

## 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 of Race, Ethnicity, and Gender REVISED.docx: Proposal and Syllabus Revised  
*(Syllabus. Owner: Lowry, Debra Susan)*
- English 2176 GE Submission Form REGD REVISED.pdf: GE Submission Form: Revised  
*(Other Supporting Documentation. Owner: Lowry, Debra Susan)*
- REGD Cover Letter.docx: Cover Letter  
*(Other Supporting Documentation. Owner: Lowry, Debra Susan)*
- Revised REGD Syllabus.docx: Revised Syllabus  
*(Syllabus. Owner: Lowry, Debra Susan)*
- Rhetorics Submission Form.pdf: Revised GE Submission Form  
*(Other Supporting Documentation. Owner: Lowry, Debra Susan)*

## Comments

- Hi Deb, Is there any way you could remove the documents that have now been superseded by new versions? This will be helpful for the reviewing panel. *(by Vankeerbergen, Bernadette Chantal on 11/10/2021 01:05 PM)*
- See Panel Feedback email sent 9/27/21 *(by Steele, Rachel Lea on 09/27/2021 06:53 PM)*
- Please see Panel feedback email sent 05/10/21. *(by Hilty, Michael on 05/10/2021 03:04 PM)*

**COURSE REQUEST**  
2176 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
12/17/2021

**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
Revision Requested	Hilty, Michael	05/10/2021 03:04 PM	ASCCAO Approval
Submitted	Lowry, Debra Susan	09/02/2021 01:08 PM	Submitted for Approval
Approved	Lowry, Debra Susan	09/02/2021 01:08 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/13/2021 01:49 PM	College Approval
Revision Requested	Steele, Rachel Lea	09/27/2021 06:53 PM	ASCCAO Approval
Submitted	Lowry, Debra Susan	11/09/2021 11:37 AM	Submitted for Approval
Approved	Lowry, Debra Susan	11/09/2021 11:37 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	11/10/2021 01:06 PM	College Approval
Submitted	Lowry, Debra Susan	12/08/2021 03:28 PM	Submitted for Approval
Approved	Lowry, Debra Susan	12/08/2021 03:28 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/17/2021 11:50 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	12/17/2021 11:50 AM	ASCCAO Approval

Members of the REGD Panel:

Thank you for the careful consideration you have been giving the proposed courses in this important Foundation category. Along with this letter, I am submitting a revised syllabus and ELO document.

In your most recent feedback, your primary revision suggestion was that the course be recentered around issues of race, gender, ethnicity, and intersectionality, so that the introduction to rhetoric was secondary to that focus. I have attempted to respond to this suggestion by

- Being clearer in the syllabus introduction that rhetoric will serve as a tool or lens with which we will study race, ethnicity, and gender (intersectionally).
- Removing the textbook introducing rhetoric from the syllabus. This freed up some room to assign readings introducing race, ethnicity, and gender as they are understood by scholars (as constructed and situated but with real-life effects). This revision also addresses the third of the panel's recommendations. Because students tend to think a textbook (even a very brief one) is the focal point of a class and because I originally scheduled readings from the textbook early in the semester, I can see how students might have received the message that the course was more about rhetoric than it was about issues of race, ethnicity, and gender.
- Revising some of the responses in the ELO document to better communicate how issues related to REGD and intersectionality will be foregrounded. In particular, I have offered examples of specific questions/prompts to demonstrate how the rhetorical concepts that will be introduced do not detract from but are in fact necessary to students' analyses of REGD issues.

A related recommendation was to incorporate material into the course that engaged in rhetoric's disciplinary self-reflection around its engagement with race, ethnicity, and gender. I have added some readings along those lines covering topics that would have been delivered through lectures, which I hope gives them some additional weight in students' eyes. Because, as you know, the syllabus is not the course, I also wanted to let you know that throughout the semester I plan to bring in topics like the critiques and revisions of conventional rhetorical approaches and concepts that have been made by feminists, scholars of color, and scholars in disability studies. Consequently, students will learn about the masculinist bias of conventional rhetoric, the limitations of a focus on Western rhetoric, and the risks of an "additive" model of scholarship (in which historically marginalized speakers/writers are added into the existing canon rather than prompting a substantial revision of the criteria by which we analyze rhetoric). These concepts are widely accepted in my field, but they are not often written about in ways that are accessible to introductory level students, so I believe the best way to convey them is through lectures, class discussions, and handouts.

In response to the recommendation that I clarify the ways intersectionality and other REGD issues will be addressed through the two case studies, I added more detail to the ELO document describing the kinds of conversations and written reflections I expect students to engage in around those readings. To summarize, because a foundational concept in rhetoric is the understanding that all acts of communication occur in a context (and that that context offers a complex combination of opportunities and constraints), all of our conversations and all of students' writing around the texts from the World's Columbian Exposition and the Summer Olympics will necessarily involve addressing the ways that REGD issues, including intersectionality, affected the decisions a speaker/writer made in composing a text and/or the way a person was represented by someone else. The readings around the Exposition and the

Olympics serve as opportunities to practice identifying how REGD issues are embedded in the decisions a speaker/writer makes, in how people are represented in texts through reference to socially constructed subject positions, and in how those rhetorical acts effect individuals' lived experiences as well as broader social patterns.

Thanks again for your time and thoughtfulness.

Carolyn Skinner

## Rhetorics of Race, Ethnicity, and Gender

English 2XXX  
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

### Welcome!

Rhetoric has been defined as “the strategic study of the circulation of power through communication” (Jay Dolmage, *Disability Rhetoric* 3). I begin this course, which explores how categories such as race, ethnicity, and gender shape individual outcomes as well as broader societal systems, with this definition because it demonstrates that the choices we make about how to communicate to (and about) people carry with them enormous implications for how power and resources are distributed throughout a society.

The messages we have received about race, ethnicity, and gender 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 rhetoric (rather than sociology, literature, economics, psychology, or any number of other disciplines) will serve as our lens for analyzing how the socially constituted categories of race, ethnicity, and gender have affected (and continue to affect) individual lived experiences and broader social patterns. Although we will discuss the tools that rhetoric offers for those analyses (including the limitations of some of those tools), our study of rhetoric is a means to the end of better understanding how race, ethnicity, and gender have operated historically and today to shape people’s perceptions, opportunities, and experiences.

To narrow this broad topic, we will focus on 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 involved spectacle and purported to represent the world; they were also both sites of persuasion, as participants and viewers were asked to accept their models of “the world,” of what constitutes excellence, and of who can be excellent. In particular, in this class 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 intersect? 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 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

Throughout the course, our primary focus will be on how historically and socially constructed categories such as race, ethnicity, and gender shape people's perceptions of themselves and others, how those perceptions affect people's experiences and opportunities, and how those perceptions reflect and contribute to broader cultural, political, and economic systems. Rhetorical analysis will be the tool we use to identify, explore, and assess the implications of the ways race, ethnicity, and gender are constructed and experienced.

**General Education Statement:** English 2XXX 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. Analyzing the representations of people (and the messages those representations convey about the expectations and opportunities associated with various social positions) in a variety of texts and media, paying particular attention to how socially constructed categories such as race, ethnicity, and gender intersect, affecting the audience's perceptions of 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:**

All 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 one or two 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.



Reading Responses are informal assignments, 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 in terms of the race, gender, ethnicity, ability, affluence, etc. of the people represented? Who is excluded? (3-4 pages)

*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 work within or challenge audience assumptions around race, ethnicity, and/or gender? (3-4 pages)

*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? How are individuals and/or groups represented as being raced and gendered? What real-world implications do those representations have? (3-4 pages)

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

*Take-Home Exam*—This open-note, open-book cumulative exam will include the following components:

- A brief (300-500 words) rhetorical analysis of a text (chosen from among a set of options provided), focusing on the ways the racial, ethnic, gender, and other social positions and representations of people (including the speaker/writer, the people discussed in the text, and the implied audience for the text) are constructed using words and/or images.
- Prompts for short answers (50-200 words) that ask you to consider how categories including race, gender, and ethnicity operate in the context of larger systems of power; how race, gender, and ethnicity intersect to shape lived experiences; and how rhetorical analyses can illuminate both the constructedness of categories such as race, gender, and ethnicity and the social and ethical implications of those constructions for individual lived experiences and social issues. In your responses, you may draw from assigned readings, class discussions, and your own experience.

#### **Grading Scale:**

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

#### **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](http://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, [mcmgregor.40@osu.edu](mailto:mcmgregor.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](http://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](http://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](mailto:hight.6@osu.edu)

Sgt. Jeff Hoffer  
Campus Police  
419-755-4210  
[hoffer.30@osu.edu](mailto:hoffer.30@osu.edu)

Sarah Metzger  
Campus Sexual Assault Advocate  
419-565-2489  
[smetzger@thedvshelter.com](mailto: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.

**Land Acknowledgement:**

We would like to acknowledge that the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. We want to honor the resiliency of these tribal nations and recognize the historical context that has and continues to affect the Indigenous peoples of this land.

**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](http://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.
- RR = Reading Response
- WCRW = *World's Congress of Representative Women* (online)

#### Week I--Introductions

Day 1: Introduction to the course

Day 2: "Race and Ethnicity"; "Gender"; "What's Intersectionality? Let These Scholars Explain the Theory and Its History"

#### Week II--Introductions

Day 1: Klien, "What is Rhetoric?"; Ritchie and Ronald, "Introduction: A Gathering of Rhetorics"

Day 2: Chávez, "Beyond Inclusion: Rethinking Rhetoric's Historical Narrative"; "World's Columbian Exposition" (Robert W. Rydell)

#### Week III—Inclusion and Exclusion in the Planning of 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—Rhetorical Analysis

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 2016 Summer 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 2016 Summer 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; class wrap-up and reflection

**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](mailto: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)