

Term Information

Effective Term Summer 2021
Previous Value Spring 2015

Course Change Information

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

Adding a Distance Learning offering for this course

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

In line with the University's Distance Learning initiatives, we are seeking to increase Distance Learning offerings of WGSST courses.

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 Women's, Gender&Sexuality Sts
Fiscal Unit/Academic Org Women's, Gender&Sexuality Sts - D0506
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2367.02
Course Title U.S. Latina Writers: Text and Context
Transcript Abbreviation US Latina Writers
Course Description Writing and analysis of U.S. Latina experiences, with emphasis on interdisciplinary relationships between literature and U.S. Latina socio-political history.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 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: English 1110 and Soph standing.

Previous Value

Prereq: English 1110 (110), and Soph standing.

Exclusions

Previous Value

Not open to students with credit for 367.02.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

05.0207

Subsidy Level

General Studies Course

Intended Rank

Sophomore

Requirement/Elective Designation

General Education course:

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

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

- Fulfills GE: Writing and Related Skills - Level 2, Diversity - Social Diversity in the United States.

Content Topic List

- The Spanish colonial context
- Manifest destiny and the U.S. colonial context
- Unpacking the colonial influence
- Place-centered politics: identity, land, and citizenship; labor, land, and citizenship
- Domestic spaces and resistant femininity
- Tropes of tropicalization
- Violence on the border

Sought Concurrence

No

Attachments

- 2367.02 Lerma Syllabus (AU18).docx: Syllabus

(Syllabus. Owner: Stotlar, Jacqueline Nicole)

- WGSST 2367.02 SP21 DL.docx: DL Syllabus

(Syllabus. Owner: Stotlar, Jacqueline Nicole)

- WGSST 2367.02 ASC Tech Review.docx: ASC Tech Checklist

(Other Supporting Documentation. Owner: Stotlar, Jacqueline Nicole)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Stotlar, Jacqueline Nicole	01/07/2021 01:29 PM	Submitted for Approval
Approved	Winnubst, Shannon	01/07/2021 01:31 PM	Unit Approval
Approved	Haddad, Deborah Moore	01/07/2021 03:00 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	01/07/2021 03:00 PM	ASCCAO Approval



SYLLABUS: WGSST 2367.02 LATINA WOMEN WRITERS: TEXT AND CONTEXT

SPRING 2021

Course overview

This course examines the ways that Latina women produce and transmit knowledge about their lives lived in a world structured by racism and heteropatriarchy. We will read novels, scholarship, and performance texts to learn from the perspectives of Latina women about our contemporary world and our place in it.

University Documented Disabilities Statement:

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. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. 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.

Additionally, I understand that we all come to educational environments with different needs and I strive to do what I can to make this class accommodating for a variety of needs and learning styles. Contact me as soon as possible if you need accommodations for documented disabilities or other reasons. While I will do my best to accommodate everyone, please note that the only way to guarantee accommodations for disabilities is to work through Student Life Disability Services.

Instructor

Instructor: Kristen A. Kolenz, PhD

Email address: kolenz.1@osu.edu

Office hours: Tu/Th 11:00a - 12:30p on Zoom (see Carmen for link) and by appointment.

Virtual Office Hours: You may drop into the office hours via Zoom to ask questions about content, assignments, your progress, or anything else! You may also request a private meeting over email.

Please do not hesitate to schedule a private meeting or drop into my office hours. This is a great way to check in about your progress, discuss course material, resolve issues, or just introduce ourselves. Any student who schedules a meeting (unprompted by me) will receive one extra credit point (1% added to final grade).

Classroom information

This course is online only. All content will be delivered and may be completed asynchronously. Synchronous virtual meetings are optional.

Course description

Using the tools of Latina feminisms, we will read literature and performances created by Latina women and enhance our writing skills. The course combines interdisciplinary perspectives and tools to study a selected body of work produced by Latina women about the conditions of Latinx lives. We will combine writing, discussion, and peer review to engage the literature and performance texts to build our knowledge of Latina feminism and Latina women's perspectives and write about ourselves in our social world.

This section of Latina Women Writers focuses on the critiques of structural racism, heterosexism, and US centrism characteristic of our society. As we read, we will consider the extraordinary and everyday ways that Latina women survive, thrive, and build transformative worlds as they fight against racialization, marginalization, and ongoing violence.

Please note that this is a reading and writing intensive course. According to the credit hour formula, each 3-credit hour course requires 126 hours of dedicated (in-class/study) time per term. This means that in order to achieve an average grade of "C" in this course, prepare to devote approximately 9 hours per week to reading, research and writing.

Course learning goals and outcomes

Goals	Outcomes
1. Students understand the racialized, gendered, and sexual dynamics that arose through colonialism and define contemporary life.	a. Use feminist tools to critically analyze and explain contemporary violence and marginalization.
	b. Identify and interpret Latina women's everyday and extraordinary practices of survival, resistance, and transformation.
2. Students are able to read and write through a Latina feminist lens and apply Latina feminist analysis.	a. Explain and interpret issues from course readings with critical attention to race, gender, and sexuality as they manifest in Latina lives.
	b. Develop original critique of contemporary racialized and gendered marginalization and violence.
3. Students are confident engaging practices of collective critique and imagination of resistance and belonging.	a. Communicate and collaborate with peers to successfully complete writing assignments.
	b. Through a Latina feminist lens, collectively imagine alternative ways to build communities.

General Education

Writing and Communication, Level Two

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

Expected Learning Outcomes

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

The course will satisfy these outcomes by working individually and in small groups to analyze, synthesize, and produce new information through the lens of Latina feminism

and Latina women's creative expression.

Literature

Goals: Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

Expected Learning Outcomes

1. Students analyze, interpret, and critique significant literary works.
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

The course will satisfy these outcomes by reading and viewing texts authored by Latina women alongside critical Latina feminist scholarship. Through discussion, journaling, and writing critical essays, students will explore and examine themes of racialized and gendered oppression and transformative possibilities.

Diversity: Social Diversity in the U.S.

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

Expected Learning Outcomes

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

The course will satisfy these outcomes by reading and viewing the work of Latina women from the US as they encounter racialized, gendered oppression and liberatory possibilities within institutions, communities, and themselves.

Course materials

Students should acquire copies of the following:

The Lost Children Archive by Valeria Luiselli

In the Dream House: A Memoir by Carmen Maria Machado

So Far From God by Ana Castillo

Students are required to view:

El Lugar Más Pequeño/The Tiniest Place (Vimeo \$3.99)

Vuelven (Shudder, free trial available or \$4.75/mo)

All other assigned reading and viewing is available on Carmen or for free through the library.

Course technology

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours> and support for urgent issues is available 24 hours a day and 7 days a week. Self-service and chat support are available at: <http://ocio.osu.edu/selfservice>.

The contact information for technology support is:

Phone: 614-688-HELP (4357)

Email: 8help@osu.edu

TDD: 614-688-8743

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen (primary tool of delivery of instruction)
- Microsoft Office (Word, Sway, PowerPoint)
 - Sway: Each week, one digital lecture will be posted on a Page linked in the Modules section of the course Carmen site. These lectures will be Sway presentations accessible for free through the Microsoft Office 365 suite. You must be signed into Microsoft Office 365 with your OSU credentials to access the content. Sway presentations may include links to supplemental media (readings and/or viewings) accessible for free online. Students must have a high-speed internet connection, computer or tablet, and audio. Microsoft Office is free to OSU students, [click here for more information](#). You should not expect to complete the course assignments on a phone.

Technology skills necessary for this specific course

- Carmen Conferences (text, audio, video)
- Carmen Zoom meetings (audio, video, screensharing)
- Creating a Sway presentation with audio and video components
- Recording, editing, and uploading video

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone
- PLEASE NOTE: You should not use a smart phone for ANY course work.

Grading and instructor response

Course Structure

Students will receive an email every Monday that describes the weeks activities. Each week, students will complete the following activities:

1. Open the Objectives and Assignments Page on Carmen (which will walk students through requirements for the week). Students can find this page linked on the Modules area of Carmen.
2. View a digital lecture (Microsoft Sway).
 - a. Link available on Carmen by Friday of the preceding week.
 - b. The lectures will walk you through the week's activities including assigned readings, viewings, and activities. The Sways will offer questions to help guide you through the materials and complete them in the order that best equips you to get the most out of the assignments. You may also find additional, required media like short news articles, blog posts, and/or videos; supplemental information like definitions or questions to help guide the reading and assignment; short videos from me in which I introduce the new week's material and wrap up the previous week's lesson.
3. Complete weekly reading and writing assignments.

Grades

For a complete description of each assignment and instructions, please see the course Carmen. See the course schedule below for due dates.

Assignment or category	Points
Student survey (Week 1)	5
Quizzes (self-checks)	15
Discussion	45
Journal	40
Original essay	100
Peer Review	45
Final revised essay	50
Total	300

Assignments:

Student Survey (5pts)

As a way to get to know you and what brings you to the course, students will fill out a brief survey on Carmen quizzes.

Self-check quizzes (15pts)

Each week, you will complete a quiz that evaluates comprehension of the assigned readings. These quizzes will only be graded for completion, so students should use them as a way to check in with their understanding of the course content.

Discussion (45 pts)

For the first week and each of the four modules, students will participate in an asynchronous, online discussion on Carmen Discussion. Prompts will vary from week to week, but may include synthesizing readings and viewing assignments, analyzing assigned viewing or your own media consumption in terms of new materials, and envisioning alternatives. I will randomly divide students into groups to work together throughout the semester.

A discussion assignment includes three parts:

1. *Create a new thread that responds to a prompt.* I will give you the prompt within the week's Sway presentation. Due Wednesday at 11:59 pm* of the corresponding week.
2. *Respond to a classmate's thread.* I will give you instructions to guide this response. Due Friday at 11:59 pm* of the corresponding week.
3. *Post one more response.* I will give you instructions to guide this response. Due Monday at 11:59 pm of the following week.

*Note that Carmen automatically generates the deadline for discussion board assignments as the deadline for the last post in the weekly series. **You must keep track of the deadlines for the first two posts on your own.**

All postings are expected to reflect engagement with course readings and lectures. If you post but do not reference these materials, you will receive half or no credit for your work. Many of the topics this semester will engage with our personal opinions about social issues. While these opinions are important and welcome in discussion, they do not take the place of understanding the scholarly material in the course. This does not mean that you must embrace all the viewpoints represented, but it does mean that you must read the assigned material, think critically, and participate in discussions about it. With this in mind, respect for ourselves and each other is crucial. Disagreement and discussion are important for learning, but we must do so with respect. I reserve the right to remove posts and/or address students individually if I determine such action is necessary.

Keep in mind that active participation is essential to your learning experience in this course. We will explore controversial, complicated, and polarizing topics through the semester. It is important that we respect each other's needs, values, and views. The class is only successful when we all take time to thoughtfully prepare, participate in discussion, and create conditions for other to participate. Every time you write an assignment, I expect that you have completed all assigned readings, viewings, and presentations until that point.

Alternatively, students may opt into a synchronous Zoom discussion to take the place of the Carmen discussion board (except during week 1). I will offer two 45-60 minute sessions during the week that each asynchronous discussion takes place. On Monday of the designated week, students will respond to a mandatory, ungraded Carmen quiz to choose a session or the asynchronous option. To participate in the Zoom session, you must have a video AND audio connection and I will grade your preparedness and participation.

Journal (40 pts)

Students will be assigned four journal entries (including a prompt) throughout the course. Journal prompts are intended to be free writing exercises to prepare you to write your essays and revise your work. I will include the prompts within the Sways and copy them into the assignments instructions on Carmen. You will complete the journals in a Word document and submit them to the designated Carmen dropbox. See the course schedule for deadlines.

Original essay (100 pts)

You will write two original 1,500-word essays this semester. Both essays will engage the course readings to respond to a loosely structured prompt. You will complete the essays in a Word document and submit them to the designated Carmen dropbox. See the course schedule for deadlines.

Peer Review (45 pts)

Students will participate in three rounds of asynchronous peer review. On Monday morning of the designated week, you will post your draft to a randomly assigned small group discussion on Carmen. Group members will read and comment on all drafts according to a peer review template that I will provide. You will be graded on your complete draft posted on time and your engagement with your group members' drafts.

*Extra credit opportunity: In addition to the discussion, at least two group members may meet on Zoom to discuss each other's work. The Zoom session should last ten minutes times the number of participants. I will provide more information on Carmen.

Final Revised Essay (55 pts)

In place of a final exam, you will revise and expand one of the two original essays you turned in earlier in the semester. This revised essay must be 3,000 words and reflect your learning throughout the course. You will write on the same topic as in the original essay, but develop a longer and more in-depth analysis with the help of the peer review sessions and my feedback.

Flexible Learning and Grading

While this class is designed to provide opportunities to for dynamic and collective learning, maintaining our health and wellness will be our priority. If you become ill, become a caregiver, or have to deal with another unexpected event brought on by Covid-19, I will work with you to make up assignments. Please do your best to communicate with me if you encounter any of these situations. I will grant and

determine deadline extensions on a case-by-case basis to best accommodate each student. If you are unable to complete an assignment on time, please contact me by email as soon as possible.

Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
Module 1: Reading Latina Writers		
1	1/11-1/15	Read: <i>Borderlands/La Frontera</i> by Gloria Anzaldúa Assignments: Student survey Introduction discussion
2	1/19-1/22	Read: <i>This Bridge Called My Back</i> edited by Cherrié Moraga and Gloria Anzaldúa Assignment: Discussion (optional synchronous sessions)
Module 2: <i>The Lost Children Archive</i>		
3	1/25-1/29	Read: <i>The Lost Children Archive</i> Valeria Luiselli (Part 1) <i>"Feminist Approaches to Border Studies and Gender Violence: Family Separation as Reproductive Injustice"</i> Leandra Hinojosa Hernández Assignment: Journal
4	2/1-2/5	Read: <i>The Lost Children Archive</i> Valeria Luiselli (Part 2) Chapter from <i>The Land of Open Graves: Living and Dying on the Migrant Trail</i> , Jason De Leon Assignment: Discussion (optional synchronous sessions)
5	2/8-2/12	Read: <i>The Lost Children Archive</i> Valeria Luiselli (Part 3) Assignment: Journal
6	2/15-2/19	Watch: <i>El Lugar Más Pequeño</i> by Tatiana Huezo (Vimeo \$3.99) <i>"After the Crossing: Afterlives of Found Objects in the Sonoran Desert Borderlands"</i> Scott Warren, Kevin E. McHugh, Jason Roehner

		Assignment: Essay 1 due Monday 2/22
Module 3: <i>In the Dream House</i>		
7	2/22-2/26	Read: <i>In the Dream House</i> by Carmen Maria Machado (Part 1) Article Assignment: Peer Review
8	3/1-3/5	Read: <i>In the Dream House</i> by Carmen Maria Machado (Part 2) Article Assignment: Journal
9	3/8-3/12	Read: <i>In the Dream House</i> by Carmen Maria Machado (Part 3) Assignment: Discussion (optional synchronous sessions)
10	3/15-3/19	Watch: <i>Mosquita y Mari</i> by Aurora Guerrero (Kanopy) Assignment: Journal/Essay 2 prep week
Spring Break 3/22-3/26		
Module 4: <i>So Far From God</i>		
11	3/29-4/2	Read: <i>So Far From God</i> by Ana Castillo (Part 1) "Forms of Chicana Feminist Resistance: Hybrid Spirituality in Ana Castillo's <i>So Far From God</i> " by Theresa Delgadillo Assignment: Peer Review
12	4/5-4/9	Read: <i>So Far From God</i> by Ana Castillo (Part 2) Article – Chicana spiritualities Assignment:

		Essay 2 due Monday 4/12
13	4/12-4/16	Read: <i>So Far From God</i> by Ana Castillo (Part 3) Assignment: Discussion (optional synchronous sessions)
14	4/19-4/23	Watch: <i>Vuelven</i> by Issa López (Shudder) Assignment: Peer Review
Final revised essay due on Carmen Tuesday, April 27 by 11:59pm		

Other course policies

Academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33355487). For additional information, see the [Code of Student Conduct](#).

As defined in University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” It is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible sanctions range from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite your sources’ always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. To preserve the integrity of OSU as an

institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

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)

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.

- [Canvas Accessibility](#)
- Streaming audio and video
- Synchronous course tools

Student Support Policies and Resources

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

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.

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to

your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially by calling 1-866-294-9350 or through the [Ohio State Anonymous Reporting Line](#).

Recovery Support. The Collegiate Recovery Community (CRC) is a supportive peer community on campus for students in recovery from a substance use disorder or who may be currently struggling with substance use. The CRC is located in room 1230 of Lincoln Tower and meets regularly on Wednesdays at 5pm. Stop by or visit go.osu.edu/recovery or email recovery@osu.edu for more information.

Student Advocacy. The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Advising resources for students are available here: <http://advising.osu.edu/>



SYLLABUS: WGSST 2367.02

U.S. LATINA WRITERS: TEXT AND CONTEXT

AUTUMN 2018

Course overview

Instructor

Instructor: Marie Lerma

Email address: lerma.5@osu.edu

Office hours: Virtual office hours: Tuesday and Wednesday, 10am-1pm

In person office hours: the same time, in Hagerty 236

Or by appointment.

Course description

This course will enhance students' critical and analytical reading and writing skills through an interdisciplinary analysis of literature by U.S. Latina women. The course centers on writing and analysis of Latina experiences with an emphasis on interdisciplinary relationships between literature and U.S. Latina socio-political history. Students will explore Latina writers' strategies for articulating Latina experience (through intersections of race, class, sexuality and gender), and on the role of literature as a metaphor for social reality and catalyst for social and political change.

General Education

GE Category: Writing and communication Level Two; Literature; and Diversity: Social Diversity in the U.S.

GE/Course Expected Learning Outcomes:

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

- Students analyze, interpret, and critique significant literary works.
- Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.
- Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
- Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

This course fulfills the GE requirement for Writing and communication Level Two; Literature; and Diversity: Social Diversity in the U.S. Goals: Students are skilled in written communication and expression, reading, critical thinking, oral expression, and visual expression. Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing. Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Course materials

Required

Rosita Gets Scared by Vicko Alvarez. \$10+\$5 shipping. Available in English and Spanish. Buy here: <http://scholarcomics.bigcartel.com/product/rosita-gets-scared-14-page-comic-english>

“Buggy Brains” #1 by Maddi Gonzalez. Available here: <https://gumroad.com/l/bbrains1> (\$5) (ebook) **Must buy before the end of August! The author is ending sales of this comic in September so buy before then!**

Netflix subscription

All other readings will be posted on Carmen.

Course technology

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection

Necessary software

- Word processor like Microsoft Word

Grading and instructor response

Grades

Assignment or category	Points
Participation	20
Close readings	20
End of Unit Discussion Board	16
Final Paper	44 points total
Final Paper Plan	4 points
First Draft	8 points
Second draft and Peer Revision	12 points
Final paper	20 points
Total	100 points

See course schedule, below, for due dates

Participation, 20 points, 2 points each:

Due: Ongoing

Participation will be recorded in two ways: a student's participation in any weekly activities I assign, and the weekly writing assignments. The bulk of this grade will be the latter, which students can choose from a bank of possible prompts each week. You must complete 5 WWAs by October 6 (7 possible weeks), and the remaining 5 by December 10 (out of 7 possible weeks with readings).

Close readings, 20 points total, 5 points each: Due: 4 times a semester (one each unit)

Close reading assignments are designed for you to think about specific writers more deeply. In this assignment you will trace out the major themes of the writing, the more subtle elements, context, argument, connections to other readings, and the stylistic writing tools the author uses. You must do one per unit, however what week you choose is up to you. See guidelines on Carmen. These are due the last day of the unit.

End of Unit Discussion Board, 16 points, 4 points each:

Due: See calendar

At the end of each unit, students will complete a discussion board assignment about the readings and lectures overall. See the guidelines on Carmen.

Final paper, 50 points in total:

Due: At different dates.

The final paper will have multiple parts to it graded at different times. This will start in the second half of the semester.

Late assignments

Late work can be turned in within two days of the due date (but before the weekend) with a 3-point loss for each day. Late finals will not be accepted unless you talk to me beforehand. If you need extensions for your assignments, please contact me sooner rather than later! We can make arrangements. The only assignment that cannot be extended is the peer review.

Grading scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Instructor feedback and response time

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

Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

E-mail

I will reply to e-mails within **24 hours on school days**.

Discussion board

I will check and reply to messages in the FAQ discussion board every **24 hours on school days**.

Attendance, participation, and discussions

Student participation requirements

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

- **Logging in: AT LEAST ONCE PER WEEK**
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
- **Written Assignments:** All journals, midterms, reviews, etc must be double spaced, 1 inch margins, 12 pt Times New Roman font, and in either .docx, .doc or .pdf file format. Anything else will not be accepted
- **Otherwise: your participation is counted through weekly writing assignments and other assignments.**

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.

- **Accent mark and Spanish:** In this class, we will be reading authors who may or may not have accent marks over letters in their names. If an author does use an accent mark, please proof read your submitted assignments so do not omit it. This class will also be reading a lot of things that use Spanish and other languages to varying extents. There is no text that is only in Spanish, however there might be sentences or paragraphs that are. It is your own responsibility to look up the meanings, if the author did not include translations in her material.
- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Informality (including an occasional emoticon) is fine for non-academic topics.
- **Tone and civility:** Please be respectful of your other classmates. This means no personal attacks and taking a generous reading to people's statements. 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. Please make a commitment to learning about, understanding, and supporting your peers.

Please respect the nature of the course. Sensitive issues will come up and fellow students may disclose something of a personal nature. Be respectful that they chose to share this with you.

- **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.

I reserve the right to change this syllabus with advance notice to students

Course schedule (tentative)

<u>Topic and Dates</u>	<u>Assignments</u>
<p><u>Unit 0: Introduction</u></p> <ul style="list-style-type: none"> • Week 1 <ul style="list-style-type: none"> ○ Aug 21-24 ○ <i>What's in a name? History and Context of Latina/Latinx</i> • Week 2 <ul style="list-style-type: none"> ○ Aug 27-31 ○ <i>Writing strategies: autohistoria and testimonio</i> 	<ol style="list-style-type: none"> 1. Introduction post 2. First weekly writing assignment (either week 1 or week 2) 3. Buy Buggy Brains before end of August
<p><u>Unit 1: Immigration</u></p> <ul style="list-style-type: none"> • Week 3 <ul style="list-style-type: none"> ○ Sept 3-7 ○ <i>Latinas and the legal system: sterilization</i> • Week 4 <ul style="list-style-type: none"> ○ Sept 10-14 ○ <i>Latinas and labor rights</i> • Week 5 <ul style="list-style-type: none"> ○ Sept 17-21 ○ <i>Latinas and fights for media representation</i> 	<ol style="list-style-type: none"> 1. Weekly readings 2. Weekly writing assignments 3. September 21-23: First close reading and Unit Discussion board due
<p><u>Unit 2: Activism</u></p> <ul style="list-style-type: none"> • Week 6 <ul style="list-style-type: none"> ○ Sept 24-28 ○ <i>Terrorizing children: historical and political context</i> • Week 7 	<ol style="list-style-type: none"> 1. Weekly readings 2. Weekly writing assignments 3. October 10-14: Second close reading and Unit Discussion board due 4. October 6th: Should have 5 Weekly Writing Assignments done

<ul style="list-style-type: none"> ○ Oct 1-5 ○ <i>Trans and queer Latina immigrations activists</i> ● Week 8 <ul style="list-style-type: none"> ○ Oct 8-10 ○ <i>Ohio and immigration</i> 	
<p><u>Unit 3: Spirituality/Sexuality</u></p> <ul style="list-style-type: none"> ● Week 9 <ul style="list-style-type: none"> ○ Oct 15-19 ○ <i>Malinches, Lloronas, Guadalupanas, and Ciguanabas: historical context</i> ● Week 10 <ul style="list-style-type: none"> ○ Oct 22-26 ○ <i>Let's talk about sex!</i> ● Week 11 <ul style="list-style-type: none"> ○ Oct 29-Nov 2 ○ <i>Spirituality</i> 	<ol style="list-style-type: none"> 1. Weekly readings 2. Weekly writing assignments 3. November 2-4: Third close reading and Unit Discussion board due 4. Final paper plan due October 26
<p><u>Unit 4: Health, food, fitness</u></p> <ul style="list-style-type: none"> ● Week 12 <ul style="list-style-type: none"> ○ Nov 5-9 ○ <i>Decolonizing Mental Health</i> ● Week 13 <ul style="list-style-type: none"> ○ Nov 12-16 ○ <i>Fitness, racism, and the City</i> ● Week 14 <ul style="list-style-type: none"> ○ Nov 19-23 ○ <i>Decolonize Your Diet</i> 	<ol style="list-style-type: none"> 1. Weekly readings 2. Weekly writing assignments 3. November 19-20: Last close reading and Unit Discussion board due 4. Final paper draft due November 16
<p><u>Final</u></p> <ul style="list-style-type: none"> ● Week 15 <ul style="list-style-type: none"> ○ Nov 26-30 ● Week 16 <ul style="list-style-type: none"> ○ Dec 3-7 ● Week 17 <ul style="list-style-type: none"> ○ Dec 10-13 	<ol style="list-style-type: none"> 1. Second draft due to your peer review groups December 2 2. Peer review and comments due to your group members by December 6 3. Final paper due December 12

Other course policies

Academic integrity policy

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 33355487). For additional information, see the [Code of Student Conduct](#).

As defined in University Rule 3335-31-02, plagiarism is “the representation of another’s works or ideas as one’s own; it includes the unacknowledged word for word use and/or paraphrasing of another person’s work, and/or the inappropriate unacknowledged use of another person’s ideas.” It is the obligation of this department and its instructors to report **all** cases of suspected plagiarism to the Committee on Academic Misconduct. After the report is filed, a hearing takes place and if the student is found guilty, the possible sanctions range from failing the class to suspension or expulsion from the university. Although the existence of the Internet makes it relatively easy to plagiarize, it also makes it even easier for instructors to find evidence of plagiarism. It is obvious to most teachers when a student turns in work that is not his or her own and plagiarism search engines make documenting the offense very simple. Always cite your sources’ always ask questions **before** you turn in an assignment if you are uncertain about what constitutes plagiarism. To preserve the integrity of OSU as an institution of higher learning, to maintain your own integrity, and to avoid jeopardizing your future, **DO NOT PLAGIARIZE!**

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)

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 your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Office for Disability Services at [614-292-3307](tel: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.

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

To instructor: the following policies are all optional but do contain approved-ASC language should you wish to include them. Review [additional policies](#) at Office of Undergraduate Education.

Student Support Policies and Resources

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

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.

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially by calling 1-866-294-9350 or through the [Ohio State Anonymous Reporting Line](#).

Recovery Support. The Collegiate Recovery Community (CRC) is a supportive peer community on campus for students in recovery from a substance use disorder or who may be currently struggling with substance use. The CRC is located in room 1230 of Lincoln Tower and meets regularly on Wednesdays at 5pm. Stop by or visit go.osu.edu/recovery or email recovery@osu.edu for more information.

Student Advocacy. The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: WGGST 2367.02

Instructor: Kristen A. Kolenz, PhD

Summary: Latina Women Writers: Text and Context

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			<ul style="list-style-type: none"> Carmen Office 365 Secured Media Site
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> Zoom Carmen discussion board postings
6.3 Technologies required in the course are readily obtainable.	X			All materials are available free of charge.
6.4 The course technologies are current.	X			All technologies are web based and updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools requiring an account are used.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8HELP are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.		X		Add statement b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.		X		Add statement c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			ASC Distance Learning Syllabus Template is used.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			No external tools requiring an account are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.
8.4 The course design facilitates readability	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X			All assignments and

				activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.
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Reviewer Information

- Date reviewed: 12/22/2020
- Reviewed by: Ian Anderson

Notes: Remove references to Desire2Learn as the LMS tool is now CarmenCanvas. Add statements b & c. Consider using the 2021 ASC Distance Learning Syllabus template.

^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:** slds@osu.edu; 614-292-3307; 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>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <https://contactbuckeyelink.osu.edu/>