
Term Information

Effective Term Spring 2019

General Information

Course Bulletin Listing/Subject Area African American & African Std
Fiscal Unit/Academic Org African-Amer & African Studies - D0502
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2367.07S
Course Title Literacy Narratives of Black Columbus
Transcript Abbreviation LitercyNarrBlkCols
Course Description This service-learning course focuses on collecting and preserving literacy narratives of Columbus-area Black communities. Through engagement with community partners, students refine skills in research, analysis, and composition; students synthesize information, create arguments about discursive/visual/cultural artifacts, and reflect on the literacy and life-history narratives of Black Columbus.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites English 1110 and Soph standing
Exclusions Not open to students with credit for English 2367.07S
Electronically Enforced Yes

Cross-Listings

Cross-Listings Cross-listed in English

Subject/CIP Code

Subject/CIP Code 05.0201
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior

Requirement/Elective Designation

General Education course:

Level 2 (2367); Social Diversity in the United States

Course Details

Course goals or learning objectives/outcomes

- Students refine skills in analysis, research, persuasive and researched writing, revision, and composing in various forms and media. Students improve mastery of academic writing and use of the conventions of standard academic discourses.

Content Topic List

- Service learning - the literacy history of Black Columbus
 - Engagement with community partners in service and learning
 - Collecting and analyzing literacy narratives: Interview
 - Documenting the history and current activities of a community
 - Literacy practices in the Black leadership, business, and activist communities
 - The Digital Archive of Literacy Narratives (DALN)
- No

Sought Concurrence

Attachments

- DUS Cover Letter 2367.07S.docx: Cover Letter
(Cover Letter. Owner: Skinner, Ryan Thomas)
- English 2367.07S Course Proposal.docx: Course Proposal
(Other Supporting Documentation. Owner: Skinner, Ryan Thomas)
- English 2367.07S Sample Syllabus.docx: Sample Syllabus
(Syllabus. Owner: Skinner, Ryan Thomas)
- English_AAAS 2367.07S Assessment plan.docx: GEC Assessment Plan
(GEC Course Assessment Plan. Owner: Skinner, Ryan Thomas)
- Multimodal Assignment Rubric Sample.docx: Assessment Rubric 1
(Other Supporting Documentation. Owner: Skinner, Ryan Thomas)
- Oral presentation rubric.pdf: Assessment Rubric 2
(Other Supporting Documentation. Owner: Skinner, Ryan Thomas)
- Social Diversity Rubric.xlsx: Assessment Rubric 3
(Other Supporting Documentation. Owner: Skinner, Ryan Thomas)
- Writing Rubric.xlsx: Assessment Rubric 4
(Other Supporting Documentation. Owner: Skinner, Ryan Thomas)
- CurriculumMap&ProgramLearningGoals_AAAS.docx: AAAS Curriculum Map
(Other Supporting Documentation. Owner: Skinner, Ryan Thomas)

Comments

COURSE REQUEST
2367.07S - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/26/2018

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Skinner, Ryan Thomas	04/25/2018 03:10 PM	Submitted for Approval
Approved	Skinner, Ryan Thomas	04/25/2018 03:11 PM	Unit Approval
Approved	Heysel, Garrett Robert	04/25/2018 07:43 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	04/25/2018 07:43 PM	ASCCAO Approval



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March 28, 2018

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

New Course request: English 2367.07S: "Literacy Narratives of Black Columbus"

Dear Bernadette:

Attached is a proposal for a new English course, English 2367.07S, Literacy Narratives of Black Columbus. Our 2367 instructors already regularly teach this course as an iteration of English 2367.01S, but we are confident that renumbering the course and cross-listing it with AAAS will make it more accessible to a larger pool of students.

We are not seeking GE service-learning status for this course; English 2367.01S, the equivalent, is approved for second-level writing and social diversity in the U.S.

The course was endorsed unanimously by the English Undergraduate Committee and the entire English Department Council in February.

If you require further information, please let me know.

Sincerely yours,

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

New Course Proposal:
English 2367.07S: Literacy Narratives of Black Columbus (LNBC)

The Department of English proposes that Literacy Narratives of Black Columbus, previously offered as a special iteration of English 2367.01S, should receive its own decimalized course number. This change is intended to ensure that interested students can easily identify what has proven a consistently popular course. Further, we need to cross-list the new course number, 2367.07S, with AAAS to give it enhanced visibility and in order to facilitate enrollment for the many interested students. As the following Appendix shows, this move has the approval of administrators in AAAS who would like to cross-list the course but cannot while it is simply an option under English 2367.01.

Rationale:

1. This course has been, in effect, taught every year since 2010 as English 2367.01S. However, 2367.01S is meant to serve a more generic service-learning offering. LNBC is a specific version of the second-level, service-learning course. It engages students in qualitative research and data analysis in a specific site. English 2367.01S should serve a more generic, flexible set of service-learning writing courses with a less specific topic. Consequently, it is good practice to specify LNBC with its own decimalized course number.
2. A cross-listed LNBC (English/AAAS) will be easier for students to identify as the service-learning writing course (they may have heard about) that focuses on literacy and race in Columbus. Right now, the course is hidden under English 2367.01S; it's happened that students have enrolled then dropped when they realized the specific nature of the course. Students will be served by published clarity on the topic of the course and its content.
3. This course satisfies the GE second-level writing requirement, as well as the social diversity requirement, and it engages students in data analysis. Literacy Narratives of Black Columbus has been taught with frequency in recent years and continues to address ELOs for second-level writing and social diversity in the same fashion it has consistently addressed them under 2367.01S. Consequently, while the decimalized number is new, 2367.07S, it remains a second-level writing and social diversity course. In addition, this course will easily fit under the theme "Place and Space," a theme in the proposed in the new GE.

Appendix: Correspondence

Hi Robyn and Debra: (and Clare and Beverly)

Yes, I do remember that there was some sort of snag with the cross-listing of 2367.01. Of course, our larger goal is to cross-list "Literacy Narratives of Black Columbus." I like what Beverly and Debra are proposing and am copying the new AAAS Undergraduate Studies Chair and our Vice Chair & course scheduler on this email, so that we can be ready to submit our corresponding course request.

Thanks for the alert, reminder, and clarification. (Deb & Clare: I'm not sure if you have met Ryan. Perhaps the three of you can touch base at some point),

Best,
Valerie



Valerie B. Lee, PhD

Interim Chair

Department of African American and African Studies

College of Arts and Sciences

486 University Hall, 230 North Oval Mall, Columbus, OH 43210

614-292-0116 Office / 614-292-2293 Fax

lee.89@osu.edu

Hi Valerie and Robyn,

Beverly Moss and I propose that we cross-list the Literacy Narratives of Black Columbus course as English/AAAS 2367.07. I've confirmed with Bernadette Vankeerbergen that there is no AAAS 2367.07 so that course number would ostensibly be free; it is free and in English and if approved we can utilize it for the LNBC course.

We understand that cross-listing with a standard version of AAAS 2367.01 is problematic and believe with its own decimalized number and specific title, publishable in the catalog so there's no confusion, this course can thrive as a cross-list with AAAS.

We'll share the proposal as soon as it's gone to undergrad studies in English and will ask that AAAS submit a corresponding course request to get the course on the books.

All the best,
Deb

From: Warhol, Robyn
Sent: Wednesday, January 10, 2018 2:30 PM
To: Lee, Valerie <lee.89@osu.edu>
Cc: Lowry, Debra <lowry.40@osu.edu>
Subject: Literacy Narratives of Black Columbus 2367

Hi, Val—

Do you know, is there any special reason why AAAS stopped cross-listing our Literacy Narratives of Black Columbus 2367 course? It has made a huge dent in the enrollments and we are having trouble keeping the course afloat without the AAAS students. Other students have been signing up without reading the course description, then dropping the class in the first week when they find out what-all is involved in taking it.

This is a course I would dearly love to keep afloat. Let me know if it's possible for us to go back to cross-listing it—

Robyn

Robyn Warhol
Arts & Sciences Distinguished Professor and Chair of English
Project Narrative Core Faculty
The Ohio State University
164 Annie and John Glenn Avenue
Columbus OH 43210

Sample Syllabus

English 2367.07s: Literacy Narratives of Black Columbus

Spring 2018
Tuesdays 5 p.m.-8 p.m.
Denney Hall 312

Professor: **Dr. Beverly J. Moss**

moss.1@osu.edu

Office: Denney 361

Office hours: M 2-3; Tu 1:30-3:30 and by appointment

Phone: 614.292.6065

Course Description

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

English 2367.01S satisfies the University's GE requirement for social diversity and the U.S. experience and second-level writing. The primary goals of this course are to sharpen your expository writing, critical thinking and analytical skills through a service-learning framework. The "S" in the course number means that this second-level writing class has been designated as a service learning writing course. What does that mean for you? It means that much of the work that you do in this class will be guided by our engagement with community partners outside the University borders.

You will read about the importance of undertaking life history and literacy narrative projects, with a particular focus on preserving the literacy history of Columbus-area Black communities. Collecting and analyzing literacy narratives—or literacy stories—is an important research strategy that can be used to document the history and current activities of any community. It is especially important in Black communities where their/our literacy practices have often been under-reported or negatively characterized.

Collecting literacy narratives also provides an opportunity for community members to have a voice in telling their stories. This course welcomes community members and volunteers who will help you learn about collecting and preserving the life-history narratives of Black Columbus, focusing specifically on stories having to do with literacy

practices occurring in the Black leadership, business, and activist communities.

Some of the questions that we will explore this semester: what literacy practices do black leaders, activists, and business owners from a variety of fields engage in as part of their work? What kind of reading and writing do they do? What is the relationship between their everyday literacy practices and their business-related literacy practices? What is the relationship between school-based literacy practices and their work-related literacy practices?

You will learn about interviewing techniques, read/view/listen to life history/literacy narratives, and reflect on such texts as a medium of social activism. You will also use digital audio recorders, digital still cameras, and digital video cameras to record the stories of community participants in Black Columbus. Specifically, you will conduct a series of life-history/literacy narrative interviews with members of the community. You will work in teams to identify people and sites for collecting literacy narratives. Guest speakers who have participated in similar projects will also be invited to speak to the class. The course will culminate in a public reception—Community Sharing Night—at which each team’s final project will be shown.

We will spend the beginning weeks of the course exploring the Digital Archive of Literacy Narratives as well as background reading on oral history, literacy, and the history of black leadership, activism, and businesses in Columbus. Course texts will include one print or e-book, one digital book (curated digital exhibit), articles posted on your Carmen site, and guest speakers.

Course Objectives, Goals, and Learning Outcomes

General Education Statements:

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

GE Writing and Communication-Level 2

Goals: Students are skilled in written communication and expression, reading, critical thinking, oral expression, and visual expression.

Expected Learning Outcomes:

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

GE Diversity-Social Diversity in the United States

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

Expected Learning Outcomes:

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

2367S Learning Outcomes:

Students

- Demonstrate research skills in multiple environments;
- Become proficient at collecting and analyzing qualitative data;
- Become proficient writing for specific audiences;
- Gain experience composing in multiple genres and media; and
- Work collaboratively in a team setting to complete multiple tasks.

Second-Level Writing Learning Outcomes:

1. Rhetorical Knowledge

Throughout the second writing course, students should build upon the foundational outcomes from the first course:

By the end of their first writing course, students should be able to recognize the elements that inform rhetorical situations. This understanding should enable them to produce expository texts that

- Have a clear purpose
- Respond to the needs of intended audiences
- Assume an appropriate stance
- Adopt an appropriate voice, tone, style, and level of formality
- Use appropriate conventions of format and structure

In addition, by the end of the second course, students should be able to

- *Analyze argumentative strategies and persuasive appeals*
- *Employ appropriate argumentative strategies and persuasive appeals in their writing*

2. Critical Thinking, Reading, and Writing

Throughout the second writing course, students should build upon these foundational outcomes from the first course:

- Use reading and writing for inquiry, learning, thinking, and communicating
- Analyze relationships among writer, text, and audience in various kinds of texts
- Use various critical thinking strategies to analyze texts

In addition, by the end of the second course, students should be able to

- *Find and evaluate appropriate material from electronic and other sources*
- *Analyze and critique sources in their writing*
- *Juxtapose and integrate ideas and arguments from sources*
- *Develop a clear line of argument that incorporates ideas and evidence from sources*

3. Knowledge of Composing Processes

Throughout the second writing course, students should build upon these foundational outcomes from the first course:

- Understand writing as a series of steps that includes generating ideas and text, drafting, revising, and editing
- Recognize that writing is a flexible, recursive process
- Apply this understanding and recognition to produce successive drafts of increasing quality

4. Collaboration

Throughout the second writing course, students should build upon these foundational outcomes from the first course:

- Work with others to improve their own and others' texts
- Balance the advantages of relying on others with taking responsibility for their own work

5. Knowledge of Conventions

Throughout the second writing course, students should build upon these foundational outcomes from the first course:

- Employ appropriate conventions for structure, paragraphing, mechanics, and format
- Acknowledge the work of others when appropriate
- Use a standard documentation format as needed
- Control syntax, grammar, punctuation, and spelling

In addition, by the end of the second course, students should be able to

- *Employ appropriate textual conventions for incorporating ideas from sources, e.g., introducing and incorporating quotations; quoting, paraphrasing, and summarizing*

6. Composing In Electronic Environments

To the extent that technology is available and appropriate, by the end of their first writing course students should be able to

- Understand the possibilities of electronic media/technologies for composing and publishing texts
- Use electronic environments to support writing tasks such as drafting, reviewing, revising, editing, and sharing texts

7. Minimal Course Requirements

By the end of their second writing course, students will have written

- *A variety of texts, including at least one researched essay, with opportunities for response and revision*
- *A minimum of 5000 total words (roughly 20 total pages of written work). Electronic or other projects of equivalent rigor and substance may be included, but the primary focus of the course must be the composing of formal written work*

REQUIRED COURSE TEXTS

DeBlasio, et al. *Catching Stories: A Practical Guide to Oral History*. Athens, OH: Swallow Press and Ohio University Press, 2009. (E-book available for free download through Project Muse; you must use the OSU library to get free e-book. The paperback version is also in the university book store.)

Ulman, DeWitt, Selfe. *Stories that Speak to Us: Exhibits from the Digital Archive of Literacy Narratives*. Computers and Composition Digital Press, 2012. (<http://ccdigitalpress.org/stories>)

Readings on Carmen

A good handbook such as *The Little Seagull Handbook*, Bullock, Brody, and Weinberg (WW Norton); *A Writer's Reference*, 7th edition, Diana Hacker and Nancy Sommers (Bedford/St. Martin's); or *The Everyday Writer*, Andrea Lunsford (Bedford/St. Martin's)

OTHER REQUIRED MATERIALS (technology)

We will be working regularly with audio and video files in a computer lab, so you will

need a pair of headphones or ear buds. You should also purchase at least one 8GB (or, preferably, larger) flash drive for backups and moving files.

Graduate Teaching Associate

Amelia Lawson, a doctoral student in English, will serve as an important resource, assisting with the planning and execution of selected course activities and instruction. While each group will be responsible for coming up with a plan and executing it, Amelia and I will provide as much guidance as we can to make your group work as effective as possible. A technology consultant will provide assistance with technology questions in selected classes.

Writing/Research Teams

You will work in teams to complete your final project. Working in teams is an expected part of most professional settings. For groups to be successful, everyone must carry his or her weight. I expect every member of the team to contribute throughout the semester. While it is up to each team to decide on individual roles, no one or two persons should shoulder the burden of the group project. I will check with each team weekly to get updates. I expect any disagreements within teams to be resolved within the groups. Only if there is no apparent resolution will I allow a member to change groups. No members can change groups after week five.

COURSE POLICIES

Attendance

1. Class attendance is mandatory. You may have no more than two unexcused absences. For each unexcused absence after the second, your grade will be lowered one-half letter grade. Being more than 10 minutes late will result in an absence for the day.

Late Assignments

2. All assignments must be turned in on time. Late assignments will not be accepted without a physician's excuse.

Class Cancellation

3. In the event that I must cancel class, I will notify you through email at least two hours before class begins. Any weather-related cancellations by the University will be posted on the University website and on local media outlets.

Student Work

4. All print essays must be typed (double-spaced unless otherwise noted and in Times New Roman 12-point font).
5. On peer response days, you must come to class with a draft. Failure to come with a draft will result in your grade being lowered one letter grade for the assignment.
6. I encourage you to meet with me at least twice during the semester; however, your team is required to meet with me to discuss your final project.
7. You must participate in at least four of your team's interviews and work with your team throughout the group project. You are responsible for conducting at least two interviews. Failure to participate fully will result in your individual grade being lowered.
8. Bring your texts and required materials to class.

Class Climate

You are free to agree, disagree, or extend a point made during discussions; however, you are expected to be civil in tone. No personal attacks. Class discussions and activities will be greatly enhanced by active and respectful participation from each student.

Sexual Civility and Empowerment (SCE) is dedicated to inspiring students to intervene, heal, and interrupt patterns of personal behavior. We promote openness, respect, and civility among all members of the university community. Through comprehensive prevention initiatives and support for victim/survivors, we work to shift university culture and reduce all forms of sexual violence. 1120 Lincoln Tower, 1800 Cannon Drive. <http://sce.osu.edu/> ([Links to an external site.](#))

Departmental and University Resources

2367 Syllabus Disability Statement

Students with documented disabilities who have registered with **the Office of Student Life Disability Services** will be appropriately accommodated and should inform the instructor as soon as possible of their needs. SLDS is located in 098 Baker Hall, 113 W. 12th Ave; Tel.: 614-292-3307; VRS: 614-429-1334; Email: slds@osu.edu; Web: slds.osu.edu.

English Department Ombud

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

The **Writing Center** offers free help with writing at any stage of the writing process, from brainstorming to working on organizing ideas or offering feedback on drafts, for any member of the university community. 45-minute appointments are available in-person at 4120 Smith Lab, as well as online. Walk-in sessions (20 minute sessions with no appointments) are available in the evenings in Thompson Library. You may schedule an in-person or online appointment by visiting <http://cstw.osu.edu/writing-center> or by calling 614-688-4291.

Student Advocacy Center (as they note in their mission statement) is committed to assisting students in cutting through campus bureaucracy. Its purpose is to empower students to overcome obstacles to their growth both inside and outside the classroom, and to help them maximize their educational experience while pursuing their degrees at The Ohio State University. The SAC is open Monday-Friday from 8:00 AM – 5:00 PM. You can visit them in person at 001 Drackett Tower, call at (614) 292-1111, email advocacy@osu.edu, or visit their website: <http://advocacy.osu.edu> ([Links to an external site.](#))

Instructor Statement

I am available to conference with you about drafts of your assignments at whatever stage in the writing process you may be. Please feel free to come to office hours or to make an appointment.

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

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.

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.

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.

MAJOR ASSIGNMENTS

- DALN Literacy Narratives Analysis Essay (20%)
- Personal Literacy Narrative Essay (20%)
- Team Digital Exhibits (30%)
- Team-led Class Discussion and Annotated Bibliography (15%)
- Participate in Discussion Posts (5%)
- Final Reflection Statement (10%)
- Team Folder

In this course, you will analyze existing literacy narratives, compose your own literacy narrative (print or digital), work in teams to interview members of African Diaspora communities in Columbus to collect, transcribe, and analyze their literacy narratives, conduct secondary research, compose a digital exhibit based on the narratives you collect, prepare team oral presentations for the community sharing night, and write individual reflections about your experience researching and writing about community literacy narratives.

The reading for the course is somewhat demanding (especially at the beginning of the course) as are the writing requirements. Therefore, it is important that each student keep up with all reading and writing assignments and come to all classes. Though much of our time will be devoted to discussion of assigned readings and teamwork on projects, this is a writing course, and we will focus on various aspects of your writing across genres and

media. I see a strong connection between reading and writing. Being able to read and think critically generally leads to improved writing skills.

In addition to the reading and writing requirements, this course requires that you commit two-three hours per week (for several weeks) to primary research outside the classroom. This time commitment will most likely begin in week five or six and continue until you complete the group project. Most interviews will take place outside of class. Each group is expected to interview six to eight people. Every group member must conduct at least two interviews and work the camera for an additional two interviews. Interviews should be conducted by at least two team members.

Assignment 1: Analyzing DALN Literacy Narratives (5-7 pages, ds) (20%)

Finding Narratives.

For your first essay assignment you will analyze four literacy narratives from the Digital Archive of Literacy Narratives (DALN). You will begin your work on this assignment by browsing and searching a subset of the DALN—the Literacy Narratives of Black Columbus (LNBC) collection—looking for narratives related by characteristics that interest you such as the literacy practices and values highlighted in the narratives, the circumstances of the story or storyteller, and so on. We will go over the DALN’s browsing and searching tools in class. Your collection of four narratives should include at least two audio and/or video narratives. At least one narrative should be related to the course theme. As you browse and search the DALN, you will need to keep records of your work: browse links, search terms and results, descriptions of narratives reviewed. You will use those records to contextualize the small collection of narratives that you analyze and characterize the “sample” with which you work. Again, we will review in class how to collect those records.

Conducting Your Analysis.

Your analysis will describe and analyze commonalities and differences among the narratives, address how and why certain patterns exist in a narrator’s literacy narrative, discuss the impact of the commonalities and differences, and raise questions for further research. We will employ an approach called “grounded theory,” which identifies themes that emerge from your reading of the sources rather than beginning with preconceived theories.

Writing Your Analysis.

Your written analysis should be guided by the strategies suggested in the two chapters on writing analysis essays on Carmen. Your written analysis will describe the rationale for your choice of narratives (Were there others like them in the LNBC? Why did you choose to focus on these four?); describe the themes and patterns you discovered as you analyzed the narratives and the evidence that supports your analysis, contextualizing those themes through reference to the readings, your reading in *Catching Stories*, and/or Selfe’s discussion of ways to read literacy narratives through the lens of narrative theory; and pose questions for further investigation.

Evaluative Criteria.

- a title that clearly indicates both your topic and thesis (i.e., what you write about, and what you say about it)
- clear explanation of the rationale for analyzing the narratives as a “cohort,” including evidence from the narratives and their associated metadata;
- detailed discussion of the themes and patterns you discovered and the evidence supporting your identification of those themes; supporting, contextualizing references to the background reading assigned in class;
- appropriate and clearly revealed organization of your analysis around the themes you discovered in the narratives;
- carefully composed and edited prose that reflects the stylistic “moves” for academic analysis that is free of misspellings, typos, and grammatical miscues;
- a list of works cited (MLA or APA format), including the narratives from the DALN.

Due Dates.

January 30: Draft for in-class peer review

February 6: Final Draft

Assignment 2: Writing a Literacy Narrative Essay (5-7 pages, ds) (20%)

Your second major assignment is your own literacy narrative (digital or print). This assignment is a 5-7 pages essay (if print) in which you discuss your path to literacy or discuss a significant moment/memory in your literate life. Your literacy moment could focus on a literacy timeline that highlights key literacy moments in your life. If you love to write, how did that love develop? What do you like about writing? What kind of writing do you like? What kind of writing challenges you, and in what ways? What kind of reading do you like to do? What is so important to you about reading science fiction, or designing web sites, or about being able to read and write in a computer language? Maybe your literacy narrative will focus on examining literacy within a cultural or community context. For example, maybe a significant literacy moment in your life was participating in a community literacy program or preparing and giving a speech at a town event or learning to read music. Many scholars disagree on the definition of literacy. What does your literacy narrative suggest about how you define literacy and about the way that literacy has shaped you as a person? Feel free to cite other scholars’ definitions of literacy as a way of comparing and contrasting with your own definition. Even though this is a personal narrative, it must have a controlling thesis and purpose.

If you chose an alternative to the print essay, consider an audio essay or some kind of multimedia text. Whatever medium you chose must present a focused narrative that illustrates a point with the kind of details and idea development readers need.

Writing Your Literacy Narrative

Your guidelines and roadmap for writing a good narrative appear in the “Here’s What Happened’: Writing a Narrative” chapter on Carmen. Refer to the characteristic features in that chapter:

- A clearly defined event: What happened? Who was involved?
- A clearly described setting: When and where did it happen?
- Vivid, descriptive details: What makes the story come alive?
- A consistent point of view: Who’s telling the story?
- A clear point: Why does the story matter? (108)

Evaluative Criteria

Your literacy narrative will be evaluated according to the following criteria:

- a title and thesis that reflects the major point of your literacy narrative;
- a clear point that indicates to readers why your narrative matters;
- a clear and appropriate organization pattern around the main point and themes that drive your narrative;
- developed ideas supported with detailed examples;
- vivid details and images that paint a picture for the reader;
- carefully composed and edited prose that reflects the stylistic “moves” for narratives and that is free of misspellings, typos, and grammatical miscues; and
- a list of works cited (MLA or APA format).

Whether this is a print or digital literacy narrative, I encourage you to pair with a classmate and record (video or audio) your literacy narrative for the DALN.

Due Dates:

February 27: Draft due and peer response

March 8: Final Draft due (in class or dropbox)

Assignment 3: Team-Led Class Discussion and Collaborative Annotated Bibliography (15%)

Reading Selections

Each team will read six-eight additional readings (beyond the class texts). These additional readings will become the basis of the third major assignment. The selections should be articles on literacy and/or related to your team’s theme or community. They can be historical, biographical, contemporary, or methodological. The only requirement is that the readings relate to the themes of the course. These secondary sources should situate your research in a scholarly conversation.

Class Discussion

Each team will choose one reading selection from your list to share with the class. You will lead the class in a discussion about the main points of the reading and how it relates to the course and class research projects. Your team will come up with questions and/or

activities that help your classmates think about the central issues in the reading selection. The discussion should be approximately 25-30 minutes. *More details will be provided later.*

Annotated Bibliography

Each team will turn in one collaboratively-prepared bibliography. Each team member will contribute at least two annotations to the team bibliography. Annotations (one-two paragraphs each, single-spaced) should be both descriptive and evaluative, meaning that a good annotation clearly summarizes the main points of the reading and briefly describes and evaluates the strengths and weaknesses of the selection. A reader who has not read the texts in your bibliography should be able to read each annotation and know whether the source will be relevant to his or her research. The selection on which you lead class discussion should be included in the annotated bibliography.

Evaluative Criteria

The criteria for evaluating the annotated bibliography are as follows:

- a full, correct MLA or APA citation for each annotation (be consistent);
- a well-written but concise summary of each selection;
- a clear evaluative statement of the strengths and weaknesses of the selection; and
- carefully composed and edited prose that reflects the stylistic “moves” for annotations that is free of misspellings, typos, and grammatical miscues.

Evaluative criteria for the class discussion will be determined by the class.

Due Dates:

Team-led Class Discussions:

- March 27 Team-led discussions

Annotated Bibliography:

- March 20 Due: Draft of individual annotations; peer response
- March 27 Due: Teams’ Collaborative Annotated Bibliography

Assignment 4: Creating and Presenting Team iMovie: The Final Project (30%)

The team digital exhibit consists of several components: identifying and contacting appropriate members of Black communities in Columbus, conducting community oral history interviews and collecting literacy narratives, uploading those narratives to the DALN, analyzing those literacy narratives, editing narratives to include in the digital exhibit, preparing a polished version of the digital exhibit, and presenting your project during the community sharing night. To conduct your literacy interviews, you will check out audio or video equipment from the English Department’s Digital Media Project (DMP) or Classroom Services.

Teams

Working in teams of three or four students, each team will be responsible for conducting six-eight (depending on the size of your team) oral history interviews about literacy with members of the community. Working in teams allows students to support one another with the technical set-up (managing the camera/recorder, checking sound and light conditions) and the interview (including introductions, forms, interviews), though all students can and should be responsible for all aspects of recording sessions. Note: Collaborative work is challenging, but much primary research across disciplines is conducted collaboratively. I expect each team member to pull his or her weight, and teams are responsible for dividing their work equitably, though you should contact me early if problems arise. Keep in touch with one another. Each member of the team will receive the same grade for this assignment unless a team member does not contribute adequately to the final project.

Finding Interviewees, Scheduling Collections

Every team member will work to identify community members who will agree to record and preserve their literacy narratives through interviews.

Conducting Interviews, Uploading Narratives to the DALN

You can check out from the English Department's Digital Media Office (DMP) or Classroom Services all of the equipment you will need to conduct your interviews (we are using very simple audio and/or video recorders). Alternatively, you may use your own equipment, but you are responsible for ensuring that the audio and video quality is adequate and that the format of the interview files work with the software we use in class and with the DALN. We will compose checklists for conducting oral history interviews, including questions to ask and forms you will need to ask contributors to complete. We will upload the first set of narratives to the DALN in class, after which you may need to do some or all of the work in your team.

Documents, Reflections, and Analysis

The literacy narratives you collect constitute the main data by which your work on this assignment will be evaluated. In addition, because these narratives will become the primary source for your final assignment, I will also ask you to turn in a summary of your field notes (e.g., notes about the place in which you conducted your interview, the circumstances of the interview, contextual information provided by your interviewee—more about this later) and, if available, contextual documents (text or images) provided by your interviewees. Your team may collect still images as well as artifacts from your interviewees.

Team Research Folders

A team folder includes all consent forms from interviewees, list of all interviewees and addresses with names of team members who participated in interviews, description of interview sites with dates that interviews were conducted, transcripts, and any other documents related to the carrying out of the research.

The Final Project

Your digital exhibit should be an iMovie. Each of the interviewees must be represented in the final version of the exhibit. You will need to compose a coherent, thoughtful exhibit that tells the literacy stories of the interviewees. Your exhibit should, like any good composition, have an interesting introduction with a main point, be clearly organized, offer appropriate examples and details, and grab the audience's attention. It should also be situated within a scholarly conversation (scholarly sources). Think of the exhibit as a digital literacy narrative of sorts. Each team should prepare a 500-word introduction to accompany your exhibit that is similar to what you may find at an art museum or library. Your conclusion should point to what characterizes the literacy practices of the community members that you researched.

Turn in your team iMovie to me on a DVD or flash drive by April 24th at 2 p.m.

Digital Exhibit (iMovie) Evaluation Criteria

1. Fulfills all components of the assignment
2. Captures attention of audience
3. Is informative
4. Provides appropriate context
 - a. Provides historical background
 - b. Provides scholarly context
 - c. Contextualizes topic
5. Makes use of appropriate evidence
 - a. Include appropriate video clips
 - b. Include quotes from secondary sources (if necessary)
6. Shows clear purpose and major point(s)
7. Has coherent argument/narrative
8. Is logically organized: introduction, body, conclusion
9. Uses smooth transitions
10. Includes reasonable and visible claims
11. Includes an appropriate and deliberate conclusion
12. Has quality audio and video
 - a. Identify speakers
 - b. Identify images (where appropriate)
 - c. Use appropriate music (when necessary)
 - d. Captions video/speakers
 - e. Clear audio and images

Due Dates:

- April 3 Partial Draft of iMovies; Team Folders
- April 10 Partial Draft of iMovie (2/3 draft); draft of 500-word Introduction
- April 17 Full Draft of iMovie; Presentation Practices; Draft of Reflections
- April 24 Final Draft of iMovie; Community Sharing Night (2 p.m.)
- May 1 Individual Reflections

Assignment 5: The Reflection (10%)

Each student should prepare a two-three pages, double-spaced self-reflection on what you learned about literacy, in general, and literacy in the particular community you studied. Also, reflect on your writing/composing experience in the various formats required for the class. This reflection is different from a course evaluation. Consider the reflection an opportunity for you to reflect on your growth as a thinker, writer, and researcher and to reconsider how you understand the role of literacy in the U.S. experience.

Due Date: May 1 (1 p.m. dropbox)

Assignment 6: Discussion Posts and Questions (5%)

Each week, beginning with the second week, you should post a brief response to at least one issue raised in the readings and/or class discussion. In addition to the response, post a question for the class discussion. Each post is due three hours before class. In other words, **posts are due by 2 p.m. every Tuesday beginning January 16.**

Criteria for evaluation

Completion of each component of the assignment

Class Grading Scale

A 4.0	A- 3.7	B+ 3.3	B 3.0	B- 2.7	C+ 2.3
C 2.0	C- 1.7	D+ 1.3	D 1.0	E/F 0	

Weekly Schedule

(Schedule subject to change)

Date	In-Class Activity	Assigned Text(s) for class	Assignments Due
1/9	<ul style="list-style-type: none"> • Overview of class goals and objectives • Review Syllabus and assignments • Introduce DALN with DALN exercise • Introduce Analysis Essay Assignment 		Consider what is means to conduct community-based research.
1/16	<ul style="list-style-type: none"> • Writing and Thinking Analytically • Present your strengths and weaknesses as a potential team member • Choosing Course Themes and Focus • Discuss Readings 	<p>Read (on Carmen): Lunsford et al, "Writing Analytically" from <i>Everyone's an Author</i>"</p> <p>Read: Self's "Narrative Theory and Stories that Speak to Us" from <i>Stories that Speak to Us</i> (https://ccdigitalpress.org/stories)</p> <p>Read: Deans, "English Studies and Public Service" (Carmen)</p> <p>Read: Cushman, "The Public Intellectual, Service-Learning and Activist Research" (Carmen)</p>	Due: Post reading response and question
1/23	<ul style="list-style-type: none"> • In-Class Analysis Exercise • Sign up for teams, exchange contact information, begin planning, report to class on initial plans • Discuss Readings 	<p>Read: "Claiming Our Space on the Flo(or)" from <i>Stories that Speak to Us</i>, Kinloch, Moss, and Richardson (https://ccdigitalpress.org/stories)</p> <p>Read: Bryson, Krista. "'The Literacy Myth in the Digital Archive of Literacy Narratives.'" <i>Computers and</i></p>	<p>Due: Post Reading Response and Question</p> <p>Due: List of four DALN Literacy Narratives for Analysis Essay, working thesis, and major points for essay.</p>

		<i>Composition</i> 29.3 (2012): 254-268. (also in Carmen)	
1/30	<ul style="list-style-type: none"> • Discuss Consent forms and DALN Deed of Gift form • Working with video cameras • Teams work on strategies for locating and selecting community members for interviews • Discuss readings • Guest Speaker 	<p>Read: Shopes, “Making Sense of Oral History” http://ohda.matrix.msu.edu/2012/08/making-sense-of-oral-history/</p> <p>Read: “Planning an Oral History Project” from <i>Catching Stories</i></p> <p>Read: “Remixing the Digital Divide: Minority Women’s Digital Literacy Practices in Academic Spaces” from <i>Stories that Speak to Us</i> by Critel</p>	<p>Due: Draft of DALN Literacy Narrative Analysis Paper—Peer Response</p> <p>Due: Post Reading Response and Question</p>
2/6	<ul style="list-style-type: none"> • Interviewing Tips • Taking Field notes • Prepare Plan for interviews (list of interviewees and possible dates—who will conduct interviews) • Teams draft and finalize interview questions; draft invitation to interview script • Practice interviewing • Discuss Readings 	<p>Read: Sunstein and Chiseri-Strater, Reading Self, Reading Cultures: Understanding Texts”</p> <p>Read: “Ethics and Politics in Oral History Research” and “Interviewing” from <i>Catching Stories</i></p> <p>Read: Campano, Ghiso, and Welch “Ethical and Professional Norms in Community-Based Research” (Carmen)</p>	<p>Due: Final Draft of DALN Literacy Narrative Analysis</p> <p>Due: Post Reading Response and Question</p>
2/13	<ul style="list-style-type: none"> • Due: Context/Background/History of community (5-10 minutes per group; from initial research) • Interview tips (cont’d) • Discuss Readings • Workshop: Using Audio and Video 	<p>Read: “Catching Sound and Light,” and “Audio and Video Recording” from <i>Catching Stories</i></p> <p>Read: “‘So Tell Me What Happened’: Writing</p>	<p>Due: Team interview schedule (post on discussion board in Carmen)</p> <p>Begin interviews in community</p>

	<ul style="list-style-type: none"> • Writing Narratives 	Narratives” from <i>Everyone’s an Author</i>	<p>Due: Post reading response and question</p> <p>Due: Context/ Background/ History of community (5-10 minutes per group; from initial research)</p>
2/20	<ul style="list-style-type: none"> • Team Progress Report with description of each member’s contributions • Continue interviews outside of class • Discuss Readings • Peer Response • Writing a Personal Literacy Narrative 	<p>Read: Pritchard, “Traucherous Enterprises: Hiding/Out through Literacy Concealment” (Carmen)</p> <p>Read: Brandt, “The Power of It: Sponsors of Literacy in African American lives” (Carmen)</p> <p>Read: LeBlanc and Welch, “Cultivating Civic Engagement through Literacy: Francisco’s Community Service Project”</p>	<p>Due: Post Reading Response and Question</p>
2/27	<ul style="list-style-type: none"> • Bring in audio or video clip from two interviews (transcribing exercise) • Editing audio and video • Continue Interviews outside of class • Guest Speaker/Workshop on transcribing and captioning 	<p>Read: “Transcribing Oral History” from <i>Catching Stories</i></p> <p>Read: Iwertz and Osorio, “Composing Captions: A Starter Kit for Accessible Media” (http://cwshrc.org/actionhour2016/osorio.html/)</p>	<p>Due: Draft of Literacy Narrative—Peer Review</p> <p>Post: Questions from Readings</p>
3/6	<ul style="list-style-type: none"> • Writing annotated bibliography entries (in-class exercise) • Team working time <ul style="list-style-type: none"> • Transcribe interviews • Coding/analyzing transcripts • Continue interviews outside of class 	<p>Read: “Writing an Annotated Bibliography” from the <i>Norton Field Guide</i> (carmen)</p>	<p>Due: Final Draft of Literacy Narrative (3/8 online)</p> <p>Due: Post Reading</p>

		<p>Read: Annotated Bibliography Review (https://owl.english.purdue.edu/owl/resource/614/01/)</p> <p>Read DeBlasio, “Sharing Oral History” from <i>Catching Stories</i></p>	Response and question
3/13	Spring break	No Class	
3/20	<ul style="list-style-type: none"> Teams Plan Class Discussion on reading selection (assign selection to class) Composing a digital argument or narrative (viewing examples) Team Working Time (continue transcribing, coding, and analyzing interviews) Guest speakers/workshop Upload interviews to DALN 	<p>Collaborative Writing. Click here for collaborative writing Prezi & Team writing worksheet</p>	<p>Due: Draft of two annotations from each team member; peer response</p> <p>Due: Bring in interviews</p>
3/27	<ul style="list-style-type: none"> Team-led Class Discussion on selected reading Composing a digital argument or narrative (viewing examples) Writing for, writing with, and writing about a community Team Working Time 	<p>Read: Team assigned articles</p> <p>Prepare and mail community member invitations to community sharing night</p>	<p>Due: Post Reading Response and Question</p> <p>Due: Group Annotated Bibliography</p> <p>Due: Complete Interviews</p>
4/3	<ul style="list-style-type: none"> Write thank-you notes to community members Team composing time <ul style="list-style-type: none"> Partial draft of iMovie Script of iMovie Digital Exhibit introduction 		<p>Due: Partial draft of team’s Digital Exhibit and written script for iMovie; in-class workshop</p> <p>Due: Team folder which includes all consent forms from interviewees, list of all interviewees with names of team members who</p>

			participated in interviews, description of interview sites with dates that interviews were conducted
4/10	<ul style="list-style-type: none"> • Peer Review • Draft and Revise Community Sharing Night Program 		<p>Due: Partial Draft of iMovie Exhibit (two-thirds completed); peer response</p> <p>Due: draft of 500-word introduction</p>
4/17	<ul style="list-style-type: none"> • Teams Work on Digital Exhibits in computer lab • Peer Response • Practice Presentations • Course Evaluations 	Class Feedback on iMovies	Due: Full Drafts of iMovies
4/24	Community Sharing Night	Group Presentations and iMovie	Community Sharing night
5/1	Finals Week		Due: Individual Reflections (1 p. m.)

Sample Syllabus

English 2367.07S: Literacy Narratives of Black Columbus

Spring 2018
Tuesdays 5 p.m.-8 p.m.
Denney Hall 312

Professor: **Dr. Beverly J. Moss**

moss.1@osu.edu

Office: Denney 361

Office hours: M 2-3; Tu 1:30-3:30 and by appointment

Phone: 614.292.6065

Course Description

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

English 2367.01S satisfies the University's GE requirement for social diversity and the U.S. experience and second-level writing. The primary goals of this course are to sharpen your expository writing, critical thinking and analytical skills through a service-learning framework. The "S" in the course number means that this second-level writing class has been designated as a service learning writing course. What does that mean for you? It means that much of the work that you do in this class will be guided by our engagement with community partners outside the University borders.

You will read about the importance of undertaking life history and literacy narrative projects, with a particular focus on preserving the literacy history of Columbus-area Black communities. Collecting and analyzing literacy narratives—or literacy stories—is an important research strategy that can be used to document the history and current activities of any community. It is especially important in Black communities where their/our literacy practices have often been under-reported or negatively characterized.

Collecting literacy narratives also provides an opportunity for community members to have a voice in telling their stories. This course welcomes community members and volunteers who will help you learn about collecting and preserving the life-history narratives of Black Columbus, focusing specifically on stories having to do with literacy practices occurring in the Black leadership, business, and activist communities.

Some of the questions that we will explore this semester: what literacy practices do black leaders, activists, and business owners from a variety of fields engage in as part of their work? What kind of reading and writing do they do? What is the relationship between their everyday literacy practices and their business-related literacy practices? What is the relationship between school-based literacy practices and their work-related literacy practices?

You will learn about interviewing techniques, read/view/listen to life history/literacy narratives, and reflect on such texts as a medium of social activism. You will also use digital audio recorders, digital still cameras, and digital video cameras to record the stories of community participants in Black Columbus. Specifically, you will conduct a series of life-history/literacy narrative interviews with members of the community. You will work in teams to identify people and sites for collecting literacy narratives. Guest speakers who have participated in similar projects will also be invited to speak to the class. The course will culminate in a public reception—Community Sharing Night—at which each team’s final project will be shown.

We will spend the beginning weeks of the course exploring the Digital Archive of Literacy Narratives as well as background reading on oral history, literacy, and the history of black leadership, activism, and businesses in Columbus. Course texts will include one print or e-book, one digital book (curated digital exhibit), articles posted on your Carmen site, and guest speakers.

Course Objectives, Goals, and Learning Outcomes

General Education Statements:

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

GE Writing and Communication-Level 2

Goals: Students are skilled in written communication and expression, reading, critical thinking, oral expression, and visual expression.

Expected Learning Outcomes:

1. Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
2. Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
3. Students access and use information critically and analytically.

GE Diversity-Social Diversity in the United States

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

Expected Learning Outcomes:

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

2367S Learning Outcomes:

Students

- Demonstrate research skills in multiple environments;
- Become proficient at collecting and analyzing qualitative data;
- Become proficient writing for specific audiences;
- Gain experience composing in multiple genres and media; and
- Work collaboratively in a team setting to complete multiple tasks.

Second-Level Writing Learning Outcomes:

1. Rhetorical Knowledge

Throughout the second writing course, students should build upon the foundational outcomes from the first course:

By the end of their first writing course, students should be able to recognize the elements that inform rhetorical situations. This understanding should enable them to produce expository texts that

- Have a clear purpose
- Respond to the needs of intended audiences
- Assume an appropriate stance
- Adopt an appropriate voice, tone, style, and level of formality
- Use appropriate conventions of format and structure

In addition, by the end of the second course, students should be able to

- *Analyze argumentative strategies and persuasive appeals*
- *Employ appropriate argumentative strategies and persuasive appeals in their writing*

2. Critical Thinking, Reading, and Writing

Throughout the second writing course, students should build upon these foundational outcomes from the first course:

- Use reading and writing for inquiry, learning, thinking, and communicating
- Analyze relationships among writer, text, and audience in various kinds of texts
- Use various critical thinking strategies to analyze texts

In addition, by the end of the second course, students should be able to

- *Find and evaluate appropriate material from electronic and other sources*
- *Analyze and critique sources in their writing*
- *Juxtapose and integrate ideas and arguments from sources*
- *Develop a clear line of argument that incorporates ideas and evidence from sources*

3. Knowledge of Composing Processes

Throughout the second writing course, students should build upon these foundational outcomes from the first course:

- Understand writing as a series of steps that includes generating ideas and text, drafting, revising, and editing
- Recognize that writing is a flexible, recursive process
- Apply this understanding and recognition to produce successive drafts of increasing quality

4. Collaboration

Throughout the second writing course, students should build upon these foundational outcomes from the first course:

- Work with others to improve their own and others' texts
- Balance the advantages of relying on others with taking responsibility for their own work

5. Knowledge of Conventions

Throughout the second writing course, students should build upon these foundational outcomes from the first course:

- Employ appropriate conventions for structure, paragraphing, mechanics, and format
- Acknowledge the work of others when appropriate
- Use a standard documentation format as needed

- Control syntax, grammar, punctuation, and spelling

In addition, by the end of the second course, students should be able to

- *Employ appropriate textual conventions for incorporating ideas from sources, e.g., introducing and incorporating quotations; quoting, paraphrasing, and summarizing*

6. Composing In Electronic Environments

To the extent that technology is available and appropriate, by the end of their first writing course students should be able to

- Understand the possibilities of electronic media/technologies for composing and publishing texts
- Use electronic environments to support writing tasks such as drafting, reviewing, revising, editing, and sharing texts

7. Minimal Course Requirements

By the end of their second writing course, students will have written

- *A variety of texts, including at least one researched essay, with opportunities for response and revision*
- *A minimum of 5000 total words (roughly 20 total pages of written work). Electronic or other projects of equivalent rigor and substance may be included, but the primary focus of the course must be the composing of formal written work*

REQUIRED COURSE TEXTS

DeBlasio, et al. *Catching Stories: A Practical Guide to Oral History*. Athens, OH: Swallow Press and Ohio University Press, 2009. (E-book available for free download through Project Muse; you must use the OSU library to get free e-book. The paperback version is also in the university book store.)

Ulman, DeWitt, Selfe. *Stories that Speak to Us: Exhibits from the Digital Archive of Literacy Narratives*. Computers and Composition Digital Press, 2012. (<http://ccdigitalpress.org/stories>)

Readings on Carmen

A good handbook such as *The Little Seagull Handbook*, Bullock, Brody, and Weinberg (WW Norton); *A Writer's Reference*, 7th edition, Diana Hacker and Nancy Sommers (Bedford/St. Martin's); or *The Everyday Writer*, Andrea Lunsford (Bedford/St. Martin's)

OTHER REQUIRED MATERIALS (technology)

We will be working regularly with audio and video files in a computer lab, so you will need a pair of headphones or ear buds. You should also purchase at least one 8GB (or, preferably, larger) flash drive for backups and moving files.

Graduate Teaching Associate

Amelia Lawson, a doctoral student in English, will serve as an important resource, assisting with the planning and execution of selected course activities and instruction. While each group will be responsible for coming up with a plan and executing it, Amelia and I will provide as much guidance as we can to make your group work as effective as possible. A technology consultant will provide assistance with technology questions in selected classes.

Writing/Research Teams

You will work in teams to complete your final project. Working in teams is an expected part of most professional settings. For groups to be successful, everyone must carry his or her weight. I expect every member of the team to contribute throughout the semester. While it is up to each team to decide on individual roles, no one or two persons should shoulder the burden of the group project. I will check with each team weekly to get updates. I expect any disagreements within teams to be resolved within the groups. Only if there is no apparent resolution will I allow a member to change groups. No members can change groups after week five.

COURSE POLICIES

Attendance

1. Class attendance is mandatory. You may have no more than two unexcused absences. For each unexcused absence after the second, your grade will be lowered one-half letter grade. Being more than 10 minutes late will result in an absence for the day.

Late Assignments

2. All assignments must be turned in on time. Late assignments will not be accepted without a physician's excuse.

Class Cancellation

3. In the event that I must cancel class, I will notify you through email at least two hours before class begins. Any weather-related cancellations by the University will be posted on the University website and on local media outlets.

Student Work

4. All print essays must be typed (double-spaced unless otherwise noted and in Times New Roman 12-point font).
5. On peer response days, you must come to class with a draft. Failure to come with a draft will result in your grade being lowered one letter grade for the assignment.
6. I encourage you to meet with me at least twice during the semester; however, your team is required to meet with me to discuss your final project.
7. You must participate in at least four of your team's interviews and work with your team throughout the group project. You are responsible for conducting at least

two interviews. Failure to participate fully will result in your individual grade being lowered.

8. Bring your texts and required materials to class.

Class Climate

You are free to agree, disagree, or extend a point made during discussions; however, you are expected to be civil in tone. No personal attacks. Class discussions and activities will be greatly enhanced by active and respectful participation from each student.

Sexual Civility and Empowerment (SCE) is dedicated to inspiring students to intervene, heal, and interrupt patterns of personal behavior. We promote openness, respect, and civility among all members of the university community. Through comprehensive prevention initiatives and support for victim/survivors, we work to shift university culture and reduce all forms of sexual violence. 1120 Lincoln Tower, 1800 Cannon Drive. <http://sce.osu.edu/> ([Links to an external site.](#))

Departmental and University Resources

2367 Syllabus Disability Statement

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.

English Department Ombud

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

The **Writing Center** offers free help with writing at any stage of the writing process, from brainstorming to working on organizing ideas or offering feedback on drafts, for any member of the university community. 45-minute appointments are available in-person at 4120 Smith Lab, as well as online. Walk-in sessions (20 minute sessions with no appointments) are available in the evenings in Thompson Library. You may schedule an in-person or online appointment by visiting <http://cstw.osu.edu/writing-center> or by calling 614-688-4291.

Student Advocacy Center (as they note in their mission statement) is committed to assisting students in cutting through campus bureaucracy. Its purpose is to empower

students to overcome obstacles to their growth both inside and outside the classroom, and to help them maximize their educational experience while pursuing their degrees at The Ohio State University. The SAC is open Monday-Friday from 8:00 AM – 5:00 PM. You can visit them in person at 001 Drackett Tower, call at (614) 292-1111, email advocacy@osu.edu, or visit their website: <http://advocacy.osu.edu> (Links to an external site.)

Instructor Statement

I am available to conference with you about drafts of your assignments at whatever stage in the writing process you may be. Please feel free to come to office hours or to make an appointment.

ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

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.

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.

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 <http://studentlife.osu.edu/csc/>.

MAJOR ASSIGNMENTS

- DALN Literacy Narratives Analysis Essay (20%)
- Personal Literacy Narrative Essay (20%)
- Team Digital Exhibits (30%)
- Team-led Class Discussion and Annotated Bibliography (15%)
- Participate in Discussion Posts (5%)

- Final Reflection Statement (10%)
- Team Folder

In this course, you will analyze existing literacy narratives, compose your own literacy narrative (print or digital), work in teams to interview members of African Diaspora communities in Columbus to collect, transcribe, and analyze their literacy narratives, conduct secondary research, compose a digital exhibit based on the narratives you collect, prepare team oral presentations for the community sharing night, and write individual reflections about your experience researching and writing about community literacy narratives.

The reading for the course is somewhat demanding (especially at the beginning of the course) as are the writing requirements. Therefore, it is important that each student keep up with all reading and writing assignments and come to all classes. Though much of our time will be devoted to discussion of assigned readings and teamwork on projects, this is a writing course, and we will focus on various aspects of your writing across genres and media. I see a strong connection between reading and writing. Being able to read and think critically generally leads to improved writing skills.

In addition to the reading and writing requirements, this course requires that you commit two-three hours per week (for several weeks) to primary research outside the classroom. This time commitment will most likely begin in week five or six and continue until you complete the group project. Most interviews will take place outside of class. Each group is expected to interview six to eight people. Every group member must conduct at least two interviews and work the camera for an additional two interviews. Interviews should be conducted by at least two team members.

Assignment 1: Analyzing DALN Literacy Narratives (5-7 pages, ds) (20%)

Finding Narratives.

For your first essay assignment you will analyze four literacy narratives from the Digital Archive of Literacy Narratives (DALN). You will begin your work on this assignment by browsing and searching a subset of the DALN—the Literacy Narratives of Black Columbus (LNBC) collection—looking for narratives related by characteristics that interest you such as the literacy practices and values highlighted in the narratives, the circumstances of the story or storyteller, and so on. We will go over the DALN’s browsing and searching tools in class. Your collection of four narratives should include at least two audio and/or video narratives. At least one narrative should be related to the course theme. As you browse and search the DALN, you will need to keep records of your work: browse links, search terms and results, descriptions of narratives reviewed. You will use those records to contextualize the small collection of narratives that you analyze and characterize the “sample” with which you work. Again, we will review in class how to collect those records.

Conducting Your Analysis.

Your analysis will describe and analyze commonalities and differences among the narratives, address how and why certain patterns exist in a narrator's literacy narrative, discuss the impact of the commonalities and differences, and raise questions for further research. We will employ an approach called "grounded theory," which identifies themes that emerge from your reading of the sources rather than beginning with preconceived theories.

Writing Your Analysis.

Your written analysis should be guided by the strategies suggested in the two chapters on writing analysis essays on Carmen. Your written analysis will describe the rationale for your choice of narratives (Were there others like them in the LNBC? Why did you choose to focus on these four?); describe the themes and patterns you discovered as you analyzed the narratives and the evidence that supports your analysis, contextualizing those themes through reference to the readings, your reading in *Catching Stories*, and/or Selfe's discussion of ways to read literacy narratives through the lens of narrative theory; and pose questions for further investigation.

Evaluative Criteria.

- a title that clearly indicates both your topic and thesis (i.e., what you write about, and what you say about it)
- clear explanation of the rationale for analyzing the narratives as a "cohort," including evidence from the narratives and their associated metadata;
- detailed discussion of the themes and patterns you discovered and the evidence supporting your identification of those themes; supporting, contextualizing references to the background reading assigned in class;
- appropriate and clearly revealed organization of your analysis around the themes you discovered in the narratives;
- carefully composed and edited prose that reflects the stylistic "moves" for academic analysis that is free of misspellings, typos, and grammatical miscues;
- a list of works cited (MLA or APA format), including the narratives from the DALN.

Due Dates.

January 30: Draft for in-class peer review

February 6: Final Draft

Assignment 2: Writing a Literacy Narrative Essay (5-7 pages, ds) (20%)

Your second major assignment is your own literacy narrative (digital or print). This assignment is a 5-7 pages essay (if print) in which you discuss your path to literacy or discuss a significant moment/memory in your literate life. Your literacy moment could focus on a literacy timeline that highlights key literacy moments in your life. If you love to write, how did that love develop? What do you like about writing? What kind of

writing do you like? What kind of writing challenges you, and in what ways? What kind of reading do you like to do? What is so important to you about reading science fiction, or designing web sites, or about being able to read and write in a computer language? Maybe your literacy narrative will focus on examining literacy within a cultural or community context. For example, maybe a significant literacy moment in your life was participating in a community literacy program or preparing and giving a speech at a town event or learning to read music. Many scholars disagree on the definition of literacy. What does your literacy narrative suggest about how you define literacy and about the way that literacy has shaped you as a person? Feel free to cite other scholars' definitions of literacy as a way of comparing and contrasting with your own definition. Even though this is a personal narrative, it must have a controlling thesis and purpose.

If you chose an alternative to the print essay, consider an audio essay or some kind of multimedia text. Whatever medium you chose must present a focused narrative that illustrates a point with the kind of details and idea development readers need.

Writing Your Literacy Narrative

Your guidelines and roadmap for writing a good narrative appear in the “Here’s What Happened’: Writing a Narrative” chapter on Carmen. Refer to the characteristic features in that chapter:

- A clearly defined event: What happened? Who was involved?
- A clearly described setting: When and where did it happen?
- Vivid, descriptive details: What makes the story come alive?
- A consistent point of view: Who’s telling the story?
- A clear point: Why does the story matter? (108)

Evaluative Criteria

Your literacy narrative will be evaluated according to the following criteria:

- a title and thesis that reflects the major point of your literacy narrative;
- a clear point that indicates to readers why your narrative matters;
- a clear and appropriate organization pattern around the main point and themes that drive your narrative;
- developed ideas supported with detailed examples;
- vivid details and images that paint a picture for the reader;
- carefully composed and edited prose that reflects the stylistic “moves” for narratives and that is free of misspellings, typos, and grammatical miscues; and
- a list of works cited (MLA or APA format).

Whether this is a print or digital literacy narrative, I encourage you to pair with a classmate and record (video or audio) your literacy narrative for the DALN.

Due Dates:

February 27: Draft due and peer response

March 8: Final Draft due (in class or dropbox)

Assignment 3: Team-Led Class Discussion and Collaborative Annotated Bibliography (15%)

Reading Selections

Each team will read six-eight additional readings (beyond the class texts). These additional readings will become the basis of the third major assignment. The selections should be articles on literacy and/or related to your team's theme or community. They can be historical, biographical, contemporary, or methodological. The only requirement is that the readings relate to the themes of the course. These secondary sources should situate your research in a scholarly conversation.

Class Discussion

Each team will choose one reading selection from your list to share with the class. You will lead the class in a discussion about the main points of the reading and how it relates to the course and class research projects. Your team will come up with questions and/or activities that help your classmates think about the central issues in the reading selection. The discussion should be approximately 25-30 minutes. *More details will be provided later.*

Annotated Bibliography

Each team will turn in one collaboratively-prepared bibliography. Each team member will contribute at least two annotations to the team bibliography. Annotations (one-two paragraphs each, single-spaced) should be both descriptive and evaluative, meaning that a good annotation clearly summarizes the main points of the reading and briefly describes and evaluates the strengths and weaknesses of the selection. A reader who has not read the texts in your bibliography should be able to read each annotation and know whether the source will be relevant to his or her research. The selection on which you lead class discussion should be included in the annotated bibliography.

Evaluative Criteria

The criteria for evaluating the annotated bibliography are as follows:

- a full, correct MLA or APA citation for each annotation (be consistent);
- a well-written but concise summary of each selection;
- a clear evaluative statement of the strengths and weaknesses of the selection; and
- carefully composed and edited prose that reflects the stylistic "moves" for annotations that is free of misspellings, typos, and grammatical miscues.

Evaluative criteria for the class discussion will be determined by the class.

Due Dates:

Team-led Class Discussions:

- March 27 Team-led discussions

Annotated Bibliography:

- March 20 Due: Draft of individual annotations; peer response
- March 27 Due: Teams' Collaborative Annotated Bibliography

Assignment 4: Creating and Presenting Team iMovie: The Final Project (30%)

The team digital exhibit consists of several components: identifying and contacting appropriate members of Black communities in Columbus, conducting community oral history interviews and collecting literacy narratives, uploading those narratives to the DALN, analyzing those literacy narratives, editing narratives to include in the digital exhibit, preparing a polished version of the digital exhibit, and presenting your project during the community sharing night. To conduct your literacy interviews, you will check out audio or video equipment from the English Department's Digital Media Project (DMP) or Classroom Services.

Teams

Working in teams of three or four students, each team will be responsible for conducting six-eight (depending on the size of your team) oral history interviews about literacy with members of the community. Working in teams allows students to support one another with the technical set-up (managing the camera/recorder, checking sound and light conditions) and the interview (including introductions, forms, interviews), though all students can and should be responsible for all aspects of recording sessions. Note: Collaborative work is challenging, but much primary research across disciplines is conducted collaboratively. I expect each team member to pull his or her weight, and teams are responsible for dividing their work equitably, though you should contact me early if problems arise. Keep in touch with one another. Each member of the team will receive the same grade for this assignment unless a team member does not contribute adequately to the final project.

Finding Interviewees, Scheduling Collections

Every team member will work to identify community members who will agree to record and preserve their literacy narratives through interviews.

Conducting Interviews, Uploading Narratives to the DALN

You can check out from the English Department's Digital Media Office (DMP) or Classroom Services all of the equipment you will need to conduct your interviews (we are using very simple audio and/or video recorders). Alternatively, you may use your own equipment, but you are responsible for ensuring that the audio and video quality is adequate and that the format of the interview files work with the software we use in class and with the DALN. We will compose checklists for conducting oral history interviews, including questions to ask and forms you will need to ask contributors to complete. We

will upload the first set of narratives to the DALN in class, after which you may need to do some or all of the work in your team.

Documents, Reflections, and Analysis

The literacy narratives you collect constitute the main data by which your work on this assignment will be evaluated. In addition, because these narratives will become the primary source for your final assignment, I will also ask you to turn in a summary of your field notes (e.g., notes about the place in which you conducted your interview, the circumstances of the interview, contextual information provided by your interviewee—more about this later) and, if available, contextual documents (text or images) provided by your interviewees. Your team may collect still images as well as artifacts from your interviewees.

Team Research Folders

A team folder includes all consent forms from interviewees, list of all interviewees and addresses with names of team members who participated in interviews, description of interview sites with dates that interviews were conducted, transcripts, and any other documents related to the carrying out of the research.

The Final Project

Your digital exhibit should be an iMovie. Each of the interviewees must be represented in the final version of the exhibit. You will need to compose a coherent, thoughtful exhibit that tells the literacy stories of the interviewees. Your exhibit should, like any good composition, have an interesting introduction with a main point, be clearly organized, offer appropriate examples and details, and grab the audience's attention. It should also be situated within a scholarly conversation (scholarly sources). Think of the exhibit as a digital literacy narrative of sorts. Each team should prepare a 500-word introduction to accompany your exhibit that is similar to what you may find at an art museum or library. Your conclusion should point to what characterizes the literacy practices of the community members that you researched.

Turn in your team iMovie to me on a DVD or flash drive by April 24th at 2 p.m.

Digital Exhibit (iMovie) Evaluation Criteria

1. Fulfills all components of the assignment
2. Captures attention of audience
3. Is informative
4. Provides appropriate context
 - a. Provides historical background
 - b. Provides scholarly context
 - c. Contextualizes topic
5. Makes use of appropriate evidence
 - a. Include appropriate video clips
 - b. Include quotes from secondary sources (if necessary)

6. Shows clear purpose and major point(s)
7. Has coherent argument/narrative
8. Is logically organized: introduction, body, conclusion
9. Uses smooth transitions
10. Includes reasonable and visible claims
11. Includes an appropriate and deliberate conclusion
12. Has quality audio and video
 - a. Identify speakers
 - b. Identify images (where appropriate)
 - c. Use appropriate music (when necessary)
 - d. Captions video/speakers
 - e. Clear audio and images

Due Dates:

- April 3 Partial Draft of iMovies; Team Folders
- April 10 Partial Draft of iMovie (2/3 draft); draft of 500-word Introduction
- April 17 Full Draft of iMovie; Presentation Practices; Draft of Reflections
- April 24 Final Draft of iMovie; Community Sharing Night (2 p.m.)
- May 1 Individual Reflections

Assignment 5: The Reflection (10%)

Each student should prepare a two-three pages, double-spaced self-reflection on what you learned about literacy, in general, and literacy in the particular community you studied. Also, reflect on your writing/composing experience in the various formats required for the class. This reflection is different from a course evaluation. Consider the reflection an opportunity for you to reflect on your growth as a thinker, writer, and researcher and to reconsider how you understand the role of literacy in the U.S. experience.

Due Date: May 1 (1 p.m. dropbox)

Assignment 6: Discussion Posts and Questions (5%)

Each week, beginning with the second week, you should post a brief response to at least one issue raised in the readings and/or class discussion. In addition to the response, post a question for the class discussion. Each post is due three hours before class. In other words, **posts are due by 2 p.m. every Tuesday beginning January 16.**

Criteria for evaluation

Completion of each component of the assignment

Class Grading Scale

A 4.0	A- 3.7	B+ 3.3	B 3.0	B- 2.7	C+ 2.3
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C 2.0	C- 1.7	D+ 1.3	D 1.0	E/F 0	
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Weekly Schedule

(Schedule subject to change)

Date	In-Class Activity	Assigned Text(s) for class	Assignments Due
1/9	<ul style="list-style-type: none"> • Overview of class goals and objectives • Review Syllabus and assignments • Introduce DALN with DALN exercise • Introduce Analysis Essay Assignment 		Consider what is means to conduct community-based research.
1/16	<ul style="list-style-type: none"> • Writing and Thinking Analytically • Present your strengths and weaknesses as a potential team member • Choosing Course Themes and Focus • Discuss Readings 	<p>Read (on Carmen): Lunsford et al, "Writing Analytically" from <i>Everyone's an Author</i>"</p> <p>Read: Self's "Narrative Theory and Stories that Speak to Us" from <i>Stories that Speak to Us</i> (https://ccdigitalpress.org/stories)</p> <p>Read: Deans, "English Studies and Public Service" (Carmen)</p> <p>Read: Cushman, "The Public Intellectual, Service-Learning and Activist Research" (Carmen)</p>	Due: Post reading response and question
1/23	<ul style="list-style-type: none"> • In-Class Analysis Exercise • Sign up for teams, exchange contact information, begin planning, report to class on initial plans • Discuss Readings 	<p>Read: "Claiming Our Space on the Flo(or)" from <i>Stories that Speak to Us</i>, Kinloch, Moss, and Richardson (https://ccdigitalpress.org/stories)</p> <p>Read: Bryson, Krista. "'The Literacy Myth in the Digital Archive of Literacy Narratives.'" <i>Computers and</i></p>	<p>Due: Post Reading Response and Question</p> <p>Due: List of four DALN Literacy Narratives for Analysis Essay, working thesis, and major points for essay.</p>

		<i>Composition</i> 29.3 (2012): 254-268. (also in Carmen)	
1/30	<ul style="list-style-type: none"> • Discuss Consent forms and DALN Deed of Gift form • Working with video cameras • Teams work on strategies for locating and selecting community members for interviews • Discuss readings • Guest Speaker 	<p>Read: Shopes, “Making Sense of Oral History” http://ohda.matrix.msu.edu/2012/08/making-sense-of-oral-history/</p> <p>Read: “Planning an Oral History Project” from <i>Catching Stories</i></p> <p>Read: “Remixing the Digital Divide: Minority Women’s Digital Literacy Practices in Academic Spaces” from <i>Stories that Speak to Us</i> by Critel</p>	<p>Due: Draft of DALN Literacy Narrative Analysis Paper—Peer Response</p> <p>Due: Post Reading Response and Question</p>
2/6	<ul style="list-style-type: none"> • Interviewing Tips • Taking Field notes • Prepare Plan for interviews (list of interviewees and possible dates—who will conduct interviews) • Teams draft and finalize interview questions; draft invitation to interview script • Practice interviewing • Discuss Readings 	<p>Read: Sunstein and Chiseri-Strater, Reading Self, Reading Cultures: Understanding Texts”</p> <p>Read: “Ethics and Politics in Oral History Research” and “Interviewing” from <i>Catching Stories</i></p> <p>Read: Campano, Ghiso, and Welch “Ethical and Professional Norms in Community-Based Research” (Carmen)</p>	<p>Due: Final Draft of DALN Literacy Narrative Analysis</p> <p>Due: Post Reading Response and Question</p>
2/13	<ul style="list-style-type: none"> • Due: Context/Background/Hist ory of community (5-10 minutes per group; from initial research) • Interview tips (cont’d) • Discuss Readings • Workshop: Using Audio and Video 	<p>Read: “Catching Sound and Light,” and “Audio and Video Recording” from <i>Catching Stories</i></p> <p>Read: “So Tell Me What Happened’: Writing</p>	<p>Due: Team interview schedule (post on discussion board in Carmen)</p> <p>Begin interviews in community</p>

	<ul style="list-style-type: none"> • Writing Narratives 	Narratives” from <i>Everyone’s an Author</i>	<p>Due: Post reading response and question</p> <p>Due: Context/ Background/ History of community (5-10 minutes per group; from initial research)</p>
2/20	<ul style="list-style-type: none"> • Team Progress Report with description of each member’s contributions • Continue interviews outside of class • Discuss Readings • Peer Response • Writing a Personal Literacy Narrative 	<p>Read: Pritchard, “Treacherous Enterprises: Hiding/Out through Literacy Concealment” (Carmen)</p> <p>Read: Brandt, “The Power of It: Sponsors of Literacy in African American lives” (Carmen)</p> <p>Read: LeBlanc and Welch, “Cultivating Civic Engagement through Literacy: Francisco’s Community Service Project”</p>	<p>Due: Post Reading Response and Question</p>
2/27	<ul style="list-style-type: none"> • Bring in audio or video clip from two interviews (transcribing exercise) • Editing audio and video • Continue Interviews outside of class • Guest Speaker/Workshop on transcribing and captioning 	<p>Read: “Transcribing Oral History” from <i>Catching Stories</i></p> <p>Read: Iwertz and Osorio, “Composing Captions: A Starter Kit for Accessible Media” (http://cwshrc.org/actionhour2016/osorio.html/)</p>	<p>Due: Draft of Literacy Narrative—Peer Review</p> <p>Post: Questions from Readings</p>
3/6	<ul style="list-style-type: none"> • Writing annotated bibliography entries (in-class exercise) • Team working time <ul style="list-style-type: none"> • Transcribe interviews • Coding/analyzing transcripts • Continue interviews outside of class 	<p>Read: “Writing an Annotated Bibliography” from the <i>Norton Field Guide</i> (carmen)</p>	<p>Due: Final Draft of Literacy Narrative (3/8 online)</p>

		<p>Read: Annotated Bibliography Review (https://owl.english.purdue.edu/owl/resource/614/01/)</p> <p>Read DeBlasio, "Sharing Oral History" from <i>Catching Stories</i></p>	<p>Due: Post Reading Response and question</p>
3/13	Spring break	No Class	
3/20	<ul style="list-style-type: none"> • Teams Plan Class Discussion on reading selection (assign selection to class) • Composing a digital argument or narrative (viewing examples) • Team Working Time (continue transcribing, coding, and analyzing interviews) • Guest speakers/workshop • Upload interviews to DALN 	<p>Collaborative Writing. Click here for collaborative writing Prezi & Team writing worksheet</p>	<p>Due: Draft of two annotations from each team member; peer response</p> <p>Due: Bring in interviews</p>
3/27	<ul style="list-style-type: none"> • Team-led Class Discussion on selected reading • Composing a digital argument or narrative (viewing examples) • Writing for, writing with, and writing about a community • Team Working Time • 	<p>Read: Team assigned articles</p> <p>Prepare and mail community member invitations to community sharing night</p>	<p>Due: Post Reading Response and Question</p> <p>Due: Group Annotated Bibliography</p> <p>Due: Complete Interviews</p>
4/3	<ul style="list-style-type: none"> • Write thank-you notes to community members • Team composing time <ul style="list-style-type: none"> ○ Partial draft of iMovie ○ Script of iMovie ○ Digital Exhibit introduction 		<p>Due: Partial draft of team's Digital Exhibit and written script for iMovie; in-class workshop</p> <p>Due: Team folder which includes all consent forms from interviewees, list of all interviewees with names of team members who participated in interviews,</p>

			description of interview sites with dates that interviews were conducted
4/10	<ul style="list-style-type: none"> • Peer Review • Draft and Revise Community Sharing Night Program 		<p>Due: Partial Draft of iMovie Exhibit (two-thirds completed); peer response</p> <p>Due: draft of 500-word introduction</p>
4/17	<ul style="list-style-type: none"> • Teams Work on Digital Exhibits in computer lab • Peer Response • Practice Presentations • Course Evaluations 	Class Feedback on iMovies	Due: Full Drafts of iMovies
4/24	Community Sharing Night	Group Presentations and iMovie	Community Sharing night
5/1	Finals Week		Due: Individual Reflections (1 p. m.)

African American and African Studies/English 2367.07S Assessment Plan

African American and African Studies/English (AAAS/Engl) 2367.07 will assess written communication, oral communication, and social diversity using the current assessment plan for English 2367. We assess for oral communication, social diversity, and written communication on a tri-yearly rotating basis, meaning we assess for written communication one year, oral communication the next year, and social diversity, the following year. The cycle repeats. Because AAAS/English 2367.07 will have a required multimodal assignment, we intend to assess multimodal composing. However, this is the only 2367 course that requires a multimodal composition. Therefore, only one or two sections of this course will be taught each year.

Writing is assessed through a holistic scoring of 10% of final written essays from all 2367 courses across all campuses in an academic year. Oral Communication is assessed through a holistic scoring of videotaped oral presentations from a sampling of oral presentations from all 2367 courses across all campuses using the attached oral communication attached rubric. We assess for social diversity using a pre and post test and the attached social diversity rubric. We will assess multimodal composing using holistic scoring based on the attached rubric. Please see the attached rubrics for each component.

MULTIMODAL ASSIGNMENT RUBRIC

Fulfills the Requirements of the Assignment (maximum of 10 points)

	5 pts.	4 pts.	3 pts.	2 pts.	1 pt.
Meets the assignment requirements as detailed on the assignment description sheet.					
Meets the ethical standards for composing using multimedia for a community-based project as established in the class.					

Commentary and Analysis (maximum of 15 points)

	5 pts.	4 pts.	3 pts.	2 pts.	1 pt.
Ideas are clear, insightful, thought-provoking, and focused so they consistently support the topic of the project.					
Project is organized in an engaging and appropriate manner that fosters relevant, concrete, specific and insightful analysis.					
Project shows depth of thought: evidence support for claims is clearly presented, context of evidence is clear, ideas are creatively expressed.					

Citation of Sources (maximum 5 points)

Select ONE:	
5 pts.	Project includes effective and accurate citation in a manner that is specific to presentation's selected genre.
3 pts.	Project includes a citation of sources, though not presented in a manner appropriate to the presentation's selected genre OR multiple citations are incorrect.
1 pt.	Project does not include a citation of sources OR most, if not all, citations are incorrect.

Form of Presented Analysis (maximum 5 points)

Select ONE:	
5 pts.	Project has a clear rhetorical purpose for its composition in a specific modality. Project may have technical issues, but overall its composed form clearly contributes to its rhetorical effectiveness.
3 pts.	Project has a somewhat defined or implied purpose in line with its content that needs to be made more explicit OR the project's form could be ineffective in reaching its intended audience.
1 pt.	Project's form has no clear (or has competing) rhetorical purposes with its content. The project's selected form is entirely inappropriate for reaching its intended audience.

Additional Comments // Final Impressions:

Final Grade (maximum of 35 points):

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.

Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Framing Language

Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Central message:** The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
- **Delivery techniques:** Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
- **Language:** Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
- **Organization:** The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
- **Supporting material:** Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speaker's credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

SCORING RUBRIC

Assessment of GE Diversity: Social Diversity in the US (English 2367.01 and 2367.02)

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
(ELO1a) Students describe and evaluate the roles of such categories as race, gender, ethnicity, and religion in the pluralistic institutions and cultures of the United States	Articulates a critical understanding of the complex nature of diversity and the power of cultural, political, or social contexts in influencing its various role(s) in U.S. institutions (e.g., government, education, religion) and cultures.	Articulates a critical understanding of the value of diversity and its various role(s) in U.S. institutions (e.g., government, education, religion) and cultures.	Offers reasonable insight into the value of diversity in the U.S., identifying a few examples of how social diversity functions in or is constitutive of U.S. institutions (e.g., government, education, religion) and cultures.	Generalizes about the value of diversity in the U.S., describing how social diversity functions in or is constitutive of U.S. institutions (e.g., government, education, religion) and cultures.
(ELO1b) Using specific examples, students describe and evaluate how diversity functions in or is constitutive of literary, cinematic, and/or public discourse.	Articulates through a detailed and extended example (or examples) an understanding of the role(s) diversity plays in the construction and/or reception of literary, cinematic, scientific and technical, or public texts.	Articulates through an example (or examples) an understanding of the role(s) diversity plays in the construction and/or reception of literary, cinematic, scientific and technical, or public texts.	Articulates an awareness that diversity plays a role in literary, cinematic, scientific and technical, or public texts and provides some concrete evidence to demonstrate how.	Articulates a general understanding that literary, cinematic, scientific and technical, or public texts are informed by or constitutive of social diversity.
(EL02) Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.	When communicating the value of diversity, demonstrates a sophisticated understanding of how an engagement with diversity has contributed to own attitudes and beliefs.	Reflects on how own attitudes and beliefs are different from those of others, recognizes new perspectives about own cultural rules and biases, and expresses an understanding of what can be learned from such reflections.	Indicates awareness that own attitudes and beliefs are different from those of others, identifies own cultural rules and biases, and expresses some understanding of what can be learned from such awareness.	Expresses attitudes and beliefs from a singular perspective and shows generalized awareness of and appreciation for what can be learned from diverse communities and cultures.

No Response
Does not respond to the question or response does not address question asked.
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