.
2. First Draft of Final Project due to your peer review partners by **Wednesday**. Responses due back by **Friday**.

Week 14

Topics covered:

The Contemporary Novel

Reading due:

First half of *Good Kings Bad Kings*

Writing due:

Write a 250-word post, either initiating discussion or responding to a classmate.

Additional notes: If you read past the first half of the novel, please do not post spoilers on the discussion board.

Week 15

Topics covered:

The Contemporary Novel and *Final Thoughts*

Reading due:

Second half of *Good Kings Bad Kings*

Writing due:

Write a 250-word post, either initiating discussion or responding to a classmate.

Week 16

Writing due:

1. Final Projects DUE
2. By finals week, please post a 250-word post reflecting on the course as a whole (required for all students).

ENGLISH 2277
Introduction to Disability Studies
Spring 2017
Jessie Male

Email: male.23@osu.edu
Classroom/time: Bolz Hall 314; T/Th 12:45-2:05 pm
Office location: Denney 461
Office hours: Th 2:15-5:15 and by appointment

Accommodations, Disabilities, and Academic Support

The Office of Student Life Disability Services (SLDS) provides services to any student who feels they may need an accommodation based on the impact of a disability. Disabled students that have been certified by SLDS will be appropriately accommodated and should inform the instructor as soon as possible of their needs. SLDS is located in 150 Pomerene Hall, 1760 Neil Ave. Phone (614) 292-3307, VRS (614) 429-1334. Email slds@osu.edu. <http://slds.osu.edu>

I assume that all of us learn in different ways, and that the organization of any course will accommodate each student differently. For example, you may prefer to process information by speaking and listening, or you might prefer to articulate ideas via email or discussion board. Please talk to me as soon as you can about your individual learning needs and how this course can best accommodate them.

Course Description

This course investigates the ways that disability is composed in contemporary life. By “composed,” I mean constructed through language and image, through memoirs and films, used as a metaphor (for example, in the statement “That’s a lame idea”)—any and all the communicative practices used to make meaning. We’ll think about disabled people in terms of identity and culture, but we’ll also think about the way *disability* itself functions to shape our ideas about ourselves, and others. What does it mean when you taste food and say “That’s crazy good”? What does it mean when you break your ankle and spend a

few months using crutches? What does it mean when you see a one-armed kid pitch a no-hitter in Little League? What does it mean if you're reading this syllabus using voice-recognition software—or on paper—or on a screen?

Our purpose is not to say “This way of speaking or behaving is good, and that other way of speaking or behaving is bad.” Rather, our purpose is to ask, over and over again: How does disability make meaning in contemporary life?

We will explore various models of disability, paying attention to the ways that each model intersects with race, gender, class, and sexuality. We'll theorize concepts such as *normal*, *passing*, *inspiration*, and *access*, and consider how these concepts both emerge and are contested through individual authors' and artists' composing practices.

English 2277 fulfills the Arts and Humanities GEC requirement for culture and ideas, and is a required core course for the interdisciplinary minor in Disability Studies.

Course Objectives

Our broad goal is to develop an understanding of disability as a complex and crucial part of the world's cultures and of human experience. More specifically, at the end of the course you should be able to do the following:

- Demonstrate understanding of the core concepts of disability studies and its emergence as a field of study;
- Identify key definitions, critiques, and controversies that compose current research and scholarship in disability studies;
- Compose critical questions, and engage in discussions, that demonstrate your own ability to join in the key conversations of disability studies;
- Explain the significance of disability as an identity and culture, rather than a “problem” or defect;
- Demonstrate understanding of the ways disability intersects with sex, gender, sexuality, race, class, religion and citizenship;
- Analyze disability representation in multiple forms of creative media
- Differentiate between models of disability in a complex and historically-cognizant fashion;
- Consider possibilities for your own engagement in disability-related fields.

Course Materials

Readings will be made available via Canvas. You may bring readings to class in either print or digital form, but you must have easy access to all readings during every class. If you are accessing readings digitally, you must have them downloaded before class begins (in case of poor Internet access).

Though all written texts will be available via Canvas, there are several required films that might involve a small rental fee through Amazon, YouTube, or Netflix. Films can always be

viewed as a group, and please let me know if there are any circumstances inhibiting the viewing process.

Assignments and Grading

Short Assignments **30/100 points**

Each of these assignments will be between 250-500 words. Further details available on our Canvas page.

1. Introduction (5)
2. Captioning Exercise (5)
3. Documentary Analysis (10)
4. Final Reflection (10)

Group Accessibility Audit **15/100 points**

In groups of five, you will conduct an accessibility audit of a digital or physical space. You should prepare a five-minute presentation describing your findings and submit a 500-750 word collaborative paper. All participants in the group will receive the same grade. Further details will be available on our Canvas site.

Collaborative notes **10/100 points**

Once during the semester, you will be assigned to take notes on that day's lecture/discussion and make your notes available to be posted for the full class. I will provide a Google doc with a sign up sheet so you can choose the day you would like to take notes.

There is no required format or length for notes. Notes should be clear, complete and easy to read. If there are any concepts you're unsure of, just mark them with question marks; part of the purpose of this exercise is to build knowledge together. • Generally, there will be two, three, or more people taking notes on the same day. • If you miss class, reading over these collaborative notes should be your first stop.

Artifact presentation: **5/100 points**

Once during the semester, you will bring in an object, text or story related to disability that sparks your interest. For example, it could be an advertisement, a newspaper headline or article, a pair of "left-handed" scissors, a toy, or an account of a moment (for example, witnessing someone rushing to open a door for a person in a wheelchair). You might also choose an artifact that connects to your field of study, or your own experience with disability.

Taking no more than 5 minutes, you'll share your artifact with the class and talk about some of the questions it raises for you (or questions that brought you to it). At the end of your presentation, you will ask the class one discussion question. • The artifact analysis will always occur at the beginning of class; you might think of it as a kind of contemplative warm-up for each day. I will provide a Google doc for you to sign up for your artifact presentation.

Final Project

25/100 points

This final project will involve peer review and multiple drafts. More information will be available on our Canvas site.

Participation

15/100 points

What makes an interdisciplinary class truly dynamic is the quality of its discussions. Though there will be some small lectures during the quarter, most classes will be discussion based, with an emphasis on dialogue and sharing of perspectives, ideas, and interpretations. It is expected that you will have read assigned texts *by the dates indicated on the syllabus*. Your grade is more than just showing up for class; you must demonstrate through writing and discussion that you are engaged with our course material. If you are not comfortable speaking in class, participation can be demonstrated through email correspondence, discussion board, office meetings, or short response papers. Please discuss with me any concerns you have about participation.

At the end of the semester, the total number of points you've earned will become a letter grade, according to the following scale:

A..... 93-100	C+77-79
A- 90-92	C.....73-76
B+ 87-89	C-70-72
B..... 83-86	D+67-69
B- 80-82	D60-66

All course requirements must be met in order to receive credit for this course. In addition, remember that overarching criteria such as attendance and punctuality will affect your final grade. The maximum number of points you can earn is 100.

Course Policies

Classroom Community. Everyone should feel welcome, respected and safe in the classroom. In this class, discussion of readings, ideas, and your writing are at the center of everything we do. We will frequently work with sensitive issues and these issues demand that we discuss and interact with respect and maturity. Hate speech will not be tolerated.

Attendance and Punctuality are important to the success of this class. You are expected to attend each class session and to be on time and stay for the duration of the session. You are allowed only **TWO** unexcused absences. Each unexcused absence beyond two will lower your final grade by 1/3 of a letter grade (i.e. a 'B' will drop to a 'B-'). If you have more than five unexcused absences, you will fail the course. Excused absences, such as those for documented illness, family tragedy, religious observance, or travel for inter-collegiate athletics, will not affect your grade; please notify the instructor and provide documentation if such events arise. You must notify the instructor immediately of any absences so that you do not get behind in the course. **Lateness** will adversely affect your grade, and any lateness of more than 15 minutes will be considered an absence. If lateness under 15 minutes becomes a pattern, it will affect your grade.

Electronic Device Policy. Computers and tablets can be used during classroom time. However, if you are using an electronic device to engage in an activity not directly related to the class, it will be considered an absence. Cell phone use is not permitted in class, unless we have had a previous discussion.

E-Mail Etiquette I am happy to read and respond to e-mails that relate to class discussion and paper assignments. However, please do not e-mail me to find out what you missed due to an absence, and do not send me portions of your papers for comments. If, while working on your papers, you have a specific question about citations, quotations, or a particular point that you're not quite clear on, I will try to respond. And if you have questions or comments that follow from class discussion, please feel free to share them with me. I will generally respond to your e-mail within a day, but I do not generally respond to e-mails on weekends. If you do e-mail me, you should consider it formal communication, as you would a letter, which means your e-mail should contain the proper form of address and standard spelling (not texting or tweeting).

Student Work must be completed and submitted on time. All assignments should be turned in at the beginning of the class period when they are due or to Canvas by the posted due date and time. 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+). The grade will not be affected when a graded assignment is late for reasons that would result in an excused absence.

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

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](#).

Class Cancellation Policy. In the unlikely event of class cancellation, I will contact you via email. I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

Departmental and University Resources

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

The **Writing Center** offers free help with writing at any stage of the writing process for any member of the university community. Appointments are available in-person at various locations on-campus, as well as online. You may schedule an in-person or online appointment by visiting <http://cstw.osu.edu/writing-center> or by calling 614-688-4291.

Emily Sferra is the **Research Tutor for the OSU Libraries**. Emily is available to provide help to first-and second-year writing students during any stage of the research process. **Beginning January 23rd, she is available for tutoring sessions at the Writing Center in Thompson Library located behind the reference desk in Thompson 120.** Research tutoring hours are Mondays 11am-1pm and 2-5pm; Tuesdays 3-6pm; Wednesdays 2-5pm; and Thursday 3-6pm. All sessions are walk-in appointments. Emily can be reached at sferra.19@osu.edu.

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

COURSE SCHEDULE

Day	Topic/Activity	Reading Due	Writing Due
WEEK 1 (Days 1-2)			
T 1/10	Introductions/ Syllabus	Watch: Stella Young, "I Am Not Your Inspiration"	
Th 1/12	What is Disability Studies? Models of Disability	Margaret Price, "Models and Definitions of Disability;" Alison Kafer, Political Relational Model of Disability	Orienting to Disability Studies, a self-introduction
WEEK 2 (Days 3-4)			
T 1/17	Language and Labels	Nancy Mairs, "On Being a Cripple" Simi Linton, "Reassigning Meaning"	
Th 1/19	Person First/Disability First	Emily Ladau, "First Person Language Doesn't Always Put the Person First" Katie Nelson, "People First Language" Lydia Brown, "The Significance of Semantics"	
WEEK 3 (Days 5-6)			
T 1/24	Staring	Rosemarie Garland-Thompson, "Staring: How We Look" Eli Clare, "Gawking, Gaping, Staring"	
Th 1/26	Disclosure	Ellen Samuels, "My Body, My Closet: Invisible Disability and the Politics of Coming Out"	

WEEK 4 (Days 7-8)			
T 1/31	Accessibility & Universal Design	Chad Iwertz and Ruth Osario, "Composing Captions" Guest: Chad Iwertz	5 Concepts Based on Samuels due 1/30 11:59 on Carmen
Th 2/2	Accessibility & Universal Design	Center for Universal Design, "Seven Principles of Universal Design" Universal Design from "DO-IT" Website	Bring computers if possible for group website activity
WEEK 5 (Days 9-10)			
T 2/7	History, Activism and Legislation	Paul Longmore, "The Disability Rights Movement: Activism in the 1970s and Beyond." David Perry, Disability Activism Google-Overview	Captioning Exercise and Process Summary Due
Th 2/9	History, Activism and Legislation	Ari Ne'eman, "The Future (and the Past) of Autism Advocacy, Or Why the ASA's Magazine, The Advocate, Wouldn't Publish This Piece" Mia Mingus, "Changing the Framework: Disability Justice."	
WEEK 6 (Days 11-12)			
T 2/14	Mental Health	Bradley Lewis, "A Mad Fight: Psychiatry and Disability Activism" Tracy Clayton, "When Taking Anxiety Medication is a Revolutionary Act."	
Th 2/16	Reproductive Justice	Marsha Saxton, "Disability Rights and Selective Abortion" Nancy Gibbs, "Pillow Angel Ethics"	

WEEK 7 (Days 13-14)			
T 2/21	Sexuality	Pamela Block, "Sexuality, Fertility, and Danger: Twentieth-Century Images of Women with Cognitive Disabilities" <i>Watch: Best and Most Beautiful Things</i>	
Th 2/23	Disability and Race	Christopher Bell, "Introducing White Disability Studies" Eric Garcia, "What it feels like to be an autistic person of color in the eyes of the police"	
WEEK 8 (Days 15-16)			
T 2/28	Audit Discussion	Audit Discussion	Audit Assignment: DUE
Th 3/2	Masculinity	Cynthia Barounis, Crippling Heterosexuality, Queering Able-Bodiedness: Murderball, Brokeback Mountain and the Contested Masculine Body" <i>Watch: Murderball</i> (note: there is a showing of the film on the 28 th at 5:30; it is also available on YouTube)	
WEEK 9 (Days 17-18)			
T 3/7	Post-humanism and the Cyborg Body	View <i>Fixed</i> Carnivale, et al "Robots, Disability and a Good Human Life" Jillian Weise, "The Dawn of a Tryborg"	

Th 3/9	Deaf Studies	Bauman and Murray, "Reframing: From Hearing Loss to Deaf Gain" Brenda J. Brueggemann, "Between"	
WEEK 10 (Days 19-20)			
T 3/14	SPRING BREAK		
Th 3/16	SPRING BREAK		
WEEK 11 (Days 21-22)			
T 3/21	Visual Culture	Rosemarie Garland-Thomson, "Seeing the Disabled: Visual Rhetorics of Disability in Popular Culture" Watch: <i>Code of the Freaks</i> (clip)	Documentary Response: DUE
Th 3/23	Film	Tobin Siebers, "Disability as Masquerade" David Mitchell and Sharon Snyder, "An Anatomy of Disability in Film"	
WEEK 12 (Days 23-24)			
T 3/28	Film	Elizabeth Stephens, "Twenty-First Century Freak Show: Recent Transformations in the Exhibition of Non-Normative Bodies" View: Mat "Seal Boy" Frasier Burlesque Performance View: <i>Freaks</i>	
Th 3/30	i-movie training	i-movie training	
WEEK 13 (Days 25-26)			
T 4/4	Life Writing	Kenny Fries "Introduction" G.Thomas Couser, "Rhetoric and Self"	

		Representation in Disability Memoir” Kassiane Sibley, “Here, Try on Some of My Shoes”	
Th 4/6	Life Writing	“Lucy Grealy, “Mirrors” Ann Patchett “The Face of Pain” Suellen Grealy, “Hijacked by Grief	
WEEK 14 (Day 27-28)			
T 4/11	Life Writing	TBD	
Th 4/13	Final Projects Work Session	Final Projects Work Session	
WEEK 15 (Days 29-30)			
T 4/18	Final Projects Peer Review		
Th 4/20	Evaluations/Final Thoughts		Reflection Assignment DUE Final Assignments DUE 4/28

Rationale for online version of English 2277, Introduction to Disability Studies.

Bulletin Description: Foundational concepts and issues in disability studies; introduction to the sociopolitical models of disability.

Prereq: 1110.01 (110.01) or equiv. Not open to students with credit for 277. GE cultures and ideas course.

Reasons for an online version of English 2277. The Department of English is responding to a request from Arts and Sciences to create online General Education courses. In recent years, the Ohio State English department has expanded its online course options, offering sections of 1110, 2367, 2261, 3372, and 3271. These classes provide access to students who might not otherwise be able to attend on-campus classes due to circumstances such as job obligation, childcare, and disability. An online option to English 2277, Introduction to Disability Studies, will give a larger number of students the opportunity to engage with material that addresses the social construction of disability, interdependency, universal design, and other concepts imperative to many of their fields of study. For some students, the alternative platform is even more conducive to their individual learning styles. The Disability Studies minor is one of the highest enrolling minors at the University, and 2277 is a required course. The online offering expands the opportunities for enrollment, especially as many students are juggling internships and practicums in related fields.

The asynchronous online course is comparable to the face-to-face option in regards to expectations; differences include modes of exchange and disseminating information. Pre-recorded lectures utilizing visuals and text will reinforce the goal of universal design through multiple means of engagement. The instructor will be available for computer-facilitated meetings with students (via Skype, chat function, etc.). Assignments include weekly discussion posts, an accessibility audit of a digital or physical space, and a multimodal final project. Students conduct peer reviews and respond to each other's discussion posts, thus bolstering a sense of community.

Methods of Delivery. The syllabus follows the ODEE template and has been reviewed and approved by Mike Kaylor of ASC Tech and Mike Bierschenk, the point-person for online course development in the Department of English. The asynchronous nature of web-based discussions should be beneficial to participation since students will have time to think carefully about their responses to difficult readings; for some discussions, anonymous responses may be possible, encouraging students to share their experiences and ideas.

Enrollment: At least for the first iterations, we plan to limit enrollment to 40 students per section. Should demand be strong, we will schedule additional 40-person sections, each taught by a different instructor who will follow the template and use the course archive but create his/her own reading selections, related lectures, and assignments.

Who can teach this course: Any of our regular instructors for 2277 (who comprise regular and associated faculty and GTAs) and who feel they have the technical expertise can volunteer to teach the course. The course is supervised by the 2277 Course Director—the current course director Margaret Price participated in the development of this this proposal—and by the Director of Undergraduate Studies.

Assessment of Online Components

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

Comparing course completion rates and grade spread with the in-person 2277s

Comparing pretest/posttest scores with those of in-person 2277s.

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

General Education Assessment: English 2277

a) Direct Measure

The main assessment will take the form of a pretest/posttest, assessed with the English Department's GE grading rubric (below). If practicable we will use the same pretest/posttest for all iterations of English 2277 in the semester, which will provide additional comparison data between online and in-person sections.

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

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

Sample question: Students will be given a short excerpt from an essay, such as the beginning of Nancy Mairs's essay "On Being a Cripple," and asked to write a brief analysis of how the selection represents disability.

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

Sample question: Students will be asked how categories and labels influence perceptions of disability: for example, if given the Mairs essay, they could be asked how they themselves would react to the terms that Mairs gives as possibilities to describe herself, namely, "cripple," "handicapped," and "disabled."

b) Indirect Measure

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

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

Cultures and Ideas ELO 1

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

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

Please explain:

Cultures and Ideas ELO 2

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

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

Please explain:

Department of English Rubric for assessing GE Cultures and Ideas courses

(ELO 1) Students analyze and interpret major forms of human thought, culture, and expression.	Capstone (4) Students show interpretative skill and critical thinking in analyzing thought, culture, and expression	Milestone (3) Students show some critical thinking in analyzing thought, culture, and expression.	Milestone (2) Students attempt an analysis of the course subject matter beyond mere summary.	Benchmark (1) Student attempts at an analysis of the course subject matter show lack of comprehension, or provide only summary.
(ELO 2) Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.	Students are able to express a thoughtful critical position evaluating the impact of the social and cultural ideas and/or perception of reality represented in the course materials.	Students are able to express a critical position with awareness of the impact of the social and cultural ideas and/or perception of reality represented in the course materials.	Students are able to express a position with some acknowledgment of the impact of the social and cultural ideas and/or perception of reality represented in the course materials.	Students show no critical position and/or little awareness of the social and cultural ideas and/or perception of reality represented in the course materials.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: English 2277

Instructor: Jessie male

Summary: Distance Learning Course (DL)

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	✓			<p>The learning objectives and competencies are supported in the following ways.</p> <ul style="list-style-type: none"> • Weekly readings • Weekly online lectures • Accessibility Audit • Artifact presentation • Short Assignments (e.g. Captioning Exercise) • Final project
6.2 Course tools promote learner engagement and active learning.	✓			<p>Students will engage with the course materials and instructor in the following ways to promote active learning.</p> <ul style="list-style-type: none"> • Carmen • Wordpress • Microsoft Office 365 ProPlus • Kanopy • Amazon • YouTube • Netflix
6.3 Technologies required in the course are readily obtainable.	✓			<p>All technologies being used for this course are readily obtainable through the Carmen LMS and/or a standard web browser.</p>
6.4 The course technologies are current.	✓			<p>All technologies being used for this course are current and accessible through the Carmen LMS and/or a standard web browser.</p>
6.5 Links are provided to privacy policies for all external tools required in the course.	✓			<p>Links have been provided to privacy policies for the below external tools.</p> <ul style="list-style-type: none"> • Wordpress • Amazon • YouTube • Netflix • Kanopy
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.	✓			<p>A link has been provided to the technical support offered for the below tools.</p> <ul style="list-style-type: none"> • Wordpress • Amazon • YouTube • Netflix • Kanopy

7.2 Course instructions articulate or link to the institution's accessibility policies and services.	✓			a The college has updated this statement in the Curriculum and Assessment handbook. The college is asking that the new statement be included in all course syllabi. Please copy and paste this updated statement into the "Accommodations, Disabilities, and Academic Support" section of the syllabus.
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 The college has asked that this statement be included in all ASC course syllabi. Please do a cut and paste of this statement to include it in an appropriate section of the syllabus.
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 The college has asked that this statement be included in all ASC course syllabi. Please do a cut and paste of this statement to include it in an appropriate section of the syllabus.
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	✓			Recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of navigation and access to content.
8.2 Information is provided about the accessibility of all technologies required in the course.	✓			It is recommended that a link be provided in the syllabus for any accessibility information available for the below tools. <ul style="list-style-type: none"> • Wordpress • Amazon • YouTube • Netflix • Kanopy
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	✓			Recommend that resources be developed to address any requests for alternative means of access to course materials. These resources should be in formats that meet the needs of diverse learners.
8.4 The course design facilitates readability	✓			Recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of

				navigation and access to content.
8.5 Course multimedia facilitate ease of use.	✓			All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.

Reviewer Information

- Date reviewed: 9/19/2017
- Reviewed by: Mike Kaylor

Notes:

- Since the syllabus states that students “may be asked to watch a film that requires a small rental fee through Amazon, YouTube, or Netflix” the accessibility, privacy policy and technical support information should be listed in the syllabus for these external tools.

^aThe following statement about disability services (recommended 16 point font): Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu. accommodations so that they may be implemented in a timely fashion. SLDS contact information:slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue. **Consider putting text for the accessibility statement in BOLD 16 pt font.**

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.
<http://artsandsciences.osu.edu/about/college/contacts/advising>

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