

Term Information

Effective Term Spring 2021
Previous Value Autumn 2018

Course Change Information

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

To approve this course to be offered as a Hybrid course.

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

To provide maximum flexibility in offering this course to students.

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

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

none

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

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Pharmacy
Fiscal Unit/Academic Org Pharmacy - D1800
College/Academic Group Pharmacy
Level/Career Undergraduate
Course Number/Catalog 2367.01
Course Title Drug Use in American Culture
Transcript Abbreviation Drug Use Am Cultur
Course Description This course investigates a given drug by assessing its historical use, clinical properties and risks, its role in American culture, and other issues surrounding its use/abuse in the United States. Students will analyze various sources of information and effectively communicate key messages using a variety of platforms.
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 Greater or equal to 50% at a distance
Less than 50% 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

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced

Prereq: English 1110 or equivalent, and Soph standing.
Not open to students with credit for 2367.02.
Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 51.2010
Subsidy Level Baccalaureate Course
Intended Rank Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
General Education course:
Level 2 (2367)

Course Details

Course goals or learning objectives/outcomes

- Identify ways to access medical and scientific studies, and differentiate anecdotal evidence, pilot studies, and FDA-approved clinical trials.
Analyze cases, statistics, news releases, and government policies surrounding drug use in the United State

Content Topic List

- Communications on marijuana in the US: past and present. What is a drug? The history of marijuana in the United States. Evaluating evidence and delivering a message.
US culture, science, and politics. Roles of the US government and clinical research

Sought Concurrence

No

Attachments

- 3. PHR2367.01 Syllabus AU20 (REVISED-HYBRID).pdf
(Syllabus. Owner: Bowman, Michael Robert)
- Pharmacy 2367 Writing GE Assessment Plan.pdf
(GEC Course Assessment Plan. Owner: Higginbotham, Mary Christina)
- 1. PHR2367.01 Syllabus SP20 (ORIGINAL-IN PERSON).pdf
(Syllabus. Owner: Bowman, Michael Robert)
- PHR 2367.01 Technical Review Checklist.pdf
(Other Supporting Documentation. Owner: Bowman, Michael Robert)

Comments

- Please upload evidence of review by ODEE (QM review). *(by Vankeerbergen, Bernadette Chantal on 09/16/2020 04:01 PM)*

COURSE CHANGE REQUEST
2367.01 - Status: PENDING

Last Updated: Kelley, Katherine Ann
09/17/2020

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bowman, Michael Robert	08/12/2020 10:30 AM	Submitted for Approval
Approved	Mercerhill, Jessica Leigh	08/13/2020 03:14 PM	Unit Approval
Approved	Kelley, Katherine Ann	08/13/2020 04:48 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/25/2020 01:07 PM	ASCCAO Approval
Submitted	Bowman, Michael Robert	09/14/2020 09:20 AM	Submitted for Approval
Approved	Mercerhill, Jessica Leigh	09/14/2020 10:47 AM	Unit Approval
Approved	Kelley, Katherine Ann	09/14/2020 05:23 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/16/2020 04:02 PM	ASCCAO Approval
Submitted	Bowman, Michael Robert	09/16/2020 05:13 PM	Submitted for Approval
Approved	Mercerhill, Jessica Leigh	09/17/2020 08:07 AM	Unit Approval
Approved	Kelley, Katherine Ann	09/17/2020 08:10 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Vankeerbergen, Bernadette Chantal	09/17/2020 08:10 AM	ASCCAO Approval



PHR 2367.01 (27090)

Drug Use in American Culture

Autumn 2020

Course Description

In this course, we investigate several drugs by assessing their historical use, clinical properties and risks, roles in American culture, and issues surrounding their use/abuse in the United States. Students will engage in activities to learn to analyze various sources of information and effectively communicate key messages using a variety of platforms. *Note: This course and its instructors do not promote the use/abuse of any drug discussed. This medically and socially relevant topic only serves as a context to teach writing and communication skills.*

Instructor

Megan Mefford, PhD

College of Pharmacy, Parks Hall 129C

mefford.291@osu.edu, 614-247-7927

Office hours: Wednesday 1:00 – 2:30 via Zoom (see office hours module in Carmen for relevant information) or by appointment.

TA

TBD

Course Information

Credit hours: 3

Class day/time: Tue/Thurs 11:10-12:30

Classroom location: Riffe Building 112A

Riffe Building Access

Access to most buildings on campus has been affected by the COVID-19 pandemic. Please see the “Building Access” section on the course Carmen page under the “Student Resources” module for the most up-to-date instructions for building entry and exit. Announcements will be sent out via Carmen if these instructions change during the course of the semester.

Health and Safety Requirements

All teaching staff and students are required to comply with and stay up to date on all University safety and health guidance, which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first, and disciplinary actions will be taken for repeated offenses.

Course Delivery

This course will be delivered in a **hybrid/flex** format. In practical terms, this course remains primarily an in-person course for Autumn 2020. Course meetings will occur twice weekly at the assigned time and classroom. The classrooms will be sanitized, and all university requirements, including wearing face masks and social distancing, will be enforced. These course times will be used for lectures, individual and socially-distanced group activities, and writing exercises. However,

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because of the uncertainty of the present circumstances, all lectures and activities will be recorded using Echo 360 and will be available asynchronously through Carmen using the relevant module pages. Additionally, all activities, assignments, discussions, and writing exercises will be turned in through Carmen. Students are free to make the choice of whether to attend the class in person or watch the class lecture and complete the activities on their own schedule; however, students must make sure that all assignments are turned in by the assignment due dates regardless of their class attendance choices.

Learning Objectives

General Education: Writing and Communication 2

Expected Learning Outcomes

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

This course will achieve these outcomes through readings and writing assignments focused on clarity, targeted presentation to an intended audience, reasoning and arguing from evidence, weighing different interpretive options, and arguing convincingly for the writer's chosen approach. The course also requires one oral presentation that will be assessed for purpose, style, use of communication aids, content organization, and supporting evidence. By the end of the semester, students will be better able to communicate their ideas concisely while supporting their arguments with relevant evidence and analysis.

Course-Specific Expected Learning Outcomes

1. Identify ways to access medical and scientific studies.
2. Analyze cases, statistics, news releases, and government policies surrounding drug use in the US.
3. Research the health and environmental effects of a given drug's (i.e., marijuana and other drugs) use and identify gaps in current knowledge.
4. Explain the influence of businesses and economics on a given drug's (i.e., marijuana) use/abuse in the US.
5. Employ different methods for communicating information to audiences of varying expertise.

Teaching Method

Lectures, discussions, activities, student presentations, and film viewing

Required Text

We will regularly consult the following free Ebook: Teaching & Learning, Ohio State University Libraries. Choosing & Using Sources: A Guide to Academic Research. The Ohio State University, 2015. Ebook.

Access your desired format of this free Ebook through the Course Materials module in Carmen or through the following link: <https://ohiostate.pressbooks.pub/choosingsources/back-matter/additional-formats/>.

This textbook is automatically installed on Digital Flagship initiative iPads.

Writing Help

The **Center for the Study and Teaching of Writing** at Ohio State is available for use by all students. Per their website (www.cstw.osu.edu), their syllabus statement is as follows: The Writing Center offers free help with writing at any stage of the writing process for any member of the university community. During our sessions, consultants can work with you on anything from research papers to lab reports, from dissertations to résumés, from proposals to application materials. Appointments are available in-person at 4120 Smith Lab, as well as for online sessions. You may schedule an in-person or online appointment by visiting WOnline or by calling 614-688-4291. Please note that the Writing Center also offers daily walk-in hours—no appointment necessary—in Thompson Library. You do not have to bring in a piece of writing in order to schedule a writing center appointment. Many students report that some of their

most productive sessions entail simply talking through ideas. Please check out our Individual Writing Support and Group Writing Support pages for the types of consultations we provide. We also maintain a Writing Resources page with writing handouts and links to online resources.

See cstw.osu.edu/writing-center for details and to sign up for appointments.

Assignments

1. *Short Response Writing Assignments*

These assignments (4 in total) will include your analysis of a topic reviewed during or in preparation for class. You will submit these assignments throughout the semester. The Response Writings encompass various formats in order to: 1) teach you how to fine tune your responses based on audience type and venue and 2) encourage compilation of information in a concise and articulate manner.

2. *Webinar*

This assignment will help you formulate succinct messages and communicate them in a clear manner to your peers. You will be graded on your ability to communicate verbally and visually and to provide an assessment of your peers' communication skills through an online Q&A session. Consult Carmen and the Course Calendar for webinar instructions and due dates.

3. *Final Paper and Checkpoints* (5-8 pages, double spaced, NOT INCLUDING references, figures, and title page)

The purpose of the final project is to apply your written, oral, and/or visual communication skills toward presenting a balanced view on an aspect of drug use in our culture. It will consist of a written research paper (5-8 double-spaced pages, Arial font size 11, 1" margins). You will submit your selected topic and research question during Week 5, your search strategy and initial sources during week 6, a detailed outline of the final paper during Week 8, a rough draft for peer review during Week 11, and the final paper during Week 14. Consult Carmen and the Course Calendar for final project instructions and due dates.

4. *Quizzes*

Each module of the course will include one quiz for 5 quizzes total. The quizzes will be administered virtually in Carmen and will focus on writing content discussed in class. There is no time limit for the quizzes.

5. *Discussions and In-Class Assignments*

Most class sessions will include assignments or discussions with a focus on specific drug content topics or writing skills. These assignments are meant to help students use information critically and analytically and discuss controversial topics in a productive and respectful manner. Material from these assignments will be turned in using Carmen.

All assignments are due by the listed due date and time. An assignment received later than the time specified will be marked down 10% for every subsequent day that it is late.

Grading

Your final grade will be determined by your performance on the following assessments. Consult Carmen and the Course Calendar for all assessment instructions and due dates. All learning will be assessed through a grading rubric. The appropriate rubric accompanies each assignment on Carmen, and all rubrics are posted as separate resources in the 'Modules/Student Resources' section in Carmen. **Any rebuts to grades earned must be brought to the attention of the instructor no later than one week after receiving the grade.**

Response Writing Assignments: 25%

Webinar: 24%

Quizzes: 11%

Formal Paper and Checkpoints: 25%

Discussion and Participation: 15%

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Your final grade will be determined using the University grading scale as follows:

93-100%	A	73-76%	C
90-92%	A ⁻	70-72%	C ⁻
87-89%	B ⁺	67-69%	D ⁺
83-86%	B	60-66%	D
80-82%	B ⁻	0-59%	E
77-79%	C ⁺		

Attendance

Attendance is highly recommended. You will get the most benefit out of the course if you attend the in-person sections whenever possible. However, you will not be penalized if you choose to watch the lecture material online. Poor attendance either in class or asynchronously online can adversely affect your understanding of and ability to complete assignments and will affect your discussion and communication participation grade.

Illness or Other Issues. If you feel ill, have been in contact with someone exposed to the coronavirus or test positive yourself, please stay home for the safety of your classmates. If you are unable to complete an assignment by the due date or find yourself falling behind due to illness, technological problems, life disruptions, or other personal issues, please contact me by email to discuss your situation.

Feedback and Response Times

Grading and feedback For all assignments, generally you can expect feedback within 10-14 days.

E-mail I will reply to e-mails within 24 hours on school days and within 48 hours on the weekend.

Discussion board Post any general questions related to the course or to any assignment to the “Ask My Instructor or Classmates” discussion board. Anyone can reply to these posts, but I will check and reply to messages every 24-48 hours on weekdays.

Academic Integrity Policy

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.

In addition, OSU had made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that submitted final papers become part of the OSU database.

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.

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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)

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: When participating in weekly discussions or communicating with Dr. Mefford via email, use appropriate “Netiquette” (see below), which includes using good grammar, spelling, and punctuation.

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. Failure to act respectfully and professionally with your peers or with Dr. Mefford will result in a grade deduction.

Citing your sources: For all writing assignments, please cite your sources to support what you say. Please consult the “Modules/Student Resources” section on Carmen to determine how to correctly cite sources.

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

Netiquette¹

Virginia Shea wrote the book, “Netiquette”, which is fully available online at <http://www.albion.com/netiquette/book/>. Netiquette is a code of behavior for using the internet. Your language tells about your personality, age, locality, and attitude. Please follow the proper online etiquette when completing all course assessments and when communicating with Dr. Mefford via email.

Avoid using all caps.

Using all capitalization to compile your words is ineffective—when communicating online, it is equivalent to screaming. In addition, it confuses the eye and makes it difficult to focus.

Avoid dramatic punctuation.

While you can use the exclamation mark (!) to show excitement, do not solely rely on it. It is often hard to tell if an exclamation mark is negative excitement or positive excitement. Try using word choice and syntax to help convey your feelings rather than a single key stroke.

Understand that word choice counts.

Please consider word choice when composing your discussion posts and assignments. One word can change an entire statement. Avoid offensive language and flaming. Flaming is a form of verbal abuse when you intentionally attack or disparage someone.

Use proper grammar and spelling. Always refrain from e-speak.

If u rite liek this u will drvie doc M crrrrrazy lol. :) Typos and basic spelling mistakes will happen. However, using e-speak to communicate in an academic setting is unacceptable. It affects your credibility, confuses the reader, and will result in loss of points. Please ensure your academic writing, including any communication with Dr. Mefford, uses proper grammar, spelling, and punctuation.

¹Shea, Virginia. Netiquette. Albion Books, 1994.

Course technology

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills required for this specific course

Instructions for how to deliver a presentation with audio narration, as well as record and upload audio or video, are provided in the necessary assignment write-ups on Carmen.

- CarmenZoom text and audio/video chat
- Delivering a slide presentation with audio narration using PowerPoint
- Recording and uploading video

Necessary equipment

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

Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™), and five phones.
 - Students are able to access Word, Excel, PowerPoint, Outlook, and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Technology Assistance

For technology-related issues, concerns, questions, or requests, please contact the OSU IT Service Desk.

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

Tentative Schedule

Module	Week	Date	Weekday	Module	Assignment Due Dates*	
1	1	Aug 25	Tues	Introduction/ Basics of Effective Writing		
		Aug 27	Thurs			
2	2	Sept 1	Tues	The Research Process/Cannabis		
		Sept 3	Thurs		SRWA #1	
	Sept 8	Tues				
	Sept 10	Thurs				
	Sept 15	Tues				
3	4	Sept 17	Thurs	Sources/Drug Use, Misuse, and Addiction	SRWA #2	
		Sept 22	Tues		Final Paper Checkpoint #1	
	Sept 24	Thurs				
	Sept 29	Tues				
	Oct 1	Thurs	Final Paper Checkpoint #2			
	Oct 6	Tues				
	Oct 8	Thurs				
4	8	Oct 13	Tues	Balanced Viewpoints/Government Regulation	Final Paper Checkpoint #3	
		Oct 15	Thurs			
	Oct 20	Tues				
	Oct 22	Thurs	SRWA #3			
	Oct 27	Tues				
5	9	Oct 29	Thurs	Pulling It All Together/Other Drugs of Abuse	SRWA #4	
		Nov 3	Tues			
	Nov 5	Thurs	Final Paper Checkpoint #4			
	Nov 10	Tues				
	Nov 12	Thurs				
	Nov 17	Tues				
6	13	Nov 19	Thurs	Wrapping Up		
		Nov 24	Tues		Final Paper	
	Nov 26	Thurs	Thanksgiving Holiday			
	15	Dec 1	Tues		Switch to Virtual Classes	Webinar
	15	Dec 3	Thurs			

* Please verify all due dates for assignments in the Carmen Course Calendar and Assignment Pages.

Accommodations and Other Information

Accommodations for accessibility

Requesting accommodations. If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact Dr. Mefford privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting Dr. Mefford, please contact the Office for Disability Services at 614-292-3307 or ods@osu.edu to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to <http://ods.osu.edu> for more information.

Accommodations for COVID-19. The university strives to make all learning experiences as accessible as possible. 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. 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; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

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

- [Carmen \(Desire2Learn\) accessibility](#)
- Streaming audio and video
- Synchronous course tools

Title IX

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

Your Mental Health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact the College of

Pharmacy Office of Student Services in room 150 Parks Hall (614-292-5001) OR OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential.

Note: CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org

Classroom Safety

“The Ohio State University holds in high regard the health and safety of faculty, staff, students, and visitors. It is the policy of the University to provide a loss-control program that protects employees from occupational injuries and illnesses, protects University property from loss and damage, and protects the environment. Operational procedures as developed by University safety organizations will be implemented and enforced by all University department/administrative units consistent with the State of Ohio Public Employees Risk Reduction Program.”

In case of evacuation, the closest gathering point for this classroom is the plaza on the north side of the Riffe Lobby directly outside of this classroom.

More information on the College of Pharmacy safety and evacuation guidelines can be found on Carmen in the “Other Resources” section.



PHR 2367.01 (15199)

Drug Use in American Culture

Spring 2020

Course Description

In this course, we investigate marijuana by assessing its historical use, clinical properties and risks, role in American culture, and issues surrounding its use/abuse in the United States. Students will engage in activities to learn to analyze various sources of information and effectively communicate key messages using a variety of platforms. *Note: This course and its instructors do not promote the use/abuse of marijuana. This medically and socially relevant topic only serves as a context to teach writing and communication skills.*

Instructor

Megan Mefford, PhD

College of Pharmacy, Parks Hall 129C

mefford.291@osu.edu, 614-247-7927

Office hours: Wednesday 11:30-12:30 or by appointment.

TA

Justin Thomas, thomas.2962@osu.edu

Course Information

Credit hours: 3

Class day/time: Tue/Thurs 11:10-12:30

Classroom location: Parks Hall 257

Learning Objectives

General Education: Writing and Communication 2

Expected Learning Outcomes

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

This course will achieve these outcomes through readings and writing assignments focused on clarity, targeted presentation to an intended audience, reasoning and arguing from evidence, weighing different interpretive options, and arguing convincingly for the writer's chosen approach. The course also requires one oral presentation that will be assessed for purpose, style, use of communication aids, content organization, and supporting evidence. By the end of the semester, students will be better able to communicate their ideas concisely while supporting their arguments with relevant evidence and analysis.

Course-Specific Expected Learning Outcomes

1. Identify ways to access medical and scientific studies.
2. Differentiate anecdotal evidence, pilot studies, and FDA-approved clinical trials.
3. Analyze cases, statistics, news releases, and government policies surrounding drug use in the US.
4. Research the health and environmental effects of a given drug's (i.e., marijuana) use and identify gaps in current knowledge.
5. Explain the influence of businesses and economics on a given drug's (i.e., marijuana) use/abuse in the US.
6. Employ different methods for communicating information to audiences of varying expertise.

Teaching Method

Lectures, discussions, activities, student presentations, and film viewing

Required Texts - none

Suggested readings and videos will be assigned through Carmen (electronic). Students are expected to monitor the course page regularly, including reading updates in the course's announcement section.

We will regularly consult the following free Ebook: Teaching & Learning, Ohio State University Libraries. Choosing & Using Sources: A Guide to Academic Research. The Ohio State University, 2015. Ebook.

Access your desired format of this free Ebook through the following link:

<https://ohiostate.pressbooks.pub/choosingsources/back-matter/additional-formats/>.

This textbook is automatically installed on Digital Flagship initiative iPads.

Writing Help

The **Center for the Study and Teaching of Writing** at Ohio State is available for use by all students. Per their website (www.cstw.osu.edu), their syllabus statement is as follows: The Writing Center offers free help with writing at any stage of the writing process for any member of the university community. During our sessions, consultants can work with you on anything from research papers to lab reports, from dissertations to résumés, from proposals to application materials. Appointments are available in-person at 4120 Smith Lab, as well as for online sessions. You may schedule an in-person or online appointment by visiting WOnline or by calling 614-688-4291. Please note that the Writing Center also offers daily walk-in hours—no appointment necessary—in Thompson Library. You do not have to bring in a piece of writing in order to schedule a writing center appointment. Many students report that some of their most productive sessions entail simply talking through ideas. Please check out our Individual Writing Support and Group Writing Support pages for the types of consultations we provide. We also maintain a Writing Resources page with writing handouts and links to online resources.

See cstw.osu.edu/writing-center for details and to sign up for appointments.

Assignments

1. *Short Response Writing Assignments*

These assignments (4 in total) will include your analysis of a topic reviewed during or in preparation for class. You will submit these assignments throughout the semester. The Response Writings encompass various formats in order to: 1) teach you how to fine tune your responses based on audience type and venue and 2) encourage compilation of information in a concise and articulate manner.

2. *Oral Presentation*

This assignment is meant to help you formulate succinct messages and communicate them in a clear manner to your peers. You will be graded on your ability to communicate verbally and visually. You will have approximately five minutes to present and approximately two minutes to respond to questions.

3. *Poster Presentation*

Mini posters from the final paper content will be presented on the last two days of class in a mini conference. You will be graded on your ability to communicate verbally and visually.

4. *Final Paper* (AT LEAST 5 pages, double spaced, NOT INCLUDING references and figures)

A full description of the paper and a list of potential topics will be posted on Carmen. You may also choose your own topic. You will also turn in a detailed outline of your paper, an analysis of your sources, and a draft for peer review.

All assignments are due by midnight on the due date. An assignment received later than the time specified will be marked down 10% for every subsequent day that it is late.

Examination

An in-class written examination midway through the semester will cover material found in the readings, discussions, and lectures. This information will include both drug use and writing topic content.

Grading

Your final grade will be determined by your performance on the following assessments. Consult Carmen and the Course Calendar for all assessment instructions and due dates. All learning will be assessed through a grading rubric. The appropriate rubric accompanies each assignment on Carmen, and all rubrics are posted as separate resources in the 'Modules/Student Resources' section in Carmen. **Any rebutts to grades earned must be brought to the attention of the instructor no later than one week after receiving the grade.**

Response Writing Assignments: 21%

Oral and Poster Presentations: 24%

Midterm Examination: 15%

Formal Paper and Checkpoints: 25%

Discussion and Communication Participation: 15%

Your final grade will be determined as follows:

93-100%	A	73-76%	C
90-92%	A ⁻	70-72%	C ⁻
87-89%	B ⁺	67-69%	D ⁺
83-86%	B	60-66%	D
80-82%	B ⁻	0-59%	E
77-79%	C ⁺		

Attendance

Attendance is highly recommended. Poor attendance can adversely affect your understanding of and ability to complete assignments and will affect your discussion and communication participation grade.

Feedback and Response Times

Grading and feedback For all assignments, generally you can expect feedback within 10-14 days.

E-mail I will reply to e-mails within 24 hours on school days and within 48 hours on the weekend.

Discussion board Post any general questions related to the course or to any assignment on this board. Anyone can reply to these posts, but I will check and reply to messages every 24-48 hours on weekdays.

Academic Misconduct

ALL writing assignments and work **MUST** be your own. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed, which are illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://studentlife.osu.edu/csc/>).

Tentative Schedule

Module	Week	Date	Weekday	Topics	Checkpoint/Presentation Due Dates
1	1	Jan 7	Tues	Introduction/ Basics of Effective Writing	
		Jan 9	Thurs		
2	2	Jan 14	Tues	How to Write a Research Paper/History of Marijuana	
		Jan 16	Thurs		
	3	Jan 21	Tues		
3	4	Jan 28	Tues	Information Synthesis/Health and Consequences	
		Jan 30	Thurs		Paper topic
	5	Feb 4	Tues		
4	6	Feb 6	Thurs	Pulling It All Together/Regulation and Legalization	
		Feb 11	Tues		
	Feb 13	Thurs	Paper Outline		
	7	Feb 18	Tues		Peer Review- Outline
	Feb 20	Thurs			
	8	Feb 25	Tues		
5	9	Feb 27	Thurs	Midterm	
		March 3	Tues		
5	10	March 5	Thurs	Editing and Revision/Public Opinion and the Media	Paper Source Analysis
		March 10	Tues		
	March 12	Thurs	Spring Break		
6	11	March 17	Tues	Effective Presentations/Other Drugs of Abuse	
		March 19	Thurs		Final Paper Rough Draft
	12	March 24	Tues		Rough Draft Peer Review
7	13	March 26	Thurs	Student Presentations*	
		March 31	Tues		
	April 2	Thurs			
8	14	April 7	Tues	Student Presentations*	
		April 9	Thurs		
	15	April 14	Tues		Poster Mini-Conference*
	15	April 16	Thurs	Poster Mini-Conference*	

*Student presentation and poster powerpoint files are due the night before the assigned presentation date

Accommodations and Other Information

Student Disability

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 098 Baker Hall, 113 W. 12th Ave. Columbus, OH 43210

Phone: 614-292-3307 | Fax: 614-292-4190 | VRS: 614-429-1334 | General Questions: slds@osu.edu | Exam/Quiz Accommodations: slds-exam@osu.edu; <http://www.ods.ohio-state.edu/>.

Title IX

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

Your Mental Health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact the College of Pharmacy Office of Student Services in room 150 Parks Hall (614-292-5001) OR OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential.

Note: CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org

Classroom Safety

“The Ohio State University holds in high regard the health and safety of faculty, staff, students, and visitors. It is the policy of the University to provide a loss-control program that protects employees from occupational injuries and illnesses, protects University property from loss and damage, and protects the environment. Operational procedures as developed by University safety organizations will be implemented and enforced by all University department/administrative units consistent with the State of Ohio Public Employees Risk Reduction Program.”

In case of evacuation, the closest gathering point for this classroom is the plaza on the north side of the Riffe Lobby (towards the biological sciences library on the stadium side of the building).

More information on the College of Pharmacy safety and evacuation guidelines can be found on Carmen in the “Other Resources” section.

GE Assessment Plan for PHR 2367 Drug Use in American Culture

<p align="center">GE Expected Learning Outcomes</p>	<p align="center">Methods of Assessment <i>*Direct methods are required. Additional Indirect methods are encouraged.</i></p>	<p align="center">Level of student achievement expected for the GE ELO. <i>(for example define percentage of students achieving a specified level on a scoring rubric)</i></p>	<p align="center">What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</p>
<p align="center"><u>ELO 1</u></p> <p>Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively</p>	<p align="center">GE ELO Scoring Rubric-based evaluation of Final Paper (Appendix A)</p>	<p align="center">100% of students meeting milestone 2. 70% of students meeting milestone 3.</p>	<p align="center">At the end of each course offering, the instructors will convene to review the data compiled from the GE ELO scoring rubric, identify any deficiencies, and make changes to the lessons/ assignments as appropriate. If the 100% milestone 2/70% milestone 3 benchmark proves too low, they will discuss adjustments to ensure that students are being challenged to an appropriate level.</p>
<p align="center"><u>ELO 2</u></p> <p>Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.</p>	<p align="center">GE ELO Scoring Rubric-based evaluation of Final Paper (Appendix A)</p>	<p align="center">100% of students meeting milestone 2. 70% of students meeting milestone 3</p>	
<p align="center"><u>ELO 3</u></p> <p>Students access and use information critically and analytically</p>	<p align="center">GE ELO Scoring Rubric-based evaluation of Final Paper (Appendix A)</p>	<p align="center">100% of students meeting milestone 2. 70% of students meeting milestone 3</p>	

Appendix A: PHR 2367.01: GE Outcome Scoring Rubric

Instructors will put an “x” in the appropriate cell for each ELO and each student based upon their final paper. The instructor will then compile the number of students who met each milestone (1-4) for each of the ELOs, and this is how the data will be reported (i.e. ELO1: 3 students achieved level 4, 6 students level 3, 15 students level 2, and 4 students level 1).

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
(ELO 1) Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.	Student expresses sophisticated ideas clearly and demonstrates a superior ability to read carefully. Student demonstrates these abilities through superior written communication, discussion, and critical analysis.	Student effectively expresses their own ideas and shows ability to read critically through clear writing, group discussion, and critical analysis of material.	Student is able to express some ideas clearly but shows room for improvement in critical analysis, discussion, and writing skills needed to express all ideas effectively.	Student demonstrates limited ability to read carefully and does not express ideas effectively. Student demonstrates limited ability for critical analysis, effective writing, and clear discussion.
(ELO2) Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.	Student uses superior communication skills and a clear understanding of the conventions of academic discourse to express original ideas concerning a specific discipline.	Student uses effective communication skills and a clear understanding of the conventions of academic discourse and applies these skills successfully to the challenges of a specific discipline.	Student is able to use an understanding of conventions of academic discourse and basic communication skills and apply them to them to the challenge of a specific discipline.	Student demonstrates limited communication skills and understanding of conventions of academic discourse. Student is unsuccessful in applying their limited skills to a specific discipline.
(ELO 3) Students access and use information critically and analytically.	Student uses highly credible and relevant sources and shows an ability for sophisticated analysis.	Student accesses credible information and uses it critically. Analysis of the information shows a clear understanding of its content.	Student is able to access useful information, but application of the information is not entirely useful and requires further analysis.	Student accesses information from less credible sources and does not clearly analyze the sources.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: PHR 2367.01

Instructor: Megan Mefford

Summary: Drug Use in American Culture

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			
6.2 Course tools promote learner engagement and active learning.	X			Carmen Quizzes, Discussion Boards, Online Assignments
6.3 A variety of technology is used in the course.	X			
6.4 The course provides learners with information on protecting their data and privacy.		X		Include privacy policy information for Echo 360
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	X			Email, phone, and chat service info with 8-HELP 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 the institution's academic support services and resources that can help learners succeed in the course.	X			b The Writing Center resources have been provided.
7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 The course design facilitates readability.	X			Consistent module structures are employed; lecture pages + assignments
8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.				Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	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. Echo 360 provides transcripts
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.

8.6 Vendor accessibility statements are provided for all technologies required in the course.		X	Update syllabus to include accessibility info for CarmenCanvas (D2L currently listed)
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Reviewer Information

- Date reviewed: 9/9/20
- Reviewed by: Steven Nagel

Notes:

^aThe following statement about disability services (recommended 16 point font):
 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: slids@osu.edu; 614-292-3307; slids.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

^bAdd 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>

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