Term Information

Effective Term	Autumn 2020
Previous Value	*Summer 2020*

Course Change Information

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

We propose to add an option online version of this course to our curriculum.

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

To provide enhanced access for students and flexibility for instructors delivering English 2266

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)?

N/A

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

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	English
Fiscal Unit/Academic Org	English - D0537
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2266
Course Title	Introductory Poetry Writing
Transcript Abbreviation	Intro Poetry Wrtng
Course Description	An introduction to the fundamentals of technique, craft, composition, and prosody; practice in the writing of poetry; and analysis and discussion of student work as well as published poems by established poets.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Previous Value	*No*
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites   Prereq: 1110.
Exclusions
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   23.1302
Subsidy Level   Baccalaureate 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
- Students demonstrate fundamental skill at the novice level of practice in the writing of poetry.

Content Topic List
- A vocabulary of poetry
- Self-receptivity (to language and experience)
- The process of workshopping
- Poetic techniques
- The history and breadth of poetry
- Theoretical issues within the genre

Sought Concurrence   No

Attachments

- English 2266 In-Person Syllabus.docx: Syllabus

  (Syllabus. Owner: Lowry,Debra Susan)

- English 2266 DL syllabus (revised).docx: Syllabus

  (Syllabus. Owner: Lowry,Debra Susan)

- ENG 2266 ASCTech review.docx: ASC Tech Review

  (Other Supporting Documentation. Owner: Lowry,Debra Susan)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	07/14/2020 01:43 PM	Submitted for Approval
Approved	Lowry,Debra Susan	07/14/2020 02:05 PM	Unit Approval
Approved	Heysel,Garett Robert	07/14/2020 02:10 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	07/14/2020 02:10 PM	ASCCAO Approval

SYLLABUS
ENGL 2266

Introduction to Poetry Writing
Spring 2021 – Online

COURSE OVERVIEW

Instructor

Instructor: TBA

Email address:

Phone number:

Office hours: Twice weekly zoom availability

Course description

This is a beginner-level poetry workshop in which we will explore and analyze the craft of writing poetry through reading, discussion, and practice.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Understand various elements of poetic craft and the ways poets convey meaning and expression through craft elements such as meter, rhyme, form, repetition, syntax variation, musicality of the line, lineation, blank space, metaphor, image, etc.
- Articulate for themselves and others the purpose of poetry, how a poem is built, what elements enhance or subvert a poem's essence, how we recognize various elements within a poem, what is being conveyed and in what way.
- Have a firm grasp on the fundamental elements of reading, interpreting and creating poetry, as well as how to respond and provide constructive criticism to their peers.

HOW THIS COURSE WORKS

Mode of delivery: This course is 100% online via synchronous Zoom meetings twice weekly at scheduled meeting times.

Pace of online activities: This course is divided into **weekly modules** that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations: This is a **3-credit-hour course**. According to Ohio State policy, students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

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

- **Participating in online activities for attendance**: **AT LEAST TWICE PER WEEK VIA ZOOM.** You are also expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible.*
- **Office hours**: **OPTIONAL**
  Office hours are optional except for a single mandatory meeting scheduled at our mutual convenience via Zoom.
- **Participating in discussion forums**: **2+ TIMES PER WEEK**
  As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

COURSE MATERIALS AND TECHNOLOGIES

Textbooks NONE, TEXTS WILL BE PROVIDED VIA EMAIL AND CARMEN.

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

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

BASELINE TECHNICAL SKILLS FOR ONLINE COURSES

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the Canvas Student Guide.

REQUIRED TECHNOLOGY SKILLS SPECIFIC TO THIS COURSE

- CarmenZoom virtrual meetings
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

REQUIRED EQUIPMENT

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

REQUIRED SOFTWARE

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

CARMEN ACCESS

You will need to use BuckeyePass multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new**

codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the <u>Duo Mobile application</u> to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Poetry Portfolio	35%
Weekly Writing Responses	20%
Participation	25%
Midterm Paper	15%
Conference	5%
Total	**100**

See course schedule below for due dates.

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

Commented [ODEE3]:
To Instructor: Fill this section in with your own late policy.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B

80–82.9: B-
77–79.9: C+
73–76.9: C
70 –72.9: C-
67 –69.9: D+
60 –66.9: D
Below 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For reading responses, poems and midterm, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on weekdays when class is in session at the university**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on school days**.

OTHER COURSE POLICIES

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. A more conversational tone 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.

Academic integrity policy

Commented [ODEE4]: To instructor: The text in the following section is provided just as a suggestion. Fill in with your own policies.

POLICIES FOR THIS ONLINE COURSE

- **Exams & Portfolios**: You must complete the midterm and final portfolio yourself, without any external help or communication
- **Written assignments**: Your written assignments, including discussion posts, should be your own original work
- **Reusing past work**: In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Workshop protocol**: I will provide for you a set of best practice workshop guidelines which will dictate for us the ways in which we will and will not engage with one another during our class discussions and workshop critiques.

OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages (COAM Home)
- *Ten Suggestions for Preserving Academic Integrity (Ten Suggestions)*
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Copyright disclaimer

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

Statement on Title IX

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

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 find yourself feeling isolated, anxious or overwhelmed, please know that there are resources to help: ccs.osu.edu. 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 Prevention Hotline at 1-(800)-273-TALK or at

suicidepreventionlifeline.org. The Ohio State Wellness app is also a great resource available at go.osu.edu/wellnessapp.

Academic Services

As a student at Ohio State, there are many academic services available to you:

- **Student services through Buckeylink (bursar, registrar, financial aid, etc.)** offered on the OSU main campus may be accessed here: http://ssc.osu.edu.
- Student academic services are offered on the OSU main campus. To schedule an appointment with an academic advisor, please access the following link. http://advising.osu.edu/welcome.shtml

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

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; 614-292-3307; 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.

- CarmenCanvas accessibility
- Streaming audio and video
- CarmenZoom accessibility
- Collaborative course tools

COURSE SCHEDULE

Week	Dates	Topics, Readings, Assignments, Deadlines
1	January	Introduction. What is a poem, how do we recognize one and how do we talk about them? Discussion of terms and vocabulary for speaking about craft. (Rich, Oliver, Week 1 Reflection)
2	January	Going beyond "I like it." How to critique our poems. What is lineation? (Gay, Limon, Wasson, Fagan, Reading response #1 due, Poem 1 due)
3	January	Poetic forms and line lengths. Workshops. (Brooks, Grey, Militello)
4	Jan/Feb	Workshop (written feedback due)
5	February	Point of view in poetry. Who is the speaker, the you, the I? Who is being addressed and how do we situate ourselves as characters/narrators? (Faizullah, Sebree, Long Soldier, Abdurraqib, Reading response #2 due)
6	February	Form and meaning (Sharif, Hayes, Vuong, Poem 2 due), Workshops.
7	February	Workshops (written feedback due)
8	February	Workshops (written feedback due)
9	March	Music, rhythm and what separates poetry from prose (Komunyakaa, Chen, Choi, Corral, Reading response #3 due); Tone, style and voice (Sealey, Olds, Levine, Poem 3 due)
10	March	Workshops (written feedback due); Metaphor; Midterm paper due (book review/analysis)
11	March	Workshops (written feedback due); Revision strategies
12	March	Modes of poetry: lyric, experimental, narrative etc (Waldrep, Kwa Mei-en, Swensen, Reading response #4 due, Poem 4 due)
13	April	Workshops (written feedback due)
14	April	Workshops (written feedback due), closing remarks, class reading

English 2266 – Introductory Poetry Writing

Class meets: Wednesdays and Fridays 3:55pm-5:15pm, Denney 209
Office hours: 12:30-3:30pm Fridays, Denney 555
Instructor: Willie VerSteeg
Contact: versteeg.7@osu.edu

Course Description and Objectives

This is a class designed to introduce students to the practice of writing, workshopping, and revising poetry. The majority of class time will be spent doing workshop, which means the majority of the coursework will be the writing of one's own poetry as well as earnest critical engagement with the poetry of your classmates. Our work and discussions in the classroom will be informed by our readings of the work of established poets, both from contemporary and canonical writers. We will also be looking at the world of publishing poetry, with students presenting on a published collection of work of their choosing, as well as looking at current literary journals.

Required Materials
- Readings posted to Carmen site
- *The Poet's Companion*, Addonizio and Laux (*TPC*)

Course Requirements

Poems   30%

Students will be expected to turn in six poems for workshop throughout the course of the term. The process will generally be as follows: students all turn in the poems on the same day (a Friday, with the exception of Poem #1). I will then put the poems into four groups (A, B, C, D—I will notify the class via email of the schedule) of five for us to workshop over the next two weeks of class meetings (one group a day for four days). On the day we are workshopping the last group, the next batch of poems should be coming in. Don't read too much into how I am assigning groups—it will be more or less random, though I will try to shake it up so people don't get workshopped last (or first) over and over. If you have a preference of when you'd like to be workshopped, let me know. With the exception of Poem #1, you will be expected to provide hard copies for the entire class on the day that poems are due (as listed on the schedule). It is a lot of printing, but it is the unfortunate nature of the course. Plan ahead to ensure you have a method of arriving with plenty of copies on the day they are due.

Portfolio   40%

The portfolio will consist of at least 6 revised poems and include a personal critique/reflection letter, as well as written feedback from your classmates and me. If you would like to replace 1-2 of your workshopped poems with new work, that is a possibility, but talk to me first.

Participation and Feedback   20%

Due to the nature of the course, students will be held to a high standard of scholarly participation. Sincere critical engagement in workshop will be necessary, and attentive written feedback will be expected as well. There will also be in-class discussion of readings and generative exercises. Some readings may be posted on Carmen with timely notice that they must be read in preparation for class discussion, while some I might just bring in on a whim for us to savor more casually on the spot. Note that your participation can also be affected by unscholarly/unprofessional behavior that is detrimental to the procession of the class (e.g., turning in a poem late,

not providing copies for your classmates, etc—To put it another way, your participation grade in some part depends on you fulfilling basic expectations of professionalism in an academic setting. You will also be expected to conference with me one-on-one at some point during the term. There should be no laptops open during workshop, nor phones on your desks.

Book Presentation   10%

Students will be expected to present a collection of poems to the class. This will likely require the purchasing of another book, or use of the library (though I encourage the former). The presentation will be accompanied by a brief (2 page, dbl spaced) analytical write-up on the book as well. More on this when the time comes, of course.

Course Policies

Attendance is important to the success of this class and to your development as a writer. Therefore, each unexcused absence after two will result in the lowering of your final grade by a third of a grade. Excused absences, such as those for documented illness, family tragedy, religious observance, or travel for inter-collegiate athletics, will not affect your grade. It is your responsibility to contact your instructor as soon as possible if you miss class. **Nine unexcused absences will automatically result in failure for the course.**

Tardiness is disruptive to the classroom environment, and prevents you from fully participating and assimilating the information and materials discussed in class. Excessive tardiness will lower your participation grade.

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 and failure for the course. Faculty Rule 3335-5-487 states, "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." In addition, it is a violation of the student code of conduct to submit without the permission of the instructors work for one course that has also been submitted in fulfillment of the requirements of another course. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resources/).

Student Work should be turned in at the time indicated on the syllabus and in the format designated by the instructor. Late submission of an assignment will result in the deduction of **one full letter grade** for each day past the due date (for example, B+ to C+). The grade will not be affected when an assignment is late for reasons that would result in an excused absence.

Class Cancelation Policy: If class is canceled due to emergency, I will contact you via email and request that a note be placed on the door. In addition, I will contact you as soon as possible following the cancelation to let you know what will be expected of you for our next class meeting.

Resources

Students with disabilities 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. SLDS is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; slds.osu.edu

Daily Schedule

Week 1

1/14 W – Introductions, course/workshop expectations, scheduling miscellany—what is a poem??

1/16 F – *TPC* "Images," pp 85-93. Imagery exercise. Expectations for workshop. Carmen reading (May1.pdf)

Poem #1 due Sunday 1/18 by midnight! (By email)

Week 2

1/21 W – Poem #1 Workshop A. Carmen Readings (JWright1.pdf, Perillo1.pdf)

1/23 F – Workshop B. *TPC* "Meter, Rhyme and Form," pp 138-150 Sonnet prompt.

Week 3

1/28 W – Workshop C. Iambic Pentameter exercise. Carmen Reading (Shakespeare1.pdf)

1/30 F – Workshop D. **Poem #2 (sonnet) due**, hardcopies in class

Week 4

2/4 W – Poem #2 Workshop A. *TPC* "The Music of the Line" pp 104-114. Enjambment prompt

2/6 F – Workshop B. *TPC* "Repetition, Rhythm, and Blues" pp 151-160. Carmen Reading (Hughes1.pdf) Anaphora prompt

Week 5

2/11 W – Workshop C. Carmen readings (Justice1.pdf, Bishop1.pdf)

2/13 F – Workshop D. **Poem #3 due (anaphora or enjambment prompt)**

Week 6

2/18 W – Poem #3 Workshop A. *TPC* "Simile and Metaphor" pp 94-103

2/20 F – Workshop B. Carmen readings (Levin1.pdf, Heaney1.pdf, Rich1.pdf) metaphor prompt

Week 7

2/25 W – Workshop C. Metaphor exercise. Carmen reading (Laux1.pdf).

2/27 F – Workshop D. **Poem #4 due. (metaphor prompt)**

Week 8

3/4 W – Poem #4 Workshop A. *TPC* "Stop Making Sense" pp 129-137

3/6 F – Workshop B. *TPC* "Poetry of Place" pp 74-81. Carmen readings (Levine1.pdf, Anderson1.pdf). Prompts handed out

Week 9

3/11 W – Workshop C. *TPC* "Writing and Knowing" pp 19-29 "Voice and Style" pp 115-128.

3/13 F – Workshop D. **Poem #5 due (one of the two prompts)**

Week 10

Spring Break—No Classes

Week 11

3/25 W – Poem #5 Workshop A. "Voice and Style" pp 115-128. Book presentations.

3/27 F – Workshop B. Book presentations. *TPC* "The Family" pp 30-38

Week 12

4/1 W – Workshop C. Book presentations. *TPC* "Death and Grief" pp39-45.

4/3 F – Workshop D. Book presentations. **Poem #6 due (open assignment, anything goes!)** *TPC* "Witnessing," pp 64-73

Week 13

4/8 W – Poem #6 Workshop A. Book presentations. *TPC* "The Energy of Revision" pp 186-192

4/10 F – Workshop B. Book presentations. *TPC* "Self-Doubt" and "Writer's Block" pp 195-203

Week 14

4/15 W – Workshop C. Book presentations. Carmen reading (TBA)

4/17 F – Workshop D. Book presentations. Carmen reading (TBA)

Week 15

4/22 W – Make-up workshop. Book presentations.

4/24 F – Make-up workshop. Book presentations. Class evaluations.

Portfolios due in my mailbox by Monday 4/27!

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: English 2266
Instructor:TBD
Summary: Introduction to Poetry Writing

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			• Office 365 • Carmen
6.2 Course tools promote learner engagement and active learning.	X			• Carmen Discussion Board • Carmen Wiki • Zoom
6.3 Technologies required in the course are readily obtainable.	X			All are available for free.
6.4 The course technologies are current.	X			All are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
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		Please add statement 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		Please add statement 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			university accessibility policy is present.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Statement is included with contact information on how to make accommodations.
8.4 The course design facilitates readability	X			
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: 7/14/20

- Reviewed by: Ian Anderson

Notes: Just add statements b&c. Other than that, this is good to go!

[a]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; slds.osu.edu.

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

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