Term Information

Effective Term	Spring 2023
Previous Value	*Summer 2012*

Course Change Information

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

We propose to offer an optional online version of this course and add options for length of course.

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

To provide enhanced student access and flexibility for instructors teaching English 3304.

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	3304
Course Title	Business and Professional Writing
Transcript Abbreviation	Business Writing
Course Description	The study of principles and practices of business and professional writing.
Semester Credit Hours/Units	Fixed: 3

Offering Information

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

Prerequisites and Exclusions

Prerequisites/Corequisites   Prereq: 1110.01 or equiv.
Previous Value   *Prereq: 1110.01 (110.01) or equiv.*
Exclusions
Previous Value   Not open to students with credit for 304.
Electronically Enforced   No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   23.1303
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 acquire strategies for responding ethically to business and professional rhetorical situations; mobilizing communicative genres common to contemporary business and professional situations; and creating inclusive professional environments.

Previous Value

Content Topic List

- Writing skills
- Workplace genres
- Professional behavior

Sought Concurrence   No

Attachments

- English3304_f2fSyllabus.pdf: Syllabus

  (Syllabus. Owner: Lowry,Debra Susan)

- English 3304 ASC DL Course Syllabus.docx: Syllabus

  (Syllabus. Owner: Lowry,Debra Susan)

- ASCTech_ENG 3304.docx: ASC Tech Review

  (Syllabus. Owner: Lowry,Debra Susan)

- 3304_DL_Proposal.docx: Cover Letter

  (Cover Letter. Owner: Hewitt,Elizabeth A)

- ENGL3304_DLSyllabusTemplate.docx: Syllabus

  (Syllabus. Owner: Hewitt,Elizabeth A)

- 3304_asc-distance-approval-cover-sheet[58][87].pdf: Cover sheet for DL

  (Other Supporting Documentation. Owner: Hewitt,Elizabeth A)

- ENGL3304_DL_Revised.docx: Revised Syllabus for DL

  (Syllabus. Owner: Hewitt,Elizabeth A)

Comments

- Please see Panel feedback e-mail sent 06/10/22. *(by Cody,Emily Kathryn on 06/10/2022 03:49 PM)*
- See 8-12-20 email to D. Lowry, K. Winstead, and A. Garcha *(by Oldroyd,Shelby Quinn on 08/12/2020 02:59 PM)*
- English 3304 received an ALX Grant so that the curriculum could be revised such that students no longer need to purchase textbooks. English 3304 online is only slightly modified and still maintains almost the exact same open source textbook, assignments, and activities as the face-to-face version. *(by Lowry,Debra Susan on 07/15/2020 04:07 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	07/15/2020 04:09 PM	Submitted for Approval
Approved	Lowry,Debra Susan	07/15/2020 04:09 PM	Unit Approval
Approved	Heysel,Garett Robert	07/15/2020 08:01 PM	College Approval
Revision Requested	Oldroyd,Shelby Quinn	08/12/2020 02:59 PM	ASCCAO Approval
Submitted	Hewitt,Elizabeth A	04/21/2022 10:27 PM	Submitted for Approval
Approved	Hewitt,Elizabeth A	04/21/2022 10:28 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/26/2022 12:31 PM	College Approval
Revision Requested	Cody,Emily Kathryn	06/10/2022 03:49 PM	ASCCAO Approval
Submitted	Hewitt,Elizabeth A	09/14/2022 10:29 AM	Submitted for Approval
Approved	Hewitt,Elizabeth A	09/14/2022 10:30 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/16/2022 03:23 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/16/2022 03:23 PM	ASCCAO Approval

Business & Professional Writing Syllabus

English 3304 | Spring 2023

Course Information

- **Course times and location:** Tuesdays and Thursdays, 10:00 a.m.-11:20 a.m. in Zoom plus weekly Carmen interaction

- **Credit hours:** 3

- **Mode of delivery:** Distance Learning

Instructor

- **Name:** Christa Teston

- **Email:** teston.2@osu.edu

- **Office location:** 506 Denney Hall (Columbus Campus)

- **Office hours:** Tuesdays and Thursdays from 11:30 a.m.-12:30 p.m.

- **Preferred means of communication:**

    o My preferred method of communication for questions is **email.**

    o My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Prerequisites

English 1110 or equiv.

Course Description

Mindful of the ways market logics condition writing practices, cultures, and genres, students will practice strategies and tactics for the following:

- Attuning and responding ethically to business and/or professional rhetorical situations;

- Mobilizing communicating genres common to contemporary business and/or professional situations;

- Creating inclusive, sustainable, and socially just professional environments.

Learning Outcomes

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

- Produce professional communication genres.

- Understand professional settings' rhetorical situations and know how to respond to those situations.

- Enact processes for developing effective professional documents.

- Practice (and critique) "professional" behavior.

How This Online Course Works

Mode of delivery: This course is 100% online. There is a required synchronous (real-time) session in Zoom each week on Tuesdays and Thursdays, 10:00 a.m.-11:20 a.m. The rest of your work is found in Carmen and can be completed around your own scheduled during the week.

Pace of 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 bylaws on instruction (go.osu.edu/credithours), 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: Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Participating in online activities and synchronous Zoom meetings for attendance**: **at least twice per week**
  You are expected to log in to the course in Carmen twice per 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.*

- **Zoom office hours**: **optional**
  Attending Zoom office hours is optional.

- **Participating in discussion forums**: **once per week**
  As part of your participation, each week you can expect to post at least once as part of our substantive class discussion on the week's topics.

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Course Materials and Technologies

Required Materials

- *Business & Professional Writing: A Course Resource for Writing our Way Toward More Livable Worlds* (Christa Teston & Yanar Hashlamon)
    - https://ohiostate.pressbooks.pub/businessandprofessionalwriting/
- Other articles and resources will be shared in Carmen

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) 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) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the installing Office 365 (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use BuckeyePass (buckeyepass.osu.edu) 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 do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device (go.osu.edu/add-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.
- Install the Duo Mobile application (go.osu.edu/install-duo) on 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.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- Navigating CarmenCanvas (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration and recording, editing and uploading video (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat**: go.osu.edu/it
- **Phone:** 614-688-4357 (HELP)
- **Email:** servicedesk@osu.edu

Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Points
Participation (completing discussion board posts, wrap-up questionnaires, attending synchronous class meetings, preparing for workshops)	160
Module assignments (low-stakes activities that demonstrate comprehension of the module's major learning objectives)	160
Cover letter & resume (final, revised drafts of both documents)	100
Writing project #1: Message-Testing Report	100
Writing project #2: Displayable Media Design	100
Writing project #3: Emergent Media Design	100
Collaboration on final marketing proposal (short pitch, charter doc, strategic plan, group work)	50
Final formal marketing proposal	230
TOTAL	1000

See Course Schedule for due dates.

Descriptions of Major Course Assignments

Writing Project #1: Message-Testing Report

Description: A brief, data-based report that presents results of your collaborative investigation into readers' responses to images related to plastic use, disuse, and reuse (i.e. "message-testing"). This involves familiarizing yourself with Ohio Sea Grant & Stone Lab's (OSG/SL) "Plastic Free July" Campaign as well as the myriad audiences they hope to motivate to reduce single-use plastics. You'll design and execute a survey with participants you recruit. Results of

the survey (i.e. descriptive statistical analysis and qualitative content analysis) will help you make an argument about what images are more or less effective for OSG/SL's "Plastic Free Great Lakes" Campaign.

Writing Project #2: Displayable Media Design

Description: Building on the arguments you make in Writing Project #1, you will design a displayable artifact (e.g. a 34x34" infographic) that will physically hang in a display case at Ohio Sea Grant & Stone Lab on South Bass and Gibraltar Islands. The artifact should educate and motivate audiences of various ages who possess different literacies, forms of expertise, and abilities to reduce single-use plastics.

Writing Project #3: Emergent Media Design

Description: Expanding on what you've accomplished in Writing Projects #1 and 2, you will develop an emerging media plan that will help Ohio Sea Grant & Stone Lab generate awareness about their "Plastic-Free Great Lakes" Campaign via social media, websites, or other digital platforms.

Final Formal Marketing proposal

Description: After revising Writing Projects 1, 2, and 3, you will compose a formal marketing proposal prepared for Ohio Sea Grant & Stone Lab (OSG/SL) executives that will assist their "Plastic Free Great Lakes" Campaign. The proposal should make a persuasive case to OSG/SL to use the materials you've prepared for their campaign, including revised versions of the three major writing projects above. See page 4 of the Kitty Locker Contest CFP for a full list of the contents that must be included in your formal proposal. Your proposal will include a table of contents, abstract, cover letter, the body of the report, and backmatter (e.g. appendices and bibliography).

Academic integrity and collaboration: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA or MLA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Due to the collaborative nature of class discussions, I am not able to grade posts submitted after the final weekly deadline for this assignment type.]

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 614-688-4357 (HELP) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.

- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to ensure you receive these messages.

- **Discussion board:** I will check and reply to messages in the discussion boards once mid-week and once at the end of the week.

- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

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

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. I will provide specific guidance for discussions on controversial or personal topics.

- **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.

- **Synchronous sessions**: During our Zoom sessions I ask you to use your real name and a clear photo of your face in your Carmen profile. During our full-group lecture time, you may turn your camera off if you choose. When in breakout rooms or other small-group discussions, having cameras and mics on as often as possible will help you get the most out of activities. You are always welcome to use the free, Ohio State-themed virtual backgrounds (go.osu.edu/zoom-backgrounds). Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.

Academic Integrity Policy

See Descriptions of Major Course Assignments for specific guidelines about collaboration and academic integrity in the context of this online class.

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 (studentconduct.osu.edu), 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:

- Committee on Academic Misconduct (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

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.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,

2. Call 614-247-5838 or TTY 614-688-8605,

3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand mental health resources (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at 614- 292-5766. **24-hour emergency help** is available through the National Suicide Prevention Lifeline website (suicidepreventionlifeline.org) or by calling 1-800-273-8255(TALK). The Ohio State Wellness app (go.osu.edu/wellnessapp) is also a great resource.

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 (SLDS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

Disability Services Contact Information

- Phone: 614-292-3307

- Website: slds.osu.edu

- Email: slds@osu.edu

- In person: Baker Hall 098, 113 W. 12th Avenue

Accessibility of Course Technology

This online course requires use of CarmenCanvas (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 as early as possible.

- CarmenCanvas accessibility (go.osu.edu/canvas-accessibility)

- Streaming audio and video

- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

	• Complete: Module 1 Wrap-Up Questionnaire before class **Thursday: SWOT Analyses** • Read and be prepared to discuss "Beginning a New Collaboration" Carmen page • SWOT Analysis activity during class • Complete Project Charter Guide: Template, Examples, & How-To • Complete "Personal Reflection" before class • Workshop writing project #1
5	**Tuesday: Effective Internal Communication** • Read and be prepared to discuss *"Resources for Effective Team Meetings"* • Read and be prepared to discuss Charter Document & Strategic Plan Student Examples: A, B, C, & D (located in the "Charter Document & Strategic Plan" Module) **Thursday: Audience Analysis** • Workshop writing project #1 • Submit: Charter Document & Strategic Plan before class • OSG/SL Audience Analysis Activity
6	**Tuesday: Recognizing Stakeholders** • Guest Lecture: Plastic Pollution in the Great Lakes and Effective Survey Design with Jill Bartolotta, Extension Educator with OSGSL • Read and be prepared to discuss *Writing Our Way* Chapter 3 • Read and be prepared to discuss *Qualtrics, "How to Write an Effective Survey"* • Submit: OSGSL Audience Analysis before class • Complete: Module 2 Wrap-Up Questionnaire before class **Thursday: Message-Testing Research Methods** • Read and be prepared to discuss "How to Test Your Communications" and "Message Testing Resources" (Carmen Page) • Workshop writing project #1: Curate message-testing assets; design survey questions; review example message tests
7	**Tuesday: Message-Testing Study Design** • Read and be prepared to discuss "Guilt's Plasticity" (in Carmen) • Review example message tests; continue to design message-test **Thursday: Message-Testing Study Design (cont'd)** • Read and be prepared to discuss Septianto & Lee. "Emotional Responses to Plastic Waste: Matching Image and Message Framing in Encouraging Consumers to Reduce Plastic Consumption." 2019. • Post your team's "Message Test Reflective Assessment" to Carmen before class • Workshop writing project #1

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8	**Tuesday: Interpreting Results**
	• Read and be prepared to discuss "How to Write a Clear Business Memo"
	• Interpret responses using Voyant Tools
	• Introduction to descriptive statistics and qualitative content analysis
	• Workshop writing project #1
	
	Thursday: Plain Language
	• Introduce writing project #2
	• Complete: Module 3 Wrap-Up Questionnaire before class
	• Watch/Read: "[Demonstration: Screen Reader Accessibility in Word](#)"
	   o ["What is Plain Language?"](#)
	   o "[Why Use Plain Language?](#)"
	   o "[Five Steps to Plain Language](#)"

9	**Tuesday: Infographic Design** • Read and be prepared to discuss *Writing Our Way* ch. 4 • Review "Introduction to Visual Rhetoric" (Carmen page) • Review Ohio State Brand Guidelines • Workshop writing project #2 **Thursday: Infographic Design (cont'd)** • Read and be prepared to discuss "[Reducing Plastic Pollution: Campaigns that Work](#)" • Workshop writing project #2
10	**Tuesday: Infographic Peer Review** • Read and be prepared to discuss "Epilogue: The Future of Environmental Guilt" (in Carmen) • Introduce Writing Project #3 • Peer review Writing Project #2 **Thursday: Responding Rhetorically with Emerging Media** • Read and be prepared to discuss *Writing Our Way* ch. 5 • Review "Emerging Media Resources, Examples" (in Carmen) • Workshop writing project #3 • Complete: Module 4 wrap-up questionnaire before class
11	**Tuesday: Wireframing and Designing Spreadable Media** • Discuss: SMART Goals, Content Schedules, Wireframing, & Creating Spreadable Media • Workshop writing project #3 **Thursday: Emerging Media Design** • Workshop writing project #3
12	**Tuesday: Peer Review Emerging Media Plan** • In class: Peer review writing project #3 **Thursday: Pitching a Proposal**

	• Introduce campaign pitches and marketing proposal checklist • Read and be prepared to discuss *Writing our Way* ch. 6 • Complete: Module 5 Wrap-Up Questionnaire • Submit: Writing Project #3 by Friday 5:00 pm
13	**Tuesday: Participatory Writing (Closed Captions)** • Read and be prepared to discuss Iwertz & Osorio, "<u>Composing Captions: A Starter Kit for Accessible Media</u>" • Composing Closed Captions in-class activity **Thursday: Participatory Writing (Community Contributions)** • Read and be prepared to discuss "<u>Closed Captioning Standards for Online Video</u>" • Submit: Response to "Community Contributions" discussion board prompt by class • Review final proposal checklist
14	**Tuesday: Formal Marketing Proposals** • Complete draft of Formal Marketing Proposal for Peer Review during class • Submit: Module 6 Wrap-Up Questionnaire **Thursday: Deliver Pitches** • Deliver pitches during class and submit pitch materials to Carmen by class • Course conclusion • Complete: Course evaluations
15	**FINALS WEEK: Submit Final Marketing Proposal by Friday 5:00 pm**

To:	**Vice Provost W. Randy Smith, Council on Academic Affairs, Office of Academic Affairs**
From:	**Christa Teston, Associate Professor of English**
Date:	**March 30, 2022**
RE:	**English 3305 (Technical Writing) DL Proposal**

The Department of English is requesting approval for offering at least one section per semester of English 3304 (Business & Professional Writing) as a 100% digital learning course. Such a proposal was in the works prior to the pandemic, but now that we've gathered data on how the course can be effectively offered online, we're ready to move forward with a request for permanent DL status.

By way of background: In 2017, the course director, Christa Teston, won an ALX Grant to help redesign the course so that it better speaks to the nuances of business and professional writing in this day and age and so that all course materials could be provided free of charge via Carmen. Then, in 2020-2021, we had the opportunity to pilot that new curriculum during the pandemic when we were forced online and learned that, in fact, the course can be offered just as well when offered 100% online. This proposal does not mean we will *only* offer the course online; rather, we're hoping to reach new audiences, within and beyond the university, by offering that as an option (i.e. in addition to the option to take the class in person).

We are excited to expand the audience for this course to include those who may want to continue to hone their skills as writers but for one reason or another cannot make it to the Columbus campus. The possibility of offering this course online will also accommodate the needs of instructors who may be away from campus. And ultimately, we hope to be able to offer more of our business, professional, and technical writing courses online toward a future certificate or degree program that could, once developed, generate new revenue.

Because the course will include both synchronous and asynchronous content, students will still be able to write collaboratively, engage in active class discussion, and receive/provide real-time feedback on one another's writing. Employing digital technologies throughout the semester will also help students to become more familiar with relying on such technologies for project management, collaborative writing, and the display of professional preparation.

Our department already has success with offering English 1110 and other writing-specific courses in online formats. Adding this course to the rich slate of courses we hope to provide to students will make writing instruction more accessible to students across the campus and beyond.

Attached is a sample syllabus of English 3304 as it would be delivered using a synchronous digital learning modality. Also attached is evidence that the Office of Distance Education has reviewed and approved the syllabus.

Business & Professional Writing Syllabus

English 3304 | Spring 2022

Course Information

- **Course times and location:** Tuesdays and Thursdays, 10:20 a.m.-11:15 a.m. in Zoom plus weekly Carmen interaction

- **Credit hours:** 3

- **Mode of delivery:** Distance Learning

Instructor

- **Name:** Christa Teston

- **Email:** teston.2@osu.edu

- **Office location:** 506 Denney Hall (Columbus Campus)

- **Office hours:** Tuesdays and Thursdays from 11:30 a.m.-12:30 p.m.

- **Preferred means of communication:**

  - My preferred method of communication for questions is **email.**

  - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Course Prerequisites

English 1110 or equiv.

Course Description

Mindful of the ways market logics condition writing practices, cultures, and genres, students will practice strategies and tactics for the following:

- Attuning and responding ethically to business and/or professional rhetorical situations;

- Mobilizing communicating genres common to contemporary business and/or professional situations;

- Creating inclusive, sustainable, and socially just professional environments.

Learning Outcomes

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

- Produce professional communication genres.

- Understand professional settings' rhetorical situations and know how to respond to those situations.

- Enact processes for developing effective professional documents.

- Practice (and critique) "professional" behavior.

How This Online Course Works

Mode of delivery: This course is 100% online. There is a required synchronous (real-time) session in Zoom each week on Tuesdays and Thursdays, 10:20 a.m.-11:15 a.m. The rest of your work is found in Carmen and can be completed around your own scheduled during the week.

Pace of 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 bylaws on instruction (go.osu.edu/credithours), 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: Research shows regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Participating in online activities and synchronous Zoom meetings for attendance**: **at least twice per week**
  You are expected to log in to the course in Carmen twice per 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.*

- **Zoom office hours**: **optional**
  Attending Zoom office hours is optional.

- **Participating in discussion forums**: **once per week**
  As part of your participation, each week you can expect to post at least once as part of our substantive class discussion on the week's topics.

Course Materials and Technologies

Required Materials

- *Business & Professional Writing: A Course Resource for Writing our Way Toward More Livable Worlds* (Christa Teston & Yanar Hashlamon)
    - https://ohiostate.pressbooks.pub/businessandprofessionalwriting/
- Other articles and resources will be shared in Carmen

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) 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) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the installing Office 365 (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use BuckeyePass (buckeyepass.osu.edu) 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 do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device (go.osu.edu/add-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.
- Install the Duo Mobile application (go.osu.edu/install-duo) on 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.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- Navigating CarmenCanvas (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)
- Recording a slide presentation with audio narration and recording, editing and uploading video (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat**: go.osu.edu/it
- **Phone:** 614-688-4357 (HELP)
- **Email:** servicedesk@osu.edu

Grading and Faculty Response

How Your Grade is Calculated

Assignment Category	Points
Participation (completing discussion board posts, wrap-up questionnaires, attending synchronous class meetings, preparing for workshops)	160
Module assignments (low-stakes activities that demonstrate comprehension of the module's major learning objectives)	160
Cover letter & resume (final, revised drafts of both documents)	100
Writing project #1: Message-Testing Report	100
Writing project #2: Displayable Media Design	100
Writing project #3: Emergent Media Design	100
Collaboration on final marketing proposal (short pitch, charter doc, strategic plan, group work)	50
Final formal marketing proposal	230
TOTAL	1000

See Course Schedule for due dates.

Descriptions of Major Course Assignments

Writing Project #1: Message-Testing Report

Description: A brief, data-based report that presents results of your collaborative investigation into readers' responses to images related to plastic use, disuse, and reuse (i.e. "message-testing"). This involves familiarizing yourself with Ohio Sea Grant & Stone Lab's (OSG/SL) "Plastic Free July" Campaign as well as the myriad audiences they hope to motivate to reduce single-use plastics. You'll design and execute a survey with participants you recruit. Results of

the survey (i.e. descriptive statistical analysis and qualitative content analysis) will help you make an argument about what images are more or less effective for OSG/SL's "Plastic Free Great Lakes" Campaign.

Writing Project #2: Displayable Media Design

Description: Building on the arguments you make in Writing Project #1, you will design a displayable artifact (e.g. a 34x34" infographic) that will physically hang in a display case at Ohio Sea Grant & Stone Lab on South Bass and Gibraltar Islands. The artifact should educate and motivate audiences of various ages who possess different literacies, forms of expertise, and abilities to reduce single-use plastics.

Writing Project #3: Emergent Media Design

Description: Expanding on what you've accomplished in Writing Projects #1 and 2, you will develop an emerging media plan that will help Ohio Sea Grant & Stone Lab generate awareness about their "Plastic-Free Great Lakes" Campaign via social media, websites, or other digital platforms.

Final Formal Marketing proposal

Description: After revising Writing Projects 1, 2, and 3, you will compose a formal marketing proposal prepared for Ohio Sea Grant & Stone Lab (OSG/SL) executives that will assist their "Plastic Free Great Lakes" Campaign. The proposal should make a persuasive case to OSG/SL to use the materials you've prepared for their campaign, including revised versions of the three major writing projects above. See page 4 of the Kitty Locker Contest CFP for a full list of the contents that must be included in your formal proposal. Your proposal will include a table of contents, abstract, cover letter, the body of the report, and backmatter (e.g. appendices and bibliography).

Academic integrity and collaboration: Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow APA or MLA style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Late Assignments

Please refer to Carmen for due dates. Due dates are set to help you stay on pace and to allow timely feedback that will help you complete subsequent assignments. Due to the collaborative nature of class discussions, I am not able to grade posts submitted after the final weekly deadline for this assignment type.]

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 614-688-4357 (HELP) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.

- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check your notification preferences (go.osu.edu/canvas-notifications) to ensure you receive these messages.

- **Discussion board:** I will check and reply to messages in the discussion boards once mid-week and once at the end of the week.

- **Grading and feedback:** For assignments submitted before the due date, I will try to provide feedback and grades within **seven days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted.

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

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. I will provide specific guidance for discussions on controversial or personal topics.

- **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.

- **Synchronous sessions**: During our Zoom sessions I ask you to use your real name and a clear photo of your face in your Carmen profile. During our full-group lecture time, you may turn your camera off if you choose. When in breakout rooms or other small-group discussions, having cameras and mics on as often as possible will help you get the most out of activities. You are always welcome to use the free, Ohio State-themed virtual backgrounds (go.osu.edu/zoom-backgrounds). Remember that Zoom and the Zoom chat are our classroom space where respectful interactions are expected.

Academic Integrity Policy

See Descriptions of Major Course Assignments for specific guidelines about collaboration and academic integrity in the context of this online class.

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 (studentconduct.osu.edu), 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:

- Committee on Academic Misconduct (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

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.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at equity.osu.edu,

2. Call 614-247-5838 or TTY 614-688-8605,

3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand mental health resources (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at 614- 292-5766. **24-hour emergency help** is available through the National Suicide Prevention Lifeline website (suicidepreventionlifeline.org) or by calling 1-800-273-8255(TALK). The Ohio State Wellness app (go.osu.edu/wellnessapp) is also a great resource.

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 (SLDS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

Disability Services Contact Information

- Phone: 614-292-3307

- Website: slds.osu.edu

- Email: slds@osu.edu

- In person: Baker Hall 098, 113 W. 12th Avenue

Accessibility of Course Technology

This online course requires use of CarmenCanvas (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 as early as possible.

- CarmenCanvas accessibility (go.osu.edu/canvas-accessibility)

- Streaming audio and video

- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

Course Schedule

Refer to the CarmenCanvas course for up-to-date due dates.

Week	Topics, Readings, Assignments
1	**Tuesday: Introductions** • Introductions to the course, online course resource, assignment sequence, Carmen Canvas, our community partner, Ohio Sea Grant & Stone Lab (OSG/SL), and the "Plastic Free July" Campaign • Explore: "Getting Started" & "Introductory Material" Carmen modules. • Read Ohio Sea Grant's and Stone Lab's "About" pages **Thursday: Introductions (cont'd)** • Review Kitty Locker Contest CFP; • Introduce Professionalization Unit (resumes, cover letters); • Read & be prepared to discuss: *Writing Our Way* Preface, Meet the Professional Writers, and Introduction • "Who will I be learning with?" Discussion Post, Friday (1/14) before class • Complete Beginning of Semester survey, Friday by 5:00 pm.

2	**Tuesday: Rhetorical Theory for Professional Writers**
	• Read and be prepared to discuss:
	   ○ *Writing Our Way*, Chapter 1
	   ○ Resume & Cover Letter Resources
	• Begin drafting or updating your resume
	• Reply to "Defining Professionalism" discussion board prompt on Carmen Thursday before class
	
	Thursday: Professionalization, Bias, and Discrimination
	• Read, and be prepared to discuss, any two of the "Job Market Bias and Discrimination" readings on Carmen
	• Respond to at least one classmate's post before class
	• In class activity: job interview preparation

3	**Tuesday: Resumes & Cover Letters** • Read and be prepared to discuss any two of the "Job Market Bias and Discrimination" readings on Carmen • Respond to at least one classmate's post • In class: Peer review resume and cover letters **Thursday: Professionalism and Emailing** • Professionalism and Email Discussion • In class activity: Professional emails • Module 1 Reflection • Submit Revised Resume & Cover Letter, Friday by 5:00 pm • Introduce writing project #1
4	**Tuesday: Equitable Collaborative Writing** • Introduce Charter Document & Strategic Plan; Final Marketing Proposal Project; Assign Teams • Read and be prepared to discuss *Writing Our Way* Chapter 2 • Submit: "Navigating Professionalism in Email" from Module 1 before class

	• Complete: Module 1 Wrap-Up Questionnaire before class **Thursday: SWOT Analyses** • Read and be prepared to discuss "Beginning a New Collaboration" Carmen page • SWOT Analysis activity during class • Complete Project Charter Guide: Template, Examples, & How-To • Complete "Personal Reflection" before class • Workshop writing project #1
5	**Tuesday: Effective Internal Communication** • Read and be prepared to discuss *"Resources for Effective Team Meetings"* • Read and be prepared to discuss Charter Document & Strategic Plan Student Examples: A, B, C, & D (located in the "Charter Document & Strategic Plan" Module) **Thursday: Audience Analysis** • Workshop writing project #1 • Submit: Charter Document & Strategic Plan before class • OSG/SL Audience Analysis Activity
6	**Tuesday: Recognizing Stakeholders** • Guest Lecture: Plastic Pollution in the Great Lakes and Effective Survey Design with Jill Bartolotta, Extension Educator with OSGSL • Read and be prepared to discuss *Writing Our Way* Chapter 3 • Read and be prepared to discuss *Qualtrics, "How to Write an Effective Survey"* • Submit: OSGSL Audience Analysis before class • Complete: Module 2 Wrap-Up Questionnaire before class **Thursday: Message-Testing Research Methods** • Read and be prepared to discuss "How to Test Your Communications" and "Message Testing Resources" (Carmen Page) • Workshop writing project #1: Curate message-testing assets; design survey questions; review example message tests
7	**Tuesday: Message-Testing Study Design** • Read and be prepared to discuss "Guilt's Plasticity" (in Carmen) • Review example message tests; continue to design message-test **Thursday: Message-Testing Study Design (cont'd)** • Read and be prepared to discuss Septianto & Lee. "Emotional Responses to Plastic Waste: Matching Image and Message Framing in Encouraging Consumers to Reduce Plastic Consumption." 2019. • Post your team's "Message Test Reflective Assessment" to Carmen before class • Workshop writing project #1

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8	**Tuesday: Interpreting Results**
	• Read and be prepared to discuss "How to Write a Clear Business Memo"
	• Interpret responses using Voyant Tools
	• Introduction to descriptive statistics and qualitative content analysis
	• Workshop writing project #1
	
	Thursday: Plain Language
	• Introduce writing project #2
	• Complete: Module 3 Wrap-Up Questionnaire before class
	• Watch/Read: "[Demonstration: Screen Reader Accessibility in Word](#)"
	    ○ ["What is Plain Language?"](#)
	    ○ "[Why Use Plain Language?](#)"
	    ○ "[Five Steps to Plain Language](#)"

9	**Tuesday: Infographic Design** • Read and be prepared to discuss *Writing Our Way* ch. 4 • Review "Introduction to Visual Rhetoric" (Carmen page) • Review Ohio State Brand Guidelines • Workshop writing project #2 **Thursday: Infographic Design (cont'd)** • Read and be prepared to discuss "[Reducing Plastic Pollution: Campaigns that Work](#)" • Workshop writing project #2
10	**Tuesday: Infographic Peer Review** • Read and be prepared to discuss "Epilogue: The Future of Environmental Guilt" (in Carmen) • Introduce Writing Project #3 • Peer review Writing Project #2 **Thursday: Responding Rhetorically with Emerging Media** • Read and be prepared to discuss *Writing Our Way* ch. 5 • Review "Emerging Media Resources, Examples" (in Carmen) • Workshop writing project #3 • Complete: Module 4 wrap-up questionnaire before class
11	**Tuesday: Wireframing and Designing Spreadable Media** • Discuss: SMART Goals, Content Schedules, Wireframing, & Creating Spreadable Media • Workshop writing project #3 **Thursday: Emerging Media Design** • Workshop writing project #3
12	**Tuesday: Peer Review Emerging Media Plan** • In class: Peer review writing project #3 **Thursday: Pitching a Proposal**

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	• Introduce campaign pitches and marketing proposal checklist • Read and be prepared to discuss *Writing our Way* ch. 6 • Complete: Module 5 Wrap-Up Questionnaire • Submit: Writing Project #3 by Friday 5:00 pm
13	**Tuesday: Participatory Writing (Closed Captions)** • Read and be prepared to discuss Iwertz & Osorio, "<u>Composing Captions: A Starter Kit for Accessible Media</u>" • Composing Closed Captions in-class activity **Thursday: Participatory Writing (Community Contributions)** • Read and be prepared to discuss "<u>Closed Captioning Standards for Online Video</u>" • Submit: Response to "Community Contributions" discussion board prompt by class • Review final proposal checklist
14	**Tuesday: Formal Marketing Proposals** • Complete draft of Formal Marketing Proposal for Peer Review during class • Submit: Module 6 Wrap-Up Questionnaire **Thursday: Deliver Pitches** • Deliver pitches during class and submit pitch materials to Carmen by class • Course conclusion • Complete: Course evaluations
15	**FINALS WEEK: Submit Final Marketing Proposal by Friday 5:00 pm**

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Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title: _____

Carmen Use

Please use the required [ASC's distance learning course template](#). For more on use of Carmen: [Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning an end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.

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Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the Quality Matters rubric. For information about Ohio State learning technologies: Toolsets.

The tools used in the course support the learning outcomes and competencies.

Course tools promote learner engagement and active learning.

Technologies required in the course are current and readily obtainable.

Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Workload Estimation

For more information about calculating online instruction time: ODEE Credit Hour Estimation.

Course credit hours align with estimated average weekly time to complete the course successfully.

Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

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Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments:

Academic Integrity

For more information: [Academic Integrity](#).

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments:

Frequent, Varied Assignments/Assessments

For more information: *[Designing Assessments for Students](#).*

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.

Variety of assignment formats to provide students with multiple means of demonstrating learning.

Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

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Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: Student Interaction Online.

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

Opportunities for students to interact academically with classmates through regular class discussion or group assignments.

Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.

Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: *Supporting Student Learning.*

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

Instructor explanations about the learning goals and overall design or organization of the course.

Context or rationale to explain the purpose and relevance of major tasks and assignments.

Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.

Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.

Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.

Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

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Additional Considerations

Comment on any other aspects of the online delivery not addressed above:

Syllabus and cover sheet reviewed by ___*Jeremie Smith*_____ on _____.

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

Reviewer Comments:
In the Descriptions of Major Course Assignments section of the syllabus (pages 6-7), I think it would improve the transparency and facilitate student metacognitive reflection if you provided a bit more information on some of the assignments not specifically mentioned:

o   I recommend adding more information about how participation will be assessed. It is especially recommended to provide some expectations for the use of discussion boards as students have by now seen a vast array of models and uses for these. Since the participation component of the grade includes aspects of participating synchronously (during synchronous course sessions) and asynchronously (in discussion boards), it may be worth breaking this into two categories to emphasize this expectation.

o   What are Module assignments? A sentence or two to summarize what these are would provide additional transparency to the syllabus. I surmise from the very detailed schedule that these vary depending on the content of the module. However, a summative explanation of what these are and why they are part of the class plan would add metacognitive value as students think through the rhythm of how to be successful in the course.

o   The Cover Letter and Resume assignment could also use a quick explanation here. It seems there are (commendably) several milestones in the assignment, including drafts and peer reviews. Are the 100 points for this assignment divided into assignment categories in which each step in the process is graded/assigned points?

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