

## Term Information

Effective Term Autumn 2024

## 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 3019  
Course Title The Language of Place: Interpreting our Surroundings  
Transcript Abbreviation LanguageofPlace  
Course Description This is a course in the rhetorical theory and analysis of space and place as meaningful human product. Students examine the rhetorical purpose and effect of space and place as concept or idea, specific location, as metaphor, metonym, or icon, as local marker or national or global landmark, and learn to appreciate how the visuo-spatial experience of places and spaces profoundly impacts our lives.  
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 1 WIL Foundation course  
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, Senior

## Requirement/Elective Designation

Lived Environments

## Course Details

### Course goals or learning objectives/outcomes

- Students become aware of, analyze, and understand the spatial categories of their thought and of our collective social experience, and the rhetorical impact of the spaces and places of their lives.

### Content Topic List

- Rhetoric and the Rhetorical Situation
- The Public Sphere
- Rhetorical Landscape
- Places of Public Memory

### Sought Concurrence

No

## Attachments

- Lived Rhetorics Proposal and Syllabus.pdf: Proposal and Syllabus  
*(Syllabus. Owner: Lowry, Debra Susan)*
- GE Submission Form, Lived Rhetorics - Interpreting Place and Space, English 3021.pdf: GE Submission Form  
*(Other Supporting Documentation. Owner: Lowry, Debra Susan)*
- CoverLetter\_3019\_Jan2024.pdf: Cover Letter  
*(Other Supporting Documentation. Owner: Hewitt, Elizabeth A)*
- Syllabus\_English3019\_revisedJan2024-3.pdf: Syllabus  
*(Syllabus. Owner: Hewitt, Elizabeth A)*
- ThemeForm3019\_Final.pdf: Theme Form  
*(Other Supporting Documentation. Owner: Hewitt, Elizabeth A)*

## Comments

- Attached is correct theme form after our discussion (1/19)! *(by Hewitt, Elizabeth A on 01/19/2024 12:38 PM)*
- Please see feedback email sent to department 11-09-2023 RLS  
Beth, the file labeled "ThemeForm\_English3019\_revisedJan2024" is not the GEN form - it seems to just include the chart from the syllabus. Please upload updated GEN submission form. Will follow up with an email clarification RLS  
*(by Steele, Rachel Lea on 01/18/2024 02:26 PM)*
- Sent back to remove syllabus without schedule & upload version of syllabus with the course schedule. *(by Vankeerbergen, Bernadette Chantal on 09/14/2023 12:18 PM)*
- Please see Panel feedback email sent 05/03/2021. *(by Hilty, Michael on 05/03/2021 01:28 PM)*

**COURSE REQUEST**  
3019 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
01/19/2024

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Lowry, Debra Susan	03/19/2021 05:09 PM	Submitted for Approval
Approved	Winstead, Karen Anne	03/19/2021 06:20 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	04/13/2021 03:36 PM	College Approval
Revision Requested	Hilty, Michael	05/03/2021 01:28 PM	ASCCAO Approval
Submitted	Hewitt, Elizabeth A	08/31/2023 01:15 PM	Submitted for Approval
Approved	Hewitt, Elizabeth A	08/31/2023 01:15 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/31/2023 02:12 PM	College Approval
Submitted	Hewitt, Elizabeth A	08/31/2023 09:30 PM	Submitted for Approval
Approved	Hewitt, Elizabeth A	08/31/2023 09:30 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/04/2023 04:21 PM	College Approval
Submitted	Hewitt, Elizabeth A	09/11/2023 10:42 AM	Submitted for Approval
Approved	Hewitt, Elizabeth A	09/11/2023 10:42 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/14/2023 12:18 PM	College Approval
Submitted	Hewitt, Elizabeth A	09/14/2023 01:30 PM	Submitted for Approval
Approved	Hewitt, Elizabeth A	09/14/2023 01:30 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/18/2023 02:11 PM	College Approval
Revision Requested	Steele, Rachel Lea	11/09/2023 06:15 PM	ASCCAO Approval
Submitted	Hewitt, Elizabeth A	01/12/2024 02:43 PM	Submitted for Approval
Approved	Hewitt, Elizabeth A	01/18/2024 11:05 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/18/2024 11:44 AM	College Approval
Revision Requested	Steele, Rachel Lea	01/18/2024 02:26 PM	ASCCAO Approval
Submitted	Hewitt, Elizabeth A	01/19/2024 12:38 PM	Submitted for Approval
Approved	Hewitt, Elizabeth A	01/19/2024 12:38 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/19/2024 01:21 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/19/2024 01:21 PM	ASCCAO Approval



**To:** ASC Curriculum Cmte  
**From:** Elizabeth Weiser, Professor, on behalf of the Department of English  
**Re:** English 3019 (formerly English 3021), “The Language of Places: Interpreting Our Surroundings”  
**Date:** 1/11/2024

In February 2023, English resubmitted its proposal for what by then had become English 3019, Lived Rhetorics: Spaces and Places, for the Lived Environments theme. Late last year we were asked to revise this proposal yet a third time. Below I outline responses to your requests for English 3019, now titled The Language of Places: Interpreting Our Surroundings. This re-revised proposal and re-revised syllabus are also attached.

**Contingency:** Given that the site visits are an integral part of fulfilling the GEN Goals and ELOs (syllabus, pg. 2) the reviewing faculty ask that the department provide additional information on how the course will fulfill the Goals and ELOs of the GEN category if funding is not available for site visits.

I do not understand this concern. The syllabus submitted was for a course that I would teach on the Newark campus, and so all the examples of site visits were for sites that students could easily access themselves, within a mile or two of the Newark campus. No funds would be needed, as we would do what we always do—carpool the purposely short distance over to the sites. Certainly, I would not imagine that students on the other four campuses would visit the *same* sites. I would expect that anyone teaching the course in Columbus, or Mansfield, or Marion, or Lima would tour *their own campus* in Week 4, *their own gentrifying areas* in Week 6, *their own unique architectural/commemorative elements* in Week 8, *their own local museum or historical society* in Week 11, *their own newer public/community space* in Week 13. Let me point out that this kind of modification—recognizing that we will substitute our own local reality for yours—is precisely what we on regional campuses have *always* done when we are using a syllabus produced by a Columbus faculty member. I am sorry if this syllabus that uses a different campus experience than the one you are used to has resulted in misunderstanding, but we are a university with multiple campuses and therefore a universal need to be able to envision other realities and modify our syllabi as fits our multiple campus experiences.

*Recommendation:* If there are costs to the students associated with site visits, the reviewing faculty recommend including that information (with the approximate cost per student for the semester) in the syllabus. If there are no costs to the students, a short statement to that effect is also recommended for inclusion in the syllabus.

Done, added, as per the the above explanation that faculty are expected to do what they always do and modify the sample syllabus to fit their own campus circumstances, whether that campus Newark, Marion, Mansfield, Lima, or Columbus.

**Contingency:** The Arts and Sciences Curriculum Committee recently updated the list of required syllabus statements for all syllabi to include a statement on religious accommodations. This new, required statement is a result of a directive by the Executive Vice President and Provost and can be found here on the [ASC Curriculum and Assessment Services website](#). The Subcommittee thanks you for adding this statement to your course syllabus.

Yes, since this syllabus has been under review from this committee since 2020, syllabus requirements have indeed changed repeatedly. The sample syllabus now includes everything required for 2024 syllabi, including the religious accomodation you requested as well as the Covid statement now required. I also went ahead and added a freedom of speech statement and AI policy as well, just to preempt the 2025 requirements.

# SYLLABUS: ENGLISH 3019

## The Language of Place: Interpreting Our Surroundings

### Instructor

Instructor: Dr. Elizabeth Weiser      Pronouns: she/her/hers  
Email address: weiser.23@osu.edu      Phone number: 740-366-9175  
Office: Warner 251, T-Th 3:00-5:30, or by appointment

### Meeting Times and Place

Tues. & Thurs.: 11:10 – 12:30, Warner 375. This LECTURE course will meet in person for 160 minutes per week. Expect approximately 45 minutes of homework per class session, meaning this course will require approximately 4.16 hours of your time per week.

### Costs to Students

This course will involve several field trips, taking place during class-time, to sites chosen by the faculty member teaching the course that are within a 5-mile radius of its particular campus. Students will be expected to carpool/bus over to visit the few off-campus sites, for a total expense of under \$5.

### Course description

**Description:** One well-studied instance of the lived environment is the public places and spaces communities construct that influence how we as communal beings think, feel, and interact with others. We will explore how and why these publicly accessible spaces, whether built or natural, function as rhetorical scenes, communicating messages to us that influence how we see ourselves and react to others. In this course we'll analyze the ways that landscapes, parks, memorials, museums, and street pageants shape our communal identity and influence our communal actions. We will study how the design of particular places and spaces operates like a language that communicates with us. The goal of the course is to provide students with a better understanding of the constant rhetorical influences that aspects of environment exert on their public lives, as well as introduce them to rhetorical concepts through material scenes. While we will study a variety of recent texts analyzing the rhetorics of public space in order to develop a solid foundation in rhetorical principles, the analyses students carry out themselves will focus on our local area as an example of the relationships that exist between people and their built and natural environment.

### General Education Statement

English 3019 fulfills a requirement for a GE Theme course in Lived Environments, in which “students understand issues related to humans and their lived environments through both objective and subjective lenses inclusive of physical, biological, cultural and aesthetic space that individuals occupy, and the relationship between humans and their natural environment.”

### Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.

*Through a series of rhetorical readings and case studies, as well as investigation into their local environment, students will examine the meaning of rhetorical “public space,” what constitutes access to it, and by whom it is accessed. They will consider how space can become seen, or not, as communal space.*

2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

*Through class investigations at the site of Newark and its Earthworks combined with rhetorical analyses, students will consider how natural landscapes are rhetoricized into communal public spaces.*

*Through individual investigations of their own home locations (and our campus), combined with film and other media portrayals of recent public monument debates and rhetorical analyses of same, students will analyze the role of public memory as inscribed in memorials and monuments in developing communal identity, and discuss how public memory is debated and formulated: What stories do these memorials tell, and how do these stories change over time?*

3. Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.

*Throughout the semester, students will examine the ways that humans configure public history in their museums to both shape and reflect public identity, and consider what rhetorical role they play in processes of communal memory, identity, and decision-making. (With funding, we would visit several examples.) : How do participatory forms of public commemoration enable &/or complicate the relationship between communities and spaces?*

4. Successful students will analyze a variety of perceptions, representations, and/or discourses about environments and humans within them.

*Throughout the semester, key questions will include:*

- *How do shared symbolic experiences persuade diverse peoples to adopt a communal identity, and how do people—particularly those people in silenced subaltern communities—modify or resist these identities?*
- *How do museum and monument representations directed by marginalized groups differ from those directed by dominant groups?*
- *How do multiple narratives embrace both truth and polyphony, restitution and reconciliation?*

### **Expected Learning Outcomes:**

Successful students are able to:

- 1.1 Engage in critical and logical thinking about the topic or idea of the theme.

*Response papers and social annotation for each reading will enhance class discussions, for 15% of total student work.*

- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

*Readings will all be primary texts, and rhetorical concepts will be continually applied and reapplied.*

- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme. *Personal and class field experiences will allow for application of theory.*

- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

*Analyses of lived environments encountered by students will form 45% of student work.*

3.1. Engage with the complexity and uncertainty of human-environment interactions.

*A class focus on the extended historical controversy over the Newark Earthworks/Moundbuilders Country Club golf course will provide local real-world applications.*

3.2. Describe examples of human interaction with and impact on environmental change and transformation over time and across space.

*Consideration of the politics/history/environmental impacts and rhetorical conditioning afforded Licking County as it changes to accommodate giant factories will be the focus on several classes.*

4.1. Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values, and behaviors.

*Rhetorical engagement to shape attitudes remains the dominant theme of the course.*

4.2. Describe how humans perceive and represent the environments with which they interact.

*Rhetorical engagement means how do humans represent the environment—all student work in both response and longer papers will focus on the nature of symbolic action that represents a lived reality.*

4.3. Analyze and critique conventions, theories, and ideologies that influence discourses around environments.

*Students will engage with theories of rhetoric, public memory, the public sphere, the rhetorical situation, rhetorical narrative and identification, communal and competing national identities, dialogic communication, decolonization and restitution.*

## **Narrative description of how this course fulfills the goals and objectives of the General Electives Theme**

In this course you will meet the goals and objectives of the General Electives Theme of Lived Environments by spending the semester learning rhetorical evaluation methods to apply to the concept of rhetorical spaces and places: the way humans shape via symbolic action their shared environments. Using primary texts and field research, you will read and write about the way humans shape via symbolic action their shared environments and conduct archival research to supplement your findings. You will apply rhetorical concepts of public memory and public space to class and individual fieldwork in local communities, writing short reflective, medium analysis, and a longer research paper on the rhetorical themes encountered in your fieldwork. You will apply rhetorical concepts to the analysis of local sites which have engendered controversy: public spaces, monuments, exhibits, and will use rhetorical frameworks to analyze the changing lived spaces of central Ohio, both historically and in the present day. With these rhetorical frameworks you will analyze the symbolic actions that shape attitudes, beliefs, values and behaviors with respect to places and spaces, particularly those that reflect silenced voices and demographic shifts. You will consider how shared symbolic experiences persuade diverse peoples to adopt a communal identity, and how people—particularly those people in silenced subaltern communities—modify or resist these identities. Finally, you will engage with theories of public memory, the public sphere, the rhetorical situation, rhetorical narrative and identification, communal and competing national identities, dialogic communication, decolonization and restitution as these relate to rhetorical constructions of places and spaces.

## Course materials

All readings will be available for reading and annotating in the appropriate week's module in Carmen.

## Assignments & Grades

Assignment or category	Percentage
Response papers reflecting on prompts for the readings, 8 total, 300 words each, formatted as paragraphs	15%
Analyses of local environments, 3 total, 1000 words each, applying particular rhetorical concepts to the lived environment of your hometown, the campus, and Newark/Licking County, formatted in APA Style	45%
Research paper, 1 total, 2000 words, expanding on one of the local analyses with further textual/field research, formatted in APA Style	20%
Research presentation of the research paper, as a poster to class	10%
Homework/class participation, including annotation and discussion	10%
Total	100%

Late assignments, **including homework**, will be graded down one full letter grade for each class day after the due date.

### Grading scale

93–100: A. 77–79.9 C+  
90–92.9: A- 73–76.9 C  
87–89.9: B+ 70–72.9 C-  
83–86.9: B. 67–69.9 D+  
80–82.9: B- 63–66.9 D  
Below 63: E

## Feedback

You can generally expect grade and feedback within **7 days** for any daily work. For papers, you can expect a grade and feedback within **10 days (usually less)**.

## E-mail

I will reply to e-mails within **24 hours Monday-Friday**. Please email through Carmen so I know it is our class.

## Alerts

I will alert you to any upcoming issues, including the possibility of class cancellation for any emergency, via the Announcements section in Canvas. **If you have not already set up your Notifications to receive these messages as texts or emails, please do so now.** Go to Carmen, Account, Notifications. There you can also choose to receive notification of due dates, grades, etc. **It is your responsibility to ensure that you receive regular CarmenCanvas notifications and to stay up to date with your OSU email.** OSU email is our legally mandated method of communicating.



# Classroom guidelines

## Attendance

You may miss three classes without penalty. No need to bring in an excuse or reason—I know that life happens. However, each absence after three will result in the lowering of your **final** grade by 5%, which is ½ a grade. Excused absences, such as those for public service (like jury duty), college business, or a verified religious holiday, will not affect your grade—let me know.

## Religious accommodations for attendance

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief. Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

## Valuing diversity and freedom of speech

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach their own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, ethnicity, religion, sex, sexual orientation, or veteran status, is prohibited. As a land-grant institution, the university takes seriously its role in promoting and supporting public discourse. To that end, Ohio State is steadfastly committed to protecting the First Amendment right to free speech and academic freedom on its campuses, and to upholding the university's academic motto — "Education for Citizenship."

## Academic integrity policy

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct.

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

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Specifically, students are not to use “unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment” unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing” of writing, ideas or other work that is not your own. This includes work using generative AI tools. To maintain a culture of integrity and respect, generative AI tools should not be used in the completion of course assignments unless I specifically authorize their use for a particular assignment. Specifically, tools that assist you to find secondary source materials or polish your own work are encouraged; tools that write your paper for you are not. If you are not sure if a tool you wish to use is permitted for our course or you wish to use a tool for specific purpose you think does not violate the principles articulated here, please contact me to discuss it first.

## STUDENT ACADEMIC SUPPORT SERVICES

### Writer’s Studio

The Writer’s Studio is an academic support service available to all students. Writing specialists and peer tutors are available for one-to-one tutorials in Warner 210, as are internet-connected computers, style manuals, and other assistance. Drop-ins are welcome, or you can call 366-9411. Visit them directly or check out their helpful website at <http://newark.osu.edu/students/student-life/the-writers-studio/>

### Warner Library

We have access to millions upon millions of documents at OSU. I’ll expect you to use them for your independent research project. Our Reference Librarians are in the glassed-in area just past the main desk in the library. You can also reach them via their website, <http://newark.osu.edu/library>. You do NOT need to know how to find information to do good research—you need to know how to ask for help from the experts.

### General Support Services

Our campus has a wide range of support services that you can access, and we can point you to many others in the community. **We want you to succeed.** Your best starting place for non-academic support (economic, interpersonal, mental health, etc.) is the office of Student Support Services, via Jamie White, [white.1291@osu.edu](mailto:white.1291@osu.edu)

### Disability Services

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university’s request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can

privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. Warner 226 (740) 366-9441, <http://newark.osu.edu/students/student-life/disability-services.html>

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

## Harrassment/Discrimination

**All Buckeyes have the right to be free from harassment, discrimination, 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 (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).

## Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting Ohio State Newark's Student Life Counseling and Consultation Service (CCS), here to support you. If you find yourself feeling isolated, anxious or overwhelmed, you can schedule **free** counseling sessions:

1. Call the Office of Student Life front desk at 740.364.9578 to request an initial appointment.
2. Email a therapist at [depriest@17.osu.edu](mailto:depriest@17.osu.edu), [hughett.12@osu.edu](mailto:hughett.12@osu.edu) or [harris.137@osu.edu](mailto:harris.137@osu.edu).
3. Complete this form to request an appointment – [Counseling Services Appointment Request Form](#)

Additionally, **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](#) ([suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)) or by calling **988**, the national suicide prevention hotline. [The Ohio State Wellness app](#) ([go.osu.edu/wellnessapp](http://go.osu.edu/wellnessapp)) is also a great resource.

## Ohio State Newark Values

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and

encourages everyone to strive to reach their own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, ethnicity, religion, sex, sexual orientation, or veteran status, is prohibited.

As a Morrill Act land grant university, OSU acknowledges that it was built both on Indigenous land and with proceeds from the sale of Indigenous land. The land on which its campuses reside has long served as sites of meeting and exchange for Indigenous peoples, including those in historical times known as the Shawnee, Miami, Wyandotte, and Delaware; and those ancestral peoples of the Fort Ancient, Hopewell, and Adena cultures who built our magnificent earthworks, including the Newark Earthworks.

# ENGLISH 3019 CALENDAR

All texts available for reading and annotation in the appropriate Carmen module for each week.

## Week 1 What is Rhetoric and the Rhetorical Situation?

T: Introduction to Class and to rhetoric

HW: Read/annotate Bitzer, "The Rhetorical Situation"

Th: The rhetorical situation

HW: Reflect #1: What is the rhetorical situation of Ohio State Newark at this moment?

## Week 2 What is the Public Sphere?

T: The Public Sphere: **Reflect #1 due for discussion**

HW: Read Hauser, Introduction, Vernacular Voices: The Rhetoric of Publics and Public Spheres

Th: Publics and the Public Sphere: How to turn your situation into a public discourse

HW: Read/annotate Johnson, Introduction, Gender and Rhetorical Space in American Life

## Week 3 Who has access to the Public Sphere?

T: Gender and the public sphere

HW: Read/annotate "Emergent Voices in Material Memories: Conceptualizing Public Voices of Segregated Memories in Detroit"

Reflect #2: How do race and gender (and other identity issues) impact the public voices you most often hear?

Th: **Reflect #2 due.** Race and the public sphere

HW: Examine the OSU Newark Viewbook and OSU Newark website

Reflect #3: Who is represented and who is not in the public image of Ohio State Newark?

## Week 4 What is the Public Sphere of the Newark campus?

T: **Reflect #3 due.** Fieldwork: Receive a campus tour from the Office of Student Life or Admissions

HW: Reflect #4: Write up your observations of the material space

Th: **Reflect #4 due.** Group research and discussion: Who is in positions of power at Ohio State Newark?

HW: Local analysis #1: What are the various manifestations of the Newark public sphere? Who has access to which manifestation and how does/does not their discourse matter?

## Week 5 What is a Rhetorical Landscape?

T: **Local analysis #1 due:** Discuss your papers. Introduction of Rhetorical Landscapes

HW: Read/annotate: Clark, Rhetorical Landscapes in America excerpts

Th: Discuss rhetorical landscapes, look at examples

HW: Read Newark's The 2020 Vision Summaries, Newark Advocate articles, Explore Licking County website

## Week 6 What is the Landscape of downtown Newark, Ohio?

T: Tour of the Newark Square with the Downtown Newark Association member

HW: Reflect #5: Write up your observations of the material space and its signage. Read Wood, "Regionalization and the Construction of Ephemeral Co-Location"

Th: **Reflect #5 due.** Group research and discussion: What messages does the rhetorical landscape of the downtown provide?

HW: Local analysis #2: How is the physical space of the downtown rhetoricized through signage/website/brochure/article/other? How does this impact audience response?

### **Week 7 What is the role of Public Memory?**

T: **Local analysis #2 due.** Discuss your papers. Introduction of Public Memory

HW: Read/annotate: Houdek & Phillips, “Public Memory”

Th: Places of Public Memory—discussion. Examination of the National Memorial for Peace & Justice, Montgomery, AL

HW: Read Dickinson, Blair, Ott, introduction, Places of Public Memory

### **Week 8 What is the role of monuments/memorials on the Newark campus?**

T: View “The Neutral Ground” film

HW: Read Maxson, “Second Line to Bury White Supremacy”: Take ‘Em Down Nola, monument removal, and residual memory.”

Th: Fieldwork around campus: “Reading” the sculptures

HW: Reflect #6. Apply the concepts of public memory—disclosure and erasure, to the Newark statues

### **Week 9 What happens when memory is erased/whose memory counts?**

T: **Reflect #6 due.** Group creation of alternative statues/memorials/monuments for the Newark campus.

HW: Read/annotate: Weiser, Low, Madsen, “One Site, Many Interpretations: Managing Heritage at an Ancient American Site”

Th: Tour the Newark Earthworks with NEC director (this date will coordinate with the “no golfing days” of the Moundbuilders Country Club)

HW: Read Earthworks websites of the Ohio History Connection, Newark Earthworks Center, and Moundbuilders Country Club—then see Explore Licking County Reflect #7: Whose public memory is selected for/deflected from in the Explore website?

### **Week 10 How do museums narrate public memory?**

T: **Reflect #7 due.** Introduction to the epideixis of public museums

HW: Read/annotate: Obermark, Introduction Engaging Museums: Rhetorical Education and Social Justice

Th: Presentation of marginalized museums of public memory: First Americans, Greenwood Rising, Topaz

HW: Read Weiser, “Past as Future: Narrative Identities in Communal History Museums”

### **Week 11 What is the story of Newark’s history museum?**

T: **Reflect #8 due.** Class discussion: Presenting difficult/contested heritage.

HW: Macdonald. Displaying Difficult Heritage.

Th: Tour The Works museum with their education director.

HW: Local analysis #3: Who is included, who excluded in the Newark narrative? How can the museum increase its epideictic appeal in the county while addressing difficult heritage?

### **Week 12 What does it matter how the story is told?**

T: **Local analysis #3 due.** Rhetorical concepts of resilience, resistance, reconciliation: the National Civil Rights Museum, the OKCity Memorial/Museum, the Legacy Museum

HW: Read Weiser, “Constituting Truth and Reconciliation Ad Bellum Purificandum”

Th: **Proposal for final research project due.** Film TBD

HW: Read the KKK in Licking County archive from the Newark Public Library. Reflect #8: What would be a rhetorically effective way to present this information in an exhibit?

**Week 13 How do participatory forms of commemoration influence the public space?**

T: Introduce the rhetoric of public performances.

HW: Read Haskins, Introduction. Popular Memories: Commemoration, Participatory Culture, and Democratic Citizenship

Th: View “Summer of Soul” film

HW: Optional fieldtrip to the Canal Street Market District, meeting with founder, food truck dinner on Dr. Weiser

**Week 14-15 Work on Independent Research Projects**

Guided assistance in How to Write a Paper and How to Conduct a Poster Presentation

**Week 16 (final class) Poster Presentations**

**Final papers due the day of the final exam**

# GE THEME COURSES

## Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course. .

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

## 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.

Course subject & number

## General Expectations of All Themes

**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

**Please briefly identify the ways in which this course represents an advanced study of the 1**

In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)



Course subject & number

**ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.** 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 integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.** 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

Specific Expectations of Courses in Lived Environments

**GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.**

**ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.** 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 analyze a variety of perceptions, representations and/or discourses about environments and humans within them.**

**ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values 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)

**ELO 2.2 Describe how humans perceive and represent the environments with which they interact.** 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

**ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

