

## Term Information

Effective Term Spring 2020  
*Previous Value* Spring 2019

## Course Change Information

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

Learning Outcomes, Course Content, course description, campus offerings.

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

The course was not successfully meeting our students information needs,as a result the Learning outcomes were shifted, the course content was changed to match, and same with the course description. We also have interest in possible multiple campuses teaching it now that changes have been made.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

This should affect no program

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

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area Arts and Sciences  
Fiscal Unit/Academic Org ASC Administration - D4350  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2121  
Course Title Academic Online Research  
Transcript Abbreviation Acad Online Rsch  
Course Description The purpose of this course is to help you develop skills and habits that will help you to be successful on research assignments in college, as well as situations that require you to use information in your professional, personal, and civic lives. In other words, we hope you leave this course as an intentional, reflective, and critical consumer of information.  
*Previous Value* [Web tools, article databases, concepts, and issues related to finding academic and scholarly information in a chosen field.](#)  
Semester Credit Hours/Units Fixed: 2

## Offering Information

Length Of Course 8 Week, 7 Week, 6 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
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, Wooster  
*Previous Value* Columbus, Lima, Newark

## Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 24.0101  
Subsidy Level General Studies Course  
Intended Rank Freshman, Sophomore, Junior

## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

Course goals or learning objectives/outcomes

- Parse a research assignment prompt to determine your professor's expectations
- Develop a research question that establishes the scope of your information need
- Articulate the knowledge you bring and the information you need
- Identify appropriate information source types
- Evaluate information sources based on your information need
- Synthesize information sources to answer a research question or defend a thesis statement
- *Identify how scholars gather and disseminate information*
- *Identify the characteristics of a scholarly article and describe the peer review process*
- *Distinguish scholarly, professional, and popular information needs and types*
- *Use library subscription databases appropriate to the academic discipline of their choice*
- *Understand how social networking tools add to the information landscape*

*Previous Value*

Content Topic List

- Understanding Research as Inquiry
- Searching as Strategic Exploration
- Understanding Authority is constructed and Contextual
- Understanding Scholarship as Conversation
- Information Creation as a Process

**COURSE CHANGE REQUEST**  
2121 - Status: PENDING

Last Updated: Haddad,Deborah Moore  
03/19/2019

**Previous Value**

- *Scholarly communication*
- *Finding scholarly publications*
- *News as information resource*
- *Professional literature*
- *Social media*
- *Topical research*

**Sought Concurrence**

No

**Attachments**

- ARTSSCI 2121 Syllabus Sp2019.pdf: Updated Syllabus  
*(Syllabus. Owner: Primeau,Hanna N)*
- ARTSSCI 2121 Technical Review Checklist.pdf: Technical Review List  
*(Other Supporting Documentation. Owner: Primeau,Hanna N)*
- ASC 2121 Syllabus 2018.docx: Current Syllabus  
*(Syllabus. Owner: Primeau,Hanna N)*

**Comments**

- Please change effective term and upload old syllabus. *(by Vankeerbergen,Bernadette Chantal on 03/15/2019 11:40 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Primeau,Hanna N	03/15/2019 10:12 AM	Submitted for Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	03/15/2019 11:40 AM	Unit Approval
Submitted	Primeau,Hanna N	03/15/2019 11:44 AM	Submitted for Approval
Approved	Vankeerbergen,Bernadette Chantal	03/19/2019 01:27 PM	Unit Approval
Approved	Haddad,Deborah Moore	03/19/2019 01:37 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	03/19/2019 01:37 PM	ASCCAO Approval

# Welcome to Arts & Science 2121

## Academic Online Research

---

### OVERVIEW

#### Instructor

TBD

#### Course Description

The purpose of this course is to help you develop skills and habits that will help you to be successful on research assignments in college, as well as situations that require you to use information in your professional, personal, and civic lives. In other words, we hope you leave this course as an intentional, reflective, and critical consumer of information.

#### Course Learning Outcomes

By the time this course is complete, you will achieve these core content objectives:

- Develop a research workflow that can be used in other courses, as well as in your post-college life
  - Parse a research assignment prompt to determine your professor's expectations
  - Develop a research question that establishes the scope of your information need
  - Articulate the knowledge you bring and the information you need
  - Identify appropriate information source types
  - Evaluate information sources based on your information need
  - Synthesize information sources to answer a research question or defend a thesis statement

---

**There are no prerequisites for this course, but you should be comfortable using a web browser, willing to check your notifications often, and expect to use technology to a significant extent.**

---

### WHAT TO EXPECT

The activities in this class are designed to help you become a better researcher by providing a fictional scenario, similar to one that you may experience as a college student. Using the scenario as our guide, the research process will be broken into weekly modules that will give you opportunity to learn more about expectations that your professors may have related to finding, evaluating, and using information, as well as building in time for self-reflection. **Note: You will not be completing a 10-12 page research paper in this course.**

Since this is a seven-week course, the course will move at a very fast pace, BUT is not a self-paced course! In general, you will have readings assigned each week along with relevant quizzes, activities, or reflections that you will need to complete for a due date early in the week. At the end of each week, you

will have a larger assignment that builds on the previous weeks' work by integrating the content you learned in the current week.

## Guiding scenario

"For this course, you are going to pretend that you are enrolled in a fictional course - Education 101: Foundations of Higher Education - taught by Dr. Lara Hernández. The purpose of that course is to introduce you to both the history of higher education in the United States and current issues facing higher education in the United States. She's assigned you a research paper paired with a presentation that is due in 6 weeks. The paper, that needs to be approximately 10 to 12 pages in length, will involve identifying and defining some aspect of college student success, including a historical aspect, for which you need to develop a research question based on two course readings, supplementing it with scholarly and primary sources. Dr. Lara Hernández has told you that the grading rubric can be found linked in the syllabus. "

This course will help you to develop a research question that interests you based on those readings and take you through the process of finding, evaluating, and synthesizing reliable and relevant information that you could use if you actually had to write the research paper that Dr. Hernández assigned. **You will not be completing a 10-12 page research paper in this course**, just doing the starting steps of research that leads to the eventual steps HAD you been assigned a paper.

## Course Materials

The main textbook for this course is an open-access online publication called [Choosing & Using Sources](#). Other required texts (defined broadly as visual or audio media in addition to readings) and activities are online, but you might need to find physical materials in the library to complete certain assignments.

## Course Technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. You can find [OCIO help & support locations and hours](#) online, and support for urgent issues is available 24x7.

- [Self-Service and Chat support](#)
- **Phone:** 614-688-HELP (4357)
- [Email Support](#)
- **TDD:** 614-688-8743

## Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

## Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

## Necessary equipment

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

## Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
  - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - Office 365 is installed within your BuckeyeMail account. Full instructions for [downloading and installing Office 365](#) are available online from OSU IT.

## CARMEN

Carmen is the learning management system used to facilitate online and hybrid courses at the Ohio State University. You can access this course by logging into [Carmen](#).

You will need to use multi-factor authentication to access your courses in Carmen. Visit [BuckeyePass](#) to manage your devices. It is highly recommended that you add more than one device to your account or request a set of access codes to keep in a safe place for an emergency. Need help? Visit [BuckeyePass - Quick Start Guide](#) or call 614-688-4357 (HELP).

## HOW TO SUCCEED

To do well in this course, you should:

- Read (or view) everything carefully – many questions may be answered by the syllabus
- Carefully review instructor feedback and apply it in future assignments
- Contact your instructor with questions in a timely manner
- Submit work on time

The workload in this course is designed in accordance with the policy set forth by the OSU Board of Trustees: (1) One credit hour shall be assigned for each three hours per week of the average student's time, including class hours, required to earn the average grade of "C" in this course.

## GRADING AND FACULTY RESPONSE

Your course grade will be calculated out of a total of 750 points. See details for each graded item in the weekly Modules.

### Week 1

- Syllabus Quiz (20 pts.)
- Who Are You? Discussion Post (20 pts.)
- How Curious Are You? Reading and Reflection (20 pts.)

- How to Parse an Assignment (35 pts.)

#### **Week 2**

- Week 2 Review Quiz (25 pts.)
- Intro to Pre-Research (40 pts.)
- Developing a Research Question (50 pts.)
- Reflection - Understanding Research as Inquiry (10 pts.)

#### **Week 3**

- Week 3 Review Quiz (25 pts.)
- Selecting Sources (50 pts.)
- How to Read a Citation: Quiz (40 pts.)
- Reflection – Understanding Search as Strategic Exploration (10 pts.)

#### **Week 4**

- Week 4 Review Quiz (25 pts.)
- DRAMA, Evaluation Worksheet (50 pts.)
- Evaluate & Categorize a Social Media Posting: Discussion (30 pts.)
- Reflection – Understanding Authority is Constructed & Contextual (10 pts.)
- Peer Review: Evaluate & Categorize a Social Media Posting (15 pts.)
- Week 4 Check-in: Discussion (25 pts. Extra Credit)

#### **Week 5**

- Week 5 Review Quiz (25 pts.)
- How to Read and Understand a Scholarly Article (60 pts.)
- Reflection – Understanding Scholarship as Conversation (10 pts.)

#### **Week 6**

- Annotated Bibliography (60 pts.)
- Reflection – Understanding Information Creation as a Process (10 pts.)

#### **Week 7**

- Final Reflection (50 pts.)
- Final Presentation (60 pts.)

### **Late Assignments**

Assignments are due twice a week. There will be a 25% penalty for work if you are late and did not make prior arrangements with the instructor. However, no assignment may be turned in more than a week after it's due. These assignments will receive a "0".

### **Grading Scale**

Here's how points align with the OSU Standard Grading Scale:

- A = 93 – 100 % (697.5 – 750 pts.)
- A- = 90 – <93 % (675 – <697.5 pts.)
- B+ = 87 – <90 % (652.5 – <675 pts.)
- B = 83 – <87 % (622.5 – <652.5 pts.)
- B- = 80 – <83 % (600 – <622.5 pts.)
- C+ = 77 – <80 % (577.5 – <600 pts.)
- C = 73 – <77 % (547.5 – <577.5 pts.)

- C- = 70 – <73 % (525 – <547.5 pts.)
- D+ = 67 – <70 % (502.5 – <525 pts.)
- D = 60 – <67 % (450 – <502.5 pts.)
- E = 0 – <60 % (0 – <450 pts.)

## Faculty Feedback and Response Time

Information on the instructor's feedback and response time policy can be found on the course home page in Carmen below their contact information.

## Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST TWICE PER WEEK.**  
This course has due dates twice a week. Be sure you are logging in to the course in Carmen regularly, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss a due date, discuss it with me as soon as possible.
- **Office hours: By appointment.**  
All live, scheduled events for the course, including my office hours are optional. Office hours are by appointment and may be in person, over the phone or virtual. I encourage you to contact me if you need to discuss an assignment with me. Tools used for virtual office hours are flexible; CarmenConnect and Skype are 2 popular options. The [Skype privacy policy](#) and [Skype accessibility policy](#) are available for your review.
- **Participating in discussion forums: When assigned.**  
There are several discussion board assignments in this course. Follow the instructions for each of these assignments carefully.

## Discussion and communication guidelines

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

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)



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

## WRITING POLICY (Adapted from Walvoord’s Policy on ESWE, University of Notre Dame)

All of the assignments have some sort of written portion to it. Generally, while you should seek to develop and use your own style, you are still expected to write in complete sentences in a structured way as well as use both correct punctuation and capitalization. Please use this as a checklist before you submit your work:

- Avoid run-on sentences and fragments
- Sentence sense (words omitted, scrambled, or incomprehensible)
- Spelling (a typo is a misspelling---always proofread)
- Documentation: formatting of footnotes, and citations

How many violations are too many, and how much will they affect your grade? I can't give an exact rule, but you are expected to produce professional-quality work. Plagiarizing is never acceptable and you may receive zero points as well as additional sanctions if you do.

### Fallacies

(The following is excerpted from the Writing Center at UNC-Chapel Hill.)

In addition to language standards, [basic argumentation skills](#) are also expected. Most academic writing tasks require you to make an argument—that is, to present reasons for a particular claim or interpretation you are putting forward.

You may have been told that you need to make your arguments more logical or stronger. And you may have worried that you simply aren’t a logical person or wondered what it means for an argument to be strong. Learning to make the best arguments you can is an ongoing process, but it isn’t impossible: “Being logical” is something anyone can do, with practice.

Each argument you make is composed of premises (this is a term for statements that express your reasons or evidence) that are arranged in the right way to support your conclusion (the main claim or interpretation you are offering). You can make your arguments stronger by

- Using good premises (ones you have good reason to believe are both true and relevant to the issue at hand),
- Making sure your premises provide good support for your conclusion (and not some other conclusion, or no conclusion at all),
- Checking that you have addressed the most important or relevant aspects of the issue (that is, that your premises and conclusion focus on what is really important to the issue), and
- Not making claims that are so strong or sweeping that you can’t really support them.

You also need to be sure that you present all of your ideas in an orderly fashion that readers can follow.

[This handout](#) describes some ways in which arguments often fail to do the things listed above; these failings are called fallacies. It is particularly easy to slip up and commit a fallacy when you have strong feelings about your topic—if a conclusion seems obvious to you, you're more likely to just assume that it is true and to be careless with your evidence. The purpose of this handout, though, is not to argue for any particular position on any of these issues; rather, it is to illustrate weak reasoning. Please refer to specific rubrics for each assignment to see how this is weighted and evaluated in your writing.

## ADDITIONAL COURSE BUSINESS

### Communication to Instructors

All electronic communications conducted in the course of this class are bound by the same principles of respect, professionalism, and concern as any other interactions in the University's classrooms or offices.

If you feel that these principles have been compromised in some way, please discuss this privately with your instructor.

When emailing really any professor, please consider the following email structure (adapted from [How to Email Your Professor...](#)):

*Dear [1] Professor [2] Last-Name [3],*

*This is a line that recognizes our common humanity (i.e. "hope all is well!") [4].*

*I'm in your Class Name, Section Number that meets on This Day [5]. This is the question I have or the help I need [6]. I've looked in the syllabus, at my notes from class & online, and I asked someone else from the class [7], I think This Is The Answer [8], but I'm still not sure. This is the action I would like you to take [9].*

*Signing off with a Thank You is always a good idea [10],  
Your Name*

### Academic Integrity

The instructors expect each student to act with integrity and honesty. Students are expected to submit their own work on all assignments in this course. No collaboration is allowed.

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. As obligated by university rules (Faculty Rule 3335–5–487), the instructor will report all instances of alleged academic misconduct to the committee. For additional information, see the [Code of Student Conduct](#).

## **Accessibility accommodations for students with disabilities**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### **Accessibility of course technology**

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

- [Carmen accessibility](#)
- Streaming audio and video
- Synchronous course tools

## **Your mental health!**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

## **Copyright disclaimer**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## **Statement on title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at [OSU's Title IX information site](#) or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

# Welcome to Arts & Science 2121

## Academic Online Research

---

### OVERVIEW

In this course, we build upon the problem-solving and online information seeking strategies we learned in previous course in this sequence to explore the nature of academic research and how it's accomplished online. By the time this course is complete, you will achieve these core content objectives:

- Understand the ecosystem of scholarly communication
- Access scholarly resources and track down scholarship
- How to and the extent to which one can evaluate scholarly works without expertise

The activities in this class are designed to help students become better researchers by providing a top-down view of the ecology of academic research and the underutilized resources available to scholars and students. It continues the lessons learned in ARTSSCI 2120: Information Search, Evaluation & Use.

### WHAT TO EXPECT

This course was designed under the evidence-based philosophy that real learning is accomplished by a variety of activities, including solving open-ended problems and interacting with others in the course.

You'll need to be engaged on a regular basis in order to be successful as this course is not self-paced; assignments are due semiweekly and there is a mandatory discussion board component.

### TEXTS, MATERIALS & SOFTWARE

The main textbook for this course is an open-access online publication called [Writing Commons](#). Other required texts (defined broadly as visual or audio media in addition to readings) and activities are online, but you might need to find physical materials in the library to complete certain assignments. You will also need to make sure you have the following software:

- Adobe Reader or another PDF viewer
- Microsoft Word 2007 or later / OpenOffice 3.4 or later (free)
- Internet Explorer 9.0 or Firefox 7.0 or higher

### CARMEN

Carmen is the learning management system used to facilitate online and hybrid courses at the Ohio State University. You can access this course by logging into [Carmen](#).

### HOW TO SUCCEED

To do well in this course, you should:

- read (or view) everything carefully – many questions may be answered by the syllabus
- submit work on time

The workload in this course is designed in accordance with the policy set forth by the OSU Board of Trustees: (1) One credit hour shall be assigned for each three hours per week of the average student's time, including class hours, required to earn the average grade of "C" in this course.

## GRADING

Your course grade will be calculated out of a total of 850 points. See details for each graded item under ASSIGNMENTS.

ASSIGNMENT	QUANTITY	UNIT POINTS	TOTAL
<b><u>Quizzes (24%)</u></b>			
Week 1 Refresher	1	20	20
Weekly Review (Weeks 2-6)	5	20	100
Week 7 Comprehensive	1	80	80
<b><u>Discussion (29%)</u></b>			
Introduction	1	10	10
Topic Prompts	2	60	120
Discussion Posts (4 per topic)	8	15	120
<b><u>Dropbox (47%)</u></b>			
Case Studies	3	Varies	300
Final Narrative	1	100	100
<b><u>Extra Credit (2.3%)</u></b>			
Mid-Session Survey	1	20	20
<b>GRAND TOTAL:</b>	<b>22</b>		<b>850</b>

Assignments are due twice a week. There will be a 25% penalty for work if you are late and did not make prior arrangements with the instructor. However, no assignment may be turned in more than a week after it's due. These assignments will receive a "0".

Here's how points align with the OSU Standard Grading Scale (condensed):

Course Points	Percentage	Letter Grade
765-850	90-100%	A- to A
680-764	80-89%	B- to B+
595-679	70-79%	C- to C+
510-594	60-69%	D to D+
0-509	0-59%	E

## ASSIGNMENTS

### Quizzes

These are multiple choice tests primarily designed to assess comprehension and reinforce concepts from the texts. They are open book and you will have only (1) attempt to ace each of them. While they'll focus on the week's reading, there may be materials from other readings up until that point.

The first quiz is a quick refresher of 2120 concepts. The last quiz is a comprehensive review of the course.

File Submission Assignments

### File Upload Assignments

#### Case Studies

There are periodic assignments that ask you to critically examine an academic search scenario.

#### Final Narrative

This narrative is designed to help you articulate insights you've made in the course as well as to help the instructor gauge your qualitative understanding of the material as you depart the course. A rubric is used to assist with grading this assignment

### Discussion Board

The Discussion Board is the major social component of the course and are structured to help bring the readings into a larger context by way of sharing the work you've done, strategies you've adopted, and engaging with the readings. Participation is mandatory.

During the term, you'll be given two prompts to respond to. Your initial post is moderated and will not be available until after the due date. After it is released, you need to respond to at least one other classmate's post within 2 days.

You'll notice there are a total of (4) discussion posts that need to be completed per topic for a total of (8) responses. These do include your initial response to a prompt, so you actually only need to complete (3) posts in addition to your initial one. These posts should further the conversation in some way. Further details will be offered later in the course.

#### Minimum Requirements for Weekly Forums Assignment for Full Credit

- relevant to topic
- support claims by citing or linking to quality sources
- no "fluff" (e.g. repeating the question or other filler strategies)
- [when applicable] offers constructive and detailed criticism (i.e. say 'why' you agree, disagree, or question what someone has posted and, if applicable, offer a suggestion)

These points are **PASS/FAIL** given the minimum requirements listed above. Your writing and behavior in the Forums should follow all the policies laid out in this syllabus. It is **recommended** that you craft your message in a Word document before posting it the forums.

## WRITING POLICY (Adapted from Walvoord's Policy on ESWE, University of Notre Dame)

All of the assignments have some sort of written portion to it. Generally, while you should seek to develop and use your own style, you are still expected to write in complete sentences in a structured way as well as use both correct punctuation and capitalization. Please use this as a checklist before you submit your work:

- Avoid run-on sentences and fragments
- Sentence sense (words omitted, scrambled, or incomprehensible)
- Spelling (a typo is a misspelling---always proofread)
- Documentation: formatting of footnotes, and citations

How many violations are too many, and how much will they affect your grade? I can't give an exact rule, but you are expected to produce professional-quality work. Plagiarizing is never acceptable and you may receive zero points as well as additional sanctions if you do.

Fallacies (The following is excerpted from the Writing Center at UNC-Chapel Hill.)

In addition to language standards, basic argumentation skills are also expected. Most academic writing tasks require you to make an argument—that is, to present reasons for a particular claim or interpretation you are putting forward.

You may have been told that you need to make your arguments more logical or stronger. And you may have worried that you simply aren't a logical person or wondered what it means for an argument to be strong. Learning to make the best arguments you can is an ongoing process, but it isn't impossible: "Being logical" is something *anyone* can do, with practice.

Each argument you make is composed of *premises* (this is a term for statements that express your reasons or evidence) that are arranged in the right way to support your *conclusion* (the main claim or interpretation you are offering). You can make your arguments stronger by

- using good premises (ones you have good reason to believe are both true and relevant to the issue at hand),
- making sure your premises provide good support for your conclusion (and not some other conclusion, or no conclusion at all),
- checking that you have addressed the most important or relevant aspects of the issue (that is, that your premises and conclusion focus on what is really important to the issue), and
- not making claims that are so strong or sweeping that you can't really support them.

You also need to be sure that you present all of your ideas in an orderly fashion that readers can follow.

[This handout](#) describes some ways in which arguments often fail to do the things listed above; these failings are called fallacies. It is particularly easy to slip up and commit a fallacy when you have strong feelings about your topic—if a conclusion seems obvious to you, you're more likely to just assume that it is true and to be careless with your evidence. The purpose of this handout, though, is not to argue for any particular position on any of these issues; rather, it is to illustrate weak reasoning. Please refer to specific rubrics to see how this weighted and evaluated in your writing.

## ADDITIONAL COURSE BUSINESS

### Communication Policy

All electronic communications conducted in the course of this class are bound by the same principles of respect, professionalism, and concern as any other interactions in the University's classrooms or offices.

If you feel that these principles have been compromised in some way, please discuss this privately with your instructor.

When emailing really any professor, please consider the following email structure (adapted from How to Email Your Professor:

*Dear [1] Professor [2] Last-Name [3],*

*This is a line that recognizes our common humanity (i.e. "hope all is well!") [4].*

*I'm in your Class Name, Section Number that meets on This Day [5]. This is the question I have or the help I need [6]. I've looked in the syllabus and at my notes from class and online and I asked someone else from the class [7], and I think This Is The Answer [8], but I'm still not sure. This is the action I would like you to take [9].*

*Signing off with a Thank You is always a good idea [10],  
Your Name*

### Academic Integrity

The instructors expect each student to act with integrity and honesty. Students are expected to submit their own work on all assignments in this course. No collaboration is allowed.

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. As obligated by university rules (Faculty Rule 3335–5–487), the instructor will report all instances of alleged academic misconduct to the committee. For additional information, see the [Code of Student Conduct](#).

### Disabilities

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. For the Columbus campus, The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614–292-3307, [Email the Office of Student Life Disability Services](#); [Office of Student Life Disability Services home page](#). Regional campus students can visit their respective Disability Services office.



## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course:**

**Instructor:**

**Summary:**

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> <li>Carmen</li> <li>Carmen Connect</li> <li>Skype</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			Carmen message boards for interaction and Carmen Connect or Skype for virtual conferences and meetings.
6.3 Technologies required in the course are readily obtainable.	X			All applications are either free or provided for free by OSU site license.
6.4 The course technologies are current.	X			All applications used are web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	x			Skype is the only third party tool and privacy and accessibility policies are provided.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8Help are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	X			b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			Links are provided to all 1 <sup>st</sup> party tools.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience

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

**Reviewer Information**

- Date reviewed: 12/3/18
- Reviewed by: Ian Anderson

**Notes: All materials required to complete must be readily available to all. Please consider students who may not be on campus and have access to the OSU Library System. They will need an alternative way of obtaining the material needed to complete the assignments. Please assign dates to the weekly assignments so it is clear when students need to login to fulfill the twice a week requirement.**

<sup>a</sup>The following statement about disability services (recommended 16 point font): Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, [slds@osu.edu](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

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

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