

## Term Information

Effective Term Autumn 2022  
[Previous Value](#) [Summer 2012](#)

## Course Change Information

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

Add distance learning offering; update prereq; add offering at regional and Wooster campuses; update course goals to include GE requirements, update to be a GE course, update topics to be current

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

There is a need to add the distance learning offering, update the prereq, add the offering at regional and Wooster campuses to reach more students, update the course topics to be current, and submit the course as a GE Health and Wellbeing 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)?

There are no programmatic implications of the proposed changes.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area	Food Science & Technology
Fiscal Unit/Academic Org	Food Science & Technology - D1156
College/Academic Group	Food, Agric & Environ Science
Level/Career	Undergraduate
Course Number/Catalog	4597.01
Course Title	Alcohol and Society
Transcript Abbreviation	Alcohol & Society
Course Description	The historical, nutritional, medical, social, technical, and economic aspects of the use of beverage and industrial alcohol.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<a href="#">Previous Value</a>	<a href="#">No</a>
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  
*Previous Value* Columbus

## Prerequisites and Exclusions

**Prerequisites/Corequisites** Prereq: Jr standing.  
**Exclusions** Not open to students with credit for 4597.02.  
*Previous Value* Not open to students with credit for 597.01.  
**Electronically Enforced** Yes  
*Previous Value* **No**

## Cross-Listings

Cross-Listings

## Subject/CIP Code

**Subject/CIP Code** 01.1001  
**Subsidy Level** Baccalaureate Course  
**Intended Rank** Senior

## Requirement/Elective Designation

General Education course:  
Cross-Disciplinary Seminar (597 successors and new); Health and Well-being

*Previous Value*

*General Education course:*  
*Cross-Disciplinary Seminar (597 successors and new)*

## Course Details

**Course goals or learning objectives/outcomes**

- Evaluate the impacts of alcohol on physical, mental and emotional health and wellbeing
- Articulate alcohol-related issues and policies in a logical and concise manner
- Explain the processes (historic and current) for making alcohol
- Identify and assess goals and objectives of pro- and anti-alcohol lobbies
- Evaluate strategies for resiliency and recovery from addiction and substance abuse
- *Be able to evaluate the risks and benefits of alcohol to various segments of society*
- *Understand the processes (historic and current) for making alcohol*
- *Be able to articulate several alcohol-related issues and policies in a logical and concise manner*
- *Be able to explore and critically evaluate the ramifications of alcohol use and abuse*

*Previous Value*

**Content Topic List**

- Introduction
- Historical aspects of alcohol
- Demographics and alcohol metabolism
- Acute and Chronic Effects on Human Health
- Chronic Effects and Problem Drinking
- Alcohol treatment programs
- Abuse, Addiction and Alcoholism
- Addiction and Recovery
- Resiliency and Alcohol Abuse
- State and federal regulations on alcohol manufacture and use
- Prohibition, the 18th and the 21st Amendments to the US Constitution
- Wine making
- Beer making world-wide
- Distilled spirits making

**Previous Value**

- *Historical aspects of alcohol and initial discussion and assignments for debates*
- *Demographics of alcohol use*
- *Physiological and psychological risks and benefits of alcohol*
- *Alcohol treatment programs*
- *Alcoholism, a first person*
- *OSU and alcohol policy*
- *Alcohol abuse*
- *State and federal regulations on alcohol manufacture and use*
- *Prohibition, the 18th and the 21st Amendments to the US Constitution*
- *Wine making*
- *Beer making world-wide*
- *Distilled spirits making*

**Sought Concurrence**

No

**Attachments**

- FDSCTE 4597.01 Distance Approval Cover Sheet Generic.docx: Distance Approval Cover Sheet  
*(Other Supporting Documentation. Owner: Davis, Molly Jane)*
- FDSCTE 4597.01 submission-health-well-being\_3-7.pdf: GE Theme ELO Submission  
*(Other Supporting Documentation. Owner: Davis, Molly Jane)*
- FDSCTE 4597.01 Responses to ASC Panel Recommendations.docx: Response to Panel Feedback  
*(Other Supporting Documentation. Owner: Davis, Molly Jane)*
- FDSCTE4597.01\_Syllabus\_3-7.docx: Syllabus  
*(Syllabus. Owner: Davis, Molly Jane)*

**COURSE CHANGE REQUEST**  
4597.01 - Status: PENDING

Last Updated: Osborne, Jeanne Marie  
03/08/2022

**Comments**

- Please see Panel feedback email 02/10/2022. *(by Hilty, Michael on 02/10/2022 02:04 PM)*
- Revise as per COAA via email 6 November 2021

Revise as per email and discussion 1 November 2021

Revise as per email message 27 August 2021 *(by Osborne, Jeanne Marie on 11/06/2021 06:55 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Davis, Molly Jane	08/13/2021 03:47 PM	Submitted for Approval
Approved	Rodriguez-Saona, Luis Enrique	08/13/2021 06:40 PM	Unit Approval
Revision Requested	Osborne, Jeanne Marie	08/27/2021 10:52 AM	College Approval
Submitted	Davis, Molly Jane	10/28/2021 04:20 PM	Submitted for Approval
Approved	Rodriguez-Saona, Luis Enrique	10/28/2021 04:56 PM	Unit Approval
Revision Requested	Osborne, Jeanne Marie	11/01/2021 12:31 PM	College Approval
Submitted	Davis, Molly Jane	11/02/2021 03:47 PM	Submitted for Approval
Approved	Rodriguez-Saona, Luis Enrique	11/02/2021 04:01 PM	Unit Approval
Revision Requested	Osborne, Jeanne Marie	11/06/2021 06:55 AM	College Approval
Submitted	Davis, Molly Jane	11/09/2021 11:57 AM	Submitted for Approval
Approved	Rodriguez-Saona, Luis Enrique	11/10/2021 12:41 PM	Unit Approval
Approved	Osborne, Jeanne Marie	11/10/2021 12:46 PM	College Approval
Revision Requested	Hilty, Michael	02/10/2022 02:04 PM	ASCCAO Approval
Submitted	Davis, Molly Jane	03/07/2022 11:55 AM	Submitted for Approval
Approved	Rodriguez-Saona, Luis Enrique	03/08/2022 12:53 PM	Unit Approval
Approved	Osborne, Jeanne Marie	03/08/2022 12:57 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/08/2022 12:57 PM	ASCCAO Approval

March 7, 2022

Dear ASC Curriculum Committee,

We thank the Health and Wellbeing Theme Panel of the ASC Curriculum Committee for reviewing FDSCTE 4597.01 (3-credit lecture/lab). The panel provided excellent advice and insight about our course for the new GE.

The panel listed two items that they would like us to address (shown in black-colored font below). Below we list these two items and the actions (shown in green font) that we took to address these concerns.

Based on the panel's recommendations, we revised the syllabus for FDSCTE 4597.01 and the ELO Submission for the Health and Wellbeing Theme. We believe that we have adequately addressed all the committee's concerns listed below and in these documents. If the committee has additional concerns or questions, please let us know so we can keep working on these items until the committee is fully satisfied.

Sincerely,

Department of Food Science and Technology

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Good afternoon,

On Friday, January 28<sup>th</sup>, the Themes Panel of the ASC Curriculum Committee reviewed new GE Theme: Health and Wellbeing Proposals for Food Science and Technology 2300, 4597.01 and 2400. Please see the Panel's feedback for the courses below:

- Food Science and Technology 4597.01 was not voted on as the Panel would the following feedback items addressed:
  - The Panel requests additional information surrounding course readings, such as bibliographic material, in order to help make a determination if this course fulfills the generic GE Theme ELOs.  
We made edits to include further details on the course readings on pages 4-5 of the syllabus.
  - The Panel requests further explanation and clarity about how this course meets the requirements to be an advanced course in the study of health and wellbeing (and not a foundational-level course) and connected to the GE Theme ELOs.  
We made edits to include further details on how the course is advanced in the study of health and wellbeing in the ELO Submission for Health and Wellbeing document, including details on potential debate topics, the advanced nature of the debates, the advanced nature of the research for the debates, and specific lecture topics.



# Alcohol and Society: SYLLABUS

FDSCTE 4597.01  
Autumn 2022 (full term)

## Course Information

- **Course times and location:** Tuesdays and Thursdays, 11:30 a.m.-12:50 p.m. in Zoom
- **Credit hours:** 3
- **Mode of delivery:** Distance Learning (synchronous)

## Instructor

- Instructor: Dr. Matthias Klein, Department of Food Science and Technology
- Email address: [klein.663@osu.edu](mailto:klein.663@osu.edu) (preferred contact method)
- Phone number: 614 688-1851
- Office: Parker 313
- Office hours: By appointment
- **Preferred means of communication:**
  - My preferred method of communication for questions is email.
  - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your notification preferences ([go.osu.edu/canvas-notifications](http://go.osu.edu/canvas-notifications)) to be sure you receive these messages.

## Prerequisites

Jr standing. Not open to students with credit for 4597.02

## Course description

The historical, nutritional, medical, social, technical, and economic aspects of the use of beverage and industrial alcohol.

This online course covers aspects of historical and contemporary use of alcohol and their effects on health and wellbeing. This includes nutritional, medical, social, and socio-economic aspects of the production and use of beverage and industrial alcohol. Alcohol

has a profound impact on individuals and communities worldwide including health, economic, social, geopolitical, technological, cultural and religious impacts. The purpose of this course is to examine the historic and current effects of alcohol on individuals and society and to evaluate the consequences of alcohol use. This integrates knowledge from history, sociology, medicine, economics, business, engineering, chemistry, political science, geography, agriculture and ethics. Students will gain an understanding of the topic through scholarly activities that draw upon multiple disciplines and through their interactions with students from different majors.

## **Course learning outcomes**

By the end of this course, students should successfully be able to:

- evaluate the impacts of alcohol on physical, mental and emotional health and wellbeing
- articulate alcohol-related issues and policies in a logical and concise manner
- explain the processes (historic and current) for making alcohol
- identify and assess goals and objectives of pro- and anti-alcohol lobbies
- evaluate strategies for resiliency and recovery from addiction and substance abuse

## **General education expected learning outcomes**

As part of the Health & Wellbeing theme of the General Education curriculum, this course is designed to prepare students to be able to do the following:

1. Successful students will analyze health and well-being at a more advanced and deeper level than in the Foundations component.
  - 1.1 Engage in critical and logical thinking about the topic or idea of health and well-being.
  - 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and well-being.
2. Successful students will integrate approaches to health and well-being 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.
  - 2.1 Identify, describe and synthesize approaches or experiences as they apply to health and well-being.
  - 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.

3. Students will explore and analyze health and well-being through attention to at least two dimensions of well-being. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)
  - 3.1 Explore and analyze health and well-being from theoretical, socio-economic, scientific, historical, cultural, technological, policy and/or personal perspectives.
  - 3.2 Identify, reflect on, or apply strategies for promoting health and well-being.

This course fulfills these learning outcomes by:

- Students will perform research on various course-related topics in preparation for participation in debates, using sources such as research articles, monographs, and personal experiences. Discussions and class debates will expose students to the variety of experiences and points of view of their fellow students, and thus provide a learning opportunity beyond recalling of facts.
- Students will engage in critical and logical thinking about health and wellbeing by actively participating in class debates
- Students will engage in in-depth scholarly exploration by performing research in preparation for class debates and the written assignment
- Students will identify, describe, and synthesize approaches and experiences by actively participating in online discussions and class debates
- Students will develop a sense of self as a learner through reflection while preparing the written assignment
- Students will explore and analyze health and well-being through a variety of lenses when participating in lectures and exams
- Students will apply resiliency skills when actively participating in class debates

## HOW THIS COURSE WORKS

**Mode of delivery:** This course is a 100% synchronous online. You will have to participate in the Zoom meetings on the dates of the four Debates. While the other Zoom meetings are optional, you are highly encouraged to participate in the live meetings. A recorded version of the meetings will be available after the meeting for those unable to attend due to a valid excuse (see Attendance Policy on page 4).

**Pace of online activities:** This course is divided into **weekly modules** that are released weekly. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame. Debate participation is mandatory and requires logging in to Carmen Zoom at a given time for 4 debates. In case you cannot participate in a debate due to unforeseen events such as illness or emergency, please contact the instructor by email as soon as possible. Documentation from doctor's office, hospital, etc. must be provided. The instructor will work with you to accommodate the missed debate.



**Credit hours and work expectations:** This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**  
You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with the instructor *as soon as possible*.
- **Office hours and live sessions: REQUIRED ONLY FOR THE 4 DEBATES AND 3 EXAMS**  
Students are required to participate in the live Zoom meetings in the four debates, and the 3 exams as identified in the course schedule.  
All other live, scheduled events for the course, including my office hours, are optional.
- **Participating in discussion forums: AT LEAST ONCE PER WEEK**  
As part of your participation, each week you can expect to post at least once as part of our substantive class discussion on the course topics.
- **Attendance policy:** Attendance in the live Zoom meetings is mandatory for the four debates, and the 3 exams. You are also required to participate in the discussion forums for each of the four debate topics. If you have a situation that might cause you to miss any of these activities, such as an illness or emergency, discuss it with the instructor as soon as possible. Documentation from doctor's office, hospital, etc. must be provided. The instructor will work with you to accommodate the missed debate content.

## **COURSE MATERIALS AND TECHNOLOGIES**

### **Textbooks**

#### **Required:**

There is no textbook. Current alcohol-related articles from sources such as scientific journal articles and news articles serve as the basis for discussion. Required reading is noted at the beginning of each lecture outline along with supplemental articles that enhance further learning. Students should read the required material before class in order to participate fully in discussions. Material in the assigned reading is included in the exams and quizzes. Students are responsible for searching the literature for information to support their learning and are encouraged to use the internet and to

contact individuals and agencies relevant to debate topics to achieve course objectives.

#### Recommended Readings:

- Drink? The New Science of Alcohol + Your Health by David Nutt, ISBN-13: 978-1529398014
- College Drinking and Drug Use by Helene Raskin White (Editor); David L. Rabiner (Editor), ISBN-13: 978-1606239957
- The Story of Wine: From Noah to Now by Hugh Johnson, ISBN-13 : 978-1913141066

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

## TECHNOLOGY SKILLS NEEDED FOR THIS COURSE

- Basic computer and web-browsing skills
- Navigating Carmen: ([go.osu.edu/canvasstudent](http://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](http://go.osu.edu/zoom-meetings))

## REQUIRED EQUIPMENT

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

## REQUIRED SOFTWARE

- **Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found [at go.osu.edu/office365help](http://go.osu.edu/office365help).

## CARMEN ACCESS

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.

# GRADING AND FACULTY RESPONSE

## How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Exam 1	60
Exam 2	60
Exam 3	60
Debate quizzes (4 at 10 pts each)	40
Debate participations (4 at 10 pts each)	40
Attendance	20
Written assignment	20
Total	300
Bonus: Your suggestions for exam questions	20

\*Please refer to Carmen for due dates of assignments.

## Descriptions of major course assignments

### Exams

**Description:** Exams will happen throughout the semester. Open questions and/or multiple-choice questions may be used. The exams will be available on Carmen as a file to be downloaded by the student and the student will have approximately 5 days to work on the exams before submitting them through Carmen. If you experience technical difficulties, please contact the instructor via email as soon as possible for accommodations. Refer to the [course schedule](#) for exam due dates.

**Academic integrity and collaboration:** You must complete the exams yourself, without any external help or communication.

## **Debate quizzes**

**Description:** The quiz is on the debate topic and related alcohol subjects. Anything discussed online and any reading material suggested for debate preparation is the basis for quiz questions. Since you can only see half of the online discussion (either PRO or CON), the instructor may have different questions for PRO and for CON and you will only be required to answer your side of the argument. Debate quizzes will be available in Carmen immediately after the end of the respective debate, and they will be available until the end of the day. There is no time limit on the completion of the quiz as long as it is submitted by the 11:59 p.m. on the due date.

**Academic integrity and collaboration:** You must complete the quizzes yourself. You may use the debate discussion posts, your notes from the debate, and other sources such as the lecture slides..

## **Debate participations**

**Description:** A goal of this course is to enable you to explore this topic through a variety of perspectives, and critically evaluate evidence for these. To help achieve this you will participate in four debates. The class is divided in half, pro and con, each assigned to one side of the argument. While a particular assignment may be opposite to your personal view or opinion about a given topic, you are required to deliver the most effective and logical debate points for your side. You should include scientific, socio-economic and cultural arguments. You should draw upon literature, your academic major, experience or expertise to advance your arguments. There is no audience, everyone is engaged in a debate on the topic on these days, using Zoom breakout meetings.

Your discussion group shares the same side (pro or con, alternating). Help your team formulate the most effective debate strategy and points. You must chat and formulate arguments with other students on the same side online. This is a primary basis for your participation grade.

Each member of each team is responsible for gathering facts to support a group position. A good debater also understands the arguments the opposition is likely to raise and has counterarguments prepared. PRO side and CON side members should collaborate on a strategy before the debate day. Each person must contribute to the discussion for your assigned side. The quality of contribution is part of the grade. Quiz questions may also originate from points raised in the online discussions.

Members on each side of an argument should function as a team so each member does not argue the same points. For example if there are four team members, agree on four or more main arguments supporting your position. This obviously requires you collaborate ahead of the debate.

All debate groups will argue simultaneously in class on the day of the debate. There will be two simultaneous debates with no audience, every student will be on an active debate team.

Each team member will state a three-minute opening argument. When time is signaled, the next debater on the opposite side of the question will have three minutes. Everyone on the team must take a turn debating their assigned position. At the end of the first round, a second follow-up round of 2 minutes each will occur. It is important to design your presentation strategy so that you make your case concisely and effectively. You should include as many facts as necessary to support your arguments. You should listen carefully to point out your opponent's arguments that are questionable in the follow-up round. Pick a person to share the main points of your group's debate to the whole class.

All debate groups argue simultaneously. To give everyone equal time we follow this schedule. This may seem quite proscriptive, but this level of detail makes the best use of everyone's time and leave no ambiguity on format. We may relax the format in future debates if we get it right the first time.

Design your 3 minute argument so that you make your case concisely and effectively.

- 3 minutes: Pro team member 1 argument
- 3 minutes: Con team member 1 argument
- 3 minutes: Pro team member 2 argument
- 3 minutes: Con team member 2 argument
- 3 minutes: Pro team member 3 argument
- 3 minutes: Con team member 3 argument

Use your 2 minute rebuttal to question arguments by your opponents or raise new points.

- 2 minutes: Pro team member 1 rebuttal
- 2 minutes: Con team member 1 rebuttal
- 2 minutes: Pro team member 2 rebuttal
- 2 minutes: Con team member 2 rebuttal
- 2 minutes: Pro team member 3 rebuttal
- 2 minutes: Con team member 3 rebuttal

5 minutes: Pick a PRO and a CON spokesperson from your side. Agree upon major arguments for each to report to the class. Then...

- Your group provides a summary of the conversation and whether or not a consensus was reached.

Since this is interactive and participatory, it is not possible to make-up a missed class debate. Please ensure you do not miss a debate.

If you have an irreconcilable team conflict please let the instructor know. It may be possible to switch places with another. If you have a team member who is a chronic non-contributor, please let the instructor know. The instructor will discuss it with the non-contributor as it will affect the individual's grade.

**Academic integrity and collaboration:** Your discussion posts must be your own original work. You must cite the ideas and words of your research sources.

## **Attendance**

**Description:** Attendance in the live Zoom meetings is mandatory for the four debates, and the 3 exams. You are also required to participate in the discussion forums for each of the four debate topics. If you have a situation that might cause you to miss any of these activities, discuss it with the instructor as soon as possible. Documentation from doctor's office, hospital, etc. must be provided. The instructor will work with you to accommodate the missed debate content.

**Academic integrity and collaboration:** You must attend class to earn these points.

## **Written assignment**

**Description:** Students will have to prepare a short 1-page discussion paper. The topic will be announced later. Papers need to be submitted to Carmen by 5:00 PM on Friday of the week in which they are assigned.

**Academic integrity and collaboration:** You are prohibited from turning in work from a past class to this class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me. All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

## **Bonus: Your suggestions for exam questions**

**Description:** Students can suggest exam questions to the instructor in the Carmen discussion thread. If a question is being used in the exam, the student will get 5 points per question as a bonus (maximum of 20 points).

**Academic integrity and collaboration:** There is no penalty for submitting the same question as another student, but if a question is suggested multiple times, only the student who submitted it first will get the points.

## **Late assignments**

Late submissions will be subject to a 1-point penalty for each day exceeding the due date; and no assignments will be accepted 7 days after the assignment due date unless there are extenuating circumstances. In case of emergencies and other circumstances that prevent you from turning in an assignment on time, please contact the instructor as soon as possible by email. Documentation from doctor's office, hospital, etc. must be provided.

## Grading scale

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

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

- **Grading and feedback:** For large assignments, you can generally expect feedback within **7 calendar days**.
- **E-mail:** I will reply to e-mails within **48 hours on school days**.

## OTHER COURSE POLICIES

### Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.



## **Academic integrity policy**

See Descriptions of major course assignments, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

### **OHIO STATE'S ACADEMIC INTEGRITY POLICY**

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 ([studentconduct.osu.edu](http://studentconduct.osu.edu)), 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."

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))
- Eight Cardinal Rules of Academic Integrity ([go.osu.edu/cardinal-rules](http://go.osu.edu/cardinal-rules))

### **Copyright for instructional materials**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes

associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## **Safe and Healthy Buckeyes:**

Health and safety requirements: All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will result in a warning first, and disciplinary actions will be taken for repeated offenses.

## **Creating an environment free from harassment, discrimination, and sexual misconduct**

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other basis under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at [equity.osu.edu](http://equity.osu.edu),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email [equity@osu.edu](mailto:equity@osu.edu)

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

In addition, this course adheres to **The Principles of Community** adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course; and can also be found at <https://go.osu.edu/principlesofcommunity>. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (<https://equityandinclusion.cfaes.ohio-state.edu/>). If you have been a victim of or a witness to a bias incident, you can report it online and anonymously (if you choose) at <https://equity.osu.edu/>.

## **Your mental health**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting [ccs.osu.edu](https://ccs.osu.edu) 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 Prevention Hotline at 1-(800)-273-TALK or at [suicidpreventionlifeline.org](https://suicidpreventionlifeline.org).

David Wirt, [wirt.9@osu.edu](mailto:wirt.9@osu.edu), is the CFAES embedded mental health counselor. He is available for new consultations and to establish routine care. To schedule with David, please call 614-292-5766. Students should mention their affiliation with CFAES when setting up a phone screening.

## **ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

### **Requesting accommodations**

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

registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

## Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))
- Collaborative course tools

## UNIVERSITY RESOURCES

**Grievances:** According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

**Trigger Warning:** This course discusses alcohol and alcoholism, which may be triggering for some people. If needed, please take care of yourself while watching/reading the material (take a break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111 or Counseling and Consultation Services at 614-292-5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming media. Failure to show respect to each other may result in dismissal from the class.

**Lyft Ride Smart at Ohio State:** [Lyft Ride Smart at Ohio State](#) offers eligible students discounted rides, inside the university-designated service area, from 9 p.m. to 3 a.m. Each month, 10,000 discounted rides will be made available on a first-come, first-served basis with the average cost expected to be \$2 or less. Prices may be impacted by distance, traffic, time of day, special events and prime time surcharges. To qualify for program discounts, users must select "shared ride" when booking in the Lyft app. When using ride sharing, remember to visually confirm vehicle info/descriptions in the company app and ask the driver to say who they are picking up.

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## COURSE SCHEDULE

Week	Dates	Topics, Readings, Assignments, Deadlines
1	08/25	<b>Introduction</b> <ul style="list-style-type: none"> <li>Syllabus, debate format, course calendar, policies, goals and expectations.</li> <li>What do you want to learn about alcohol? Define terms.</li> <li>Explore brief history of alcohol use.</li> <li>Meet your debate team. Writing exam questions.</li> <li>Beverage and non-beverage alcohol.</li> </ul>
1	08/27	<b>Historical Aspects of Alcohol</b> Explore brief history of alcohol use.
2	09/01	<ul style="list-style-type: none"> <li>Wine origins and AVA (American Viticulture Areas).</li> <li>Mixing caffeine and alcohol</li> <li>Understand the history of alcohol production: beer, spirits and wine.</li> <li>Evaluate role of alcohol on trade and economics.</li> </ul>
2	09/03	<ul style="list-style-type: none"> <li>Know why proof, regulation, taxation and local control are important.</li> <li>Alcohol in warfare and historical attitudes. The Whiskey Rebellion</li> <li>Spirit, wine and beer production trends</li> <li>Global and domestic drinking patterns</li> </ul>
3	09/08	<b>Demographics and alcohol metabolism.</b> <ul style="list-style-type: none"> <li>Collegiate sports and drinking</li> <li>Underage drinking and debate primer on 21.</li> <li>Drinking among college students.</li> <li>Ethanol as food. Digestion and metabolism. Ethanol as a drug.</li> </ul>
3	09/10	<b>Debate 1 and quiz</b>
4	09/15	<b>Acute and Chronic Effects on Human Health</b> <ul style="list-style-type: none"> <li>BAC = Blood Alcohol Levels, how much is too much?</li> <li>Acute (short term) toxic effects.</li> <li>Hangovers and remedies, dehydration, hypothermia.</li> <li>Acute versus chronic (long term) effects.</li> </ul>
4	09/17	<b>Exam 1</b> , covers all material so far
5	09/22	<b>Chronic Health Effects of Alcohol</b> <ul style="list-style-type: none"> <li>Studies related to cardiovascular disease and cancer</li> <li>Types of scientific evidence</li> <li>Major and minor causes of death in the USA</li> <li>Mechanisms of effect</li> </ul>
5	09/24	<ul style="list-style-type: none"> <li>ALD, liver cirrhosis,</li> <li>Fetal alcohol syndrome</li> </ul>

		<ul style="list-style-type: none"> <li>• Cancer and brain development</li> </ul>
6	09/29	<b>Chronic Effects and Problem Drinking</b> <ul style="list-style-type: none"> <li>• Alcohol and the brain</li> <li>• Impact of alcohol on long term human health.</li> <li>• Problem drinking and problem drinkers.</li> <li>• Alcohol poisoning</li> <li>• Understanding the genetic component.</li> <li>• The three stages of treatment for alcoholism.</li> </ul>
6	09/31	<b>Treatment Programs</b> <ul style="list-style-type: none"> <li>• Detoxification / medical treatment / change behavior</li> <li>• Outline intervention programs</li> <li>• Drug treatments; Social therapies and support groups; Alcoholics Anonymous; Family support (AI-anon) WFS, SOS, RR, MM</li> </ul>
7	10/06	<b>Debate 2 and quiz</b>
7	10/08	<b>Abuse, Addiction and Alcoholism</b> Examine meaning of various forms of alcohol use, such as alcohol abuse, dependence or addiction.
8	10/13	<b>Abuse, Addiction and Alcoholism</b> <ul style="list-style-type: none"> <li>• Describe criteria for establishing alcohol abuse.</li> <li>• Examine the causes of alcoholism.</li> </ul>
8	10/15	<b>Addiction and Recovery</b> <ul style="list-style-type: none"> <li>• Substance use disorder continuum</li> <li>• Pathways to recovery</li> <li>• Collegiate recovery programs</li> <li>• Peer to peer support</li> <li>• Graduation, retention and wellness</li> </ul>
9	10/20	<b>Resiliency and Alcohol Abuse</b> <ul style="list-style-type: none"> <li>• Examine the causes of alcoholism</li> <li>• Resiliency and its role in alcohol use and abuse</li> </ul>
9	10/22	<b>Regulation at the local, state and federal levels</b> <ul style="list-style-type: none"> <li>• Laws overseeing the making of beer, wine and spirits.</li> <li>• Explore the reasoning for local control.</li> <li>• Examine Driving Under the Influence; DUI; DWI</li> <li>• The onset of prohibition in Ohio.</li> </ul>
10	10/27	<b>Exam 2</b> covering all material since exam 1
10	10/29	<b>Prohibition.</b> <ul style="list-style-type: none"> <li>• Describe temperance movements throughout history.</li> <li>• Examine societal conditions leading to the 18th Amendment.</li> <li>• Examine societal conditions leading to the 21st Amendment.</li> <li>• Contrast neo-prohibition with earlier movements.</li> </ul>
11	11/03	<b>Debate 3 and quiz</b>
11	11/05	<b>Fermenting Wine.</b> <ul style="list-style-type: none"> <li>• Examine grape varieties and resulting wine.</li> <li>• Outline the steps in wine making.</li> </ul>
12	11/10	<ul style="list-style-type: none"> <li>• Discuss particular wine types.</li> <li>• Analyze patterns of wine consumption</li> </ul>

		<ul style="list-style-type: none"> <li>• Putting the finish on wine.</li> </ul>
12	11/12	<b>Brewing Science and Brewing Business</b> <ul style="list-style-type: none"> <li>• The history and evolution of beer</li> <li>• Beer with defined ingredients</li> </ul>
13	11/17	<ul style="list-style-type: none"> <li>• Ale and Lager.</li> <li>• Reinheitsgebot.</li> <li>• Hops.</li> <li>• A look at regulation and the 3 tier system.</li> <li>• Explore the technology of beer making.</li> <li>• Brands and craft brewing.</li> </ul>
13	11/19	<b>Debate 4 and quiz</b>
14	11/24	<b>Distillation</b> Discuss origin and historical impact of distilled spirits. <b>Deadline for the written assignment</b>
14	11/26	Thanksgiving Break
15	12/01	<b>Distilled spirits</b> <ul style="list-style-type: none"> <li>• How are they made?</li> <li>• What are the various types of spirits?</li> </ul>
15	12/03	<b>Exam 3</b> , all material since last exam

# GE THEME COURSES

## Overview

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

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

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

## Accessibility

If you have a disability and have trouble accessing this document or need to receive 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.

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, or apply strategies for promoting health and well-being.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

# Distance Approval Cover Sheet

## For Permanent DL/DH Approval

Course Number and Title: **Alcohol&Society FDSCTE4597.01**

Faculty Preparer Name and Email: **Matthias Klein Klein.663@osu.edu**

### Carmen Use

For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. **Yes**

If no: **Enter additional details if you responded no...**

### Syllabus

Proposed syllabus uses the ODEE distance learning syllabus template (or own college distance learning syllabus template based on ODEE model), includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. **Yes**

Syllabus is consistent and is easy to understand from the student perspective. **Yes**

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module. **Yes**

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. **Yes**

Additional comments (optional):  
**Enter any additional comments about syllabus...**

### Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Regular instructor communications with the class via announcements or weekly check-ins
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions

Regular opportunities for students to receive personal instructor feedback on assignments

Please comment on this dimension of the proposed course (or select/explain methods above):

There will be online discussions in Carmen on the debate topics. Also, the debates will be synchronous and the instructor will provide feedback. There will also be synchronous lectures held by the instructor.

## Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies. **Yes**

Course tools promote learner engagement and active learning. **Yes**

Technologies required in the course are current and readily obtainable. **Yes**

Links are provided to privacy policies for all external tools required in the course. **Yes**

Additional technology comments:

Enter any additional comments about course technology...

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

Debates are planned for synchronous delivery. Lectures are planned for optional synchronous delivery but can be viewed asynchronously.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Enter comments...

## Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully. **Yes**

Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2. **Yes**

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

Lectures can be viewed either synchronously or asynchronously. Four debates are synchronous. Student will participate in the discussion forums for each of the four debate topics, which includes research on the topic. Students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. **Yes**

## Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. **Yes**

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. **Yes**

Description of any anticipated accommodation requests and how they have been/will be addressed.  
Enter comments...

Additional comments:  
Enter any additional comments about accessibility...

## Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: **Yes**

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: **Yes**

Additional comments:  
Enter additional comments about academic integrity...

## Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation
- Variety of assignment formats to provide students with multiple means of demonstrating learning
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Student will draw from a variety of sources to learn about the class and debate topics, including literature research, personal perspectives, and interactions with students from other majors.

## Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

Students will interact in online discussion and in preparation and during the class debates.

## Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course
- Context or rationale to explain the purpose and relevance of major tasks and assignments
- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress
- Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):

Students will be guided to perform literature reviews, and will receive feedback on their findings. Students also have the chance to lead class debates and choose debate topics.

## Additional Considerations

Comment on any other aspects of the online delivery not addressed above:

Enter any additional considerations...