

## Term Information

Effective Term Autumn 2022  
*Previous Value* Spring 2019

## Course Change Information

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

We propose English 2367.07S to fulfill GE requirements for the Lived Environments theme.

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

English 2367.07S is an advanced writing course that fulfills the GE requirements for the Lived Environments theme.

**What are the programmatic implications of the proposed change(s)?**

**(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

N/A

**Is approval of the request contingent upon the approval of other course or curricular program request? Yes**

**Please identify the pending request and explain its relationship to the proposed changes(s) for this course (e.g. cross listed courses, new or revised program)**

Cross-list with AfAmSt 2367.07S

**Is this a request to withdraw the course? No**

## 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	2367.07S
Course Title	Literacy Narratives of Black Columbus
Transcript Abbreviation	LitercyNarrBlkCols
Course Description	This service-learning course focuses on collecting and preserving literacy narratives of Columbus-area Black communities. Through engagement with community partners, students refine skills in research, analysis, and composition; students synthesize information, create arguments about discursive/visual/cultural artifacts, and reflect on the literacy and life-history narratives of Black Columbus.
Semester Credit Hours/Units	Fixed: 4
<i>Previous Value</i>	<i>Fixed: 3</i>

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
<i>Previous Value</i>	<i>14 Week, 12 Week, 8 Week</i>
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

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<b>Credit Available by Exam</b>	No
<b>Admission Condition Course</b>	No
<b>Off Campus</b>	Never
<b>Campus of Offering</b>	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<b><i>Previous Value</i></b>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

## **Prerequisites and Exclusions**

<b>Prerequisites/Corequisites</b>	Prereq: 1110
<b><i>Previous Value</i></b>	<i>Prereq: 1110 or equiv.; and Soph standing, or a declared major in English.</i>
<b>Exclusions</b>	Not open to students with credit for AfAmASt 2367.07S.
<b>Electronically Enforced</b>	Yes

## **Cross-Listings**

<b>Cross-Listings</b>	Cross-listed in AfAmASt.
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## **Subject/CIP Code**

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

## **Requirement/Elective Designation**

General Education course:  
Level 2 (2367); Social Diversity in the United States; Lived Environments

***Previous Value***

*General Education course:  
Level 2 (2367); Social Diversity in the United States*

## **Course Details**

<b>Course goals or learning objectives/outcomes</b>	<ul style="list-style-type: none"><li>• Students refine skills in analysis, research, persuasive and researched writing, revision, and composing in various forms and media. Students improve mastery of academic writing and use of the conventions of standard academic discourses.</li></ul>
<b>Content Topic List</b>	<ul style="list-style-type: none"><li>• Service learning - the literacy history of Black Columbus</li><li>• Engagement with community partners in service and learning</li><li>• Collecting and analyzing literacy narratives: Interview</li><li>• Documenting the history and current activities of a community</li><li>• Literacy practices in the Black leadership, business, and activist communities</li><li>• The Digital Archive of Literacy Narratives (DALN)</li></ul>
<b>Sought Concurrence</b>	No
<b><i>Previous Value</i></b>	<b>Yes</b>

**Attachments**

- English 2367.07S\_proposal\_GE.docx: Proposal  
*(Other Supporting Documentation. Owner: Lowry, Debra Susan)*
- English 2367.07S \_GE\_ Literacy Narratives of Black Columbus(2).docx: Syllabus  
*(Syllabus. Owner: Lowry, Debra Susan)*
- English 2367.07S\_submission-lived-environments.pdf: GE Submission Form Lived Environments  
*(Other Supporting Documentation. Owner: Lowry, Debra Susan)*
- English 2367.07s\_service-learning-inventory.pdf: Service Learning Inventory  
*(Other Supporting Documentation. Owner: Lowry, Debra Susan)*
- ReformattedAAA236707sCourseProposal and syllabus.docx: Revised LE Syllabus  
*(Syllabus. Owner: Lowry, Debra Susan)*
- Castillo\_Syllabus\_2367.07s.docx: Current Syllabus  
*(Syllabus. Owner: Lowry, Debra Susan)*
- English 2367.07S \_GE\_ Literacy Narratives of Black Columbus(2)\_bjm.docx: Revised Syllabus 01-10-22  
*(Syllabus. Owner: Lowry, Debra Susan)*

**Comments**

- Please see Panel feedback email sent 12/20/2021. *(by Hilty, Michael on 12/20/2021 02:37 PM)*
- If it is a Service Learning course (high impact practice), the course will need to become 4 credits. So please reflect that on the form in curriculum.osu.edu & attach both the current syllabus and the new updated syllabus. *(by Vankeerbergen, Bernadette Chantal on 09/22/2021 02:30 PM)*
- AAAS is preparing a mirrored course change request to ensure the cross-list. *(by Lowry, Debra Susan on 09/22/2021 01:59 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Lowry, Debra Susan	09/22/2021 02:01 PM	Submitted for Approval
Approved	Lowry, Debra Susan	09/22/2021 02:02 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/22/2021 02:30 PM	College Approval
Submitted	Lowry, Debra Susan	10/19/2021 01:47 PM	Submitted for Approval
Approved	Lowry, Debra Susan	10/19/2021 01:47 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/23/2021 10:19 AM	College Approval
Revision Requested	Hilty, Michael	12/20/2021 02:37 PM	ASCCAO Approval
Submitted	Lowry, Debra Susan	01/20/2022 09:13 AM	Submitted for Approval
Approved	Lowry, Debra Susan	01/20/2022 09:13 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/23/2022 03:35 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/23/2022 03:35 PM	ASCCAO Approval

# AAAS/English 2367.07S: Literacy Narratives of Black Columbus (10/18/21)

## General Education Course Proposal

### *Proposal Information*

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- **Proposed Number:** 2367.07S
- **Proposed Title:** Literacy Narratives of Black Columbus
- **Proposed GE Category:** Lived Environments (Theme)
- **Proposal Type:** Existing
- **Proposal prepared by:** Beverly Moss

### *Description, Rationale, and Links to Other English Classes*

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English 2367.07S is an advanced writing course that fulfills the GE requirements for the Lived Environments theme. This course emphasizes persuasive and researched writing, revision, and composing in various forms and media. Students will build upon and improve their mastery of academic writing with and from primary and secondary sources; refine their ability to synthesize information; collect and analyze qualitative data; create arguments about a variety of discursive, visual, and/or cultural artifacts; use available technologies to construct academic texts in a variety of media; and become more proficient with and sophisticated in their research strategies and employment of the conventions of academic discourses.

The primary goals of this course are to sharpen students' expository writing, critical thinking and analytical skills through a service-learning framework. What does that mean for students? It means that much of the work that they do in this class will be guided by engagement with community partners. Specifically, students will undertake life history and literacy narrative projects, with a particular focus on preserving the literacy history of Columbus-area Black communities.

Collecting literacy narratives also provides an opportunity for community members to have a voice in telling their stories. This course welcomes community members and volunteers who will help students learn about how literacy has shaped and been shaped by the intersections of race, space, place, and social networks within particular lived environments. Students in previous versions of this course have examined the literacy practice of Black Columbus educators, artists, poets, and small business owners, among other communities. The class culminates in a community sharing night in which student groups share their digital final group projects with community members they interviewed. While community and environment are not interchangeable concepts, communities and environments are interconnected.

This existing course is one of the few community-engaged writing courses offered by the Department of English. It provides students with an opportunity to see Columbus Black communities as important educational sites and resources shaped by literacy environments as well providing students with an opportunity to see how a community's literacies contribute to shaping environments.

### *Relevance to the GE Category*

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This class will effectively address the expected learning outcome for the Lived Environments (Theme) category.

Theme: Lived Environments		
Goals	Expected Learning Outcomes	Related Course Content
<b>GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and the various kinds of environments in which humans live.</b>	<b>Successful students are able to ...</b>  <b>1.1</b> Engage with the complexity and uncertainty of human-environment interactions.	<b>In this course, students will ...</b>  Engage with scholarly and autobiographical texts as well as collected data that demonstrate the complexity of social groups' literacy practices as these practices intersect with place, space, race, and other identity markers.
	<b>1.2</b> Describe examples of environmental change and transformation over time and across space, including the roles of human interaction and impact.	Learn about the history of Black Columbus communities and changes to local communities through conducting literacy interviews of community members from a wide age range.
<b>GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.</b>	<b>2.1</b> Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.	Analyze and interpret collected literacy narratives to demonstrate how community members' interactions with their communities and environments shape or have shaped attitudes, beliefs, values and behaviors.
	<b>2.2</b> Describe how humans perceive and represent the environments with which they interact.	Use collected data and scholarly sources to describe how community members perceive and represent the communities in which they live and interact.
	<b>2.3</b> Analyze and critique conventions, theories, and ideologies that influence discourses around environments.	Analyze critical scholarship and data to theorize ideological and discursive commonplaces that shape individuals' and groups' literacy histories and their impact on local communities.



## AAAS/English 2367.07s: Literacy Narratives of Black Columbus (discussion/lecture)

**Tuesdays 5:10 p.m.-9:10 p.m.**

Professor: **Dr. Beverly J. Moss**

She/her/hers

[Moss.1@osu.edu](mailto:Moss.1@osu.edu)

Office: Denney 361

Office hours: M 2:30-4; Tu 1:00-2:00 and by appointment

Phone: 612.292.6065

### Course Description

In this four-credit hour, second-level writing course that emphasizes persuasive and researched writing, revision, and composing in various forms and media. In addition, you will build upon and improve your mastery of academic writing with and from sources; refine your ability to synthesize information; create arguments about a variety of discursive, visual, and/or cultural artifacts; and become more proficient with and sophisticated in your research strategies and employment of the conventions of standard academic discourses.

English 2367.07S satisfies the University's GE requirement for social diversity and the U.S. experience and second-level writing. The primary goals of this course are to sharpen your expository writing, critical thinking and analytical skills through a service-learning framework. The "S" in the course number means that this second-level writing class has been designated as a service-learning writing course. What does that mean for you? It means that much of the work that you do in this class will be guided by our engagement with community partners outside the University boundaries.

You will read about the importance of undertaking life history and literacy narrative projects, with a particular focus on preserving the literacy history of Columbus-area Black communities. Collecting and analyzing literacy narratives—or literacy stories—is an important research strategy that can be used to document the history and current activities of any community. It is especially important in Black communities where literacy practices have often been under-reported or negatively characterized. By collecting and analyzing a community or groups' literacy narratives, we will analyze how the environments in which community members live, work, play use literacy to shape community.

Collecting literacy narratives also provides an opportunity for community members to have a voice in telling their stories. This course welcomes community members and volunteers who will help you learn about collecting and preserving the life-history

narratives of Black Columbus, focusing specifically on stories having to do with literacy practices occurring among members of Black arts and music communities, Black church communities, Black sports communities, and Black technology communities.

Some of the questions that we will explore this semester: what are the literacy histories of Black Columbus members from these various communities? How is literacy related to the work they do? What kind of reading and writing do they do? What is the relationship between their everyday literacy practices and their work-related literacy practices? What is the relationship between school-based, work-related, and community-based literacy practices?

You will learn about interviewing techniques, read/view/listen to life history/literacy narrative recordings, and reflect on such texts as a medium of social activism. You will also use digital audio recorders, digital still cameras, and digital video cameras to record the stories of community participants in Black Columbus. Specifically, you will conduct a series of life-history/literacy narrative interviews with members of the community. You will work in teams to identify people and sites for collecting literacy narratives. Guest speakers who have participated in similar projects will also be invited to speak to the class. The course will culminate in a public reception—Community Sharing Night—at which each team’s final project will be shown.

We will spend the beginning weeks of the course exploring the Digital Archive of Literacy Narratives as well as background reading on oral history, literacy, and other related topics. Course texts will include one print book, one digital book (curated digital exhibit), articles posted on your Carmen site, and guest speakers. I remind you that our class sessions will meet for four hours. That means that the reading load and class activities are a little heavier than you may have experienced in a three-credit hour class. For example, in the previous three-credit hour version, groups were asked to do six rather than the 10-12 interviews in this version; they also attended a three-hour session. I will give you a short break mid-way through class.

## **Course Objectives, Goals, and Learning Outcomes**

### **General Education Statements:**

As a second-level writing course at OSU, English 2367 fulfills the following GE categories:

#### *GE Writing and Communication-Level 2*

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



**2367.07S Additional Learning Outcomes:**

## Students

- Demonstrate research skills in multiple environments
- Become proficient at collecting and analyzing qualitative data
- Become proficient writing for specific audiences
- Gain experience composing in multiple genres and media
- Work collaboratively in a team setting to complete multiple tasks



### REQUIRED COURSE TEXTS

DeBlasio, et al. *Catching Stories: A Practical Guide to Oral History*. Athens, OH: Swallow Press and Ohio University Press, 2009. (E-book available for free download through Project Muse; you must use the library catalogue. The paperback version is also in the university bookstore.)

Ulman, DeWitt, Selfe. *Stories that Speak to Us: Exhibits from the Digital Archive of Literacy Narratives*. Computers and Composition Digital Press, 2012.  
(<http://ccdigitalpress.org/stories>)

\*Readings on Carmen

A good handbook such as *The Little Seagull Handbook*, Bullock, Brody, and Weinberg (WW Norton); *A Writer's Reference*, 7th edition, Diana Hacker and Nancy Sommers (Bedford/St. Martin's); or *The Everyday Writer*, Andrea Lunsford (Bedford/St. Martin's)

### OTHER REQUIRED MATERIALS (technology)

We will be working regularly with audio and video files in a computer lab, so you will need a pair of headphones or ear buds. You should also purchase at least one 8GB (or, preferably, larger) flash drive for backups and moving files.

### Writing/Research Teams

You will work in teams to complete your final project. Working in teams is an expected part of most professional settings. For groups to be successful, everyone must carry his or her weight. I expect every member of the team to contribute throughout the semester. While it is up to each team to decide on individual roles, no one or two persons should shoulder the burden of the group project. I will check with each team weekly to get updates. I expect any disagreements within teams to be resolved within the groups. Only if there is no apparent resolution will I allow a member to change groups. No members can change groups after week five.

## COURSE POLICIES

### Attendance

1. Class attendance is mandatory. You may have no more than one unexcused absences. For each unexcused absence after the second, your grade will be lowered one-half letter grade. Being more than 10 minutes late will result in an absence for the day.

### Late Assignments

2. All assignments must be turned in on time. Late assignments will not be accepted without a physician's excuse.

### Class Cancellation

3. In the event that I must cancel class, I will notify you through email at least two hours before class begins. Any weather-related cancellations by the University will be posted on the University website and on local media outlets.

### Student Work

4. All print essays must be typed (double-spaced unless otherwise noted) with a works cited page; the works cited page does not count in the total number of pages.
5. On peer review days, you must come to class with a draft. Failure to come with a draft will result in your grade being lowered one letter grade for the assignment.
6. I encourage you to meet with me at least twice during the semester; however, your team is required to meet with me to discuss your final project.
7. You must participate in at least three of your team's interviews and work with your team throughout the group project. You are responsible for conducting at least two interviews. Failure to participate fully will result in your individual grade being lowered. Participation includes working the camera or taking notes.
8. Bring your texts and required materials to each class.

### Class Climate

You are free to agree, disagree, or extend a point made during discussions; however, you are expected to be civil in tone. No personal attacks. Class discussions and activities will be greatly enhanced by active and respectful participation from each student.

## Departmental and University Resources

### 2367 Syllabus Disability Statement

Students with documented disabilities who have registered with **the Office of Student Life Disability Services** will be appropriately accommodated and should inform the instructor as soon as possible of their needs. SLDS is located in 098 Baker Hall, 113 W. 12th Ave; Tel.: 614-292-3307; VRS: 614-429-1334; Email: [slds@osu.edu](mailto:slds@osu.edu); Web: [slds.osu.edu](http://slds.osu.edu).

**Mental Health Statement**

Mental Health Services: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life's Counseling and Consultation Service (CCS)** by visiting [ccs.osu.edu](https://ccs.osu.edu) ([Links to an external site.](#)) or calling 614-292-5766. **CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org)**

The **Writing Center** offers free help with writing at any stage of the writing process, from brainstorming to working on organizing ideas or offering feedback on drafts, for any member of the university community. 45-minute appointments are available in-person at 4120 Smith Lab, as well as online. Walk-in sessions (20 minute sessions with no appointments) are available in the evenings in Thompson Library. You may schedule an in-person or online appointment by visiting <http://cstw.osu.edu/writing-center> or by calling 614-688-4291.

**Research Tutor Statement**

If you need additional help with your research for this class, including finding articles, organizing your research, or citing your sources, you can visit the reference desk on the first floor of Thompson Library. You can also visit [libanswers.osu.edu](https://libanswers.osu.edu) ([Links to an external site.](#)) and use the contact information there to call, email, or chat with a reference team member (please let them know you are taking English 2367).

*Student Advocacy Center* (as they note in their mission statement) is committed to assisting students in cutting through campus bureaucracy. Its purpose is to empower students to overcome obstacles to their growth both inside and outside the classroom, and to help them maximize their educational experience while pursuing their degrees at The

Ohio State University. The SAC is open Monday-Friday from 8:00 AM – 5:00 PM. You can visit them in person at 001 Drackett Tower, call at (614) 292-1111, email [advocacy@osu.edu](mailto:advocacy@osu.edu), or visit their website: <http://advocacy.osu.edu> (Links to an external site.)

### Instructor Statement

I am available to conference with you about drafts of your assignments at whatever stage in the writing process you may be. Please feel free to come to office hours or to make an appointment.

### ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University’s Code of Student Conduct and this syllabus may constitute “Academic Misconduct.”

*Plagiarism* is the unauthorized use of the words or ideas of another person. It is a serious academic offense that can result in referral to the Committee on Academic Misconduct. Please remember that at no point during the writing process should the work of others be presented as your own. 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](#).

### MAJOR ASSIGNMENTS

- DALN Literacy Narratives Analysis Essay (20%)
- Personal Literacy Narrative Essay (20%)
- Team Digital Exhibits (30%)
- Team-led Class Discussion and Annotated Bibliography (15%)
- Participate in Discussion Posts (5%)
- Final Reflection (Individual) Statement (10%)
- Team Folder

In this course, you will analyze existing literacy narratives, compose your own literacy narrative (print or digital), work in teams to interview members of African Diaspora communities in Columbus to collect, transcribe, and analyze their literacy narratives, conduct secondary research, compose a digital exhibit based on the narratives you collect, prepare team oral presentations for the community sharing night, and write individual

reflections about your experience researching and writing about community literacy narratives.

The reading for the course is quite demanding (especially at the beginning of the course) as are the writing requirements. Therefore, it is important that each student keep up with all reading and writing assignments and come to all classes. Though much of our time will be devoted to discussion of assigned readings and teamwork on projects, this is a writing course, and we will focus on various aspects of your writing across genres and media. I see a strong connection between reading and writing. Being able to read and think critically generally leads to improved writing skills.

In addition to the reading and writing requirements, this course requires that you commit two-three hours per week (for several weeks) to primary research outside the classroom. This time commitment will most likely begin in week five or six and continue until you complete the group project. Most interviews will take place outside of class. Every group member must conduct at least two interviews and work the camera for additional interviews. Interviews should be conducted by at least two team members. In other words, no team member should conduct an interview alone.

### **Assignment 1: Analyzing DALN Literacy Narratives (5-7 pages, double-spaced)(20%)**

#### **Finding Narratives.**

For your first essay assignment you will analyze four literacy narratives from the DALN. You will begin your work on this assignment by browsing and searching a subset of the DALN—the Literacy Narratives of Black Columbus (LNBC) collection—looking for narratives related by characteristics that interest you such as the literacy practices and values highlighted in the narratives, the circumstances of the story or storyteller, and so on. We will go over the DALN’s browsing and searching tools in class. Your collection of four narratives should include at least two audio and/or video narratives. As you browse and search the DALN, you will need to keep records of your work: browse links, search terms and results, descriptions of narratives reviewed. You will use those records to contextualize the small collection of narratives that you analyze and characterize the “sample” with which you work. Again, we will review in class how to collect those records.

#### **Conducting Your Analysis.**

Your analysis will describe and analyze commonalities and differences among the narratives, address how and why certain patterns exist in a narrator’s literacy narrative, discuss the impact of the commonalities and differences, and raise questions for further research. Note whether and what contributions the narrators’ communities contribute to their literacy experiences and vice-versa.

#### **Writing Your Analysis.**

Your written analysis should be guided by the strategies suggested in the two chapters on writing analysis essays in Carmen. Your written analysis will describe the rationale for your choice of narratives (Were there others like them in the LNBC? Why did you

choose to focus on these four?); describe the themes and patterns you discovered as you analyzed the narratives and the evidence that supports your analysis, contextualizing those themes through reference to the readings, your reading in *Catching Stories*, and/or Selfe's discussion of ways to read literacy narratives through the lens of narrative theory; and pose questions for further investigation.

### **Evaluative Criteria.**

- a title that clearly indicates both your topic and thesis (i.e., what you write about, and what you say about it)
- clear explanation of the rationale for analyzing the narratives as a “cohort,” including evidence from the narratives and their associated metadata;
- detailed discussion of the themes and patterns you discovered and the evidence supporting your identification of those themes; supporting, contextualizing references to the background reading assigned in class;
- appropriate and clearly revealed organization of your analysis around the themes you discovered in the narratives;
- carefully composed and edited prose that reflects the stylistic “moves” for academic analysis that is free of misspellings, typos, and grammatical miscues;
- a list of works cited (MLA or APA format), including the narratives from the DALN.

### **Due Dates.**

September 23: Draft for in-class peer review

September 30: Final Draft

## **Assignment 2: Writing a Literacy Narrative Essay (5-7 pages, ds) (20%)**

Your second major assignment is your own literacy narrative (digital or print). This assignment is a 5-7 page essay (if print) in which you discuss your path to literacy or discuss a significant moment/memory in your literate life. If you love to write, how did that love develop? What do you like about writing? What kind of writing do you like? What kind of writing challenges you, and in what ways? What kind of reading do you like to do? What is so important to you about reading science fiction, or designing web sites, or about being able to read and write in a computer language? Maybe your literacy narrative will focus on examining literacy within a cultural or community context. For example, maybe a significant literacy moment in your life was participating in a community literacy program or preparing and giving a speech at a town event or learning to read music. Many scholars disagree on the definition of literacy. What does your literacy narrative suggest about how you define literacy and about the way that literacy has shaped you as a person? Feel free to cite other scholars' definitions of literacy as a way of comparing and contrasting with your own definition. Even though this is a personal narrative, it must have a controlling thesis and purpose.



If you choose an alternative to the print essay, consider an audio essay or some kind of multimedia text. Whatever medium you chose must present a focused narrative that illustrates a point with the kinds of details readers need.

### **Writing Your Literacy Narrative**

Your guidelines and roadmap for writing a good narrative appear in the “Here’s What Happened’: Writing a Narrative” chapter on Carmen. Refer to the characteristic features in that chapter:

- A clearly defined event: What happened? Who was involved?
- A clearly described setting: When and where did it happen?
- Vivid, descriptive details: What makes the story come alive?
- A consistent point of view: Who’s telling the story?
- A clear point: Why does the story matter? (108)

### **Evaluative Criteria**

Your literacy narrative will be evaluated according to the following criteria:

- a title and thesis that reflects the major point of your literacy narrative;
- a clear point that indicates to readers why your narrative matters;
- a clear and appropriate organization pattern around the main point and themes that drive your narrative;
- developed ideas supported with detailed examples;
- vivid details and images that paint a picture for the reader;
- carefully composed and edited prose that reflects the stylistic “moves” for narratives and that is free of misspellings, typos, and grammatical miscues; and
- a list of works cited (MLA or APA format).

Whether this is a print or digital literacy narrative, I encourage you to pair with a classmate and record (video or audio) your literacy narrative for the DALN. You may also submit a written narrative to the DALN.

### **Due Dates:**

October 21: Draft due and peer response

October 28: Final Draft due (in class or dropbox)

## **Assignment 3: Team-Led Class Discussion and Collaborative Annotated Bibliography (15%)**

### **Reading Selections (secondary sources)**

Each team will read 8-10 additional readings (beyond the class texts). These additional readings will become the basis of the third major assignment. The selections should be articles on literacy and/or related to your team’s theme. They can be historical, biographical, theoretical, empirical, or methodological. The only requirement is that the readings relate to the themes of the course. These secondary sources should situate your research in a scholarly conversation.

### **Class Discussion**

Each team will choose one reading selection from your list to share with the class. You will lead the class in a discussion about the main points of the reading and how it relates to the course and class research projects. Your team will contribute questions and/or activities that help your classmates think about the central issues in the reading selection. The discussion should be approximately 30 minutes.

### **Annotated Bibliography**

Each team will turn in one collaboratively-prepared bibliography. Each team member will contribute at least two annotations to the team bibliography. Annotations (one-two paragraphs each, single-spaced) should be both descriptive and evaluative, meaning that a good annotation clearly summarizes the main points of the reading and briefly describes and evaluates the strengths and weaknesses of the selection. A reader who has not read the texts in your bibliography should be able to read each annotation and know whether the source will be relevant to his or her research. The selection on which you lead class discussion should be included in the annotated bibliography.

### **Evaluative Criteria**

The criteria for evaluating the annotated bibliography are as follows:

- a full, correct MLA or APA citation for each annotation (be consistent);
- a well-written but concise summary of each selection;
- a clear evaluative statement of the strengths and weaknesses of the selection; and
- carefully composed and edited prose that reflects the stylistic “moves” for annotations that is free of misspellings, typos, and grammatical miscues.

Evaluative criteria for the class discussion will be determined by the class.

### **Due Dates:**

Team-led Class Discussions:

- November 18: Team-led discussions

Annotated Bibliography:

- November 4<sup>th</sup> Due: Draft of individual annotations; peer responses
- November 18<sup>th</sup> Due: Teams’ Collaborative Annotated Bibliography

## **Assignment 4: Creating and Presenting Team Digital Exhibit: The Final Project (30%)**

The team digital exhibit consists of several components: identifying and contacting appropriate community members of Black communities in Columbus, conducting community oral history interviews and collecting literacy narratives, uploading those narratives to the DALN, transcribing and analyzing those literacy narratives, editing narratives to include in the digital exhibit, preparing a polished version of the digital exhibit, and presenting

your project during the community sharing night. To conduct your literacy interviews, you may check out audio or video equipment from the English Department's Digital Media Project (DMP) or Classroom Services.

### **Teams**

Working in teams of three or four students, each team will be responsible for conducting 10-12 (depending on the size of your team) oral history interviews about literacy with members of the community. Because this is a four-credit hour course, you will be expected to do a considerable amount of work in and outside of class. Beginning with week five and ending with week ten, your group should complete at least two interviews per week. Those interviews range between 40-60 minutes per interview. Working in teams allows students to support one another with the technical set-up (managing the camera/recorder, checking sound and light conditions) and the interview (including introductions, forms, interviews), though all students can and should be responsible for all aspects of recording sessions. Note: Collaborative work is challenging, but much primary research across disciplines is conducted collaboratively. I expect each team member to pull their weight, and teams are responsible for dividing their work equitably, though you should contact me early if problems arise. Keep in touch with one another. Each member of the team will receive the same grade for this assignment unless a team member does not contribute adequately to the final project.

### **Finding Interviewees, Scheduling Collections**

Every team member will work to identify community members who agree to record and preserve their literacy narratives through interviews.

### **Conducting Interviews, Uploading Narratives to the DALN**

You can check out from the English Department's Digital Media Office (DMP) or Classroom Services all of the equipment you will need to conduct your interviews (we are using very simple audio and/or video recorders). Alternatively, you may use your own equipment, but you are responsible for ensuring that the audio and video quality is adequate and that the format of the interview files work with the software we use in class and with the DALN. We will compose checklists for conducting oral history interviews, including questions to ask and forms you will need to ask contributors to complete. We will upload the first set of narratives to the DALN in class, after which you may need to do some or all of the work in your team.

### **Documents, Reflections, and Analysis**

The literacy narratives you collect constitute the main "product" by which your work on this assignment will be evaluated. In addition, because these narratives will become the primary source for your final assignment, I will also ask you to turn in a summary of your field notes (e.g., notes about the place in which you conducted your interview, the circumstances of the interview, contextual information provided by your interviewee—more about this later) and, if available, contextual documents (text or images) provided by your interviewees. Your team may collect still images as well as artifacts from your interviewees.

### **Team Research Folders**

The team folder includes all consent forms from interviewees, a list of all interviewees with names of teams members who participated in interviews, description of interview sites with dates that interviews were conducted, and a summary of field notes.

### **The Final Project**

Your digital exhibit should be an iMovie. Each of the interviewees must be represented in the final version of the exhibit. You will need to compose a coherent, thoughtful exhibit that tells the literacy stories of the interviewees. Your exhibit should have an interesting introduction with a main point, be clearly organized, offer appropriate examples and details, and grab the audience's attention. It should be situated within a scholarly conversation (scholarly sources). Think of the exhibit as a digital literacy narrative or story. Each team should prepare a 500-word introduction to accompany your exhibit that is similar to what you may find at an art museum or library. Your conclusion should point to what characterizes the literacy practices of the community members that you researched.

Turn in your team iMovie to me on a DVD or flash drive by December 4<sup>th</sup> at 7 p.m.

### **Digital Exhibit Evaluation Criteria**

1. Fulfills all components of the assignment
2. Captures attention of audience
3. Is informative
4. Provides appropriate context
  - a. Provides historical background
  - b. Provides scholarly context
  - c. Contextualizes topic
5. Makes use of appropriate evidence
  - a. Include appropriate video clips
  - b. Include quotes from secondary sources (if necessary)
6. Shows clear purpose and major point(s)
7. Has coherent argument/narrative
8. Is logically organized: introduction, body, conclusion
9. Uses smooth transitions
10. Includes reasonable and visible claims
11. Includes an appropriate and deliberate conclusion
12. Has quality audio and video
  - a. Identify speakers
  - b. Identify images (where appropriate)
  - c. Use appropriate music (when necessary)
  - d. Captions video/speakers
  - e. Clear audio and images

**Due Dates:**

- November 18 Partial Draft of Digital Exhibit; Team Folders
- November 25 Full Draft of iMovie; Presentation Practices; Draft of Reflections
- December 2 Final Draft of iMovie; Community Sharing Night (2 p.m.)
- December 9 Individual Reflections

### **Assignment 5: The Reflection (10%)**

Each student should prepare a two-three page, double-spaced self-reflection on what you learned about literacy, in general, and literacy in the particular community you studied. Also, reflect on your writing/composing experience in the various formats required for the class. This reflection is different from a course evaluation. Consider the reflection an opportunity for you to reflect on your growth as a thinker, writer, and researcher and to reconsider how you understand the role of literacy in the U.S. experience.

**Due Date: December 9 (by 9 p.m.)**

### **Assignment 6: Discussion Posts and Questions (5%)**

Each week, beginning with the second week, you should post a brief response to at least one issue raised in the readings. In addition to the response, post a question for the class discussion. Each post is due three hours before class. In other words, **posts are due by 3 p.m. every Monday beginning September 9.**

### **Criteria for evaluation**

Completion of each component of the assignment

### **Class Grading Scale**

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

## Weekly Schedule (Schedule subject to change)

Date	In-Class Activity	Assigned Text(s) for class	Assignments Due
week one	<ul style="list-style-type: none"> <li>• Overview of class goals and objectives</li> <li>• Review Syllabus and assignments</li> <li>• Introduce DALN with DALN exercise</li> <li>• Introduce Analysis Essay Assignment</li> </ul>	Read: Selfe's "Narrative Theory and Stories that Speak to Us" from <i>Stories that Speak to Us</i> ( <a href="https://ccdigitalpress.org/stories">https://ccdigitalpress.org/stories</a> ) Read: (on Carmen) Delanty's "Community"	Consider what it means to conduct community-based research.
week two	<ul style="list-style-type: none"> <li>• Writing and Thinking Analytically</li> <li>• Present your strengths and weaknesses as a potential team member</li> <li>• Writing for, writing with, and writing about a community</li> <li>• Discuss Readings</li> <li>• Sign up for teams, exchange contact information, begin planning, report to class on initial plans</li> </ul>	Read (on Carmen): "Writing Analytically" from <i>Everyone's an Author</i> and "Analyzing Texts" from <i>The Norton Field Guide to Writing</i>  Read: Cushman, "The Public Intellectual, Service-Learning and Activist Research" (Carmen)	Due: Post reading response and question
week three	<ul style="list-style-type: none"> <li>• In-Class Analysis Exercise</li> <li>• Discuss Readings</li> <li>• Guest Speaker: Professor Ben McCorkle</li> <li>• Discuss Consent forms and DALN Deed of Gift form</li> </ul>	Read: "Claiming Our Space on the Flo(or)" from <i>Stories that Speak to Us</i> , Kinloch, Moss, and Richardson ( <a href="https://ccdigitalpress.org/stories">https://ccdigitalpress.org/stories</a> )  Read: Bryson, Krista. "The Literacy Myth in the Digital Archive of Literacy Narratives." <i>Computers and Composition</i> 29.3 (2012): 254-268. (also in Carmen)	Due: Post Reading Response and Question  Due: List of four DALN Literacy Narratives for Analysis Essay, working thesis, and major points for essay.

		Brown, Selfe, and Hawisher, "Those Who Share: Three Generation of Black Women"	
week four	<ul style="list-style-type: none"> <li>• Working with video cameras</li> <li>• Teams work on strategies for locating and selecting community members for interviews</li> <li>• Discuss readings</li> <li>• Guest Speaker</li> <li>• Teams draft and finalize interview questions; draft invitation to interview script</li> <li>•</li> </ul>	<p>Read: "Planning an Oral History Project" from <i>Catching Stories</i>;</p> <p>Read: "Remixing the Digital Divide: Minority Women's Digital Literacy Practices in Academic Spaces" from <i>Stories that Speak to Us</i> by Critel</p>	<p><b>Due:</b> Draft of DALN Literacy Narrative Analysis Paper—Peer Response</p> <p>Due: Post Reading Response and Question</p>
week five	<ul style="list-style-type: none"> <li>• Interviewing Tips</li> <li>• Taking Field notes</li> <li>• Prepare Plan for interviews (list of interviewees and possible dates—who will conduct interviews)</li> <li>• Practice interviewing</li> <li>• Discuss Readings</li> </ul>	<p>Read: "Ethics and Politics in Oral History Research" and "Interviewing" from <i>Catching Stories</i></p> <p>Read: Campano, Ghiso, and Welch "Ethical and Professional Norms in Community-Based Research" (Carmen)</p> <p>Moss, "Creating a Community: Literacy Events in African-American Churches" (Carmen)</p>	<p><b>Due:</b> Final Draft of DALN Literacy Narrative Analysis</p> <p>Due: Post Reading Response and Question</p> <p>Begin interviews this week</p>

week six	<ul style="list-style-type: none"> <li>• <b>Due:</b> Background/History of community (5-10 minutes per group; from initial research)</li> <li>• Discuss Readings</li> <li>• Workshop: Digital Storytelling</li> </ul>	<p>Read: “Catching Sound and Light,” and “Audio and Video Recording” from <i>Catching Stories</i></p> <p>Read: Brandt, “The Power of It” (Carmen)</p> <p>Johnson, “Social Stories: Digital Storytelling and Social Media” (Carmen)</p>	<p><b>Due:</b> Team interview schedule (post on discussion board in Carmen)</p> <p>Due: Post reading response and question</p>
week <del>six</del> seven	<ul style="list-style-type: none"> <li>• Team Progress Report with description of each member’s contributions</li> <li>• Continue interviews outside of class</li> <li>• Discuss Readings</li> <li>• Peer Response</li> <li>• Writing Tip: Point of View and Coherent Paragraphs</li> </ul>	<p>Read: Pritchard, “Treacherous Enterprises” (Carmen)</p> <p><i>Venus VS</i> (documentary shown in class)</p> <p>Read: “‘So Tell Me What Happened’: Writing Narratives” from <i>Everyone’s an Author</i></p>	<p>Due: Post Reading Response and Question</p> <p>Due: Context/ Background/ History of community (5-10 minutes per group; from initial research)</p>
Week <del>eight</del> eight	<ul style="list-style-type: none"> <li>• Bring in audio or video clip from two interviews (transcribing exercise)</li> <li>• Continue Interviews outside of class</li> <li>• Workshop on transcribing and captioning</li> <li>• Writing Tip: Writing good sentences</li> </ul>	<p>Read: “Transcribing Oral History” from <i>Catching Stories</i></p> <p>Read DeBlasio, “Sharing Oral History” from <i>Catching Stories</i></p> <p>Mahiri, et al., “Both Sides of the Mic: Community Literacies in the Age of Hip</p>	<p>Due: Draft of Literacy Narrative—Peer Review</p> <p>Post: Reading Response and Questions from</p> <p>Editing audio and video</p>



	<ul style="list-style-type: none"> <li>• Guest Speaker: Community Participant panel</li> </ul>	Hop” (Carmen)	
week nine	<ul style="list-style-type: none"> <li>• Writing annotated bibliography entries (in-class exercise)</li> <li>• Team working time <ul style="list-style-type: none"> <li>• Transcribe interviews</li> <li>• Coding/analyzing transcripts</li> <li>• Captioning</li> </ul> </li> <li>• Continue interviews outside of class <ul style="list-style-type: none"> <li>• Writing Tip</li> <li>• Guest Speaker</li> </ul> </li> </ul>	<p>Read: “Writing an Annotated Bibliography” from the <i>Norton Field Guide</i> (carmen)</p> <p>Read: Annotated Bibliography Review (<a href="https://owl.english.purdue.edu/owl/resource/614/01/">https://owl.english.purdue.edu/owl/resource/614/01/</a>)</p> <p>Read: Iwertz and Osorio, “Composing Captions: A Starter Kit for Accessible Media” (<a href="http://cwshrc.org/actonhour2016/osorio.html/">http://cwshrc.org/actonhour2016/osorio.html/</a>)</p>	<p><b>Due:</b> Final Draft of Literacy Narrative (Peer Review)</p> <p>Due: Post Reading Response and question</p>
week ten	<ul style="list-style-type: none"> <li>• Teams Plan Class Discussion on reading selection (assign selection to class)</li> <li>• Team Working Time (continue transcribing, coding, and analyzing interviews)</li> <li>• Upload interviews to DALN</li> <li>• Prepare invitations for community members</li> </ul>		<p><b>Due:</b> Draft of two annotations from each team member; peer response</p> <p>Due: Post Reading Response and Questions Due: Bring in interviews</p> <p><b>All interviews should be completed.</b></p>

Week eleven	<b>Veterans Day—No Class</b>		<b>Due: Group Annotated Bibliography</b>
Week twelve	<ul style="list-style-type: none"> <li>• <b>Team-led Class Discussions on selected readings</b></li> <li>• Composing a digital argument or narrative</li> <li>• Team Working Time</li> <li>• Composing a digital argument or narrative</li> </ul>	<p>Read: Team assigned articles</p> <p>Peer Review</p> <p>Review paper work</p>	Due: Partial Draft of iMovies
Week thirteen	<ul style="list-style-type: none"> <li>• Write thank-you notes to community members</li> <li>• Team composing time <ul style="list-style-type: none"> <li>○ Digital Exhibit introduction</li> <li>○ Complete Captioning</li> </ul> </li> <li>• Teams Work on Digital Exhibits</li> <li>• Draft and Revise Community Sharing Night Program</li> <li>• Peer Response</li> <li>• <b>Practice Presentations</b></li> </ul>	Class Feedback on iMovies	<p><b>Due:</b> Team folder which includes all consent forms from interviewees, list of all interviewees with names of teams members who participated in interviews, description of interview sites with dates that interviews were conducted</p> <p><b>Due:</b> Due: Full Drafts of iMovies (peer response)</p>
Week fourteen	<b>Community Sharing Night</b>	Group Presentations and iMovie	<b>Community Sharing night</b>
Week Fifteen	Peer review of individual reflections; Final group edits of iMovie Course Evaluations		<p><b>Due: Individual Reflections</b></p> <p><b>Due: Final draft of iMovie</b></p>

# Service-Learning Course Inventory

## Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Service-Learning Courses. It may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult the OSU Office of Service Learning as you develop your course and complete this inventory. You may also want to consult the Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

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](mailto:daly.66@osu.edu) or call 614-247-8412.

## Pedagogical Practices for Service-Learning

Course subject & number

**Performance expectations set at appropriately high levels (e.g. Students engage in appropriately linked academic and experiential exploration of the community setting in which they study).** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

## Service-Learning Course Inventory

**Significant investment of time and effort by students over an extended period of time (e.g. develop an increasing appreciation of the issues, resources, assets, and cultures of the community in which they are working).** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

**Interactions with faculty, peers, and community partners about substantive matters including regular, meaningful faculty mentoring, peer support, and community partner interaction.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

## Service-Learning Course Inventory

**Students will get frequent, timely, and constructive feedback on their work from all appropriate sources, especially on their community awareness and engagement, and their experience with difficult differences.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

**Periodic, structured opportunities to reflect and integrate learning (e. g. reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility).** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

## Service-Learning Course Inventory

**Opportunities to discover relevance of learning through real-world applications (e.g., intentional connection between academic content and the community work in which they engage).** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

**Public Demonstration of competence in academic settings and, if possible, in the community engagement site.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

## Service-Learning Course Inventory

**Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

**Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, e.g. universal design principles, culturally responsible pedagogy.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

## Service-Learning Course Inventory

**Clear plan to promote this course to get a wider enrollment of typically underserved populations.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)



# 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 seeking 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.

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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)

A large, empty rectangular box with a thin black border, intended for the student to write their response to the ELO. The box is currently blank.