

## Term Information

Effective Term Summer 2022  
*Previous Value* Summer 2012

## Course Change Information

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

Add hybrid and distance learning as modes of instruction.

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

Better fit to the instructional model

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)?

None

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 Education: Teaching & Learning  
Fiscal Unit/Academic Org School of Teaching & Learning - D1275  
College/Academic Group Education & Human Ecology  
Level/Career Undergraduate  
Course Number/Catalog 2367  
Course Title Education, Society and Writing  
Transcript Abbreviation Education&Writing  
Course Description Designed to help students reflect critically, both orally and in writing, on the social, political, and cultural contexts that influence education in today's society.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
Greater or equal to 50% at a distance  
Less than 50% at a distance

*Previous Value* No

Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never

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**Campus of Offering** Columbus, Lima, Mansfield, Marion, Newark

## Prerequisites and Exclusions

**Prerequisites/Corequisites** Prereq: A GE level 1 writing course.  
**Exclusions**  
**Previous Value** Not open to students with credit for 607.  
**Electronically Enforced** No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

**Subject/CIP Code** 13.1202  
**Subsidy Level** General Studies Course  
**Intended Rank** Sophomore, Junior

## Requirement/Elective Designation

General Education course:  
Level 2 (2367)

## Course Details

### **Course goals or learning objectives/outcomes**

- Further develop basic skills in expository and creative writing and oral expression
- Consider how to push or challenge oneself as a writer and consider the resources necessary to grow as a writer
- Acquire in-depth knowledge of writing processes and the teaching of writing
- Become familiar with research on writing processes and the teaching of writing
- Become familiar with promising practices in writing pedagogy and examine what this means for teaching
- Examine the assumptions they have about the world and schooling and being to assess how this impacts their worldview/philosophy and teaching pedagogy
- Extend ability to read carefully and express ideas effectively
- Develop basic skills in expository writing and oral expressions
- Develop skills in effective communication and in accessing and using information analytically

### **Content Topic List**

- Education today: Social, political and cultural influences
- Construction of research reports
- Personal literacy narratives
- Multilingual writing
- Ethnographies
- Critical media literacy
- Oral sharing of written products and discussion of key texts

**Sought Concurrence** No

**COURSE CHANGE REQUEST**  
2367 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
01/25/2022

**Attachments**

- generic 2367 hybrid syllabus.docx: 2367 syllabus  
*(Syllabus. Owner: Wilson, Melissa I)*
- SP 22 EDUTL 2367 Syllabus - CWalker Review and revised.docx: EDUTL 2367 DL Syllabus  
*(Syllabus. Owner: Brown, Danielle Marie)*
- asc-distance-approval-cover-sheet-fillable\_3.pdf: ASC DL Cover Sheet  
*(Other Supporting Documentation. Owner: Brown, Danielle Marie)*
- QM11\_Rubrics\_EDUTL 2367\_version 2.pdf: EHE QM Final Report  
*(Other Supporting Documentation. Owner: Brown, Danielle Marie)*
- 2367 syllabus SP 22.docx: In-person Syllabus  
*(Syllabus. Owner: Eze, Maura Chinaelotam)*

**Comments**

- Can you please upload the fully in-person version of the syllabus? Thanks. *(by Vankeerbergen, Bernadette Chantal on 01/06/2022 11:04 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Wilson, Melissa I	11/15/2021 02:09 PM	Submitted for Approval
Approved	Eze, Maura Chinaelotam	11/22/2021 01:51 PM	Unit Approval
Approved	Brown, Danielle Marie	12/13/2021 04:50 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/06/2022 11:06 AM	ASCCAO Approval
Submitted	Eze, Maura Chinaelotam	01/12/2022 01:16 PM	Submitted for Approval
Approved	Eze, Maura Chinaelotam	01/12/2022 01:16 PM	Unit Approval
Approved	Brown, Danielle Marie	01/14/2022 11:14 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/14/2022 11:14 PM	ASCCAO Approval



**EDUTL 2367 - EDUCATION, SOCIETY AND WRITING**

Semester/Year, 3 CREDIT HOURS, UNDERGRADUATE ONLINE

**Instructor:** Susan Ataei

**Meeting Days/Times:** Wed & Fri, 2:20 PM– 3:40 PM

**Email:** [ataeimasjedloo.1@osu.edu](mailto:ataeimasjedloo.1@osu.edu)

**Office Hours:** On Zoom - By Appointment

**Mode of Delivery:** Online Synchronous Zoom Sessions

Accessed Through CarmenCanvas

Course Overview



**Course Catalog Description**

Designed to help students reflect critically, both orally and in writing, on the social, political, and cultural contexts that influence education in today's society.

**Description/Rationale**

Just as the nature of and expectation for literacy has changed in the past century and a half, so has the nature of writing (National Council of Teachers of English). Therefore, the emphasis for this course will be on building a writing community that will help us understand ourselves as writers and as students of learning. Through various activities, we will consider multiple perspectives, examine and value communities that are not like our own, and develop resources for our own writing and the teaching of writing. Our experiences together will be framed around a constructionist approach to teaching and learning, focusing both on how we write and teach writing and why we do so. In general, then, this course is designed to help students reflect critically, both orally and in writing, on the social, political, and cultural contexts that influence writing education in today's society.

**Relation to Other Courses**

**GE Requirements:** This course fulfills the Writing and Information Literacy Foundation course.

**Prerequisites:** GE Level 1 writing course

Foundations: Advanced Writing	
Goals	Expected Learning Outcomes
<b>Goal 1: Successful students develop advanced skills in inquiry, critical thinking, composing, and communicating for a specific purpose, context, and audience using an appropriate genre and modality.</b>	<b>Successful students are able to ...</b> <b>1.1</b> Investigate and integrate knowledge of the subject, context, and audience with knowledge of genres, conventions and rhetorical choices to advance a particular writing objective.

	<b>1.2</b> Use credible and relevant sources of information, evaluate assumptions, and consider alternative viewpoints or hypotheses to express ideas and develop arguments.
<b>Goal 2: Successful students apply knowledge of writing and research to specific contexts.</b>	<b>2.1</b> Reflect on how they adapt rhetorical and research strategies they have learned to new contexts.
	<b>2.2</b> Develop scholarly, creative, or professional products that are meaningful to them and their audience.
	<b>2.3</b> Evaluate social and ethical implications of writing and information literacy practices.

### GE Assessment

During the course, students will explore what it means to be a writer by developing several pieces of composition from initial quick write draft through to publication and presentation, by providing critical feedback to peers and by reflecting on their own writing and the writing of others. Students will demonstrate their understanding of and capacity to engage with the key elements that align with the GE ELOs. This will occur through instructor-designed assignments that address these key elements:

- Varied opportunities for composing—There will be 6 composing assignments that vary in rhetorical components such as length, genre, audience, and modality. These assignments are scaffolded so that students can practice their composing and build toward more formal products. (ELOs 1.1, 1.2, 2.2)
- Opportunities to work collaboratively—There will be ongoing opportunities for students to obtain and provide feedback to inform and guide their and others' composing process during peer writing group, and conference with the instructor and others. Further, through the practice of Reading Like a Writer students will read and evaluate the writing found in mentor texts. (1.2, 2.1, 2.3)
- Critical Reflection—Reflecting on experiences engaged in as a reader of mentor texts and as a writer of individual compositions, what was learned? (2.2,2.3)

### Course Learning Objectives

#### Learning Objectives

During this course:

1. Students will be able to create writing drafts using expository, argumentative, and creative writing techniques and considering audience, context, and use of different genres and rhetorical choices during the "Quick Write" activities and across their published assignments.
2. Students will be able to explore and express in writing who they are as writers, how they want to push or challenge themselves as writers, and what resources they need to support their growth as a writer during the "Quick Write" activities, on exit slips in writing and during peer writing group meetings.

3. Students will respond to the discussion board prompts each week on writing techniques used by the author of the course textbook using Reading Like a Writer (RLAW) techniques and will use some of these techniques in their own published pieces.
4. Students will create a digital composition piece using a combination of text, graphics, and/or audio capable of being published on the internet for a wider audience use.
5. Students will produce at least one piece of writing out of the “Quick Write” drafts to publish and share it with a wider audience than the instructor (e.g., family, other students in the class).

### HOW THIS ONLINE COURSE WORKS

**Mode of delivery:** This course is 100% online. You will find a sequence of materials and activities each week in Carmen, and we will meet twice each week online (Wednesdays and Fridays - 2:20 PM– 3:40 PM). There will be readings and assignments listed in Carmen module for each session. Up to 6 times during the semester you will also be expected to attend a synchronous Zoom session with your peer writing group during 25 minutes of the regular class time.

**Pace of online activities:** This course is divided into weekly modules that are released at least one week ahead of time. Apart from Zoom meetings, you may schedule your efforts freely throughout the week as you keep pace with weekly due dates.

**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 (class meetings and 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 in synchronous class meetings. If you have a situation that might cause you to miss a synchronous Zoom meeting, discuss it with me as soon as possible. The following is a summary of students' expected participation:

- **Weekly in class sessions: REQUIRED.** All live, scheduled class sessions for the course are required. Up to 3 ABSENCES WILL BE EXCUSED (this includes attendance at the synchronous Zoom meetings with your writing feedback group).
- **Zoom instructor office hours: OPTIONAL.** You can schedule a Zoom meeting with me via email if you have questions.

### COURSE MATERIALS AND TECHNOLOGIES

#### Course Materials

Stevenson, Bryan. *Just Mercy: A Story of Justice and Redemption*. Spiegel & Grau, 2019. ISBN: 9780593133934, 0593133935

#### Other materials you need for each class

According to Ralph Fletcher, a **writer's notebook** gives you a place to live like a writer; not just in school but where ever you are, whenever you get the inspiration. You will need some form of [writer's notebook](#) that will be a place for you to write and collect your writing throughout the quarter. This may take the form of a loose-leaf binder, a spiral notebook or even your laptop. Please use whatever is the most comfortable way for you to compose.

## Course Requirements/Evaluation

## Grades

Assignment / Category	Points/%
Professionalism and participation (this includes your attendance and contributions in class, during synchronous Zoom meetings with your peer writing group, turning on your camera as possible in Zoom meetings, being willing to share your writing in large and small groups, being on time with assignments, etc.)	10
Reading responses to the RLAW text (collected via Carmen discussion board)	20
Short written pieces (haiku, mid-term exit slip, letter to future student, etc.) and short responses to 10 Minutes of Theory (collected via Carmen discussion board)	10
4 Workshopped pieces of writing	20
Digital Composition	15
Final multigenre project	25
<b>TOTAL</b>	<b>100/100%</b>

See below for assignment descriptions and due dates.



*Your ear is smarter than your eye. When you stumble as you read aloud--revise!*

## Grading Scale

The course letter grade will be determined by a point system in which the following thresholds will be used:

GRADE	PERCENTAGE
A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D+	67-69.9%
D	60-66.9%
E	below 60

\*Traditional rounding principles apply (i.e. .5 rounds up).

**GRADING**

**Completion of Work.** All assignments should be turned in on the due date unless you have communicated with me and made other arrangements. I am willing to be flexible with due dates when advance arrangements are made, and if there is a good reason (e.g., documented illness or emergency). Once we have agreed on the revised due date, I expect the work to be turned in on time and will deduct points from the assignment if it is late then.

Written assignments will be graded according to the following:

- All assignments should use grammatical conventions, be stylistically appropriate and typed unless specifically noted on the syllabus. In other words I expect polished and carefully edited pieces.
- All assignments should be organized effectively and logically using writing craft that you have been studying.
- All assignments should be completed thoroughly based on the criteria outline in the assignment descriptions and on class discussions.
- All written assignments are due on Friday **by midnight**; all reading assignments are to be completed for Wednesday class meetings unless otherwise indicated.

**\*\* If you need help with your writing please consider taking your work to the University Writing Center for a consultation: <https://cstw.osu.edu/writing-center>**

**\* I am interested in the ways in which you take up the use of craft in your writing, so be thoughtful.** And remember, 'A's are earned.

Assignment Descriptions

### **Professionalism and Participation—Ongoing**

During in-class and synchronous class meetings you will be involved in small-group discussions of readings, writing theory and with your writing group. Because these activities will be so important to your learning in this course, your presence, positive participation, and professional disposition will count heavily toward your grade. The following will be considered in this category:

- On-time, regular attendance to in person and synchronous Zoom class meetings
- Thoughtful and regular contributions to class discussions in both in-class, synchronous and asynchronous contexts.
- Participation in writing group, conferences and/or small/large group discussion activities in order to practice and apply skills in written and oral expression and oral communication
- Preparation for class, including completing readings, submitting required writing pieces and “writing to learn” assignments on time, and preparing for class and writing group meetings:
  - You are required to respond to the prompt addressing the weekly readings using the Carmen Discussion Board.
  - You are required to listen to and respond to questions based on the Ten Minutes of Theory lecture using the Carmen Discussion Board.
  - You are to complete the 10 Minute Quick Write once a week asynchronously and turn it into the Carmen assignment box.
  - You are required to read and prepare critical comments prior to your peer writing group feedback meetings.
- Openness to feedback from peers and instructor and its application to your writing

### **Response to Reading (Reading Like a Writer)—Ongoing**

You will be responsible for reading weekly assigned chapters from *Just Mercy* by Bryan Stevenson. Each week you will take notes on what you notice about the writing craft in the chapters you are reading and how you might incorporate those strategies into your own writing. You will also be asked to comment on the various assumptions and perspectives presented in the reading during Book Group meeting where you are asked to discuss both craft and to express your ideas and critical understandings of the



issues presented in the book. There will be discussion board assignments each week to collect your thinking to a prompt on the Discussion Board.

### **Writing to Learn—Ongoing**

You will be responsible for listening to the recorded Ten Minutes of Theory lectures weekly. As you listen you will be prompted to respond in writing to the theory addressed using the Carmen Discussion Board. This is an important aspect of writing that we often ignore as writers—the ways in which writing helps us process our thinking, make sense and synthesize our understandings. Often this work is done in relation to reading, and is characterized by writing that shows how we are making connections between our own experiences and other texts, asking further questions and determining what is important in what we have read or heard.

### **Ten Minute Quick Writes—Every class meeting**

Quick writes are prompted writing opportunities that provide spaces for you to explore your own creativity around a broad topic or idea presented by the instructor and help you build your writing stamina. While some of the quick writes may not work for you, you are expected at all times to stay in the writing mode, building the stamina you need as a writer. Further, many of the quick writes that do work for you may become inspiration for your digital or final project or may be extended and revised to become one of the four short writing assignments you will turn in. You will turn in the quick write drafts you compose in class to Carmen.

### **Required pieces of writing developed from class assignments (Quick Write)—Due at the end of Weeks 4, 6, 8 and 11**

Throughout the semester a variety of writing prompts will be modeled and craft lessons introduced as the basis for focusing on how we think about audience, context, genres, conventions and rhetorical choices in our composing. Time in class, individually and in writing groups, will be devoted to generating, drafting and revising, and finally “publishing” pieces. During the course of the semester you will be expected to develop four pieces using feedback from the instructor and your peer writing group. Your grade is based, in part, on the ways in which you engage as a writer with developing the pieces both conceptually and using writing craft.

Each piece should be between 2-4 pages, double spaced, Times New Roman, 12 unless it is poetry which is 1 page long (or more) and single spaced. The headings for these pieces should be **ONLY** the title and your name (and no extra space!).

### **Writing group and peer group collaboration—up to six, short (25 minute), synchronous Zoom meetings, TBA**

The class will be divided into smaller writing groups where you will meet and share the writing you are working on. You will get **critical** feedback from your writing group peers and provide them with critical feedback in return. Writing groups are safe places to **take risks** and the role of each writing group member is to help everyone else in the group move ahead on writing projects and to be willing to share as well. The writing group feedback meetings will be scheduled for 25 minutes during regular class time on the second day of class. You will be expected to have read and have critical comments/questions/observations prepared for each member of your group. Further you will be responsible for collecting and using (or not) the critical feedback you receive from your group members.

### Digital Composition –Due the end of week 13

This assignment will require you as a writer to work with one of the pieces you have begun in class during Quick Writes and to develop and adapt the piece by incorporating **visual images and/or videos, and/or audio modes to accompany the text**, creating a new and unique digital composition. **It is encouraged that you use a piece that has some social justice or action theme/topic to it.** Your digital composition should NOT be a PowerPoint presentation; it should be piece of multimodal composition which uses the affordances of digital tools to extend and illuminate your message. You will present this piece to an audience of your peers.

### End of Semester (Multigenre) Project—Due the last day of scheduled classes

This project will incorporate multiple genres focused on **one theme**; however, it can take many forms including a portfolio, digital storytelling, etc. Please plan a project that **you are interested in** as a writer. I will need to meet with each student briefly to discuss the form and topic of the project.

There are several purposes you will need to consider as you work on this assignment including:

- how are you engaging with the skills and knowledge about writing you have learned in this class?
- how might this project inform other curricula you encounter outside this class?
- how do you see the work you do with this project connecting with your present and future personal, professional and civic lives?
- how will you use the information in this writing to construct yourself as an authority?

The following should be included in your multigenre project (these are MINIMUMS):

- 5 textual pieces (4 written pieces will be about 2 pages in length each unless it is a poem which will be 1 page long and single spaced; one of the written pieces will be an extended piece of 3-5 pages—see below); and
- 1 visual piece

#### **6 Pieces in total**

- 4 different genres of writing (as discussed in class previously, it is important to note that you can use several different forms of poetry for example and they are counted as different genres);

As you format the project, provide some kind of **introduction** for the reader and think about your overall organization of the pieces both aesthetically and organizationally; for instance, you might want to create **a table of contents**.

All your writing should focus on one theme or topic (**avoid general themes like family, home, friendship, etc.; and no football**). You will want to pick a theme that provides scope to write about in several genres and has some aspect or perspective of social action or awareness including (this will be your long piece—see below):

- educates and makes us aware about an unknown group or issue
- highlights diversity
- promotes equality for some group or issue whose voice is not being heard

One of the textual pieces must be a longer, extended piece that addresses some aspect or perspective around social action in relation to your theme and your other pieces (see above; 3-5 pages); Separately, you will include a **discussion/reflection** of why you have used the genres you have, the process you went through to create this project and why you think it is effective in communicating your message, and the challenges and successes you experienced as a writer (2-3 paragraphs).

#### Course Policies

##### Communication

The university's official mode of communication is via university email. Students should use their BuckeyeMail when emailing their professor; my email address is [ataeimasjedloo.1@osu.edu](mailto:ataeimasjedloo.1@osu.edu).

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. Informality (including an occasional emoticon) 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 the textbook or other 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.

#### Instructor 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 **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**. I do take the weekends off.
- **Discussion board:** I will check the messages in the discussion boards regularly.

#### Netiquette

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. Following the rules of etiquette on the Internet (netiquette) helps improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants. Netiquette includes, but is not limited to, the following guidelines:

- Honor people's rights to their opinions; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Avoid writing in all caps –it conveys shouting and anger.
- Avoid font styles, colors like yellow and green, and sizes that are difficult to read for accessibility reasons.

- Address the ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor –without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.
- Don't distribute copyrighted materials, such as articles and images (most things online are not licensed as "fair use"). Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

### Online Class Etiquette

All our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- Come to the session having completed pre-work and ready to have open, civil, and supportive discussions in video and chat spaces.
- Be present during the entire class session.
- I ask that you use your preferred name instead of name.# in Zoom and that you have an updated photo in your Zoom profile (you can change this in participants).
- For most activities, I will ask you to use the grid display and **share your faces on camera** so that we can see each other and connect
- Please get up and stretch and take breaks on your own
- Please use the chat room for comments and questions; this is an important and helpful means of communication
- Please feel encouraged to use a non-distracting [virtual background](#). Many students and instructors prefer not to share their remote spaces for a variety of reasons.
- Mute your microphone when others are talking to minimize background noise in the meeting.

### Technology

#### Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

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

#### Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))
- Recording a slide presentation with audio narration ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))
- Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))

#### 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](https://go.osu.edu/office365help).

#### Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://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 help article for step-by-step instructions ([go.osu.edu/add-device](https://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 ([go.osu.edu/install-duo](https://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.

**Technical Issues:** If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at [go.osu.edu/it](https://go.osu.edu/it) or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session. If you have any concerns about participating in class over Zoom in this way, please let me know. My goal is to create a safe environment where we can benefit from seeing each other and connecting, but I want to prioritize your safety and well-being.

**Recordings:** I may be recording our meetings for the benefit of students who need to be absent. These links will only be shared with students in our class, and only when a student contacts me to make this arrangement.

#### Student Resources

##### Technology:

[EHE Tech Help](#)

[OSU Tech Support](#)

##### Academics:

[EHE Homepage](#)

[EHE Advising](#)

[OSU Advising](#)

[OSU Library](#)

[Dennis Learning Center](#)

[EHE Office of Research](#)

[OSU Office of Research](#)

[Tech Tutoring](#)

##### Student Life:

[OSU Student Health Services](#)[EHE Undergraduate Student Services](#)[OSU Student Life](#)[OSU Student Advocacy Center](#)[OSU Student Financial Aid](#)[EHE Career Services](#)[OSU Career Counseling and Support Services](#)[OSU Office of Diversity and Inclusion](#)[EHE Office of Diversity, Inclusion, and](#)[Community Engagement](#)[Safe and Healthy website](#)





## Course Schedule

Date	Learning Objectives	In-class (synchronous) Activities	Out of class (asynchronous) Activities to be completed <b>before</b> the synchronous class meeting
Week 1 Day 1  Wed, Jan 12	ELO 1.1, 1.2  CLO 1, 2	<b>Introductions</b> with the Welcome PowerPoint Literacy Scavenger Hunt <b>Writing</b> based on stories from Literacy Scavenger Hunt <b>Discussion of syllabus and schedule</b>	<b>Please come to this class having done the following:</b> <ul style="list-style-type: none"> <li>prepared a slide for the welcome PowerPoint and survey</li> <li>viewed the materials in the welcome to class module</li> </ul>
Week 1 Day 2  Fri, Jan 14	ELO 1.1, 1.2  CLO 1, 2, 3	<b>Writing Prompt:</b> I am a ---- writer <b>10 Minutes of Theory: Reading like a Writer (RLAW):</b> Read the Mike Bunn article in Carmen and then use the strategies to annotate the Leonard Pitts editorial (one way of becoming a writer is by reading other writers and stealing craft ideas from them)	<b>Please come to this class having done the following:</b> <ul style="list-style-type: none"> <li>Read the Mike Bunn article in Carmen and noted the Reading Like A Writer (RLAW) strategies</li> <li>Reviewed and annotated the syllabus on your own</li> </ul>
Week 2 Day 1  Wed, Jan 19	ELO 1.1, 1.2, 2.1  CLO 1, 2, 3	<b>Raise your hand activity</b> <b>Discuss 10 Minutes of Theory: RLAW</b> <b>Writing Prompt:</b> Where I'm from <b>Read Around</b> Go over haiku and other <b>short text forms</b> <b>Set up writing groups and discuss schedule</b>	<b>Please come to this class having done the following:</b> <ul style="list-style-type: none"> <li>Read <a href="#">The discipline of haiku</a></li> <li>Submitted RLAW annotations of Leonard Pitts editorial</li> </ul>
Week 2 Day 2  Fri, Jan 21	ELO 1.1, 2.3  CLO 1, 2, 4, 6	<b>Discuss Ten Minutes of Theory:</b> 6 Discourses of Writing  <b>Writing Prompt:</b> What's in a name? <b>Read Around</b>  <b>Set up writing groups and discuss schedule</b>	<b>Please come to class having done the following:</b> <ul style="list-style-type: none"> <li>listened to 10 Minutes of Theory lecture and completed response by Fri, 2:20 PM)</li> </ul> <b>Homework assignment:</b> Submit haiku to Carmen by 11:59 PM
Week 3 Day 1	ELO 1.1, 1.2, 2.3	<b>O-H-I-O activity</b>	<b>Please come to class having done the following:</b>

Wed, Jan 26	CLO 1, 2, 3, 6	<b>Just Mercy Reading Groups</b> meet → whole class discussion  <b>Writing Prompt:</b> When I had superpowers <b>Read Around</b>  <b>Writing groups meet to organize</b>	<ul style="list-style-type: none"> <li>• Watch the TED talks by Bryan Stevenson (<i>Just Mercy</i>) OPTIONAL</li> <li>• Read <i>Just Mercy</i>, Introduction and Chapter 1 and responded to Discussion Board question (by 2:20 PM Wednesday)</li> </ul>
Week 3 Day 2  Fri, Jan 28	ELO 1.1, 1.2, 2.2, 2.3  CLO 1, 2, 4, 6	<b>Discuss Ten Minutes of Theory:</b> Feedback, Praise and Critical Comment responses <b>Writing Prompt:</b> What I want my words to do to you (submit to assignment box after class) <b>Writing groups feedback activity</b> in Breakout Rooms as scheduled ***required	<ul style="list-style-type: none"> <li>• Listened to 10 Minutes of theory: Feedback, Praise and Critical Comment and completed responses (by Friday 2:20 PM)</li> </ul>
Week 4 Day 1  Wed, Feb 2	ELO 1.1, 1.2, 2.3  CLO 1, 2, 3, 6	<b>One Word Activity</b> <b>Just Mercy Reading Groups</b> meet in reading groups → whole class discussion <b>Writing Prompt:</b> Cumulative sentences about an important person <b>Read Around</b>	<b>Please come to class having done the following:</b> <ul style="list-style-type: none"> <li>• read <i>Just Mercy</i>, Chapters 2 and 3 and responded to Discussion Board by 2:20 PM on Wednesday</li> </ul> <i>Finish review of first piece of writing</i>
Week 4 Day 2  Fri, Feb 4	ELO 1.1, 1.2, 2.1, 2.2, 2.3  CLO 1, 2, 3, 5	<b>Ten Minutes of Theory:</b> Genre as part of the final multigenre projects <b>Writing Prompt:</b> What container will hold my words? <b>Read Around</b> <b>Writing Groups feedback activity</b> in Breakout Rooms as scheduled ***required	<ul style="list-style-type: none"> <li>• <b>Listen and respond to Ten Minutes of Theory by Thursday before class for credit:</b> Genre as part of the final multigenre projects and response</li> <li>• <b>Bring a draft of your writing 1 for the writing group activity</b></li> </ul> <b>First piece of writing due by Friday, Feb 4, 11:59 PM</b>
Week 5 Day 1  Wed, Feb 9	ELO 1.1, 2.1  CLO 1, 2, 3, 4	<b>Just Mercy Reading Groups</b> meet → whole class discussion <b>Writing Prompt:</b> keywords <b>Read Around</b>	<b>Please come to class having done the following:</b> <ul style="list-style-type: none"> <li>• read <i>Just Mercy</i>, Chapters 4 and 5 and responded on Discussion Board by 2:20 PM on Wednesday</li> </ul>
Week 5 Day 2  Fri, Feb 11	ELO 1.1, 1.2, 2.1, 2.2, 2.3  CLO	<b>Discuss Ten Minutes of Theory:</b> Autonomous and Ideological Models of Learning <b>Writing Prompt:</b> writing about an object	<b>Listen and respond to Ten Minutes of Theory:</b> Autonomous and Ideological Models of Learning By Friday, 2:20 PM

	1, 2, 4, 5	<b>Writing Groups feedback activity</b> in Breakout Rooms as scheduled ***required	
<b>Week 6</b> Day 1  <b>Wed,</b> <b>Feb 16</b>	<b>ELO</b> 1.1, 1.2, 2.3  <b>CLO</b> 1, 2, 3, 4, 6	<b>Just Mercy Reading Groups</b> meet → whole class <b>Writing Prompt:</b> nested meditations <b>Read around</b>	<b>Please come to class having done the following:</b> <ul style="list-style-type: none"> <li>read <i>Just Mercy</i>, Chapters 6 and 7 and responded on Discussion Board by Wednesday 2:20 PM</li> </ul> <i>Finish review of second writing piece</i>
<b>Week 6</b> Day 2  <b>Fri,</b> <b>Feb 18</b>	<b>ELO</b> 1.1, 1.2, 2.1, 2.2  <b>CLO</b> 1, 2, 4, 5	<b>Discuss Ten Minutes of theory:</b> Semiotics <b>Writing prompt:</b> writing from your own photograph <b>Writing Groups feedback activity</b> in Breakout Rooms as scheduled ***required	<b>Please come to class having done the following:</b> <ul style="list-style-type: none"> <li>listened to 10 Minutes of Theory lecture and completed response</li> <li><b>Bring a draft of your writing 2 for the writing group activity</b></li> <li>Have a photo to write about</li> <li>Check out <a href="#">ArtSpeak! Portraits Poems</a></li> </ul> <b>Second piece of writing due by Fri, Feb 18, 11:59 PM</b>
<b>Week 7</b> Day 1  <b>Wed,</b> <b>Feb 23</b>		<b>Just Mercy Reading Groups meet</b> in Breakout Rooms → whole class <b>Writing Prompt:</b> Head swivelers and dialogue	<b>Please come to class having done the following:</b> <ul style="list-style-type: none"> <li><i>Just Mercy</i>, Chapters 8 and 9 and respond to the discussion board by Wednesday, 2:20 PM</li> </ul>
<b>Week 7</b> Day 2  <b>Fri,</b> <b>Feb 25</b>	<b>ELO</b> 1.1, 1.2, 2.1, 2.3  <b>CLO</b> 1, 2, 4, 6	<b>Discuss Ten Minutes of Theory:</b> Digital composing: The importance of Trajectory <b>Writing Prompt:</b> poems for two voices <b>Writing Groups feedback activity</b> in Breakout Rooms as scheduled ***required	<b>Please come to class having done the following:</b> <ul style="list-style-type: none"> <li>listened to 10 Minutes of Theory lecture and completed response</li> </ul> <u><a href="#">Complete the mid-semester exit slip by 11:59 pm on Feb 25.</a></u>
<b>Week 8</b> Day 1  <b>Wed,</b> <b>Mar 2</b>	<b>ELO</b> 1.1, 1.2, 2.1, 2.2, 2.3  <b>CLO</b> 1, 2, 4, 6	<b>Just Mercy Reading Groups meet</b> in Breakout Rooms → whole class <b>Writing Prompt:</b> mapping a memory <b>Read Around</b>	<b>Please come to class having done the following:</b> <ul style="list-style-type: none"> <li>read <i>Just Mercy</i>, Chapters 10 and 11 and responded to the discussion board question by Wednesday, 2:20 PM</li> </ul> <i>Finish review of third piece of writing</i>
<b>Week 8</b> Day 2  <b>Fri,</b> <b>Mar 4</b>	<b>ELO</b> 1.1, 1.2, 2.2  <b>CLO</b> 1, 2, 3	<b>Discuss Ten Minutes of Theory:</b> reading the visual <b>Writing Prompt:</b> metaphors— seeing the world in other words <b>Read Around</b>	<b>Please come to class having done the following:</b>



		<b>Writing Groups meet</b> in Breakout Rooms	<ul style="list-style-type: none"> <li>listened to 10 Minutes of Theory lecture and completed response</li> <li><b>Bring a draft of your writing 3 for the writing group activity</b></li> </ul> <p><b>Third piece of writing due by Fri, Mar 4, 11:59 PM</b></p>
<b>Week 9</b> Day 1  <b>Wed,</b> <b>Mar 9</b>		<b>Reading groups meet</b> to discuss the <i>60 Minutes</i> clip <b>Writing Prompt:</b> Horizons <b>Read Around</b>	<b>Please come to class having done the following:</b> Watched the <i>60 Minutes</i> clip and completed the response by Wednesday, 2:20 PM
<b>Week 9</b> Day 2  <b>Fri,</b> <b>Mar 11</b>	<b>ELO</b> <b>1.1, 1.2,</b> <b>2.2, 2.3</b>  <b>CLO</b> <b>1, 2, 4, 6</b>	<b>Discuss Ten Minutes of Theory:</b> Cross cultural miscommunication <b>Writing Prompt:</b> found poetry <b>Read Around</b> <b>Writing Groups meet</b> in Breakout Rooms	<b>Please come to class having done the following:</b> <ul style="list-style-type: none"> <li>listened to 10 Minutes of Theory and completed response by Fri, 2:20 PM</li> <li>have some books, magazines, newspapers or other forms of print available for your use</li> </ul>
<b>Week 10</b> Day 1  <b>Wed,</b> <b>Mar 16</b>		 <b>No Class – Spring Break</b> 	
<b>Week 10</b> Day 2  <b>Fri,</b> <b>Mar 18</b>		 <b>No Class – Spring Break</b> 	
<b>Week 11</b> Day 1  <b>Wed,</b> <b>Mar 23</b>	<b>ELO</b> <b>1.1, 1.2,</b> <b>2.1, 2.3</b>  <b>CLO</b> <b>1, 2, 3, 4, 6</b>	<b>Just Mercy Reading Groups meet</b> in Breakout Rooms → whole class discussion <b>Writing Prompt:</b> Forgiveness <b>Read Around</b> <b>Introduce Digital Composition requirements</b>	<b>Please come to class having done the following:</b> <ul style="list-style-type: none"> <li>read <i>Just Mercy</i>, Chapters 12 and 13 and responded to the discussion board by Wed, 2:20 PM</li> </ul>
<b>Week 11</b> Day 2  <b>Fri,</b> <b>Mar 25</b>	<b>ELO</b> <b>1.1, 1.2,</b> <b>2.2, 2.3</b>  <b>CLO</b> <b>1, 2, 3, 5</b>	<b>Writing Prompt:</b> Pie charts <b>Writing Groups feedback activity</b> in Breakout Rooms as scheduled ***required	<b>Please come to class having done the following:</b> <ul style="list-style-type: none"> <li>Bring a draft of your writing 4 for the writing group activity</li> </ul>

			<b>Fourth piece of writing due by Friday, Mar 25, 11:59 PM</b>
Week 12 Day 1 Wed, Mar 30	ELO 1.1, 1.2, 2.1  CLO 1, 2, 3, 6	<i>Just Mercy</i> Reading Groups meet in Breakout Rooms → whole class discussion <b>Writing Prompt:</b> Number our world <b>Read Around</b>	<b>Please come to class having done the following:</b> <ul style="list-style-type: none"> <li>Just Mercy, Chapters 14 and 15 and responded to the discussion board by Wed, 2:20 PM</li> </ul>
Week 12 Day 2 Fri, Apr 1	ELO 1.1, 1.2, 2.3  CLO 1, 2, 3, 6	<b>Discuss Ten Minutes of Theory:</b> reading the visual <b>Writing Prompt:</b> Times when you were silent <b>Read Around</b>	<b>Please come to class having done the following:</b> Listen and respond to Ten Minutes of Theory: reading the visual
Week 13 Day 1  Wed, Apr 6	ELO 1.1, 1.2, 2.3  CLO 1, 2, 3, 6	<i>Just Mercy</i> Reading Groups meet in Breakout Rooms → whole class <b>Writing Prompt:</b> Number our world <b>Read Around</b>	<b>Please come to class having done the following:</b> <ul style="list-style-type: none"> <li>Just Mercy, Chapters 16 and the Epilogue and responded to the discussion board by Wed, 2:20 PM</li> </ul>
Week 13 Day 2 Fri, Apr 8	ELO 1.1, 1.2, 2.2  CLO 1, 2, 3, 5	<b>Writing prompt:</b> pie charts <b>Writing Groups feedback activity</b> in Breakout Rooms as scheduled	<b>Please come to class having done the following:</b> <ul style="list-style-type: none"> <li>Bring your digital composition draft to class</li> </ul> <b>Digital Compositions due Apr 8 by 11:59 PM</b>
Week 14 Day 1  Wed, Apr 13	ELO 2.2  CLO 5	<b>Presentation of digital compositions in small groups as scheduled</b>	<b>Please come to class having done the following:</b> <ul style="list-style-type: none"> <li>Prepared your digital composition presentation</li> <li>Worked on your final project (countdown: 9 days left till the final project due date)</li> </ul>
Week 14 Day 2 Fri, Apr 15	ELO 2.3  CLO 1, 2, 6	<b>Writing:</b> letter to new student and/or recipe for a good writer and ELO assesment Also provide time for SEIs	<b>Please come to class having done the following:</b> <ul style="list-style-type: none"> <li>Worked on your final project (countdown: 7 days left till the final project due date)</li> </ul>
Week 15 Day 1 Wed, Apr 20		<b>No Class – Work on your final project</b>	<u>Countdown:</u> 2 days left till the final project due date)

<b>Week 15</b> Day 2 Fri, Apr 22		<b>Final project due date: last day of scheduled classes, Apr 22 by 11:59 PM</b>	
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*The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen.*

#### Institutional Policies

##### Academic Integrity

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."

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:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

##### Accessibility Accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. 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; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

**Accessibility of course technology:** This 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. [Carmen \(Canvas\) accessibility documentation.](#)

### Grievances

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by **speaking first with the instructor or professor**. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlines in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union."

### Copyright Disclaimer

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.

- **Course Audio and Video Recording:** Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.
- **Student Generated materials:** Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course materials:** These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

### 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 be warned first and disciplinary actions will be taken for repeated offenses.

### Mental Health Statement

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) 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](http://suicidepreventionlifeline.org).**

**Trigger Warning:** Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom 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 this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

### **Diversity Statement**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches of the University's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, health status, or veteran status.

**Statement on Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).

The Office of Diversity and Inclusion provides holistic support for qualifying student parents enrolled at Ohio State. To learn more, contact the "Child Care Access Means Parents in School" (CCAMPIS) Program at 614-247-7092/ [lewis.40@osu.edu](mailto:lewis.40@osu.edu) or visit [odi.osu.edu/ccampis](http://odi.osu.edu/ccampis)



## EDUTL 2367 - EDUCATION, SOCIETY AND WRITING

Semester/ Year, 3 CREDIT HOURS, UNDERGRADUATE

HYBRID

**Instructor:** Dr. Melissa I. Wilson

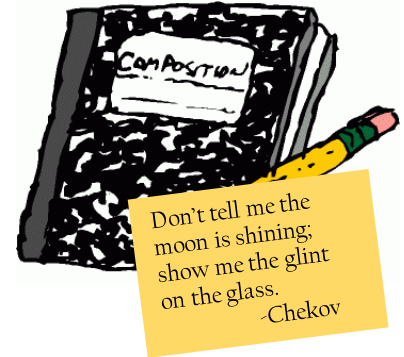
**Meeting Days/Times:** Wednesdays and Fridays, 2:20-3:40

Office: 221B, Ramseyer Hall

Email: wilson.370@osu.edu

Phone: 614-738-1541

Office Hours: TBD



### Course Information

**Course times and location:** Wednesdays in person in **in**; Fridays asynchronous course sessions

**Mode of Delivery:** Hybrid

### Course Overview

#### Course Catalog Description

Designed to help students reflect critically, both orally and in writing, on the social, political, and cultural contexts that influence education in today's society.

#### Description/Rationale

Just as the nature of and expectation for literacy has changed in the past century and a half, so has the nature of writing (National Council of Teachers of English). Therefore, the emphasis for this course will be on building a writing community that will help us understand ourselves as writers and as students of learning. Through various activities, we will consider multiple perspectives, examine and value communities that are not like our own, and develop resources for our own writing and the teaching of writing. Our experiences together will be framed around a constructionist approach to teaching and learning, focusing both on how we write and teach writing and why we do so. In general, then, this course is designed to help students reflect critically, both orally and in writing, on the social, political, and cultural contexts that influence writing education in today's society.

#### Relation to Other Courses

**GE Requirements:** This course fulfills the Writing and Information Literacy Foundation course.

**Prerequisites:** GE Level 1 writing course

<b>Foundations: Advanced Writing</b>	
<b>Goals</b>	<b>Expected Learning Outcomes</b>
<b>Goal 1: Successful students develop advanced skills in inquiry, critical thinking, composing, and communicating for a specific purpose, context, and audience using an appropriate genre and modality.</b>	<b>Successful students are able to ...</b>  <b>1.1</b> Investigate and integrate knowledge of the subject, context, and audience with knowledge of genres, conventions and rhetorical choices to advance a particular writing objective.
	<b>1.2</b> Use credible and relevant sources of information, evaluate assumptions, and consider alternative viewpoints or hypotheses to express ideas and develop arguments.
<b>Goal 2: Successful students apply knowledge of writing and research to specific contexts.</b>	<b>2.1</b> Reflect on how they adapt rhetorical and research strategies they have learned to new contexts.
	<b>2.2</b> Develop scholarly, creative, or professional products that are meaningful to them and their audience.
	<b>2.3</b> Evaluate social and ethical implications of writing and information literacy practices.

## GE Assessment

During the course, students will explore what it means to be a writer by developing several pieces of composition from initial quick write draft through to publication and presentation, by providing critical feedback to peers and by reflecting on their own writing and the writing of others. Students will demonstrate their understanding of and capacity to engage with the key elements that align with the GE ELOs. This will occur through instructor-designed assignments that address these key elements:

- Varied opportunities for composing—There will be 6 composing assignments that vary in rhetorical components such as length, genre, audience, and modality. These assignments are scaffolded so that students can practice their composing and build toward more formal products. (ELOs 1.1, 1.2, 2.2)
- Opportunities to work collaboratively—There will be ongoing opportunities for students to obtain and provide feedback to inform and guide their and others' composing process during peer writing group, and conference with the instructor and others. Further, through the practice of Reading Like a Writer students will read and evaluate the writing found in mentor texts. (1.2, 2.1, 2.3)
- Critical Reflection—Reflecting on experiences engaged in as a reader of mentor texts and as a writer of individual compositions, what was learned? (2.2,2.3)

## Course Learning Objectives

### Learning Objectives

During this course:

1. Students further develop skills in expository, argumentative and creative writing and oral expression considering audience, context, use of different genres and rhetorical choices;
2. Students consider who they are as writers, how they want to push or challenge themselves as writers and what resources they need to support their growth as a writer;
3. Students acquire in-depth knowledge of writing processes including Reading Like a Writer, use of mentor texts, peer review as part of revision and publication/presentation;
4. Students explore what it means to be a writer and some of the pedagogy associated with being a teacher of writing;
5. Students produce at least one piece of writing that they feel proud of;
6. Students examine the assumptions they have about the world and schooling and begin to assess how this impacts their worldview/philosophy and teaching pedagogy.

### HOW THIS HYBRID COURSE WORKS

**Mode of delivery:** This course is 50% online. You will find a sequence of materials and activities each week in Carmen, and we will meet on the first day of class each week in person and on the second day of class you will complete the work listed in the Carmen module. Up to 6 times during the semester you will also be expected to attend a synchronous Zoom session with your peer writing group during 25 minutes of the regular class time.

**Pace of online activities:** This course is divided into weekly modules that are released at least one week ahead of time. Apart from in-class and Zoom meetings, you may schedule your efforts freely throughout the week as you keep pace with weekly due dates.

**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 (class meetings and 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 a hybrid course, your attendance is based on both your online activity and your participation in class and in synchronous class meetings. If you have a situation that might cause you to miss a class or a synchronous Zoom meeting, discuss it with me as soon as possible. The following is a summary of students' expected participation:

- **Weekly in class sessions: REQUIRED.** All live, scheduled class sessions for the course are required. Up to 3 ABSENCES WILL BE EXCUSED (this includes attendance at the synchronous Zoom meetings with your writing feedback group).
- **Zoom instructor office hours: OPTIONAL.** You are encouraged to note my office hours in your weekly schedule, and to attend as you have questions, but these sessions are optional.
- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK.** You are expected to log in to the course in Carmen every week to engage with course readings, videos, and assignments. During most weeks you will probably log in many times.

### COURSE MATERIALS AND TECHNOLOGIES



## Course Materials

The assigned reading for this class is [Just Mercy: A Story of Justice and Redemption](#) by Bryan Stevenson. This text and other reading are available on Carmen.

### **Other materials you need for each class**

According to Ralph Fletcher, a writer's notebook gives you a place to live like a writer; not just in school but where ever you are, whenever you get the inspiration. You will need some form of [writer's notebook](#) that will be a place for you to write and collect your writing throughout the quarter. This may take the form of a loose-leaf binder, a spiral notebook or even your laptop. Please use whatever is the most comfortable way for you to compose.

## Course Requirements/Evaluation

### Grades

Assignment / Category	Points/%
Professionalism and participation (this includes your attendance and contributions in class, during synchronous Zoom meetings with your peer writing group, turning on your camera as possible in Zoom meetings, being willing to share your writing in large and small groups, being on time with assignments, etc.)	10
Reading responses to the RLAW text (collected via Carmen)	20
Short written pieces (haiku, mid-term exit slip, letter to future student, etc.) and short responses to 10 Minutes of Theory (collected via Carmen discussion board)	10
4 Workshopped pieces of writing	20
Digital Composition	15
Final multigenre project (20 for the project and 5 for the presentation)	25
<b>TOTAL</b>	<b>100/100%</b>

See below for assignment descriptions and due dates.



*Your ear is smarter than your eye. When you stumble as you read aloud --- revise!*

### Grading Scale

The course letter grade will be determined by a point system in which the following thresholds will be used:

GRADE	PERCENTAGE
A	93-100%
A-	90-92.9%

B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D+	67-69.9%
D	60-66.9%
E	below 60

\*Traditional rounding principles apply (i.e. .5 rounds up).

## **GRADING**

**Completion of Work.** All assignments should be turned in on the due date unless you have communicated with me and made other arrangements. I am willing to be flexible with dues dates when advance arrangements are made, and if there is a good reason (e.g., documented illness or emergency). Once we have agreed on the revised due date, I expect the work to be turned in on time and will deduct points from the assignment if it is late then.

Written assignments will be graded according to the following:

- All assignments should use grammatical conventions, be stylistically appropriate and typed unless specifically noted on the syllabus. In other words I expect polished and carefully edited pieces.
- All assignments should be organized effectively and logically using writing craft that you have been studying.
- All assignments should be completed thoroughly based on the criteria outline in the assignment descriptions and on class discussions.
- All written assignments are due on Fridays **by midnight**; all reading assignments are to be completed for Wednesday class meetings unless otherwise indicated.

**\*\* If you need help with your writing please consider taking your work to the University Writing Center** for a consultation: <https://cstw.osu.edu/writing-center>

**\* I am interested in the ways in which you take up the use of craft in your writing, so be thoughtful.** And remember, 'A's are earned.

## Assignment Descriptions

### **Professionalism and Participation—Ongoing**

*This course is heavily reliant on dialogues between and among class members. Occasionally, we will be dealing with controversial topics about which individuals may have strong and differing opinions. Therefore, it is crucial that we work together to cultivate a respectful classroom space in which everyone can share their reactions and analyses comfortably. This means being considerate and patient with everyone else in the room. Verbal bullying and personal attacks will not be tolerated under any circumstances.*

During in-class and synchronous class meetings you will be involved in small-group discussions of readings, writing theory and with your writing group. Because these activities will be so important to

your learning in this course, your presence, positive participation, and professional disposition will count heavily toward your grade. The following will be considered in this category:

- On-time, regular attendance to in person and synchronous Zoom class meetings
- Thoughtful and regular contributions to class discussions in both in-class, synchronous and asynchronous contexts.
- Participation in writing group, conferences and/or small/large group discussion activities in order to practice and apply skills in written and oral expression and oral communication
- Preparation for class, including completing readings, submitting required writing pieces and “writing to learn” assignments on time, and preparing for class and writing group meetings:
  - You are required to respond to the prompt addressing the weekly readings using the Carmen Discussion Board.
  - You are required to listen to and respond to questions based on the Ten Minutes of Theory lecture using the Carmen Discussion Board.
  - You are to complete the 10 Minute Quick Write once a week asynchronously and turn it into the Carmen assignment box.
  - You are required to read and prepare critical comments prior to your peer writing group feedback meetings.
- Openness to feedback from peers and instructor and its application to your writing

### **Response to Reading (Reading Like a Writer)—Ongoing**

You will be responsible for reading weekly assigned chapters from *Just Mercy* by Bryan Steverson. Each week you will take notes on what you notice about the writing craft in the chapters you are reading and how you might incorporate those strategies into your own writing. You will also be asked to comment on the various assumptions and perspectives presented in the reading during Book Group meeting where you are asked to discuss both craft and to express your ideas and critical understandings of the issues presented in the book. Some of your thinking will be collected each week through your response to a prompt on the Discussion Board.

### **Writing to Learn—Ongoing**

You will be responsible for listening to the recorded Ten Minutes of Theory lectures weekly. As you listen you will be prompted to respond in writing to the theory addressed using the Carmen Discussion Board. This is an important aspect of writing that we often ignore as writers—the ways in which writing helps us process our thinking, make sense and synthesize our understandings. Often this work is done in relation to reading, and is characterized by writing that shows how we are making connections between our own experiences and other texts, asking further questions and determining what is important in what we have read or heard.

### **Ten Minute Quick Writes—Every class meeting**

Quick writes are prompted writing opportunities that provide spaces for you to explore your own creativity around a broad topic or idea presented by the instructor and help you build your writing stamina. While some of the quick writes may not work for you, you are expected at all times to stay in the writing mode, building the stamina you need as a writer. Further, many of the quick writes that do work for you may become inspiration for your digital or final project or may be extended and revised to become one of the four short writing assignments you will turn in.

### **Required pieces of writing developed from class assignments—Due at the end of Weeks 4, 6, 8 and 10**

Throughout the semester a variety of writing prompts will be modeled and craft lessons introduced as the basis for focusing on how we think about audience, context, genres, conventions and rhetorical choices in our composing. Time in class, individually and in writing groups, will be devoted to generating, drafting and revising, and finally “publishing” pieces based on these quick writes we do in class. During the course of the semester you will be expected to develop four pieces using feedback from the instructor and your peer writing group. Your grade is based, in part, on the ways in which you engage as a writer with developing the pieces both conceptually and using writing craft.

Each piece should be between 2-4 pages, double spaced, Times New Roman, 12 unless it is poetry which is single spaced. The headings for these pieces should be ONLY the title and your name.

### **Writing group and peer group collaboration—up to six, short (25 minute), synchronous Zoom meetings, Weeks 2, 3, 4, 6, 7, 10 and others as necessary based on the instructor’s discretion**

The class will be divided into smaller writing groups where you will meet and share the writing you are working on. You will get *critical* feedback from your writing group peers and provide them with critical feedback in return. Writing groups are safe places to **take risks** and the role of each writing group member is to help everyone else in the group move ahead on writing projects and to be willing to share as well. The first two required meetings will be led by the instructor to model what critical feedback looks like and how you might give it. The other writing group feedback meetings will be scheduled for 25 minutes during regular class time on the second day of class. You will be expected to have read and have critical comments/questions/observations prepared for each member of your group. Further you will be responsible for collecting and using (or not) the critical feedback you receive from your group members.

### **Digital Composition—Due the end of week 12**

This assignment will require you as a writer to work with one of the pieces you have begun in class during Quick Writes and to develop and adapt the piece by incorporating visual images and audio modes to accompany the text, creating a new and unique digital composition. It is encouraged that you use a piece that has some social justice or action theme/topic to it. Your digital composition should NOT be a PowerPoint presentation; it should be piece of multimodal composition which uses the affordances of digital tools to extend and illuminate your message. You will present this piece to an audience of your peers.

### **End of Semester (Multigenre) Project—Due the last day of scheduled classes**

This project will incorporate multiple genres focused on one theme; however, it can take many forms including a portfolio, digital storytelling, etc. Please plan a project that you are interested in as a writer. I will need to meet with each student briefly to discuss the form and topic of the project.

There are several purposes you will need to consider as you work on this assignment including:

- how are you engaging with the skills and knowledge about writing you have learned in this class?
- how might this project inform other curricula you encounter outside this class?

- how do you see the work you do with this project connecting with your present and future personal, professional and civic lives?
- how will you use the information in this writing to construct yourself as an authority?

The following should be included in your multigenre project (these are MINIMUMS):

5 textual pieces (4 written pieces will be about 2 pages in length each; one will be an extended piece of 3-5 pages—see below) and 1 visual piece;

4 different genres of writing (as discussed in class previously, it is important to note that you can use several different forms of poetry for example and they are counted as different genres);

As you format the project, provide some kind of introduction for the reader and think about your overall organization of the pieces both aesthetically and organizationally; for instance, you might want to create a table of contents or a short introduction.

All your writing should focus on one theme or topic (avoid general themes like family, home, friendship, etc.; and no football). You will want to pick a theme that provides scope to write about in several genres and has some aspect or perspective of social action or awareness including (this will be your long piece—see below):

- educates and makes us aware about an unknown group or issue
- highlights diversity
- promotes equality for some group or issue whose voice is not being heard

One of the textual pieces must be a longer, extended piece that addresses some aspect or perspective around social action in relation to your theme and your other pieces (see above; 3-5 pages);

Separately, you will include a discussion/ reflection of why you have used the genres you have, the process you went through to create this project and why you think it is effective in communicating your message (1-2 paragraphs).

Five points is given for your presentation of the project, so it is important that you spend some time preparing for the presentation. First give an overview of the project which may include your theme and how you chose it, what genres you used and the process involved in completing the piece. Second, be sure to read some of the writing included in your project. Finally, tell us about the challenges and successes you experienced as a writer.

## Course Policies

### Communication

The university's official mode of communication is via university email. Students should use their BuckeyeMail when emailing their professor (and preferably not through Carmen); my email address is [wilson.370@osu.edu](mailto:wilson.370@osu.edu).

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. Informality (including an occasional emoticon) 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 the textbook or other 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.

### Instructor 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 **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**. I do take the weekends off.
- **Discussion board:** As appropriate I will check and reply to messages in the discussion boards within **2 school days**.

### Netiquette

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. Following the rules of etiquette on the Internet (netiquette) helps improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants. Netiquette includes, but is not limited to, the following guidelines:

- Honor people's rights to their opinions; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Avoid writing in all caps –it conveys shouting and anger.
- Avoid font styles, colors like yellow and green, and sizes that are difficult to read for accessibility reasons.
- Address the ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor –without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.
- Don't distribute copyrighted materials, such as articles and images (most things online are not licensed as "fair use"). Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

### For online portions of the class

A significant component of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- Come to the session having completed pre-work and ready to have open, civil, and supportive discussions in video and chat spaces.
- Be present during the entire class session.
- I ask that you use your preferred name instead of name.# in Zoom and that you have an updated photo in your Zoom profile (you can change this in participants).
- For most activities, I will ask you to use the grid display and share your faces on camera so that we can see each other and connect; however, there will be times when you can turn off your video and audio (for example during Quick Writes)

- Please get up and stretch and take breaks on your own
- Please use the chat room for comments and questions; this is an important and helpful means of communication
- Please feel encouraged to use a non-distracting [virtual background](#). Many students and instructors prefer not to share their remote spaces for a variety of reasons.
- Mute your microphone when others are talking to minimize background noise in the meeting.

## Technology

### Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

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

### Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))
- Recording a slide presentation with audio narration ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))
- Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))

### 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](https://go.osu.edu/office365help).

### Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://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 help article for step-by-step instructions ([go.osu.edu/add-device](https://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 ([go.osu.edu/install-duo](https://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.

**Technical Issues:** If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at [go.osu.edu/it](https://go.osu.edu/it) or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session. If you have any concerns about participating in class over Zoom in this way, please let me know. My goal is to create a safe environment where we can benefit from seeing each other and connecting, but I want to prioritize your safety and well-being.

**Recordings:** I may be recording our meetings for the benefit of students who need to be absent. These links will only be shared with students in our class, and only when a student contacts me to make this arrangement.

## Student Resources

### Technology:

[EHE Tech Help](#)

[OSU Tech Support](#)

### Academics:

[EHE Homepage](#)

[EHE Advising](#)

[OSU Advising](#)

[OSU Library](#)

[Dennis Learning Center](#)

[EHE Office of Research](#)

[OSU Office of Research](#)

[Tech Tutoring](#)

### Student Life:

[OSU Student Health Services](#)

[EHE Undergraduate Student Services](#)

[OSU Student Life](#)

[OSU Student Advocacy Center](#)

[OSU Student Financial Aid](#)

[EHE Career Services](#)

[OSU Career Counseling and Support Services](#)

[OSU Office of Diversity and Inclusion](#)

[EHE Office of Diversity, Inclusion, and](#)

[Community Engagement](#)

[Safe and Healthy website](#)

## Course Schedule

Date	Learning Objectives	In-class (synchronous) Activities	Out of class (asynchronous) Activities to be completed before the synchronous/in-person class meeting

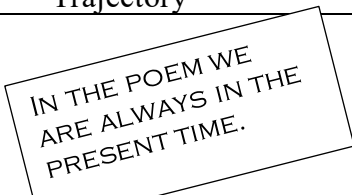


Week 1 Day 1	<b>ELO</b> 1.1, 1.2  <b>CLO</b> 1, 2	<b>Introductions</b> with the Welcome PowerPoint Literacy Scavenger Hunt <b>Writing</b> based on stories from Literacy Scavenger Hunt <b>Discussion of syllabus and schedule</b>	<b>Please come to this class having done the following:</b> <ul style="list-style-type: none"> <li>• prepared a slide for the welcome PowerPoint and survey</li> <li>• viewed the materials in the welcome to class module</li> <li>• Reviewed and annotated the syllabus on your own</li> </ul>
Week 1 Day 2	<b>ELO</b> 1.1, 1.2  <b>CLO</b> 1, 2, 3	<b>Quick Write:</b> I am a ---- writer <b>10 Minutes of Theory: Reading like a Writer (RLAW):</b> Read the Mike Bunn article in Carmen and then use the strategies to annotate the Leonard Pitts editorial (one way of becoming a writer is by reading other writers and stealing craft ideas from them)	<i>all these assignments are completed on your own and submitted to Carmen</i>
Week 2 Day 1	<b>ELO</b> 1.1, 1.2, 2.1  <b>CLO</b> 1, 2, 3	<b>Raise your hand activity</b> <b>Discuss 10 Minutes of Theory: RLAW</b> <b>Quick Write:</b> Where I'm from <b>Read Around</b> Go over haiku and other <b>short text forms</b> <b>Set up writing groups and discuss schedule</b>	<b>Please come to this class having done the following:</b> <ul style="list-style-type: none"> <li>• Read <a href="#">The discipline of haiku</a></li> <li>• Skimmed Mike Bunn article</li> <li>• submitted RLAW annotations of Leonard Pitts editorial</li> </ul>
Week 2 Day 2 9/3	<b>ELO</b> 1.1, 2.3  <b>CLO</b> 1, 2, 4, 6	<b>Listen to Ten Minutes of Theory:</b> 6 Discourses of Writing and complete your response to it on the Discussion Board <b>Quick Write:</b> What's in a name? <b>Writing groups feedback activity</b> in Breakout Rooms as scheduled (Activity 1) ***required Zoom Meeting	<b>Homework assignment due by 9/7:</b> Text haiku to 614-738-1541
Week 3 Day 1	<b>ELO</b> 1.1, 1.2, 2.3  <b>CLO</b>	<b>O-H-I-O activity</b> <b>Just Mercy Reading Groups</b> meet → whole class discussion	<b>Please come to class having done the following:</b>

	1, 2, 3, 6	<p><b>Quick Write:</b> When I had superpowers</p> <p><b>Read Around</b></p> <p><b>Discuss 6 discourses of writing responses</b></p>	<ul style="list-style-type: none"> <li>• Watch the TED talks by Bryan Stevenson (<i>Just Mercy</i>) OPTIONAL</li> <li>• read <i>Just Mercy</i>, Introduction and Chapter 1 and responded to Discussion Board question (by noon Wednesday)</li> <li>• Listened to 10 Minutes of theory: Writing Discourses and responded to Discussion Board (by midnight Friday)</li> </ul>
Week 3 Day 2	<p><b>ELO</b> 1.1, 1.2, 2.2, 2.3</p> <p><b>CLO</b> 1, 2, 4, 6</p>	<p><b>Listen to Ten Minutes of Theory and complete response by midnight Friday:</b> Feedback, Praise and Critical Comment responses</p> <p><b>Quick Write:</b> What I want my words to do to you (submit to assignment box by midnight Friday)</p> <p><b>Writing groups feedback activity</b> in Breakout Rooms as scheduled (Activity 2) ***required Zoom meeting</p>	<p>What should you be saying to each other? Sometimes just laughing, sighing, leaning forward to listen or smiling is enough feedback for a writer. This kind of feedback shows that you are making a connection with their writing. Try silent feedback today--just listen and nod, smile, cry...whatever is appropriate.</p>
Week 4 Day 1	<p><b>ELO</b> 1.1, 1.2, 2.3</p> <p><b>CLO</b> 1, 2, 3, 6</p>	<p><b>One Word Activity</b></p> <p><b><i>Just Mercy</i> Reading Groups</b> meet in reading groups → whole class discussion</p> <p><b>Quick Write:</b> What container will hold my words?</p> <p><b>Read Around</b></p> <p><b>Discuss 10 Minutes of Theory:</b> Feedback, Praise and Critical Comments</p>	<p><b>Please come to class having done the following:</b></p> <ul style="list-style-type: none"> <li>• Read <i>Just Mercy</i>, Chapters 2 and 3 and responded on the Discussion Board (by noon Wednesday)</li> </ul>
Week 4 Day 2	<p><b>ELO</b> 1.1, 1.2, 2.1, 2.2, 2.3</p> <p><b>CLO</b> 1, 2, 3, 5</p>	<p><b>Listen and respond to Ten Minutes of Theory by midnight Friday for credit:</b> Genre as part of the final multigenre projects and response</p> <p><b>Quick Write:</b> Cumulative sentences about an important</p>	

		<p>person; please submit to assignment box by midnight Friday for credit</p> <p><b>***Writing Groups feedback activity</b> in Breakout Rooms as scheduled (Writing 1)<b>***required Zoom meeting</b></p>	<p><b>First piece of writing due by midnight Friday</b></p>
<p><b>Week 5</b> Day 1</p>	<p><b>ELO</b> 1.1, 2.1</p> <p><b>CLO</b> 1, 2, 3, 4</p>	<p><b>Just Mercy Reading Groups</b> meet → whole class discussion</p> <p><b>Quick Write:</b> writing about an object</p> <p><b>Read Around</b></p> <p><b>Discuss 10 Minutes of Theory:</b> Genre</p>	<p><b>Please come to class having done the following:</b></p> <ul style="list-style-type: none"> <li>• read <i>Just Mercy</i>, Chapters 4 and 5 and responded on Discussion Board (by noon on Wednesday)</li> <li>• Listened and responded to 10 Minutes of theory: Genre by Friday midnight in order to receive credit</li> </ul>
<p><b>Week 5</b> Day 2</p>	<p><b>ELO</b> 1.1, 1.2, 2.1, 2.2, 2.3</p> <p><b>CLO</b> 1, 2, 4, 5</p>	<p><b>Listen and respond to Ten Minutes of Theory:</b> Autonomous and Ideological Models of Learning</p> <p><b>Quick Write:</b> keywords (please submit to assignment box by midnight Friday for credit)</p>	
<p><b>Week 6</b> Day 1</p>	<p><b>ELO</b> 1.1, 1.2, 2.3</p> <p><b>CLO</b> 1, 2, 3, 4, 6</p>	<p><b>Just Mercy Reading Groups</b> meet→ whole class</p> <p><b>Quick Write:</b> nested meditations</p> <p><b>Read around</b></p> <p><b>Discuss 10 Minutes of Theory:</b> Autonomous and Ideological Models of Learning</p>	<p><b>Please come to class having done the following:</b></p> <ul style="list-style-type: none"> <li>• read <i>Just Mercy</i>, Chapters 6 and 7 and responded on Discussion Board (by noon on Wednesday)</li> <li>• Listened and responded to 10 Minutes of Theory: Autonomous and Ideological Models of Learning by Friday midnight in order to receive credit</li> </ul>
<p><b>Week 6</b> Day 2</p>	<p><b>ELO</b> 1.1, 1.2, 2.1, 2.2</p> <p><b>CLO</b> 1, 2, 4, 5</p>	<p><b>Quick Write:</b> writing from your own photograph</p> <p><b>Listen and respond to Ten Minutes of Theory:</b> Digital composing: The importance of Trajectory</p> <p><b>***Writing Groups feedback activity</b> in Breakout</p>	<ul style="list-style-type: none"> <li>• Check out <a href="#">ArtSpeak! Portraits Poems</a></li> </ul>

		Rooms as scheduled (Writing 2)***required Zoom meeting	<b>Second piece of writing due by midnight</b>
<b>Week 7</b> Day 1 10/6	<b>ELO</b> 1.1, 1.2, 2.2  <b>CLO</b> 1, 2, 3	<b>Just Mercy Reading Groups</b> meet → whole class <b>Quick Write:</b> Poems for two voices <b>Read Around</b> <b>Discuss Ten Minutes of Theory:</b> Digital Composing and <b>introduce the digital composition</b>	<b>Please come to class having done the following:</b> <ul style="list-style-type: none"> <li>• read <i>Just Mercy</i>, Chapters 8 and 9 and responded on Discussion Board (by noon on Wednesday)</li> <li>• Listened and responded to 10 Minutes of Theory: Digital Composing by Friday midnight in order to receive credit</li> </ul>
<b>Week 7</b> Day 2	<b>ELO</b> 1.1, 1.2, 2.1, 2.3  <b>CLO</b> 1, 2, 4, 6	<b>Listen and respond to Ten Minutes of Theory:</b> Semiotics <b>Quick Write:</b> Head swivelers and dialogue <b>***Writing Groups feedback activity</b> in Breakout Rooms as scheduled (Writing 3)***required Zoom meeting	
<b>Week 8</b> Day 1	<b>ELO</b> 1.1, 1.2, 2.3  <b>CLO</b> 1, 2, 3, 6	<b>Just Mercy Reading Groups</b> meet in Breakout Rooms → whole class discussion <b>Quick Write:</b> Horizons <b>Read Around</b> <b>Discuss Ten Minutes of Theory:</b> Semiotics	<b>Please come to class having done the following:</b> read <i>Just Mercy</i> , Chapters 10 and 11 (by noon on Wednesday) <b>Third piece of writing due by midnight</b>
<b>Week 8</b> Day 2	<b>ELO</b> 1.1, 1.2, 2.2, 2.3	<b>Listen and respond to Ten Minutes of Theory:</b> Cross cultural miscommunication <b>Quick Write:</b> found poetry <b>Writing Groups feedback activity</b> in Breakout Rooms as scheduled	<b>Please have some books, magazines, newspapers or other forms of print available for your use during the Quick Write</b>
<b>Week 9</b> Day 1	<b>ELO</b> 1.1, 1.2, 2.1, 2.3  <b>CLO</b> 1, 2, 3, 4, 6	<b>Reading groups</b> meet to discuss the <i>60 Minutes</i> clip <b>Quick Write:</b> times when you were silent <b>Read Around</b> <b>Discuss 10 Minutes of Theory:</b> Cross cultural miscommunication	<b>Please come to class having done the following:</b> <ul style="list-style-type: none"> <li>• Watched the <i>60 Minutes</i> clip and completed the response</li> <li>• Listened and responded to 10 Minutes of Theory: Cross cultural miscommunication</li> </ul>

Week 9 Day 2	ELO 1.1, 1.2, 2.2, 2.3  CLO 1, 2, 3, 5	<b>Quick Write:</b> forgiveness <b>Ten Minutes of Theory:</b> Trajectory *** <b>Writing Groups</b> <b>feedback activity</b> in Breakout Rooms as scheduled (Writing 4)***required Zoom meeting	<b>Fourth piece of writing due by midnight</b>
Week 10		<i>Break</i>	
Week 11 Day 1	ELO 1.1, 1.2, 2.1, 2.3  CLO 1, 2, 3, 4, 6	<b>Reading groups meet</b> to discuss the <i>60 Minutes</i> clip <b>Quick Write:</b> times when you were silent <b>Read Around</b> <b>Discuss 10 Minutes of</b> <b>Theory:</b> Cross cultural miscommunication	<b>Please come to class having done the following:</b> <ul style="list-style-type: none"> <li>• Watched the <i>60 Minutes</i> clip and completed the response</li> <li>• Listened and responded to 10 Minutes of Theory: Cross cultural miscommunication</li> </ul>
Week 11 Day 2	ELO 1.1, 1.2, 2.2, 2.3  CLO 1, 2, 3, 5	<b>Quick Write:</b> forgiveness <b>Ten Minutes of Theory:</b> Trajectory *** <b>Writing Groups</b> <b>feedback activity</b> in Breakout Rooms as scheduled (Writing 4)***required Zoom meeting	<b>Fourth piece of writing due by midnight</b>
Week 12 Day 1	ELO 1.1, 1.2, 2.1  CLO 1, 2, 3, 6	<b>Just Mercy Reading Groups</b> <b>meet</b> in Breakout Rooms → whole class discussion <b>Quick Write:</b> Ways we know things (abduction as a way of knowing) <b>Read Around</b>	<b>Please come to class having done the following:</b> <ul style="list-style-type: none"> <li>• read <i>Just Mercy</i>, Chapters 12 and 13 (by noon on Wednesday)</li> <li>• Listened and responded to 10 Minutes of Theory: Trajectory</li> </ul>
Week 12 Day 2	ELO 1.1, 1.2, 2.2  CLO 1, 2, 3, 5	<b>Quick Write:</b> Numbering our world Take the rest of this class time to finalize your digital composition and turn it in	

<b>Week 12</b> Day 1 11/10		<b>Quick Write: Not Read Around</b> <b>Discuss</b> expectations for presentations of digital and final projects	<b>Please come to class having done the following:</b> read <i>Just Mercy</i> , Chapters 14 and 15 (by noon on Wednesday)
<b>Week 12</b> Day 2 11/12	<b>ELO</b> <b>1.1, 1.2, 2.2</b>  <b>CLO</b> <b>1, 2, 3, 5</b>	<b>Quick Write: pie charts</b> <b>Writing Groups feedback activity</b> in Breakout Rooms as scheduled	<i>Digital Compositions due by midnight on Saturday</i>
<b>Week 13</b> Day 1 11/17	<b>ELO 2.2</b>  <b>CLO 5</b>	<b>Presentation of digital compositions in small groups as scheduled</b>	
<b>Week 13</b> Day 2 11/19	<b>ELO 2.2</b>  <b>CLO 5</b>	<b>Presentation of digital compositions in small groups as scheduled</b>	
<b>Weeks 14 and 15</b> December 1, 3, and 8	<b>ELO 2.2, 2.3</b>  <b>CLO 1, 2, 5, 6</b>	<b>Presentation of final multigenre projects</b> in small groups as scheduled and make up any presentations as needed <b>Writing:</b> letter to new student and/or recipe for a good writer and ELO assesment Also provide time for SEIs  <b>Final project due date:</b> last day of scheduled classes, December 8	<b>Quick Write:</b> Metaphors or Seeing the world in other words <b>Complete mid-semester exit slip</b>

*The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen.*

## Institutional Policies

### Academic Integrity

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."

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:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

### Accessibility Accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. 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 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. [Carmen \(Canvas\) accessibility documentation.](#)

### Grievances

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by **speaking first with the instructor or professor**. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union."

### Copyright Disclaimer

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.

- **Course Audio and Video Recording:** Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.
- **Student Generated materials:** Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course materials:** These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

### 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 be warned first and disciplinary actions will be taken for repeated offenses.

### Mental Health Statement

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) 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).**

**Trigger Warning:** Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom 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 this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

### Diversity Statement

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide



opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches of the University's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, health status, or veteran status.

**Statement on Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).

The Office of Diversity and Inclusion provides holistic support for qualifying student parents enrolled at Ohio State. To learn more, contact the "Child Care Access Means Parents in School" (CCAMPIS) Program at 614-247-7092/ [lewis.40@osu](mailto:lewis.40@osu) or visit [odi.osu.edu/ccampis](http://odi.osu.edu/ccampis)



# EDUTL 2367 - EDUCATION, SOCIETY AND WRITING

## SPRING 2022, 3 CREDIT HOURS, UNDERGRADUATE HYBRID

**Instructor:** Dr. Melissa I. Wilson

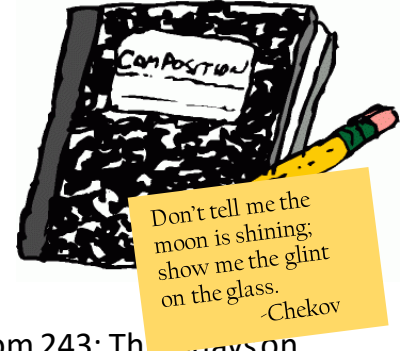
**Meeting Days/Times:** Tuesdays and Thursdays, 11:10-12:30

Office: 221B, Ramseyer Hall

Email: wilson.370@osu.edu

Phone: 614-738-1541

Office Hours: on Zoom as requested



### Course Information

**Course times and location:** Tuesdays in person in Arps Hall, Room 243; Thursdays on Carmen/Canvas Zoom meetings

**Mode of Delivery:** Hybrid

### Course Overview

#### Course Catalog Description

Designed to help students reflect critically, both orally and in writing, on the social, political, and cultural contexts that influence education in today's society.

#### Description/Rationale

Just as the nature of and expectation for literacy has changed in the past century and a half, so has the nature of writing (National Council of Teachers of English). Therefore, the emphasis for this course will be on building a writing community that will help us understand ourselves as writers and as students of learning. Through various activities, we will consider multiple perspectives, examine and value communities that are not like our own, and develop resources for our own writing and the teaching of writing. Our experiences together will be framed around a constructionist approach to teaching and learning, focusing both on how we write and teach writing and why we do so. In general, then, this course is designed to help students reflect critically, both orally and in writing, on the social, political, and cultural contexts that influence writing education in today's society.

#### Relation to Other Courses

**GE Requirements:** This course fulfills the Writing and Information Literacy Foundation course.

**Prerequisites:** GE Level 1 writing course

<b>Foundations: Advanced Writing</b>	
<b>Goals</b>	<b>Expected Learning Outcomes</b>
<b>Goal 1: Successful students develop advanced skills in inquiry, critical thinking, composing, and communicating for a specific purpose, context, and audience using an appropriate genre and modality.</b>	<b>Successful students are able to ...</b>  <b>1.1</b> Investigate and integrate knowledge of the subject, context, and audience with knowledge of genres, conventions and rhetorical choices to advance a particular writing objective.
	<b>1.2</b> Use credible and relevant sources of information, evaluate assumptions, and consider alternative viewpoints or hypotheses to express ideas and develop arguments.
<b>Goal 2: Successful students apply knowledge of writing and research to specific contexts.</b>	<b>2.1</b> Reflect on how they adapt rhetorical and research strategies they have learned to new contexts.
	<b>2.2</b> Develop scholarly, creative, or professional products that are meaningful to them and their audience.
	<b>2.3</b> Evaluate social and ethical implications of writing and information literacy practices.

## GE Assessment

During the course, students will explore what it means to be a writer by developing several pieces of composition from initial quick write draft through to publication and presentation, by providing critical feedback to peers and by reflecting on their own writing and the writing of others. Students will demonstrate their understanding of and capacity to engage with the key elements that align with the GE ELOs. This will occur through instructor-designed assignments that address these key elements:

- Varied opportunities for composing—There will be 6 composing assignments that vary in rhetorical components such as length, genre, audience, and modality. These assignments are scaffolded so that students can practice their composing and build toward more formal products. (ELOs 1.1, 1.2, 2.2)
- Opportunities to work collaboratively—There will be ongoing opportunities for students to obtain and provide feedback to inform and guide their and others' composing process during peer writing group, and conference with the instructor and others. Further, through the practice of Reading Like a Writer students will read and evaluate the writing found in mentor texts. (1.2, 2.1, 2.3)
- Critical Reflection—Reflecting on experiences engaged in as a reader of mentor texts and as a writer of individual compositions, what was learned? (2.2,2.3)

## Course Learning Objectives

### Learning Objectives

During this course:

1. Students will be able to create writing drafts using expository, argumentative, and creative writing techniques and considering audience, context, and use of different genres and rhetorical choices during the “Quick Write” activities and across their published assignments.
2. Students will be able to explore and express in writing who they are as writers, how they want to push or challenge themselves as writers, and what resources they need to support their growth as a writer during the “Quick Write” activities, on exit slips in writing and during peer writing group meetings.
3. Students will respond to the discussion board prompts each week on writing techniques used by the author of the course textbook using Reading Like a Writer (RLW) techniques and will use some of these techniques in their own published pieces.
4. Students will create a digital composition piece using a combination of text, graphics, and/or audio capable of being published on the internet for a wider audience use.
5. Students will produce at least one piece of writing out of the “Quick Write” drafts to publish and share it with a wider audience than the instructor (e.g., family, other students in the class).

### HOW THIS HYBRID COURSE WORKS

**Mode of delivery:** This course is 50% online. You will find a sequence of materials and activities each week in Carmen, and we will meet on the first day of class each week in person and on the second day of class you will complete the work listed in the Carmen module. Up to 6 times during the semester you will also be expected to attend a synchronous Zoom session with your peer writing group during 25 minutes of the regular class time.

**Pace of online activities:** This course is divided into weekly modules that are released at least one week ahead of time. Apart from in-class and Zoom meetings, you may schedule your efforts freely throughout the week as you keep pace with weekly due dates.

**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 (class meetings and 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 a hybrid course, your attendance is based on both your online activity and your participation in class and in synchronous class meetings. If you have a situation that might cause you to miss a class or a synchronous Zoom meeting, discuss it with me as soon as possible. The following is a summary of students' expected participation:

- **Weekly in class sessions: REQUIRED.** All live, scheduled class sessions for the course are required. Up to 3 ABSENCES WILL BE EXCUSED (this includes attendance at the synchronous Zoom meetings with your writing feedback group).
- **Zoom instructor office hours: OPTIONAL.** You are encouraged to note my office hours in your weekly schedule, and to attend as you have questions, but these sessions are optional.

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK.** You are expected to log in to the course in Carmen every week to engage with course readings, videos, and assignments. During most weeks you will probably log in many times.

## COURSE MATERIALS AND TECHNOLOGIES

### Course Materials

The assigned reading for this class is [\*Just Mercy: A Story of Justice and Redemption\*](#) by Bryan Stevenson (Stevenson, Bryan. *Just Mercy: A Story of Justice and Redemption*. Spiegel & Grau, 2019. ISBN: 9780593133934, 0593133935).

This text and other reading are available on Carmen.

### Other materials you need for each class

According to Ralph Fletcher, a writer's notebook gives you a place to live like a writer; not just in school but where ever you are, whenever you get the inspiration. You will need some form of [writer's notebook](#) that will be a place for you to write and collect your writing throughout the quarter. This may take the form of a loose-leaf binder, a spiral notebook or even your laptop. Please use whatever is the most comfortable way for you to compose.

## Course Requirements/Evaluation

### Grades

Assignment / Category	Points/%
Professionalism and participation (this includes your attendance and contributions in class, during synchronous Zoom meetings with your peer writing group, turning on your camera as possible in Zoom meetings, being willing to share your writing in large and small groups, being on time with assignments, etc.)	10
Reading responses to the RLAW text (collected via Carmen)	20
Short written pieces (haiku, mid-term exit slip, letter to future student, etc.) and short responses to 10 Minutes of Theory (collected via Carmen discussion board)	10
4 Workshopped pieces of writing	20
Digital Composition	15
Final multigenre project (20 for the project and 5 for the presentation)	25
<b>TOTAL</b>	<b>100/100%</b>

*See below for assignment descriptions and due dates.*



*Your ear is smarter than your eye. When you stumble as you read aloud--revise!*

## Grading Scale

The course letter grade will be determined by a point system in which the following thresholds will be used:

GRADE	PERCENTAGE
A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%
C	73-76.9%
C-	70-72.9%
D+	67-69.9%
D	60-66.9%
E	below 60

\*Traditional rounding principles apply (i.e. .5 rounds up).

## GRADING

**Completion of Work.** All assignments should be turned in on the due date unless you have communicated with me and made other arrangements. I am willing to be flexible with due dates when advance arrangements are made, and if there is a good reason (e.g., documented illness or emergency). Once we have agreed on the revised due date, I expect the work to be turned in on time and will deduct points from the assignment if it is late then.

Written assignments will be graded according to the following:

- All assignments should use grammatical conventions, be stylistically appropriate and typed unless specifically noted on the syllabus. In other words I expect polished and carefully edited pieces.
- All assignments should be organized effectively and logically using writing craft that you have been studying.
- All assignments should be completed thoroughly based on the criteria outline in the assignment descriptions and on class discussions.
- All written assignments are due on Fridays **by midnight**; all reading assignments are to be completed for Tuesday class meetings unless otherwise indicated.

**\*\* If you need help with your writing please consider taking your work to the University Writing Center for a consultation: <https://cstw.osu.edu/writing-center>**

**\* I am interested in the ways in which you take up the use of craft in your writing, so be thoughtful.** And remember, 'A's are earned.

## Assignment Descriptions

### Professionalism and Participation—Ongoing

*This course is heavily reliant on dialogues between and among class members. Occasionally, we will be dealing with controversial topics about which individuals may have strong and differing opinions. Therefore, it is crucial that we work together to cultivate a respectful classroom space in which everyone can share their reactions and analyses comfortably. This means being considerate and patient with everyone else in the room. Verbal bullying and personal attacks will not be tolerated under any circumstances.*

During in-class and synchronous class meetings you will be involved in small-group discussions of readings, writing theory and with your writing group. Because these activities will be so important to your learning in this course, your presence, positive participation, and professional disposition will count heavily toward your grade. The following will be considered in this category:

- On-time, regular attendance to in person and synchronous Zoom class meetings
- Thoughtful and regular contributions to class discussions in both in-class, synchronous and asynchronous contexts.
- Participation in writing group, conferences and/or small/large group discussion activities in order to practice and apply skills in written and oral expression and oral communication
- Preparation for class, including completing readings, submitting required writing pieces and “writing to learn” assignments on time, and preparing for class and writing group meetings:
  - You are required to respond to the prompt addressing the weekly readings using the Carmen Discussion Board.
  - You are required to listen to and respond to questions based on the Ten Minutes of Theory lecture using the Carmen Discussion Board.
  - You are to complete the 10 Minute Quick Write once a week asynchronously and turn it into the Carmen assignment box.
  - You are required to read and prepare critical comments prior to your peer writing group feedback meetings.
- Openness to feedback from peers and instructor and its application to your writing

### **Response to Reading (Reading Like a Writer)—Ongoing**

You will be responsible for reading weekly assigned chapters from *Just Mercy* by Bryan Stevenso. Each week you will take notes on what you notice about the writing craft in the chapters you are reading and how you might incorporate those strategies into your own writing. You will also be asked to comment on the various assumptions and perspectives presented in the reading during Book Group meeting where you are asked to discuss both craft and to express your ideas and critical understandings of the issues presented in the book. Some of your thinking will be collected each week through your response to a prompt on the Discussion Board.

### **Writing to Learn—Ongoing**

You will be responsible for listening to the recorded Ten Minutes of Theory lectures weekly. As you listen you will be prompted to respond in writing to the theory addressed using the Carmen Discussion Board. This is an important aspect of writing that we often ignore as writers—the ways in which writing helps us process our thinking, make sense and synthesize our understandings. Often this work is done in relation to reading, and is characterized by writing that shows how we are making connections between our own experiences and other texts, asking further questions and determining what is important in what we have read or heard.

**Ten Minute Quick Writes—Every class meeting**

Quick writes are prompted writing opportunities that provide spaces for you to explore your own creativity around a broad topic or idea presented by the instructor and help you build your writing stamina. While some of the quick writes may not work for you, you are expected at all times to stay in the writing mode, building the stamina you need as a writer. Further, many of the quick writes that do work for you may become inspiration for your digital or final project or may be extended and revised to become one of the four short writing assignments you will turn in.

**Required pieces of writing developed from class assignments—Due at the end of Weeks 4, 6, 8 and 10**

Throughout the semester a variety of writing prompts will be modeled and craft lessons introduced as the basis for focusing on how we think about audience, context, genres, conventions and rhetorical choices in our composing. Time in class, individually and in writing groups, will be devoted to generating, drafting and revising, and finally “publishing” pieces based on these quick writes we do in class. During the course of the semester you will be expected to develop four pieces using feedback from the instructor and your peer writing group. Your grade is based, in part, on the ways in which you engage as a writer with developing the pieces both conceptually and using writing craft. In addition the fourth piece will be developed based on your theme for the final project. Although this piece does not count in the final project, it should directly relate to the theme for your final project.

Each piece should be between 2-3 pages, double spaced, Times New Roman, 12 unless it is poetry which is single spaced. The headings for these pieces should be ONLY the title and your name.

**Writing group and peer group collaboration—up to six, short (25 minute), synchronous Zoom meetings, Weeks 2, 3, 4, 6, 7, 10 and others as necessary based on the instructor’s discretion**

The class will be divided into smaller writing groups where you will meet and share the writing you are working on. You will get *critical* feedback from your writing group peers and provide them with critical feedback in return. Writing groups are safe places to **take risks** and the role of each writing group member is to help everyone else in the group move ahead on writing projects and to be willing to share as well. The first two required meetings will be led by the instructor to model what critical feedback looks like and how you might give it. The other writing group feedback meetings will be scheduled for 25 minutes during regular class time on the second day of class. You will be expected to have read and have critical comments/questions/observations prepared for each member of your group. Further you will be responsible for collecting and using (or not) the critical feedback you receive from your group members.

**Digital Composition—Due the end of week 12**

This assignment will require you as a writer to work with one of the pieces you have begun in class during Quick Writes and to develop and adapt the piece by incorporating visual images and audio modes to accompany the text, creating a new and unique digital composition. It is encouraged that you use a piece that has some social justice or action theme/topic to it. Your digital composition should NOT be a PowerPoint presentation; it should be piece of multimodal composition which uses the affordances of digital tools to extend and illuminate your message. You will present this piece to an audience of your peers.



## End of Semester (Multigenre) Project—Due the last day of scheduled classes

This project will incorporate multiple genres focused on one theme; however, it can take many forms including a portfolio, digital storytelling, etc. Please plan a project that you are interested in as a writer. I will need to meet with each student briefly to discuss the form and topic of the project.

There are several purposes you will need to consider as you work on this assignment including:

- how are you engaging with the skills and knowledge about writing you have learned in this class?
- how might this project inform other curricula you encounter outside this class?
- how do you see the work you do with this project connecting with your present and future personal, professional and civic lives?
- how will you use the information in this writing to construct yourself as an authority?

The following should be included in your multigenre project (these are MINIMUMS):

5 textual pieces (4 written pieces will be about 2 pages in length each; one will be an extended piece of 3-5 pages—see below) and 1 visual piece;

4 different genres of writing (as discussed in class previously, it is important to note that you can use several different forms of poetry for example and they are counted as different genres);

As you format the project, provide some kind of introduction for the reader and think about your overall organization of the pieces both aesthetically and organizationally; for instance, you might want to create a table of contents or a short introduction.

All your writing should focus on one theme or topic (avoid general themes like family, home, friendship, etc.; and no football). You will want to pick a theme that provides scope to write about in several genres and has some aspect or perspective of social action or awareness including (this will be your long piece—see below):

- educates and makes us aware about an unknown group or issue
- highlights diversity
- promotes equality for some group or issue whose voice is not being heard

One of the textual pieces must be a longer, extended piece that addresses some aspect or perspective around social action in relation to your theme and your other pieces (see above; 3-5 pages);

Separately, you will include a discussion/ reflection of why you have used the genres you have, the process you went through to create this project and why you think it is effective in communicating your message (1-2 paragraphs).

Five points is given for your presentation of the project, so it is important that you spend some time preparing for the presentation. First give an overview of the project which may include your theme and how you chose it, what genres you used and the process involved in completing the piece. Second, be sure to read some of the writing included in your project. Finally, tell us about the challenges and successes you experienced as a writer.

## Course Policies

### Communication

The university's official mode of communication is via university email. Students should use their BuckeyeMail when emailing their professor (and preferably not through Carmen); my email address is [wilson.370@osu.edu](mailto:wilson.370@osu.edu).

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. Informality (including an occasional emoticon) 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 the textbook or other 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.

### Instructor 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 **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large assignments, you can generally expect feedback within **7 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**. I do take the weekends off.
- **Discussion board:** As appropriate I will check and reply to messages in the discussion boards within **2 school days**.

### Netiquette

As a member of a community of learners, it is your responsibility to exhibit professional behavior and decorum in all modes of communication. Following the rules of etiquette on the Internet (netiquette) helps improve the readability of your messages, keeps conversations focused, increases trust, and creates a more positive experience for all participants. Netiquette includes, but is not limited to, the following guidelines:

- Honor people's rights to their opinions; respect the right for people to disagree.
- Be professional; use language that is not considered foul or abusive.
- Respond to peers honestly but thoughtfully, respectfully, and constructively.
- Avoid writing in all caps –it conveys shouting and anger.
- Avoid font styles, colors like yellow and green, and sizes that are difficult to read for accessibility reasons.
- Address the ideas, not the person, when responding to messages or discussions.
- Be careful when using sarcasm or humor –without social cues like facial expressions or body language, a remark meant to be humorous could come across as offensive or hurtful.
- Don't distribute copyrighted materials, such as articles and images (most things online are not licensed as "fair use"). Share links to those materials instead and be sure to properly cite all sources to avoid unintentional plagiarism.

### For online portions of the class

A significant component of our interactions in this class will occur through Zoom videoconferencing. Because this mode of discussion has benefits and challenges that differ from in-person class sessions, I want to share my expectations for how we will meet and communicate:

- Come to the session having completed pre-work and ready to have open, civil, and supportive discussions in video and chat spaces.
- Be present during the entire class session.
- I ask that you use your preferred name instead of name.# in Zoom and that you have an updated photo in your Zoom profile (you can change this in participants).
- For most activities, I will ask you to use the grid display and share your faces on camera so that we can see each other and connect; however, there will be times when you can turn off your video and audio (for example during Quick Writes)
- Please get up and stretch and take breaks on your own
- Please use the chat room for comments and questions; this is an important and helpful means of communication
- Please feel encouraged to use a non-distracting [virtual background](#). Many students and instructors prefer not to share their remote spaces for a variety of reasons.
- Mute your microphone when others are talking to minimize background noise in the meeting.

## Technology

### Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

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

### Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))
- Recording a slide presentation with audio narration ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))
- Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide))

### 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](https://go.osu.edu/office365help).

### Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://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 help article for step-by-step instructions ([go.osu.edu/add-device](https://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 ([go.osu.edu/install-duo](https://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.

**Technical Issues:** If you encounter a technical issue with Zoom during a session, first make sure you are using the latest version of Zoom. Next, contact the IT Service Desk at [go.osu.edu/it](https://go.osu.edu/it) or 614-688-4357(HELP). If issues continue, contact me after the session to learn how to make up for the missed content either via a recording or other means. I will not be able to address technical issues during a live session. If you have any concerns about participating in class over Zoom in this way, please let me know. My goal is to create a safe environment where we can benefit from seeing each other and connecting, but I want to prioritize your safety and well-being.

**Recordings:** I may be recording our meetings for the benefit of students who need to be absent. These links will only be shared with students in our class, and only when a student contacts me to make this arrangement.

### Student Resources

#### Technology:

[EHE Tech Help](#)

[OSU Tech Support](#)

#### Academics:

[EHE Homepage](#)

[EHE Advising](#)

[OSU Advising](#)

[OSU Library](#)

[Dennis Learning Center](#)

[EHE Office of Research](#)

[OSU Office of Research](#)

[Tech Tutoring](#)

#### Student Life:

[OSU Student Health Services](#)

[EHE Undergraduate Student Services](#)

[OSU Student Life](#)

[OSU Student Advocacy Center](#)

[OSU Student Financial Aid](#)

[EHE Career Services](#)

[OSU Career Counseling and Support Services](#)

[OSU Office of Diversity and Inclusion](#)

[EHE Office of Diversity, Inclusion, and Community Engagement](#)  
[Safe and Healthy website](#)

## Course Schedule

<b>Date</b>	<b>Learning Objectives</b>	<b>In-class (synchronous) Activities</b>	<b>Out of class (asynchronous) Activities to be completed before the synchronous/in-person class meeting</b>
Week 1 Day 1 January 11	<b>ELO</b> 1.1, 1.2  <b>CLO</b> 1, 2	<b>Introductions</b> with the Welcome PowerPoint Literacy Scavenger Hunt <b>Writing</b> based on stories from Literacy Scavenger Hunt <b>Discussion of syllabus and schedule</b>	<b>Please come to this class having done the following:</b> <ul style="list-style-type: none"> <li>• prepared a slide for the welcome PowerPoint and survey</li> <li>• viewed the materials in the welcome to class module</li> <li>• Reviewed and annotated the syllabus on your own</li> </ul>
Week 1 Day 2 January 13	<b>ELO</b> 1.1, 1.2  <b>CLO</b> 1, 2, 3	<b>Quick Write:</b> I am a ---- writer <b>10 Minutes of Theory: Reading like a Writer (RLAW):</b> Read the Mike Bunn article in Carmen and then use the strategies to annotate the Leonard Pitts editorial (one way of becoming a writer is by reading other writers and stealing craft ideas from them)	<i>all these assignments are completed on your own and submitted to Carmen</i>
Week 2 Day 1 January 18	<b>ELO</b> 1.1, 1.2, 2.1  <b>CLO</b> 1, 2, 3	<b>Discuss 10 Minutes of Theory: RLAW</b> <b>Quick Write:</b> Where I'm from <b>Read Around</b> Go over haiku and other <b>short text forms</b> <b>Set up writing groups and discuss schedule</b>	<b>Please come to this class having done the following:</b> <ul style="list-style-type: none"> <li>• Read <a href="#">The discipline of haiku</a></li> <li>• Skimmed Mike Bunn article</li> <li>• submitted RLAW annotations of Leonard Pitts editorial</li> </ul>
Week 2 Day 2 January 20	<b>ELO</b> 1.1, 2.3  <b>CLO</b> 1, 2, 4, 6	<b>Listen to Ten Minutes of Theory:</b> 6 Discourses of Writing and complete your response to it on the Discussion Board	<b>Homework assignment due by 1/25:</b> Text haiku to 614-738-1541

		<p><b>Quick Write:</b> What's in a name?</p> <p><b>Writing groups feedback activity</b> in Breakout Rooms as scheduled (Activity 1)</p> <p>***required Zoom Meeting</p>	
<p><b>Week 3</b> Day 1 January 25</p>	<p><b>ELO</b> 1.1, 1.2, 2.3</p> <p><b>CLO</b> 1, 2, 3, 6</p>	<p><b>O-H-I-O activity</b> <i>Just Mercy</i> Reading Groups meet → whole class discussion</p> <p><b>Quick Write:</b> When I had superpowers</p> <p><b>Read Around</b> <b>Discuss 6 discourses of writing responses</b></p>	<p><b>Please come to class having done the following:</b></p> <ul style="list-style-type: none"> <li>• Watch the TED talks by Bryan Stevenson (<i>Just Mercy</i>) OPTIONAL</li> <li>• read <i>Just Mercy</i>, Introduction and Chapter 1 and responded to Discussion Board question (by 9 AM Tuesday)</li> <li>• Listened to 10 Minutes of theory: Writing Discourses and responded to Discussion Board (by midnight Thursday)</li> </ul>
<p><b>Week 3</b> Day 2 January 27</p>	<p><b>ELO</b> 1.1, 1.2, 2.2, 2.3</p> <p><b>CLO</b> 1, 2, 4, 6</p>	<p><b>Listen to Ten Minutes of Theory and complete response by midnight Thursday:</b> Feedback, Praise and Critical Comment responses</p> <p><b>Quick Write:</b> What I want my words to do to you (submit to assignment box by midnight Thursday)</p> <p><b>Writing groups feedback activity</b> in Breakout Rooms as scheduled (Activity 2)</p> <p>***required Zoom meeting</p>	<p>What should you be saying to each other? Sometimes just laughing, sighing, leaning forward to listen or smiling is enough feedback for a writer. This kind of feedback shows that you are making a connection with their writing. Try silent feedback today--just listen and nod, smile, cry...whatever is appropriate.</p>
<p><b>Week 4</b> Day 1 February 1</p>	<p><b>ELO</b> 1.1, 1.2, 2.3</p> <p><b>CLO</b> 1, 2, 3, 6</p>	<p><b>One Word Activity</b> <i>Just Mercy</i> Reading Groups meet in reading groups → whole class discussion</p> <p><b>Quick Write:</b> What container will hold my words?</p> <p><b>Read Around</b></p>	<p><b>Please come to class having done the following:</b></p> <ul style="list-style-type: none"> <li>• Read <i>Just Mercy</i>, Chapters 2 and 3 and responded on the Discussion Board (by 9 AM Tuesday)</li> </ul>

		<b>Discuss 10 Minutes of Theory:</b> Feedback, Praise and Critical Comments	
<b>Week 4</b> Day 2 February 3	<b>ELO</b> 1.1, 1.2, 2.1, 2.2, 2.3  <b>CLO</b> 1, 2, 3, 5	<b>Listen and respond to Ten Minutes of Theory by midnight Thursday for credit:</b> Genre as part of the final multigenre projects and response <b>Quick Write:</b> Cumulative sentences about an important person; please submit to assignment box by midnight Thursday for credit <b>***Writing Groups feedback activity</b> in Breakout Rooms as scheduled (Writing 1) <b>***required Zoom meeting</b>	<b>First piece of writing due by midnight Thursday</b>
<b>Week 5</b> Day 1 February 8	<b>ELO</b> 1.1, 2.1  <b>CLO</b> 1, 2, 3, 4	<b>Just Mercy Reading Groups</b> meet → whole class discussion <b>Quick Write:</b> writing about an object <b>Read Around</b> <b>Discuss 10 Minutes of Theory:</b> Genre	<b>Please come to class having done the following:</b> <ul style="list-style-type: none"> <li>• read <i>Just Mercy</i>, Chapters 4 and 5 and responded on Discussion Board (by 9 AM Tuesday)</li> <li>• Listened and responded to 10 Minutes of theory: Genre by Thursday midnight in order to receive credit</li> </ul>
<b>Week 5</b> Day 2 February 10	<b>ELO</b> 1.1, 1.2, 2.1, 2.2, 2.3  <b>CLO</b> 1, 2, 4, 5	<b>Listen and respond to Ten Minutes of Theory:</b> Autonomous and Ideological Models of Learning <b>Quick Write:</b> keywords (please submit to assignment box by midnight Thursday for credit)	
<b>Week 6</b> Day 1 February 15	<b>ELO</b> 1.1, 1.2, 2.3  <b>CLO</b> 1, 2, 3, 4, 6	<b>Just Mercy Reading Groups</b> meet → whole class <b>Quick Write:</b> nested meditations <b>Read around</b> <b>Discuss 10 Minutes of Theory:</b> Autonomous and Ideological Models of Learning	<b>Please come to class having done the following:</b> <ul style="list-style-type: none"> <li>• read <i>Just Mercy</i>, Chapters 6 and 7 and responded on Discussion Board (by 9 AM Tuesday)</li> <li>• Listened and responded to 10 Minutes of Theory: Autonomous and</li> </ul>

			Ideological Models of Learning by Thursday midnight in order to receive credit
<b>Week 6</b> Day 2 February 17	<b>ELO</b> 1.1, 1.2, 2.1, 2.2  <b>CLO</b> 1, 2, 4, 5	<b>Quick Write:</b> writing from your own photograph <b>Listen and respond to Ten Minutes of Theory:</b> Digital composing <b>***Writing Groups feedback activity</b> in Breakout Rooms as scheduled (Writing 2) <b>***required Zoom meeting</b>	<ul style="list-style-type: none"> <li>• Check out <a href="#">ArtSpeak! Portraits Poems</a></li> </ul> <b>Second piece of writing due by midnight</b>
<b>Week 7</b> Day 1 February 22	<b>ELO</b> 1.1, 1.2, 2.2  <b>CLO</b> 1, 2, 3	<b>Just Mercy Reading Groups</b> meet → whole class <b>Quick Write:</b> Poems for two voices <b>Read Around</b> <b>Discuss Ten Minutes of Theory:</b> Digital Composing and <b>introduce the digital composition</b>	<b>Please come to class having done the following:</b> <ul style="list-style-type: none"> <li>• read <i>Just Mercy</i>, Chapters 8 and 9 and responded on Discussion Board (by 9 AM Tuesday)</li> <li>• Listened and responded to 10 Minutes of Theory: Digital Composing by Thursday midnight in order to receive credit</li> </ul>
<b>Week 7</b> Day 2 February 24	<b>ELO</b> 1.1, 1.2, 2.1, 2.3  <b>CLO</b> 1, 2, 4, 6	<b>Listen and respond to Ten Minutes of Theory:</b> Semiotics <b>Quick Write:</b> Head swivelers and dialogue <b>***Writing Groups feedback activity</b> in Breakout Rooms as scheduled (Writing 3) <b>***required Zoom meeting</b>	
<b>Week 8</b> Day 1 March 1	<b>ELO</b> 1.1, 1.2, 2.3  <b>CLO</b> 1, 2, 3, 6	<b>Just Mercy Reading Groups</b> meet in Breakout Rooms → whole class discussion <b>Quick Write:</b> Horizons <b>Read Around</b> <b>Discuss Ten Minutes of Theory:</b> Semiotics	<b>Please come to class having done the following:</b> <ul style="list-style-type: none"> <li>• read <i>Just Mercy</i>, Chapters 10 and 11 (by 9 AM Tuesday)</li> <li>• Listened and responded to 10 Minutes of Theory: Semiotics</li> </ul>
<b>Week 8</b> Day 2 March 3	<b>ELO</b> 1.1, 1.2, 2.1, 2.2, 2.3	<b>Quick Write:</b> Metaphors or Seeing the world in other words	<b>Third piece of writing due by midnight</b>



	<b>CLO</b> 1, 2, 4, 6	Complete <b>mid-semester exit slip</b> <b>Watch the 60 Minutes</b> story on Walter McMillian	
<b>Week 9</b> Day 1 March 8	<b>ELO</b> 1.1, 1.2, 2.1, 2.3  <b>CLO</b> 1, 2, 3, 4, 6	<b>Reading groups meet</b> to discuss the <i>60 Minutes</i> clip <b>Quick Write:</b> times when you were silent <b>Read Around</b>	<b>Please come to class having done the following:</b> • Watched the <i>60 Minutes</i> clip and completed the response
<b>Week 9</b> Day 2 March 10	<b>ELO</b> 1.1, 1.2, 2.2, 2.3  <b>CLO</b> 1, 2, 3, 5	<b>Quick Write:</b> forgiveness <b>Ten Minutes of Theory:</b> Trajectory <b>***Writing Groups feedback activity</b> in Breakout Rooms as scheduled (Writing 4) <b>***required Zoom meeting</b>	<b>Fourth piece of writing due by midnight</b>
<b>Week 10</b>	<b>3/14-18</b>	<b>Spring Break</b>	
<b>Week 11</b> Day 1 March 22	<b>ELO</b> 1.1, 1.2, 2.1  <b>CLO</b> 1, 2, 3, 6	<b>Just Mercy Reading Groups meet</b> in Breakout Rooms → whole class discussion <b>Quick Write:</b> Ways we know things (abduction as a way of knowing) <b>Read Around</b> <b>Discuss 10 Minutes of Theory:</b> Trajectory	<b>Please come to class having done the following:</b> • read <i>Just Mercy</i> , Chapters 12 and 13 (by 9 AM Tuesday) • Listened and responded to 10 Minutes of Theory: Trajectory
<b>Week 11</b> Day 2 March 24	<b>ELO</b> 1.1, 1.2, 2.2  <b>CLO</b> 1, 2, 3, 5	<b>Quick Write:</b> Numbering our world Take the rest of this class time to finalize your digital composition and turn it in	IN THE POEM WE ARE ALWAYS IN THE PRESENT TIME.
<b>Week 12</b> Day 1 March 29	<b>ELO</b> 1.1, 1.2, 2.2  <b>CLO</b> 1, 2, 3, 5	<b>Just Mercy Reading Groups meet</b> in Breakout Rooms → whole class discussion <b>Quick Write:</b> Not <b>Read Around</b> <b>Discuss</b> expectations for presentations of digital and final projects	<b>Please come to class having done the following:</b> read <i>Just Mercy</i> , Chapters 14 and 15 (by 9 AM Tuesday)
<b>Week 12</b> Day 2	<b>ELO</b> 1.1, 1.2, 2.2	<b>Quick Write:</b> pie charts	

March 31	<b>CLO 1, 2, 3, 5</b>	<b>Writing Groups feedback activity</b> in Breakout Rooms as scheduled <b>10 Minutes of Theory:</b> Cross Cultural Miscommunication	<i>Digital Compositions due by midnight on Saturday</i>
<b>Week 13</b> Day 1 April 5	<b>ELO 1.1, 1.2, 2.2</b>  <b>CLO 1, 2, 3, 5</b>	<b>Discuss 10 Minutes of Theory:</b> Cross cultural miscommunication <b>Quick Write:</b> Found Poetry	<b>Please come to class having done the following:</b> listened and taken the quiz for 10 Minutes of Theory: Cross Cultural Communication
<b>Week 13</b> Day 2 April 7	<b>ELO 1.1, 1.2, 2.2</b>  <b>CLO 1, 2, 3, 5</b>	<b>Presentation of digital compositions in small groups as scheduled</b>	
<b>Week 14</b> April 12 and 14	<b>ELO 2.2</b>  <b>CLO 5</b>	<b>Complete Digital Composition presentations</b>  <b>Writing group meetings on multigenre projects</b>	
<b>Week 15</b> April 19 and 21	<b>ELO 2.2, 2.3</b>  <b>CLO 1, 2, 5, 6</b>	<b>Presentation of final multigenre projects</b> in small groups as scheduled and make up any presentations as needed <b>Writing:</b> letter to new student and/or recipe for a good writer and ELO assesment Also provide time for SEIs  <b>Final project due date:</b> last day of scheduled classes, April 22	

*The schedule above is subject to change based on course and participant needs. Any changes in schedule will be posted in Carmen.*

## Institutional Policies

### Academic Integrity

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."

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:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

### Accessibility Accommodations

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. 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 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. [Carmen \(Canvas\) accessibility documentation](#).

### Grievances

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, "You should seek to resolve a grievance concerning a grade or academic practice by **speaking first with the instructor or professor**. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union."

## Copyright Disclaimer

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.

- **Course Audio and Video Recording:** Video or audio recording of classes without the explicit written permission of the instructor/professor is a violation of the Code of Student Conduct or Students who wish to record their classes must first obtain written permission of the instructor/professor. Otherwise, such recording constitutes a violation of the Code of Student Conduct.
- **Student Generated materials:** Any materials generated by a student(s) is copyrighted. Permission must be obtained to use these materials other than the intended purpose inside the course.
- **Course materials:** These materials are copyrighted and are owned by the author. Copyrights have been secured or they are considered fair use inside/for the course but this does not apply to uses outside of the course.

## 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 be warned first and disciplinary actions will be taken for repeated offenses.

## Mental Health Statement

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) 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).**

**Trigger Warning:** Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom 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 this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

## Diversity Statement

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The College of Education and Human Ecology is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the College seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches of the University's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, health status, or veteran status.

**Statement on Title IX:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).

The Office of Diversity and Inclusion provides holistic support for qualifying student parents enrolled at Ohio State. To learn more, contact the "Child Care Access Means Parents in School" (CCAMPIS) Program at 614-247-7092/ [lewis.40@osu](mailto:lewis.40@osu) or visit [odi.osu.edu/ccampis](http://odi.osu.edu/ccampis)

Met	See Notes	Rubric Standards	QM Standard
		<p>Heading of Syllabus</p> <ul style="list-style-type: none"> <li>School/Academic Area</li> <li>Course Number, Title, level, and credit hr.</li> <li>Instructor Name</li> <li>Instructor Contact Information</li> <li>Office Hours (Location/Days/Times)</li> </ul>	
		<p>Description/Rationale</p> <ul style="list-style-type: none"> <li>Is there a description of the course that explains the need for and purpose of the course?</li> </ul>	QM 1.2
		<p>Relationship to Other Courses/Curricula</p> <ul style="list-style-type: none"> <li>Does the syllabus explain how this course relates to other courses in the curriculum?</li> <li>Are the prerequisites and prerequisite knowledge requirements listed?</li> </ul>	QM 1.6
		<p>Learning Objectives</p> <ul style="list-style-type: none"> <li>Are the course objectives listed?</li> <li>Do the course objectives describe measurable outcomes?</li> <li>Are the learning objectives are suited to the level of the course?</li> <li>Are all course objectives are clearly stated?</li> <li>Are all course objectives written from the learner's perspective?</li> <li>Is the relationship between learning objectives and assignments or course activities clearly stated or marked?</li> </ul>	QM 2.1 QM 2.3 QM 2.4 QM 2.5 QM 4.5
		<p>Text/Reading List/Bibliography (Course Materials)</p> <ul style="list-style-type: none"> <li>Is the purpose for instructional materials, and how they are to be used, clearly explained?</li> <li>Are all materials appropriately cited?</li> <li>Are all materials current?</li> <li>Is the distinction between required and optional materials clearly explained?</li> </ul>	QM 4.2 QM 4.3 QM 4.4 QM 4.6
		<p>Course Evaluation/Assessments and Grading Policy</p> <ul style="list-style-type: none"> <li>Are the Letter Grades/Grading Breakdowns included and clearly stated?</li> <li>Is the Late Work policy included and clearly stated?</li> <li>Are the assessments are explicitly connected to the course objectives?</li> <li>Do the assessments (assignments, tests and quizzes) measure the stated learning objectives or competencies?</li> <li>Are the assessment types varied?</li> <li>Do the assessments build on one another and/or increase in complexity?</li> </ul>	QM 3.1 QM 3.2 QM 3.4
		<p>Assignment Descriptions</p> <ul style="list-style-type: none"> <li>Are there clear instructions for how students can get started and where to find course components?</li> <li>Are there detailed descriptions of all assignments with an explanation of how the work will be assessed?</li> <li>Are the assignments tied to the grading policy?</li> </ul>	QM 1.1 QM 3.3

Met	See Notes	Rubric Standards	QM Standard
		<p><b>Communication and Course Policies</b></p> <ul style="list-style-type: none"> <li>• Is there a communication policy – how to reach the instructor, the expected turnaround on replies, how soon to expect feedback on assignments?</li> <li>• Are the requirements for learner interaction, via email, discussion boards and in synchronous sessions, laid out clearly (Netiquette)?</li> <li>• Is there a statement of online communication etiquette expectations (Netiquette)?</li> </ul>	<p>QM 1.3 QM 5.3 QM 5.4</p>
		<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Are minimum technology requirements clearly stated and instructions provided for use?</li> <li>• Are the minimum technical skills for students clearly stated?</li> <li>• Is information about Technology Accessibility provided?</li> <li>• Is information about Technical Support offered along with links or instructions for how to access it?</li> </ul>	<p>QM 1.5 QM 1.7 QM 7.1 QM 8.2</p>
		<p><b>Institutional Policies</b></p> <ul style="list-style-type: none"> <li>• Does the syllabus contain all of the following policies? <ul style="list-style-type: none"> <li>• Academic Integrity</li> <li>• Office of Disability Services Statement (Accessibility Accommodations)</li> <li>• Title IX</li> <li>• Grievances Statement</li> <li>• Intellectual Property (Copyright Disclaimer)</li> <li>• Mental Health Statement</li> <li>• Diversity Statement</li> </ul> </li> </ul> <p><b>Optional Statements:</b></p> <ul style="list-style-type: none"> <li>• Trigger Warning</li> <li>• Off-Campus Field Experiences</li> </ul> <p><b>The following polices can be links, rather than statements:</b></p> <ul style="list-style-type: none"> <li>• Academic Support Services and Resources</li> <li>• Explanation of how student support can help</li> </ul>	<p>QM 1.4 QM 7.2 QM 7.3 QM 7.4</p>
		<p><b>Topical Outline</b></p> <ul style="list-style-type: none"> <li>• Is there a list of topics to be covered in each of the sixteen weeks of the Semester (or eight weeks of the session)?</li> </ul>	
		<p><b>Any Applicable Appendices</b></p> <ul style="list-style-type: none"> <li>• NCATE Standards</li> <li>• ISLLC Standards</li> <li>• Other</li> <li>• Not Applicable</li> </ul>	



## Quality Matters™ Rubric Standards Fifth Edition, 2014, with Assigned Point Values



### Standards Status

- Course Overview and Introduction**
- 1.1 Instructions make clear how to get started and where to find various course components.
  - 1.2 Learners are introduced to the purpose and structure of the course.
  - 1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated.
  - 1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.
  - \* 1.5 Minimum technology requirements are clearly stated and instructions for use provided.
  - 1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.
  - 1.7 Minimum technical skills expected of the learner are clearly stated.
  - 1.8 The self-introduction by the instructor is appropriate and is available online.
  - 1.9 Learners are asked to introduce themselves to the class.

- Learning Objectives (Competencies)**
- 2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.
  - 2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.
  - 2.3 All learning objectives or competencies are stated clearly and written from the learner’s perspective.
  - 2.4 The relationship between learning objectives or competencies and course activities is clearly stated.
  - 2.5 The learning objectives or competencies are suited to the level of the course.

- Assessment and Measurement**
- 3.1 The assessments measure the stated learning objectives or competencies.
  - 3.2 The course grading policy is stated clearly.
  - 3.3 Specific and descriptive criteria are provided for the evaluation of learners’ work and are tied to the course grading policy.
  - 3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.
  - 3.5 The course provides learners with multiple opportunities to track their learning progress.

- Instructional Materials**
- 4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.
  - 4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.
  - 4.3 All instructional materials used in the course are appropriately cited.
  - 4.4 The instructional materials are current.
  - 4.5 A variety of instructional materials is used in the course.
  - 4.6 The distinction between required and optional materials is clearly explained.

- Learner Activities and Learner Interaction**
- 5.1 The learning activities promote the achievement of the stated learning objectives or competencies.
  - 5.2 Learning activities provide opportunities for interaction that support active learning.
  - 5.3 The instructor’s plan for classroom response time and feedback on assignments is clearly stated.
  - 5.4 The requirements for learner interaction are clearly stated.

- Course Technology**
- 6.1 The tools used in the course support the learning objectives and competencies.
  - 6.2 Course tools promote learner engagement and active learning.
  - \* 6.3 Technologies required in the course are readily obtainable.
  - 6.4 The course technologies are current.
  - \* 6.5 Links are provided to privacy policies for all external tools required in the course.

- Learner Support**
- \* 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.
  - \* 7.2 Course instructions articulate or link to the institution’s accessibility policies and services.
  - \* 7.3 Course instructions articulate or link to an explanation of how the institution’s academic support services and resources can help learners succeed in the course and how learners can obtain them.
  - \* 7.4 Course instructions articulate or link to an explanation of how the institution’s student services and resources can help learners succeed and how learners can obtain them.

- Accessibility and Usability**
- 8.1 Course navigation facilitates ease of use.
  - \* 8.2 Information is provided about the accessibility of all technologies required in the course.
  - 8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.
  - 8.4 The course design facilitates readability.
  - 8.5 Course multimedia facilitate ease of use.

The highlighted standards above indicate standards that could be present in your syllabus. Non-highlighted standards are important, but would be present in the course. Standards preceded by an asterics indicates the standard would be met if the LOR is added to your course.



# Distance Approval Cover Sheet

## For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

### Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

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

If no, why not?

### Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, 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.

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

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

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

Additional comments (optional):

### Instructor Presence

For more on instructor presence: [About 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):

## **Delivery Well-Suited to DL/DH Environment**

*Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).*

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

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.)

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

## 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.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

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

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

## 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.
- 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.

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

Additional comments (optional):

## Academic Integrity

For more information: [\*Academic Integrity\*](#).

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

Additional comments (optional):

## Frequent, Varied Assignments/Assessments

For more information: [\*Designing Assessments for Students\*](#).

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):

## Community Building

For more information: [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):

## Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

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):

## **Additional Considerations**

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

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Syllabus and cover sheet reviewed by \_\_\_\_\_ on \_\_\_\_\_

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.