
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 3031
Course Title Rhetorics of Health, Illness, and Wellness
Transcript Abbreviation RhetHlthWellness
Course Description Students examine rhetorical concepts and how rhetorical devices construct our understanding of our bodies, health and wellness. Students learn how power structures and ideologies enable commonplace rhetorical devices to structure normative beliefs about bodies, health, and wellness and how rhetoric shapes perceptions of health and wellness and makes and unmakes healthy bodies, including your own.
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 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, Senior

Requirement/Elective Designation

Health and Well-being

Course Details

Course goals or learning objectives/outcomes

- Students use rhetorical concepts to analyze texts, examining intersectional representations of health and race, gender, disability, ethnicity, and sexuality to navigate their own ongoing, changing relationships with health, illness, and wellness.

Content Topic List

- Languaging health, illness, and wellness: Metaphor, Synecdoche, Metonymy
- Representing health, illness, and wellness: Tropes
- Knowing health: Epistemology, Normalcy
- Understanding health and wellness: Logos, Enthymeme, Syllogism, Risk
- Consuming health and wellness: Ideology, Neoliberalism, Consumerism, Health citizenship
- Popularizing medical science: Stasis theory, Topoi, Evidence, Uncertainty
- Stigmatizing bodies: Bodies, Ethos
- Performing illness: Ethos, Recognition, Visibility
- Surveilling un/healthy bodies: Surveillance, Biopower, Technology
- Imagining futures of health, illness, and wellness: Technology, AI, Cyborg
- Analyzing health, illness, and wellness discourses

Sought Concurrence

No

Attachments

- English 3031 Rhetorics of Health Illness and Wellness.pdf: Proposal and Syllabus
(Syllabus. Owner: Lowry,Debra Susan)
- English 3031 GE Form[66].pdf: GE Submission Form
(Other Supporting Documentation. Owner: Lowry,Debra Susan)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	05/10/2021 05:21 PM	Submitted for Approval
Approved	Lowry,Debra Susan	05/10/2021 05:21 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	07/01/2021 04:05 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal	07/01/2021 04:05 PM	ASCCAO Approval

English 3031: Rhetorics of Health, Illness, and Wellness

General Education Course Proposal

Proposal Information

- **Proposed Number:** 3031
- **Proposed Title:** Rhetorics of Health, Illness, and Wellness
- **Proposed GE Category:** Health and Wellbeing (Theme)
- **Proposed Embedded Literacies Category:** N/A
- **Proposal Type:** New
- **Proposal prepared by:** Kelly Whitney

Description, Rationale, and Links to Other English Classes

Rhetorics of Health, Illness, and Wellness, a three credit hour course, introduces students to rhetorical concepts and how to mobilize those concepts to analyze the study of health and wellness. In this class, we'll examine how rhetorical devices not only communicate information about health and wellness but, more importantly, how rhetorical devices construct our understanding of—and inform what we do to—our bodies in the name of health and wellness. Students will consider the epistemologies and ethics of rhetorical commonplaces ranging from war metaphors (“She is *fighting a tough battle* with cancer”) to synecdochal imperatives (“Save the *tatas*”) and how power structures and ideologies enable these commonplaces to structure normative beliefs about bodies, health, and wellness. These interrogations will allow students to critically reflect on the ways rhetorical devices have shaped their own perceptions of health and wellness. Put simply, students will examine how rhetoric makes and unmakes healthy bodies, including their own.

Whether browsing online, watching TV, or reading about the latest wellness trends, every day, students are bombarded with messages about what it means to be healthy and well. This class equips students with the analytical tools they need to navigate the stream of such messages. To do this, we'll examine the knowledges and values of health and wellness that circulate with a variety of texts including iconic images such as the food pyramid, mundane texts such as medical forms, informative distributables such as patient education materials, and social and entertainment media such as YouTube videos. Students will learn how to interrogate these texts, and others, critically and ethically and articulate how these texts shape perceptions of what it means to be healthy and well. We'll use these analyses to consider how arguments and persuasion about health and wellness happen explicitly and implicitly and through a variety of genres and media.

This course carves out a space for students to study health and wellness through a humanities-based approach to balance scientific and medical approaches to the topic. It complements existing rhetorical theory courses by focusing specifically on rhetorical productions of health and wellness and, along with new courses such as English 3362: Technology, Digital Culture, & Narrative and English 2367.06: Writing Health, Wellness, and Disability, provides students another opportunity to learn about the complex relationships between texts, bodies, health, and wellness.

Relevance to the GE Category

This class will effectively address the expected learning outcome for the Health and Wellbeing (Theme) category.

Theme: Health & Wellbeing		
Goal	Expected Learning Outcomes	Related Course Content
GOAL: Students will explore and analyze health and wellbeing through attention to at least two of the nine dimensions of wellness: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, and financial.	Successful students are able to... 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, technological, policy, and/or personal perspectives.	In this course, students will ... 1.1 Mobilize rhetorical concepts to analyze how texts construct perceptions of health and wellbeing in various contexts.
	1.2 Identify, reflect on, and apply the skills needed for resiliency and wellbeing.	1.2 Identify and reflect on the dynamic cultural and institutional knowledges and values that keep in constant flux what it means to be healthy and well

Staffing

Margaret Price, Christa Teston, and Kelly Whitney are all interested in teaching this class.

English 3031: Rhetorics of Health, Illness, and Wellness

Course Syllabus

CONTACT INFORMATION

Dr. Kelly Whitney (she/her/hers)
Email: whitney.69@osu.edu
Office location: Ovalwood 231
Office hours: TBA

COURSE INFORMATION

Class meeting: TBA [2 meetings/week, 1hr 20 mins]
Class location: TBA
Semester: TBA
Credit hours: 3

Course Description

Whether browsing online, watching TV, or reading about the latest wellness trends, every day, we are bombarded with messages about what it means to be healthy and well. These messages play an important part in shaping how we understand health and illness and how we identify as healthy or well. They even inform what we choose to do to our own bodies in the name of health and wellness. It's imperative, then, that we have the tools we need to navigate the onslaught of such messaging in informed, critical ways.

In this class, we'll use rhetorical theories and concepts to analyze health, illness, and wellness messages and topics. Specifically, we'll analyze texts including images, commercials, Reddit threads, hashtags, YouTube videos, personal narratives, and memes. Rhetorical inquiry invites us to ask two key questions:

- Who is persuading whom of what, and what are the means of persuasion?
- How do we come to believe what we believe, and what would it take to make us change our minds?¹

In other words, rhetorical inquiry allows us to analyze how we know what we know and why we believe what we believe. When applied to discourses of health, rhetorical inquiry allows us to examine the knowledges and values about health and wellness that circulate in common, everyday texts. Therefore, in this class, we'll analyze texts to unpack what they are persuading us to know, value, and do about health, illness, and wellness. What you choose to do with this rhetorical insight is up to you as you navigate your own ongoing, changing relationships with health, illness, and wellness.

Course Objectives

- Build a vocabulary of rhetorical concepts
- Mobilize rhetorical concepts to analyze health, illness, and wellness texts
- Examine intersectional representations of health and race, gender, disability, ethnicity, and sexuality
- Ask critical research questions about rhetorics of health, illness, and wellness
- Practice writing about health, illness, and wellness for different rhetorical contexts

General Education Theme: Health & Wellbeing

Goal: Students will explore and analyze health and wellbeing through attention to at least two of the nine dimensions of wellness: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, and financial.

¹ Segal, Judy Z. Foreword. *Rhetoric of Health and Medicine As/Is: Theories and Approaches for the Field*, edited by Lisa Melonçon, S. Scott Graham, Jenell Johnson, John A. Lynch, and Cynthia Ryan, Ohio State P, 2020, p.ix.

Expected Learning Outcomes

- Explore and analyze health and wellbeing from theoretical, socio-economic, technological, policy, and/or personal perspectives.
- Identify, reflect on, and apply the skills needed for resiliency and wellbeing.

Course Structure

Each week is structured around a specific topic relating to health, illness, and wellness and 3-5 rhetoric concepts that will allow us to study the week’s topic. We’ll spend Tuesdays studying the topic and concepts and Thursdays analyzing specific health, illness, and wellness texts. Here’s how a typical week will look:

- **Tuesdays:** Before class, read the assigned texts and complete the reading check on Carmen. Come to class ready to dig deeper into the ideas and concepts from the readings.
- **Thursdays:** Before class, complete the week’s practice analysis activity. Come to class ready to discuss your findings and to continue rhetorically analyzing health, illness, and wellness texts.

Assignments

To support your learning, you’ll complete a number of formal and informal assignments throughout the semester. I’ll provide additional details in Carmen, but for now, here’s a brief overview of each assignment category:

Reading Checks (30%)

Each week, you’ll complete a reading check in Carmen. Reading checks serve three primary functions: to ensure you complete the assigned readings, to support your reading comprehension, and to prepare you for in-class discussion. You’ll complete a reading check before class every Tuesday.

Practice Analyses (30%)

Each week, you’ll practice using rhetorical concepts to analyze health, wellness, and illness texts. You’ll complete these exercises in Carmen and in class.

Short Writing Projects (SWP) (24%)

Throughout the semester, you’ll have opportunities to practice writing about health, wellness, and illness for a variety of rhetorical contexts. For each SWP, you’ll study examples of the genre; draft, workshop, and revise; and then reflect on your writing in light of course concepts.

- SWP 1: TV/Movie review
- SWP 2: Press release & social media campaign
- SWP 3: Op-ed

Rhetorical Analysis (16%)

For your final project, you’ll use course concepts to analyze a specific health, illness, or wellness text or set of texts.

Grading Scale

100-94	A	<90-87	B+	<80-77	C+	<70-67	D+
<94-90	A-	<87-83	B	<77-73	C	<67-63	D
		<83-80	B-	<73-70	C-	<63-60	D-
						<60	F

Required Texts

All readings and course materials are available on Carmen.

Required Technology

- Computer/tablet that can regularly and reliably access the Internet
- Word processing software such as Microsoft Word or Google docs

Creating a Productive Learning Environment (Course Policies)

Attendance—Because this is an interactive course, you are expected to attend every class. I recognize that life might sometimes prevent you from attending class, so you are permitted 3 no-questions-asked absences. I don't distinguish between excused and unexcused absences, so these 3 absences can be used (or not!) at your discretion. Each absence beyond three will result in a 1/3 final letter grade deduction.

To help me plan, please contact me before class if you know you will be absent or late. Also, if you miss class, it is your responsibility to contact a classmate to catch up on what you missed.

Participation & Interaction—I recognize that participation and interaction happen differently for each of us. Keep in mind that participation isn't just talking; it might also include listening, collaborating with others, and engaging with the material and discussions in non-verbal ways. I trust that you are participating in ways that best support your learning. Please reach out to me early in the semester so we can work together to adapt assignments and/or the learning environment to meet your needs and course requirements.

Also, please be attentive in class from minute 1 through minute 75. You might want to arrive a few minutes early so you can be ready to when class begins. Be prepared to stay engaged for the entire 75 minutes (so no packing up early).

Preparation—Please come to class ready to be fully engaged in all activities, discussions, and group work. Being prepared for class means you've:

- Read/watched all assigned materials (readings, videos, etc.) for the day
- Spent time rereading and rewatching assigned materials and thinking and jotting down questions about the materials so you are ready for in-class discussions
- Reached out to a classmate or to me with any questions or problems you're having with the course, assignments, Carmen, etc.
- Taken care of your bodies and minds by eating, sleeping, exercising, etc. (See Student Assistance with Difficulties below for information on resources that are available to you as an OSU student)

Technology—The use of any device should be for class purposes only. Avoid using social media, texting, reading email, and engaging in other distracting behavior during class. Please step outside of the room if you need to use technology that is not for class purposes.

Late Work—The schedule is designed to build on activities and discussions. Therefore, completing an activity or project late will mostly defeat the major purpose of the activity or discussion. For this reason, late work is not accepted. Check the schedule and Carmen regularly so you know what is due each week. Of course, things will come

up, so please reach out if you anticipate issues with completing assignments on time.

Etiquette—My goal is to create a warm, inviting environment so learning can take place, so I expect professional and respectful behavior in class, both physical and virtual (Carmen, email, etc.). Please be mindful of your behavior, language, and tone in all interactions with classmates and me. While I expect us to engage in intense discussions, any behavior, language, and tone that detract from the scholarly culture of this course will not be tolerated.

I ask that you are professional in all forms of communication. For example, when contacting each other or me through email, please use an appropriate greeting and closing and be polite when asking a question, making a request, or addressing a concern. That is, I ask that you use appropriate rhetorical strategies when communicating.

Original Work & Academic Honesty—Work completed in other courses may not be submitted for credit in this course. All work you submit must be original to this course. Also, recognize that citing is a scholarly and rhetorical practice. As such, you're expected to cite others' ideas, data, images, and language consistently and responsibly. Plagiarism on any work warrants failure in the course. 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>).

Students' Rights & Resources (Campus & University Statements)

Student COVID-related Accommodation Process—The university is committed to supporting students and program participants with COVID-19 based risk factors. Student Life Disability Services, in conjunction with the Office of Institutional Equity, will work with students who are vulnerable to complications from COVID-19 to ensure that they have the necessary resources to participate in university life as safely as possible. Ohio State students from any campus may submit a [COVID-related accommodation request](#). Students registered with Student Life Disability Services can work directly with their [assigned Access Specialist](#) to modify their accommodations or make additional COVID-based accommodation requests.

Disability Services—The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: mgregor.40@osu.edu; 419 755-4304.

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

Drop/Withdrawal—It is the student's responsibility to know the deadlines for dropping a course or withdrawing from the University. Term drop & withdrawal deadlines can be found at registrar.osu.edu/registration (click on the current term under "Important Dates" and scroll down to ADD/DROP/WITHDRAW DEADLINES). There are different drop/withdrawal dates for the various shortened sessions and full semester classes. If you receive financial aid, you should always talk with a

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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.

Retention—The Ohio State University-Mansfield is committed to the success of students. If you are having academic or personal difficulties, you can contact Michelle McGregor, mgregor.40@osu.edu; 419 755-4304; or your academic advisor for specific referral resources.

Mental Health Services—As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University at Mansfield offers services to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the New Directions Student Assistance Program (SAP) by visiting newdirectionsforlife.com or calling 419-529-9941 (no cost to students). 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.

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 with Dr. Donna L. Hight, Assistant Dean, Student 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 Success or Human Resources at 419-755-4047 and ask for an appointment who will connect you with the appropriate Columbus Offices.

Ohio State Mansfield Diversity—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 Success, 419-755-4317, regarding issues, concerns, or questions related to equity and diversity.

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.

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/.

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HOW TO REPORT

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

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

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

Domestic Violence Shelter of Richland County
800-931-7233

Notice of an incident to the officials listed above, other than the Domestic Violence Shelter or a counselor, 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 Domestic Violence Shelter and the New Directions Student Assistance Program (SAP) staff are considered confidential reporting resources. Every other faculty or staff member must notify the University of reports made.

Course Schedule

(Subject to change)

Week	Dates	Topics	Rhetoric Concepts	Tuesday	Thursday
1	Aug. 25-30	Introducing rhetorics of health, illness, and wellness	Rhetoric Health Illness Wellness	Introduction to the course Defining our terms	Metzl, Why Against Health? Keränen, Rhetoric: Health and Medicine
2	Aug. 31- Sep. 6	Languaging health, illness, and wellness	Metaphor Synecdoche Metonymy	Lakoff & Johnson, Metaphors We Live By Sontag, Illness as Metaphor excerpt Khullar, The Trouble with Medicine's Metaphors	Practice analysis: <ul style="list-style-type: none"> Physicians' uses of synecdoche In class: <ul style="list-style-type: none"> Save the Tatas AIDS war metaphors
3	Sep. 7-13	Representing health, illness, and wellness	Tropes	Dolmage, Archive and Anatomy of Disability Myths Ehrenreich, Welcome to Cancerland Sabin, How We Fail Black Patients in Pain	Practice analysis: <ul style="list-style-type: none"> Brosh, Depression Parts I and II (excerpts from <i>Hyperbole and a Half</i>) In class: <ul style="list-style-type: none"> Food Psych
4	Sep. 14-20	Knowing health	Epistemology Normalcy	Writing Commons, Epistemology Titchkosky, Normalcy Criado-Perez, Going to the Doctor	Practice analysis: <ul style="list-style-type: none"> Biometric screenings In class: <ul style="list-style-type: none"> Food pyramid New food pyramid My plate
5	Sep. 21-27	SWP 1		Genre study: Reviews	Workshop drafts
6	Sep. 28- Oct. 4	Understanding health and wellness	Logos Enthymeme Syllogism Risk	Trebing, Logos American Rhetoric, Enthymeme Roberts, The Problem with Race-Based Medicine Paek, Risk Perceptions	Practice analysis: <ul style="list-style-type: none"> Jolie, My Medical Choice In class: <ul style="list-style-type: none"> Direct to consumer advertising (restless leg syndrome commercial) Patient medical history form

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7	Oct. 5-11	Consuming health and wellness	Ideology Neoliberalism Consumerism Health citizenship	Spoel, Health Citizenship Ehrenreich, Running to the Grave Gawande, Is Health Care a Right? Cain, How Neoliberalism is Damaging Your Mental Health	Practice analysis: • Right to Try In class: • Fitbit, Promoting Healthy Sleep for Better Workplace Productivity
8	Oct. 12-18	Popularizing medical science	Stasis theory Topoi Evidence Uncertainty	OWL, Stasis Theory Fahnestock, Accommodating Science Kolata, Why Are So Many People Popping Vitamin D?	Practice analysis: • Pro-vax & anti-vax arguments In class: • Smoking • Omar, Is Chocolate Actually Good For You?
9	Oct. 19-25	SWP 2		Genre analysis: Press releases & social media campaigns	Workshop drafts
10	Oct. 26- Nov. 1	Stigmatizing bodies	Bodies Ethos	Smith, Stigmatization Fisher, A Whisper of AIDS LeBesco, Fat Panic and the New Morality	Practice analysis: • #fightthestigma In class: • ACT-UP posters • APA statement on mental health
11	Nov. 2- Nov. 8	Performing illness	Ethos Recognition Visibility	Miyawaki, Ethos Miserandino, Spoon Theory Fassler, How Doctors Take Women's Pain Less Seriously	Practice analysis: • Reddit threads, Chronic illness In class: • Chronic Illness Cat memes
12	Nov. 9- Nov. 15	Surveilling un/healthy bodies	Surveillance Biopower Technology	Scott, Biopolitics and Biopower Lorde, Power vs. Prosthesis Spinks, Using a Fitness App Smith, University Requires Freshmen to Use Wearable Tech	Practice analysis: • Apple Watch, "It Already Does That" commercial In class: • Health at Every Size
13	Nov. 16-22	SWP 3		Genre analysis: Op-ed	Workshop drafts

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14	Nov. 23-25	Imagining futures of health, illness, and wellness	Technology AI Cyborg	<p>What Will Health and Illness Look Like in 2050?</p> <p>Medical Futurist, From Human to Cyborg</p> <p>Kaminsky, Artificial Intelligence</p> <p>Elysium</p>	<p>No class Thanksgiving & Indigenous People's Day</p>
15	Nov. 30- Dec. 6	Analyzing health, illness, and wellness discourses	Peer review	Peer review	
16	Dec. 7- 11		Final rhetorical analysis due		

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 it in another format, please reach out to Meg Daly at 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 focal theme. 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 Health & Wellbeing

GOAL Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

ELO 1.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives. 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 Identify, reflect on, and apply the skills needed for resiliency and wellbeing. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*