
Term Information

Effective Term Autumn 2022

General Information

Course Bulletin Listing/Subject Area English
Fiscal Unit/Academic Org English - D0537
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2176
Course Title Rhetorics of Race, Ethnicity, and Gender
Transcript Abbreviation RhetRaceEthnc,Gndr
Course Description In this course students study the basic elements of rhetoric and rhetorical representations of various historically constituted categories, including race, gender, and ethnicity, and use rhetoric as a lens for examining messages about race, gender, and ethnicity. Students analyze the ways that these categories are rhetorically constructed and the material consequences of those constructions.
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? 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, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites Prerequisite: English 1110
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 23.0101
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior

Requirement/Elective Designation

Race, Ethnic and Gender Diversity

Course Details

Course goals or learning objectives/outcomes

- Students acquire tools to analyze how words, images and spaces have material consequences in our individual and collective lives; how messages we receive about race, gender, and ethnicity shape our perceptions and lived experiences for everyone.

Content Topic List

- The basic elements of rhetoric.
- rhetorical representations of various historically constituted categories including, but not limited to, race, gender, and ethnicity.
- material consequences of rhetorically constructed categories.
- Rhetoric as a useful lens for examining messages about race, gender, and ethnicity.

Sought Concurrence

No

Attachments

- English 2176 Rhetorics Proposal and Syllabus.docx: Proposal and Syllabus

(Syllabus. Owner: Lowry, Debra Susan)

- Rhetorics Submission Form[29].pdf: GE Submission Form

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

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry, Debra Susan	03/18/2021 05:35 PM	Submitted for Approval
Approved	Winstead, Karen Anne	03/19/2021 08:15 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/05/2021 09:57 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Oldroyd, Shelby Quinn Hilty, Michael Vankeerbergen, Bernadette Chantal	04/05/2021 09:57 PM	ASCCAO Approval

English 2176: Rhetorics of Race, Ethnicity, and Gender

General Education Course Proposal

Proposal Information

- Proposed Number:** 2176
- Proposed Title:** Rhetorics of Race, Gender, and Ethnicity
- Proposed GE Category:** Race, Gender, and Ethnicity (Foundation)
- Proposed Embedded Literacies Category:** N/A
- Proposal Type:** New
- Proposal prepared by:** Carolyn Skinner

Description, Rationale, and Links to Other English Classes

Rhetorics of Race, Ethnicity, and Gender is a Foundation-level General Education course in which students study the basic elements of rhetoric and the rhetorical representations of various historically constituted categories including, but not limited to, race, gender, and ethnicity. Students will analyze the ways that these categories are rhetorically constructed and the material consequences of those constructions. Typical assignments and activities may include reading, viewing, and listening to an intentionally diverse group of texts in various modes; analyses of the rhetorical appeals evident in texts representing and constructing historically constituted categories; and analyses of the material consequences of certain representations. The course's theme will vary in topical focus, historical reach, and rhetorical approach depending on the instructor's expertise.

A course in the Rhetorics of Race, Ethnicity, and Gender is an important addition to OSU's GE curriculum because it will provide students a site in which to learn how identities are constructed through words, images, spaces, and other rhetorical modes. Rhetoric is a particularly useful lens for examining messages about race, gender, and ethnicity because it provides tools to help us analyze how an audience is encouraged to identify with some people and against others, how matters of word choice can have immense implications, how images and spaces can suggest who is valuable and who is not, and how what is not said can be as important as what is said. Students will learn that these representations are not "mere words" but that they have material consequences in our individual and collective lives.

The department currently has no lower-level courses focusing on the rhetoric of or about any group. English 2176 complements the department's existing lower-level courses focusing on literature addressing difference and prepares students for intermediate and upper-level courses that examine rhetoric and literature addressing diverse writers and audiences.

Although courses like the proposed Arts of Persuasion, Arts of Deception, and Social Media Rhetoric could incorporate attention to the rhetorics of historically constituted categories, none of those courses includes such attention as a mandatory element, making English

2176 a useful complement to these courses. English 2176 would also serve an important function in introducing students to the study of rhetoric (and potentially recruiting them to the WRL concentration), ideally preparing them for upper-level courses in the concentration.

Staffing

Carolyn Skinner, Liz Weiser, and Wendy Hesford are all interested in teaching this class. It is also a course that GTAs could teach.

Rhetorics of Race, Ethnicity, and Gender

English 2176
Ohio State University
Semester/Year
Days/Times
Course Location

Dr. Carolyn Skinner
skinner.139@osu.edu
419 755 4039
Office: Ovalwood 225
Office Hours: TBD

Description: Much of how we understand the world and the people around us emerges through rhetoric—the ways language, images, and other symbols are used to convey messages and influence people. This includes our understanding of concepts like race, gender, and ethnicity. The messages we have received about race, gender, and ethnicity shape our perceptions and expectations of the people around us, affecting the opportunities and lived experiences of everyone. Rhetoric is a particularly useful lens for examining messages about race, ethnicity, and gender because it provides tools to help us analyze how an audience is encouraged to identify with some people and against others, how matters of word choice can have immense implications, how images and spaces can suggest who is valuable and who is not, and how what is not said can be as important as what is said.

In this course, we will examine the rhetorics of race, ethnicity, gender, and other historically constituted categories as they appeared in texts, speeches, visuals, and spaces surrounding two events: the 1893 World’s Columbian Exposition in Chicago and the 2016 Summer Olympics. These two events both involve spectacle and purport to represent the world; they are also both sites of persuasion, as participants and viewers are asked to accept their models of “the world,” of what constitutes excellence, and of who can be excellent. In particular, we will ask

- How were people understood as gendered, raced, and as belonging to particular ethnic groups through the texts, speeches, visuals, and spaces of these events? In what ways did these understandings overlap? How did they reinforce or challenge existing assumptions about members of their groups?
- What appeals or arguments appeared in the texts, speeches, visuals, and spaces of these events? How did they affect the representations of the people they discussed? How did they intentionally omit or exclude people?
- What do rhetorical analyses reveal about our perceptions and expectations of those around us?

To explore the questions outlined above, we will

- Read and view texts, speeches, visuals, and images of the spaces of the World’s Columbian Exposition and the Olympics
- Discuss those texts, their contexts, and their purposes

- Read about and discuss rhetorical concepts that will help us analyze the messages that the texts, speeches, visuals, and spaces conveyed
- Write
 - Regular reading responses
 - Three rhetorical analyses
 - One take-home exam

General Education Statement: English 2176 fulfills a requirement for a Foundations course in Race, Ethnicity, and Gender Diversity.

Goal 1: Successful students will engage in a systematic assessment of how historically and socially constituted categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Successful students are able to...

- 1.1 Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
- 1.2 Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
- 1.3 Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
- 1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity.

Goal 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Successful students are able to...

- 2.1 Demonstrate critical self-reflection and critique of their social positions and identities.
- 2.2 Recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors.
- 2.3 Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

Students will meet these goals by

1. Rhetorically analyzing the representations of categories including race, ethnicity, and gender (and the messages those representations convey about social positions) in a variety of texts and media, paying particular attention to how the categories intersect and combine, affecting both the message being conveyed and the lived

- experiences of those being represented. (Rhetorical Analysis; Reading Responses; Class Discussion; Exam)
2. Contextualizing their analyses in historical, contemporary, and long-term ongoing systems of power. With these contexts in mind, students will consider how representations of race, ethnicity, and gender affect individuals and contribute to broader societal issues. (Rhetorical Analysis; Reading Responses; Class Discussion; Exam)
 3. Reflecting on the social and ethical implications of studying race, ethnicity, and gender, in the context of particular assigned readings and in the course as a whole. (Reading Responses; Class Discussion; Exam)
 4. Reflecting on how their own social positions and identities affect their understanding of and responses to the representations of race, ethnicity, and gender they read/view in class. (Reading Responses; Class Discussion)
 5. Exploring the ways that the categories of race, ethnicity, and gender—as historically and socially constructed in part through the representations presented in assigned readings/viewings—influence lived experiences. (Reading Responses; Class Discussion; Exam)

Required Texts:

- *The Essential Guide to Rhetoric*, William M. Keith and Christian O. Lundberg (\$14.99 new)
- All other readings and viewings will be available on Carmen—Bring these to class in some easily accessible format

Required Work:

Reading Responses x 10	30%
Rhetorical Analyses x 3	45%
<u>Take-Home Exam x 1</u>	<u>25%</u>
Total	100%

Reading Responses—on the dates noted on the schedule, submit (on Carmen) a one-page response to a reading from the past week. Prompts will be posted on Carmen that will ask you to do some combination of the following:

- Discuss what surprised or interested you about something you read (or viewed).
- Connect or compare one text/image to something we read/viewed earlier in the semester or to something you have read or experienced outside of class.
- Explain how this reading/image speaks to the intersections among race, ethnicity, gender, and possibly other categories.
- Select two or three sentences/passages from the text to discuss in detail.
- Connect something you read/viewed to a contemporary issue, situation, or concern.
- Explore the real-life effects that might have resulted from the representation(s) of race, ethnicity, and gender in something you read/viewed.
- Explore how your own social positions and identities affected how you understood or responded to a text/image.

This is an informal assignment, graded ✓+, ✓, or ✓-.

Rhetorical Analysis 1 asks you to study either the space/layout of the World's Columbian Exposition or one of the images from the World's Columbian Exhibition as a kind of "text" that conveys messages about people: who is represented? In what way? What does the space or the image suggest that a viewer should expect of the people represented? Who is excluded?

Rhetorical Analysis 2 asks you to study a speech or text by the diverse speakers from the World's Columbian Exposition whom we have read to explain its argument and how it "works." What does the speaker/writer say? What appeals does he/she use? How does he/she seek to identify with the audience and/or with the topic addressed? How does he/she challenge audience assumptions?

Rhetorical Analysis 3 asks you to locate and study a text or image from the 2016 Olympics to explain how it conveys messages about people involved (broadly speaking) in the Olympics. Who is represented and excluded? In what way? What appeals does the writer (or photographer, etc.) use to persuade the audience?

Specific instructions for each of the Rhetorical Analysis assignments will be provided in class.

Grading Scale:

A	93	B+	87	C+	77	D+	67
A-	90	B	83	C	73	D	60
		B-	80	C-	70		

Attendance:

The discussion-based, collaborative nature of this class makes attendance very important. Much of what you'll learn will grow out of class conversations or will be presented in class. Because attendance is important, we will adhere to the following attendance policy: once you accumulate 3 unexcused absences (only absences for documented illnesses, family tragedies, religious observances, or documented university-related travel will be excused), your final grade will be lowered by one-third of a letter grade (for example, from a B to a B-); each subsequent unexcused absence will lower your final grade by another third; if you accumulate 6 unexcused absences, you will fail the course. Even if your absence is excused, you are responsible for any work done or assignments made during that class.

Late Work Policy:

If circumstances arise that will keep you from submitting your work on time, contact me as soon as possible to make alternative arrangements. I will deduct one letter grade (10% of whatever the whole is worth) for each day any other assignment is late without a valid excuse.

Drop/Withdrawal Statement:

It is the student's responsibility to know the deadlines for dropping a course or withdrawing from the University. Term drop and withdrawal deadlines can be found at registrar.osu.edu/registration (click on the current term under "Important Dates" and scroll down to ADD/DROP/WITHDRAW DEADLINES). There are different drop/withdrawal dates for the various shortened sessions and full semester classes. If you receive financial aid, you should always talk with a financial aid specialist prior to adjusting your schedule. If you stop attending a course but do not drop it, you risk receiving a failing grade, which could negatively affect your GPA and your financial aid status. You can call 419-755-4317 to set up an appointment with an academic advisor or a financial aid specialist in 104 Riedl Hall.

Disability Service 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 and chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services (SLDS). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: Michele McGregor, Coordinator, Disability Services, mcgregor.40@osu.edu; 419-755-4304; 279 Ovalwood Hall.

Academic Misconduct Statement:

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 via the Associate Dean's Office at the Mansfield campus. For additional information, see the Code of Student Conduct (<http://studentconduct.osu.edu>).

Retention:

The Ohio State University at Mansfield is committed to the success of students. If you are having academic or personal difficulties, you can contact Darla Myers at 419-755-4036 or Ovalwood 283; or you can talk to your academic advisor for specific referral resources.

Student Conduct:

The code of student conduct is established to foster and protect the core missions of the university, to foster the scholarly and civic development of the university's students in a safe and secure learning environment, and to protect the people, properties, and processes that support the university and its missions. Students who violate faculty expectations may be subject to the code of conduct. For behavioral related concerns, contact Student Life at 419-755-4317 and ask for an appointment Dr. Donna Hight, Assistant Dean, Student Life & Success. As a responsible community member, do not allow others to act inappropriately and impact the community.

Discrimination:

The Ohio State University at Mansfield is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free of discrimination of any type. This includes students creating a hostile environment for other students. To file a complaint, contact Student Life at 419-755-4317 and ask for an appointment with the Assistant Dean, Student Life & Success; or call Human Resources at 419-755-4047 and ask for an appointment with the Chief Human Resources Officer, who will connect you with the appropriate Columbus offices.

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 at Mansfield offers services to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the New Directions Student Assistance Program (SAP) by visiting newdirectionsforlife.com or calling 419-529-9941 (no cost to students). They see students on campus in Ovalwood Hall. Local crisis services are available by calling 419-522-4357. Ohio State also has an afterhours service available by calling 614-292-5766 and choosing option 2 after hours, which includes weekends and holidays.

Title IX and Sexual Misconduct:

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 such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find more information and the appropriate resources at titleix.osu.edu.

HOW TO REPORT

Reports of sexual misconduct can be made to one of the following individuals:

Donna L. Hight, Ph.D.
Assistant Dean, Student Life & Success
419-755-4317
hight.6@osu.edu

Sgt. Jeff Hoffer
Campus Police
419-755-4210
hoffer.30@osu.edu

Sarah Metzger
Campus Sexual Assault Advocate
419-565-2489

smetzger@thedvshelter.com

Notice of an incident to the officials listed above, other than the Campus Sexual Assault Advocate, is considered official notice to the university. You can expect reports received by these individuals to be investigated and properly resolved through administrative procedures. Information will be shared only as necessary with investigators, witnesses, and the accused individual. *The Campus Sexual Assault Advocate and the New Directions Student Assistance Program (SAP) staff are considered confidential resources.*

Student Assistance with Difficulties:

Any student who has difficulty affording books, academic needs, groceries, accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect his or her performance in the course, is urged to contact Michelle McGregor, Coordinator, Student Support Services, 419-755-4304, for support and information on emergency grant funding. Furthermore, please also notify the professor if you are comfortable doing so. The BLIC and Conard Learning Center often have copies of books available for student use or check-out.

Ohio State Mansfield Diversity Statement:

The Ohio State University at Mansfield is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The Ohio State University at Mansfield prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status. In addition to birth and/or other self-defined characteristics, we honor and value the lived experiences of all students as they add to constructive conversations about diversity, equity, and inclusion in the classroom. Faculty, staff, and students are encouraged to contact Dr. Donna L. Hight, Assistant Dean, Student Life & Success, 419-755-4317, regarding issues, concerns, or questions related to equity and diversity or report via Bias Assessment and Response Team:

<https://studentlife.osu.edu/bias/>.

Ohio State Mansfield Identity Affirmation Statement:

It is our intent to honor your name and pronouns if they differ from your legal or academic record. Please advise any instructors of this change early in the semester so that we can update class rosters with your preferred name and your correct pronouns. Additionally, please advise us of any updates to your name and/or pronouns throughout the semester so that we can correct our rosters accordingly. A formal name change request can be made through Buckeyelink.

Writing Center:

The Writing Center provides free individual writing consultation for students of all writing abilities and in any course or field of study. The Writing Center assists students in the production of writing assignments and in the development of best writing practices. You can expect your consultation to be no longer than 45 minutes, and as short as you feel best serves your goals for the session. You are welcome to use Writing Center services in The Conard Learning Center (CLC) on a walk-in basis or by appointment. Those looking to schedule an appointment can do so online at go.osu.edu/WCappt.

Daily Schedule

- Readings should be completed before class begins on the days they are listed.
- I reserve the right to make changes to this schedule and to the entire syllabus, if changes are necessary; I will announce any changes in class.
- EGR = *The Essential Guide to Rhetoric*
- RR = Reading Response
- WCRW = *World's Congress of Representative Women* (online)

Week I--Introductions

Day 1: Introduction to the course

Day 2: EGR Chapter 1 and 2; "What's Intersectionality? Let These Scholars Explain the Theory and Its History"

Week II--Introductions

Day 1: EGR Chapter 3 and 4; "World's Columbian Exposition" (Robert W. Rydell)

Day 2: EGR Chapters 5, 6, and 7

Week III—Planning the Columbian Exposition

Day 1: "Kenneth Burke's Theory of Identification"; "The Woman's Department" (Chapter in *The Book of the Fair*)

Day 2: RR 1 Due; *DuSable to Obama: Chicago's Black Metropolis*: "Early Chicago: The 1893 World's Fair"

Week IV—Space and Visual Representation

Day 1: *The Dream City: A Portfolio of Photographic Views of the World's Columbian Exposition*

Day 2: RR 2 Due; *Chicago by Day and Night: The Pleasure Seeker's Guide to the Paris of America* (Chapter on "Cheyenne," an African American neighborhood in Chicago)

Week V

Day 1: "Backpacks vs. Briefcases: Steps toward Rhetorical Analysis"

Day 2: Rhetorical Analysis 1 Due

Week VI—Representation in Texts and Speeches

Day 1: *The Reason Why the Colored American Is Not in the World's Columbian Exposition*

Day 2: RR 3 Due; "Frederick Douglass's Defiant Stand at Chicago's World's Fair"

Week VII—Representation in Texts and Speeches

Day 1: "An Account of a Speech before the Labor Congress, Chicago" (Booker T. Washington)

Day 2: RR 4 Due; Coverage of "Colored American Day" in the *Daily Inter-Ocean*

Week VIII—Representation in Texts and Speeches

Day 1: “Women in Science” (Mary Putnam Jacobi) and “Discussion” (*WCRW*, pp. 195-208) and “The Light in the East” (Eliva Anne Thayer and Ella Dietz Clymer) (*WCRW*, pp. 286-291)

Day 2: RR 5 Due; “The Moral Initiative as Related to Woman” (Julia Ward Howe) and “Discussion” (*WCRW*, pp. 314-326); “The Civil and Social Evolution of Woman” (Elizabeth Cady Stanton) and “Discussion” (*WCRW*, pp. 327-332); “The Ethics of Dress” (Alice Timmons Toomy) and “Discussion” (*WCRW*, pp. 339-353); “Woman’s Dress from the Standpoint of Sociology” (Ellen Hayes) and “Discussion” (*WCRW*, pp. 354-366)

Week IX—Representation in Texts and Speeches

Day 1: “The Double Moral Standard, or the Moral Responsibility of Woman in Heredity” (Helen H. Gardener) (*WCRW*, pp. 374-387)

Day 2: RR 6 Due; “Woman’s Political Future” (Frances E. W. Harper) and “Discussion” (*WCRW*, pp. 433-438); “Woman as a Political Leader” (Mrs. J. Ellen Foster) and “Discussion” (*WCRW*, pp. 439-446); “Women’s National Indian Association” (Mrs. William E. Burke) (*WCRW*, pp. 510-514)

Week X—Representation in Texts and Speeches

Day 1: “The Intellectual Progress of the Colored Women of the United States Since the Emancipation Proclamation” (Fannie Barrier Williams) and “Discussion” (*WCRW*, pp. 696-716); “The Organized Efforts of the Colored Women of the South to Improve their Condition” (Sarah J. Early) and “Discussion” (*WCRW*, pp. 718-719)

Day 2: Rhetorical Analysis 2 Due

Week XI—Space and Visual Representation: The 2016 Summer Olympics

Day 1: “The Olympics: A Modern Spectacle”; “Olympic Fans Are Part of the Spectacle of the Games”; “Olympic Games: The Spectacle You Don’t See on TV”

Day 2: RR 7 Due; View Excerpts from the Rio 2016 Opening Ceremony

Week XII—Representation in Texts and Speeches: The Olympics

Day 1: “Rio 2016: Brazil’s First Gold from the City of God Favela”; “Meet the Syrian Refugee Swimming for Olympic Glory”

Day 2: RR 8 Due; “After Winning 5 Olympic Medals, Simone Biles is Ready to Be ‘Normal’”; “‘Final Five’ Talk Rio Olympics”; “Usain Bolt Defends Title as World’s Fastest Man in Rio”

Week XIII—Representation in Texts and Speeches: The Olympics

Day 1: Twitter: “Olympic Rorschach Test: Do you See a Culture Clash? Or the Unifying Power of Sport?”; “Ryan Lochte: US Falls Out of Love with the Ultimate ‘Bro’”; “Did Hope Solo’s Punishment Fit Her Crime?”

Day 2: RR 9 Due; “Catch Up with Inspiring Olympians Nikki Hamblin, Abbey D’Agostino”; “Allyson Felix Reflects on ‘The Coolest Thing’ about Rio Olympics”;

Week XIV—Beyond “The” Olympics

Day 1: “We're The Superhumans: Rio Paralympics 2016 Trailer”; “The Marathon Star Who Wins with His Arms”

Day 2: RR 10 Due; “The Secret Behind Para Athletes’ Strength And Conditioning: There’s No One-Size-Fits-All Approach”; “After the Flame”

Week XV—Reflections and Wrap-Up

Day 1: “Olympic Legacies: Recurrent Rhetoric and Harsh Realities”

Day 2: Rhetorical Analysis 3 Due

Exam Week: Take-Home Exam Due

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: _____

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy either the ELOs for Historical Studies or the ELOs for Cultural Studies.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression. Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Writing and Information Literacy (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

Course Subject & Number: _____

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data. Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

Course Subject & Number: _____

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)