

Term Information

Effective Term Autumn 2022

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 3368
Course Title Black Voices Matter: Resisting Anti-Blackness via Black Youth Literature and Media
Transcript Abbreviation Black Voices
Course Description This course introduces intersectionality as an analytical framework for engaging literature, media, arts, etc., written about/for Black Youth by focusing on a broad body of children's and youth literature that also reflects how aspects of a person's social and political identities, including gender, and ethnicity, combine to create different modes of discrimination and privilege.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites Students do not need to have mastered any knowledge or skills before beginning this course. However, students are encouraged to begin engaging with the concepts of equity and diversity early and often in their college experiences, regardless of their fields of study.
Exclusions NA
Electronically Enforced No

Cross-Listings

Cross-Listings NA

Subject/CIP Code

Subject/CIP Code 13.0101
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Literary, Visual and Performing Arts; Race, Ethnic and Gender Diversity

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Gain awareness of social identities and systemic oppressions experienced by Black Youth. Engage in intersectional analysis of literature and media.
Identify social justice movements.
Engage in active learning.
Develop multiliteracy skills.

Content Topic List

- African American Children's & Young Adult Literature; Non-Fiction; Picture Books; Historical Fiction; Black Adolescence; #blackgirlmagic; #blackboyjoy; Verse Novels; Graphic Novels; LGBTQIA/QTPOC Novels; Fantasy; Politics of Race; Memoirs

Sought Concurrence

Yes

Attachments

- EDUTL 3368 Black Voices Syllabus.pdf: Approved T&L Syllabus
(Syllabus. Owner: Clark,Caroline Taylor)
- EDUTL 3368 GE Assessment + Rubric.pdf: Approved T&L GE Assessment
(GEC Course Assessment Plan. Owner: Clark,Caroline Taylor)
- AAAS Concurrence.pdf: Email from African American and African Studies
(Concurrence. Owner: Clark,Caroline Taylor)
- ge-foundations-submission.pdf: GE Justification
(GEC Model Curriculum Compliance Stmt. Owner: Clark,Caroline Taylor)

Comments

- The GE Foundations justification document has been completed and attached. The course fulfills the GE ELOs for both the Race, Ethnicity, and Gender Diversity GE and the Literary, Visual, and Performing Arts GE. Both have been addressed in the attachment. *(by Clark,Caroline Taylor on 01/07/2022 11:59 AM)*
- For General Education 2021 courses, the Expected Learning Outcomes form located here: <https://oaa.osu.edu/sites/default/files/uploads/general-education-review/new-ge/ge-foundations-submission.pdf> must be completed and uploaded for each GE category *(by Brown,Danielle Marie on 11/03/2021 01:02 PM)*

COURSE REQUEST
3368 - Status: PENDING

Last Updated: Brown,Danielle Marie
01/25/2022

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Clark,Caroline Taylor	10/11/2021 02:32 PM	Submitted for Approval
Approved	Eze,Maura Chinaelotam	10/11/2021 02:35 PM	Unit Approval
Revision Requested	Brown,Danielle Marie	11/03/2021 01:02 PM	College Approval
Submitted	Clark,Caroline Taylor	01/07/2022 11:59 AM	Submitted for Approval
Approved	Eze,Maura Chinaelotam	01/07/2022 12:09 PM	Unit Approval
Approved	Brown,Danielle Marie	01/25/2022 07:13 AM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	01/25/2022 07:13 AM	ASCCAO Approval

EDUTL #3368 – Black Voices Matter: Resisting Anti-Blackness via Black Youth Literature and Media

AU 2022, 3 CREDIT HOURS, Undergraduate

Instructors: TBD

Course Developers: Christian Hines with Jenell Igeleke Penn & Caroline T. Clark

Email: clark.664@osu.edu, igelekepenn.1@osu.edu, hines.350@osu.edu

Phone:

Office Hours: TBD

Course Information

Course times and location: TBD

Mode of delivery: In-person

GE Categories: Literature, Visual, and Performing Arts; Race, Ethnic, and Gender Diversity

Foundations GE Requirements: Literary, Visual and Performing Arts	
Goals	Expected Learning Outcomes
	<i>Successful students are able to...</i>
Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.	1.1 Analyze and interpret significant works of visual, spatial, literary and/or performing arts and design.
	1.2 Describe and explain how cultures identify, evaluate, shape, and value works of literature, art and design.
	1.3 Evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.
	1.4 Evaluate social and ethical implications in literature, visual and performing arts, and design.
Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.	2.1 Engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.
	2.2 Critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

This course fulfills these learning outcomes by (1) helping students explore intersectionality as an analytical framework afford for deepening engagement with Black Youth Literature and media as aesthetic and cultural art forms; and (2) allowing students to examine how representations of Black Youth in literature and other mediums shape beliefs about Blackness and the social and ethical implications of these representations in movements towards anti-racist/anti-bias justice.

Foundations GE Requirements: Race, Gender, and Ethnicity	
Goals	Expected Learning Outcomes
GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.	<i>Successful students are able to...</i> 1.1 Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
	1.2 Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
	1.3 Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
	1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity.
GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.	2.1 Engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.
	2.2 Critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.
	2.3. Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

This course fulfills these learning outcomes by (1) positioning Black Youth Literature and media as a context for understanding intersectionality as an analytical framework for surfacing and evaluating the social and ethical implications of studying race, gender, and ethnicity; and by (2) allowing students to examine how intersectional representations of Black Youth in literature and other mediums shape beliefs about Blackness and the social and ethical implications of these representations in movements towards anti-racist/anti-bias justice.

Course Overview

Description / Rationale

This is an entry-level undergraduate course that introduces intersectionality as an analytical framework for engaging in various literature, media, arts, etc., written about/for Black Youth. By foregrounding Black voices, the course seeks to introduce students to a broad body of children’s and youth literature that also reflects how aspects of a person's social and political identities, including gender, and ethnicity, combine to create different modes of discrimination and privilege. By reading, analyzing, and critiquing literature, this course foregrounds inclusive ways to discuss communities we belong to or interact with and how oppression intersects with the everyday lives of youth. Students will consider the history of African American literature and the concept of Blackness and its expression in various genres including picture books, verse novels, historical fiction, contemporary fiction, fantasy fiction, and graphic novels. We will also discuss the positioning of African American youth literature within society, book publishing, and popular culture. Finally, this course seeks to introduce students to mediums through which to

critique, analyze, and interrogate information, literature, and ideas, drawing on new media and incorporating 21st-century skills, that are applicable both in and outside of school settings.

Essential Questions:

- What is intersectionality and what does this analytical framework afford for deepening engagement with Black Youth Literature and media?
- How does the reading & analysis of Black Youth Literature aid in understanding, acknowledging biases and the questioning of positionality?
- What representations of Black Youth are present in media & multimodal texts? What are the implications of that representation?
- In what ways can we engage in discussion/work towards creating an anti-racist/anti-bias society via the use of Black Youth Literature?

Relation to Other Courses

This course relates to courses and curricula in the Departments of African American and African Studies and Teaching and Learning. Students who have taken AAAS 2270 (*Introduction to Black Popular Culture*), 2290 (*Black Youth*), EDUTL 2368 (*Introduction to Children's Literature*), or EDULT 3356 (*Literature for Adolescents*), can deepen their knowledge of how intersectionality and Black Voices come together around literature and media through this course. For students in the Integrated Language Arts B.S.Ed. or the Pre-English Education major, this course may fulfill the U.S. Minority Literature licensure requirement.

Prerequisites: None

Prerequisite Knowledge: Students do not need to have mastered any knowledge or skills before beginning this course. However, students are encouraged to begin engaging with the concepts of equity and diversity early and often in their college experiences, regardless of their fields of study.

Learning Objectives

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

1. Gain awareness of the intersecting, social identities that exist in the lives of Black Youth and the systems of oppression that have an impact on those identities.
2. Analyze stories and address issues of power, oppression, and privilege, and how to combat them.
3. Identify social movements that are enacted to address injustice via reading of Black Youth literature and media.
4. Learn and apply active, creative, inquiry-based approaches to learning and teaching.
5. Identify and apply resources appropriate for understanding, developing, and facilitating critical and creative use of multiliteracy skills.

Course Materials

Required

Bishop, R.A. (2007). *Free within ourselves: The development of African American children's literature*. Heinemann.

Muhammad, G. E. (2020). *Cultivating genius: An equity framework for culturally and historically responsive literacy*. Scholastic.

Selected articles: Available electronically on Carmen. (A full list of readings is provided in bibliography format at the end of this syllabus.)

Selected Black Youth literature and Media: Available through a variety of options, outlined below. (A full list of readings is provided in bibliography format at the end of this syllabus.)

Obtaining Books

Obtaining books can be challenging, particularly considering the impacts of COVID-19. Therefore, there is a degree of choice in many of the course readings. Here are some suggestions for how to obtain books.

- Check out from local libraries (Columbus Metropolitan Library, see columbuslibrary.org)
 - The Libby app allows those with library cards to download e-books or audiobooks
- Some of the books might be available on archive.org, which is an online library, which is free to get an account, and currently have waived wait lists during the COVID-19 Pandemic
- Purchase from stores with children's sections:
 - Cover to Cover (the local children's bookstore)
 - Local Barnes and Nobles
 - Half Price Books
- Buy online for used books at better prices:
 - Better World Books (used books with free shipping and charitable contributions to literacy projects at betterworldbooks.com)
 - Amazon.com (free 2-day shipping at www.amazon.com/gp/student/signup/info)
- eBooks/Kindle/Nook versions are perfectly fine. Many libraries allow eBook checkout for free with an account, but even at that, many eBooks are somewhat cheaper when purchased than tangible books.
- There are also some weeks where audiobooks would be fine. For those weeks you may want to use a service such as Amazon's Audible for a cheaper way to access books.

Useful Web Resources

Learning for Justice

<https://www.learningforjustice.org/>

Ethical ELA

<http://www.ethicalela.com/sarahjdonovanauthor/>

Teaching People's History: The Zinn Education Project

<https://www.zinnedproject.org/>

Social Justice Standards

<https://www.learningforjustice.org/frameworks/social-justice-standards>

We Need Diverse Books

<http://weneeddiversebooks.org/where-to-find-diverse-books/>

OWL: The Purdue Online Writing Lab

https://owl.purdue.edu/owl/purdue_owl.html

Course Requirements/Evaluation

Grades

Assignment	Points
Assignment 1: Discussion Posts & Literature Circles	100
Assignment 2: Book Talk	100
Assignment 3: Passion Project Proposal	50
Assignment 4: Passion Project	100
Assignment 5: Course Reflection	100
Participation & Attendance	150
TOTAL	600

See below for assignment descriptions and due dates.

Late Assignments

All assignments must be turned in on the due date and by the time indicated.

- Assignments turned in late will have a 10% deduction of points after the date and time indicated and for each calendar day after that. **After 5 days, late assignments will not be accepted.**
- Flexibility is possible but only when advance arrangements are made, and only when there is a good reason (e.g., documented illness or emergency).

Grading Scale

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

Assignment Descriptions

Assignment 1: Discussion Posts and Literature Circles

Online Discussion Posts: You are required to contribute to the weekly online discussion post. This will serve as a guide for your discussion groups as well as documentation of your reading, thinking, and developing throughout the semester.

- Initial posts are due by Sunday (11:59 pm) and responses by Tuesday (11:59 pm). You can choose to create your initial posts in the format of a multimodal genre (e.g., infographic, book trailer, zine, mindmap, etc.)
- For your posts, consider the following:
 - What connections can you make to course concepts and the book(s) you chose for this week?
 - How has your thinking been confirmed, extended, and/or reshaped?
 - What are two questions you have?
- You will respond to at least 2 classmates. For your response, consider the following:
 - Answer questions your classmates raise
 - Make connections to course content
 - Suggest pairings (poetry, movies, videos, music, etc.)

Literature Circles: You will participate in weekly literature circles to discuss the novel and academic readings you have read for the week. Within these circles you will each come with a list of questions, quotes, insights, and commentary and connection to the academic readings. Each group will also submit an **online reflection** that summarizes your findings.

Assignment 2: Book Talk

Students will create a 3-5 min book talk video. Consider looking at other Booktube channels for video ideas (i.e., Book Haul, TBR lists, favorite books of all time, etc). The purpose of this assignment is to explore a text about Black youth that you would read and/or bring into your classroom. Your book talk should include the following:

- 1) An engaging synopsis of the book without giving away the ending
- 2) An explanation of which course themes the book aligns with (how categories of race, gender, and/or ethnicity show up in the text)
- 3) A rating and recommendations of pairings (poetry, videos, music, movies, other books, etc.)

Feel free to be creative with this assignment. Once your video is complete, it should be uploaded to 1) the assignment dropbox on Carmen Canvas; and 2) uploaded to the shared discussion board so that we all have an opportunity to view each book talk. (*Handout in Carmen*)

Assignment 3: Passion Project Proposal

Students will communicate their intentions around the final project via a brief 1-page proposal. Within this proposal, you will briefly identify your project selection (see Assignment 4: Unit Plan/Passion Project), describe your rationale, and provide an outline. You may format this proposal in narrative or bullet form.

Optional: You may schedule a meeting with me to brainstorm/discuss your ideas.

Assignment 4: Passion Project

(ADD DESCRIPTION) Working individually, students will incorporate the concepts learned in class and apply them to an actionable practice. The purpose is to demonstrate an understanding of the personal and organizational skills required to collaborate, implement, and effect real change in society to raise awareness for/with Black youth via action in your classroom/community. Choose one of the following:

- Option 1: Create a Unit Plan centered around teaching one or more of the texts covered in class or a similar text.
- Option 2: Create an event/project (rally, book discussion, drive, professional development, etc.) that promotes awareness in the community. Bring in pamphlets, brochures, flyers, discussion questions, etc. and a rationale for your event and your objectives.

Presentation

In addition, you will deliver/record a **10–15-minute oral presentation** that includes:

- A title and which project option you selected
- An overview of the project, including a synopsis of how you came to your final project based on the class content
- Reflections you have on the process (e.g., challenges, triumphs, findings, and/or implications)
- A discussion of how you believe the project raises awareness for and/or celebrates Black Youth.

Assignment 5: Course Synthesis Reflection

To complement your final work, you will be writing **OR** creating a piece (presentation) that reflects on and synthesizes your thinking and learning from across the entire semester. This piece should articulate your emergent perspective on learning and analysis from your readings and discussions regarding social justice, intersectionality, power, privilege & oppression regarding Black Youth.

Paper Requirements are as follows:

1-2 pages double spaced, 12 pt. font, 1" margins

Reference at least 3 course texts (articles, chapters, videos, etc)

Upload it to Carmen/Canvas no later than the start of our exam session

Presentation Requirements are as follows:

2-to-4-minute presentation using the platform of your choice (google slides, ppt, prezi, blog post, video, etc.)

Can be performed (song, poetry, dramatization, etc.).

Upload it to Carmen/Canvas no later than the start of our exam session

To accomplish this, students will need to:

- 1) Select at least 3 different works of Black Youth Literature or media from across the semester. Describe and explain how Blackness, and its intersections with gender, ethnicity, and other social positions is/are represented through the texts. (ELOS: LVPA- 1.1, 1.2, 1.3; RGE-1.1, 1.2.; 1.3)
- 2) Using the same text set, examine how race, gender, and ethnicity function within these texts. How do the artistic ideas in these texts shape understanding of race, gender, ethnicity and intersections among these? Evaluate what the author(s)/artists(s) seem to be saying about human beliefs and behaviors and the social and ethical implications of these representations relative to individual lived experiences and broader societal issues. (ELOS: LVPA-1.3, 1.4; RGE-1.2, 1.3, 1.4)
- 3) Critically and creatively reflect on your experiences engaging with race, ethnicity, gender, and intersectionality through Black Youth Literature and media across the semester. How do people's positions and identities, including your own, affect engagement with these? What did you learn about how social positions and representations shape attitudes, beliefs, or behaviors? Why does this matter? (ELOS: LVPA-2.1, 2.2; RGE-2.1, 2.2, 2.3)
- 4) Use the concluding section of your assignment to consider what it is that matters to you as you embark on you being advocates for Black Youth.

Course Policies

Attendance and Participation Requirements:

Research shows that regular participation is one of the highest predictors of success. With that in mind, I have the following expectations for everyone's participation:

- **Participating in in-person activities for attendance: once per week**
You are expected to attend all class meetings. If you have a situation that might cause you to miss a class meeting, discuss it with me *as soon as possible*.
- **Participating in online activities: at least once per week**
You are expected to log on to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

- **Office hours: optional**
Office hours are optional. However, each student will need to meet with me individually at least once during the term to discuss progress toward your final project term.

Communication

The university's official mode of communication is via university email. Students should use their buckeyemail when emailing their professor, and faculty will use their OSU email when emailing students. [adjust the following guidelines to your personal preferences]

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.
- **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.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](http://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.

Response Times: I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** or use 8help@osu.edu at any time if you have a technical problem.)

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **E-mail:** I will reply to e-mails within **24 hours on school days**.
- **Discussion board:** I will check and reply to messages in the discussion boards every **24 hours on 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: [adjust the following guidelines to your personal preferences. Multiple netiquette policies exist online for your guidance.]

- 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 colors like red and green for accessibility reasons; avoid font styles, colors, and sizes that are difficult to read.
- 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.

Course Assignments and Academic Integrity

In addition to Ohio State's academic integrity policy, listed below, please review our course-specific policies:

POLICIES FOR THIS COURSE:

- **Written assignments:** Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow **APA** style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in—but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.
- **Group discussions/projects:** This course includes group assignments, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Technology

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

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access.

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

Technology necessary for this course:

- Basic computer and web-browsing skills
- Navigating CarmenCanvas
- Streaming audio and video
- Collaborative course tools
- **Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](http://go.osu.edu/office365help)(go.osu.edu/office365help) help article for full instructions.

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](#)

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](#)

Sample Course Schedule

WEEK/ UNIT	TOPIC(S)	LVPA and RGE ELOs	READING(S) & OTHER MEDIA	ASSIGNMENTS & ASSESSMENTS
1	Intro to African American Children's & Young Adult Literature	1, 2, LVPA - 1.1, 1.2, 2.1 RGE- 1.3	Elliott (2010) Reddin, F. (2020) <i>Free Within Ourselves</i> "Introduction" Video: Get Comfortable Being Uncomfortable Video: What children learn about African American history depends on where they live Video: Kimberlé Crenshaw Defines Intersectionality	Intro Activity Student Survey Syllabus Review
2	History & Early Childhood	1, 2, 3 LVPA - 1.1, 1.2, 1.3, 1.4, 2.1 RGE-1.1,1.2, 1.3, 2.3	Sims-Bishop, R. (1990) Mirrors, Windows, and Sliding Glass Doors. McNair, J. (2008). A Comparative Analysis of The Brownie's Book Krishnaswami, U. (2019) Why Stop at Windows and Mirrors? Children's Books as Prisms <i>Free Within Ourselves</i> Chapters 1-2 <i>Stamped: Racism, Antiracism, and You</i> (Intro-Section 2) Video: What It Means to Be Black Video: The Legacy of Storytelling in African American History	Weekly Reading Post
3	History & Non-Fiction	1, 2, LVPA- 1.1, 1.2, 1.3, 2.1, 2.2 RGE- 1.1, 1.2, 1.3, 1.4, 2.3	<i>Stamped: Racism, Antiracism, and You</i> (Section 3-5) <i>Free Within Ourselves</i> Chapters 3-4 Video: Jason Reynolds on Honesty, Joy, & Antiracism	Weekly Reading Post Lit Circle Reflection

4	Picture Books	1, 2, 3, 5 LVPA-1.1, 1.2, 1.3, 2.1, 2.2 RGE- 1.1, 1.2, 1.3, 2.3	<i>Black is a Rainbow Color</i> <i>I Am Everything Good Thing</i> <i>I Am Enough</i> <i>A Child's Introduction to African American History</i> <i>Free Within Ourselves</i> Chapters 6-7 Myers, C. (2014) <i>The Apartheid of Children's Literature</i> Myers, W. D. (2014) <i>Where are the People of Color in Children's Books?</i> Video: <i>Lifting Black Voices in Children's Books</i>	Weekly Reading Post Lit Circle Reflection
5	Historical Fiction	1, 2, 3, 5 LVPA-1.1, 1.2, 1.3, 2.1, 2.2 RGE- 1.1, 1.2, 1.3, 1.4, 2.3	<i>One Crazy Summer</i> <i>Bud Not Buddy</i> <i>Free Within Ourselves</i> , Chapter 12 <i>Cultivating Genius</i> , Introduction Magoon, K. (2020) <i>Our Modern Minstrelsy</i>	Weekly Reading Post Lit Circle Reflection
6	Black Adolescence #blackgirlmagic	1, 2, 3, LVPA- 1.1, 1.2, RGE- 1.1, 1.2, 1.3, 1.4, 2.3	<i>Ways to Make Sunshine</i> <i>The Only Black Girls in Town</i> <i>Free Within Ourselves</i> , Chapter 10 <i>Cultivating Genius</i> , Chapter 1 Muhammad, G. & Haddix, M. (2016). <i>Centering Black Girl Literacies</i> Video: <i>End Adultification Bias</i> Video: <i>What it Actually Means to "Protect Black Girls"</i>	Weekly Reading Post Lit Circle Reflection
7	Black Adolescence #blackboyjoy	1, 2, 3, LVPA- 1.1, 1.2, 2.1, 2.2 RGE- 1.1, 1.2, 1.3, 1.4, 2.3	<i>As Brave as You</i> <i>Not So Pure and Simple</i> <i>Free Within Ourselves</i> , Chapter 11 <i>Cultivating Genius</i> , Chapter 2 Boutte, G. & Bryan, N. (2019). <i>When Will Black Children Be Well?</i> Video: <i>Why It's Important to Change the Narrative for Black Boys</i> Video: <i>A Conversation About Growing Up Black</i>	Weekly Reading Post Lit Circle Reflection
8	Verse Novels	1, 2, 3 LVPA-1.1, 1.2, 1.3, 1.4, 2.1, 2.2 RGE- 1.1, 1.2, 1.3, 1.4, 2.3	<i>The Poet X</i> <i>Swing</i> <i>Free Within Ourselves</i> , Chapter 5 Song, A. (2019). <i>Forming Counternarratives through Personal Poetry</i> Video: <i>Elizabeth Acevedo: This is for us</i> Video: <i>Kwame Alexander on Swing</i>	Weekly Reading Post Lit Circle Reflection
9	Graphic Novels	1, 2, 3, 4, 5 LVPA- 1.1, 1.2, 1.3, 1.4, 2.1, 2.2 RGE- 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3	<i>Class Act</i> <i>Twins</i> <i>Free Within Ourselves</i> , Chapters 8-9 Moeller, R. & Becnel, K. (2018) <i>Drawing Diversity: Representations of Race in Graphic Novels for Young Adults</i> Video: <i>Varian Johnson & Shannon Wright Discuss 'Twins'</i> Video: <i>Jerry Craft on New Kid and Class Act</i>	Weekly Reading Post Lit Circle Reflection Unit Plan/Event Plan Proposal Due
10	LGBTQIA/QTPOC Novels	1, 2, 3 LVPA-1.1, 1.2, 2.1, 2.2	<i>Felix Ever After</i> <i>You Should See Me in a Crown</i> Kramer, K. (2018). <i>Clearing the Path for Transgender Identities with MG Literature</i>	Weekly Reading Post Lit Circle Reflection

		RGE- 1.1, 1.2, 1.3, 1.4, 2.3	Blackburn, M. & Smith, J. (2010). Moving Beyond Inclusion of LGBTQ Themed Literature in ELA Classrooms Callender, K. (2020). Harry Potter Saved My Life, JK Rowling is now Endangering Trans People Like Me Wilson, B. (2008). Black lesbian gender and sexual culture: celebration and resistance Video: Finding Community with Kacen Callender	
11	Fantasy	1, 2, 3, 4, 5 LVPA-1.1, 1.2, 1.3, 1.4, 2.1, 2.2 RGE- 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3	<i>Children of Blood and Bone</i> <i>Tristan Strong Punches a Hole in the Sky</i> <i>The People Could Fly</i> (Excerpts) Thomas, EE. (2018) Toward a Theory of The Dark Fantastic Toliver, SR. (2020) I Desperately Need Visions of Black People Thriving Donella, L. (2020) YA Fantasy Where the Oppression is Real Video: Tomi Adeyemi Waterstones Interview Video: Rick and Kwame Talk Tristan Strong	Weekly Reading Post Lit Circle Reflection Book Talk #1 Due
12	Politics of Race	1, 2, 3 LVPA-1.1, 1.2, 2.1, 2.2 RGE- 1.1, 1.2, 1.3, 1.4, 2.3	<i>On The Come Up</i> <i>Punching the Air</i> Tulino, D., Krishnamurthy, S., Fall, M., & Browne, S. (2019) Resisting Ant-Blackness through Counternarratives Video: The Story Behind Punching the Air Video: Telling Uncomfortable Stories Video: Mass Incarceration Visualized Video: The Enduring Myth of Black Criminality	Weekly Reading Post Lit Circle Reflection
13	Memoirs	1, 2, 3, 4, 5 LVPA- 1.1, 1.2, 1.3, 1.4, 2.1, 2.2 RGE- 1.1, 1.2, 1.3, 1.4, 2.1, 2.2,2.3	<i>All Boys Aren't Blue</i> <i>Brown Girl Dreaming</i> Terrel, K. (2020). New Memoir Reminds Us that "All Boys Aren't Blue" Scutts, J. (2020) Jacqueline Woodson Interview Howard, K. (2017). Collage, Confession, and Crisis in Jacqueline Woodson's Black Girl Dreaming Video: Jacqueline Woodson Interview Video: George M Johnson on Growing Up Black and Queer	Weekly Reading Post Lit Circle Reflection Book Talk #2 Due
14	Doing the Work	1, 2, 3 LVPA-1.1, 1.2, 1.3, 1.4, 2.1, 2.2 RGE- 1.1, 1.2, 1.3, 1.4, 2.3	<i>This Book is Anti-Racist</i> <i>The Black Kids</i> Stone, N. (2020). Don't Just Read about Racism—Read Stories about Black People Living Boyd, A & Miller, J. (2020). Let's Give Them Something to Talk (And Act!) About: Privilege, Racism, and Oppression in the Middle School Classroom. West, J. & Franklin B. (2019) <i>Passion Projects: Creating Space for Adolescents to Ask Real Questions.</i>	Weekly Reading Post Lit Circle Reflection
15		1, 2, 3, 4, 5	Unit Plan/Passion Project Presentations	Presentations Course Reflections

		LVPA-1.1, 1.2, 1.3, 1.4, 2.1, 2.2 RGE- 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3		(Due by the end of exam week)
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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 (or in class).

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)

See **Course Assignments and Academic Integrity**, above, for my specific guidelines about collaboration and academic integrity in the context of this class.

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 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.

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 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.**

[optional] 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 College of Education and Human Ecology 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 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.

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 or visit odi.osu.edu/campus

References for additional course readings

- Sims-Bishop, R. (1990). Mirrors, windows, and sliding glass doors. *Perspectives*, 6(3), ix-xi.
- Boutte, G. & Bryan, N. (2019). When will Black children be well? Interrupting anti-Black violence in early childhood classrooms and schools. *Contemporary Issues in Early Childhood*, 22(3), 232-243.
- Buchanan, L. B., Ward, C. F., & Senta, A. (2021). Deploying Black joy: Learning to teach towards abolition through picture books. In D. E. Hartsfield (Ed.), *Handbook of Research on Teaching Diverse Literature to Preservice Professionals* (pp. 360-378). IGI Global.
- Boyd, A & Miller, J. (2020). Let's give them something to talk (and act!) about: Privilege, racism, and oppression in the middle school classroom. *Voices from the Middle*, 27(3), 15-19.
- Callender, K. (2020). Harry Potter save my life. J.K. Rowling is now endangering trans people like me. <https://www.them.us/story/kacen-callender-op-ed-jk-rowling>
- Cramer, K. (2018). Clearing paths for transgender Identities with middle grades literature. *Voices from the Middle*, 26(2), 25-29.
- Donella, L. (2020) YA fantasy where the oppression is real. <https://www.npr.org/sections/codeswitch/2020/01/28/800167671/ya-fantasy-where-the-oppression-is-real>
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- Howard, K. J. (2017). Collage, confession, and crisis in Jacqueline Woodson's *Black Girl Dreaming*. *Children's Literature Association Quarterly*, 42(3), 326-344.
- Hinton, K. (2004). "Sturdy Black Bridges": Discussing race, class, and gender. *The English Journal*, 94 (2), 60-64.
- Krishnaswami, U. (2019) Why stop at windows and mirrors?: Children's book prisms. *The Horn Book*. <https://www.hbook.com/?detailStory=why-stop-at-windows-and-mirrors-childrens-book-prisms>

- Magoon, K. (2020) Our modern minstrelsy. *The Horn Book*. <https://www.hbook.com/?detailStory=our-modern-minstrelsy>.
- McNair, J. C. (2008). A comparative analysis of *The Brownies' Books* and contemporary African American children's literature written by Patricia C. McKissack. *Embracing, evaluating, and examining African American children's and young adult literature*, 3-29.
- Moeller, R. & Becnel, K. (2018) Drawing diversity: Representations of race in graphic novels for young adults. *School Library Research*, 21, 1-17.
- Muhammad, G. & Haddix, M. (2016). Centering Black girls' literacies: A review of literature on the multiple ways of knowing of Black girls. *English Education*, 48 (4), 299-336.
- Myers, C. (2014) The apartheid of children's literature. <https://www.nytimes.com/2014/03/16/opinion/sunday/the-apartheid-of-childrens-literature.html>
- Myers, W. D. (2014) Where are the people of color in children's books? <https://www.nytimes.com/2014/03/16/opinion/sunday/where-are-the-people-of-color-in-childrens-books.html>
- Reddin, F. (2020). Why we need to engage with Black Literature beyond racial politics. <https://www.harpersbazaar.com/uk/culture/a32847657/why-we-need-to-engage-with-black-literature/>
- Scutts, J. (2020) Jacqueline Woodson: "It's important to know that whatever moment we're in, it's not the first time." <https://www.theguardian.com/books/2020/jan/18/jacqueline-woodson-its-important-to-know-that-whatever-moment-were-in-its-not-the-first-time>
- Song, A. (2019). Voice and experience: Forming counter-narratives through personal poetry. *English Journal*, 108(3), 74-80.
- Terrel, K. (2020). George M. Johnson's new memoir reminds us that "All boys aren't blue." https://www.huffpost.com/entry/george-m-johnson-book-all-the-boys-arent-blue_n_5ea70d5cc5b6a30004e62a79
- Thomas, E. E. (2018). Toward a theory of the dark fantastic: The role of racial difference in young adult speculative fiction and media. *Journal of Language and Literacy Education*, 14(1), 1-10.
- Toliver, S. R. (2020). "I desperately need visions of Black people thriving": Emancipating the fantastic with Black women's words. *Journal of Adolescent and Adult Literacy*, 64 (3), 323-332.
- Toliver, S. R. (2018). Imagining new hopescapes: Expanding Black girls' windows and mirrors. *Research on Diversity in Youth Literature*, 1(1), 1-24.
- Tulino, D., Krishnamurthy, S., Fall, M., & Browne, S. (2019). YA novels: Resisting anti-blackness through counternarratives. *English Journal*, 109(2), 32-38.
- West, J. & Franklin B. (2019) Passion projects: Creating space for adolescents to ask real questions. *Voices From the Middle*, 26(3), 35-39.
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Literature

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- Adeyemi, T. (2018). *Children of blood and bone*. Macmillan.
- Alexander, K. with Hess, M. R. (2018). *Swing*. Blink.
- Asim, J. (2018). *A child's introduction to African American history*. (L. Gaines, Illus.). Black Dog & Leventhal.

Barnes, D. (2020). *I am very good thing*. (G.C. James, Illus.). Nancy Paulsen Books.

Byers, G. (2018). *I am enough*. (K. A. Bobo, Illus.). Balzer + Bray.

Callender, K. (2020). *Felix ever after*. Harper Collins.

Colbert, B. (2021). *The only Black girls in town*. Little Brown Books for Young Readers.

Craft, J. (2020). *Class act*. Quill Tree Books.

Curtis, C. P. (1999). *Bud, not Buddy*. Yearling.

Giles, L. (2020). *Not so pure and simple*. Quill Tree Books.

Hammonds-Reed, C. (2020). *The Black kids*. Simon and Schuster Books for Young Readers.

Jewell, T. (2020). *This book is anti-racist: 20 lessons on how to wake up, take action, and do the work*. (A. Durand, Illus.). Frances Lincoln Children's Books.

Johnson, G. M. (2020). *All boys aren't blue: A memoir-manifesto*. Farrar, Strauss and Giroux.

Johnson, L. (2020). *You should see me in a crown*. Scholastic.

Johnson, V. (2020). *Twins*. (S. Wright, Illus.). Graphix.

Joy, A. (2020). *Black is a rainbow color*. (E. Holmes, Illus.). Roaring Book Press.

Mbalia, K. (2019). *Tristan Strong punches a hole in the sky*. Rick Riordan Presents.

Reynolds, J. (2017). *As brave as you*. Atheneum/Caitlyn Dlouhy Books.

Reynolds, J. & Kendi, I. X. (2020). *Stamped: Racism, Antiracism, and You*. Hachette/Little Brown.

Thomas, A. (2019). *On the come up*. Balzer + Bray.

Watson, R. (2020). *Ways to make sunshine*. (N. Mata, Illus.). Bloomsbury Children's Books.

Williams-Garcia, R. (2010). *One crazy summer*. Scholastic.

Woodson, J. (2016). *Brown girl dreaming*. Nancy Paulsen Books.

Zoboi, I. & Salaam, Y. (2020). *Punching the air*. Balzer + Bray.

Videos and Other Media

Kimberlé Crenshaw Defines Intersectionality: <https://www.youtube.com/watch?v=sWP92i7JLIQ>

End Adultification Bias: <https://www.youtube.com/watch?v=L3Xc08anZAE>

Lifting Black Voices in Children's Books:

https://www.ted.com/talks/carlotta_penn_lifting_black_voices_in_children_s_books/up-next

What it Actually Means to "Protect Black Girls": <https://www.youtube.com/watch?v=L9ZCVFeG5ts>

Get Comfortable Being Uncomfortable: <https://www.youtube.com/watch?v=QijH4UAqGD8>

What children learn about African American history depends on where they live:

<https://www.youtube.com/watch?v=ztd4vn2BlvM>

Jason Reynolds on Honesty, Joy, & Antiracism: <https://www.youtube.com/watch?v=GfmdmFYOyfc>

Varian Johnson & Shannon Wright Discuss 'Twins': <https://www.youtube.com/watch?v=4c76vafBbHk>

Jerry Craft on New Kid and Class Act: https://www.youtube.com/watch?v=Q_gduSIJwpQ

Why It's Important to Change the Narrative for Black Boys:

<https://www.youtube.com/watch?v=lvoDSrNOA1g>

A Conversation About Growing Up Black: <https://www.youtube.com/watch?v=rSAw51caEeg>

Finding Community with Kacen Callender:

https://www.google.com/search?q=finding+community+with+kacen+callender&rlz=1C5GCEA_enUS850US852&og=Finding+community+with+Kacen+Calle&aqs=chrome.1.69i57j33i10i160l5.9632j0j4&sourceid=chrome&ie=UTF-8

Jacqueline Woodson Interview: <https://www.youtube.com/watch?v=KfGBtIG6CgM>

George M Johnson on Growing Up Black and Queer:

https://www.youtube.com/watch?v=Bm24OBcGB_g

The Story Behind Punching the Air: <https://www.youtube.com/watch?v=s6ngLGHSc9w>

Telling Uncomfortable Stories: <https://www.youtube.com/watch?v=splW8tRVnpE>

Mass Incarceration Visualized: https://www.youtube.com/watch?v=u51_pzax4M0

The Enduring Myth of Black Criminality: <https://www.theatlantic.com/video/index/404674/enduring-myth-of-black-criminality/>

Tomi Adeyemi: The Waterstones Interview: <https://www.youtube.com/watch?v=pp2DBYmjU8Y>

Rick and Kwame Talk Tristan Strong: <https://www.youtube.com/watch?v=td8jDWH6I6s>

Elizabeth Acevedo: This is for us: <https://www.youtube.com/watch?v=2Bz0mjL1q4>

Kwame Alexander on Swing: <https://www.youtube.com/watch?v=qp6J-C30JOI>

Foundations GE Requirements: Literary, Visual and Performing Arts	
Goals	Expected Learning Outcomes
	<i>Successful students are able to...</i>
Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.	1.1 Analyze and interpret significant works of visual, spatial, literary and/or performing arts and design.
	1.2 Describe and explain how cultures identify, evaluate, shape, and value works of literature, art and design.
	1.3 Evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.
	1.4 Evaluate social and ethical implications in literature, visual and performing arts, and design.
Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.	2.1 Engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.
	2.2 Critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

Foundations GE Requirements: Race, Gender, and Ethnicity	
Goals	Expected Learning Outcomes
	<i>Successful students are able to...</i>
GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.	1.1 Describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.
	1.2 Explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
	1.3 Analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.
	1.4 Evaluate social and ethical implications of studying race, gender, and ethnicity.
GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.	2.1 Engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.
	2.2 Critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.
	2.3. Describe how the categories of race, gender, and ethnicity influence the lived experiences of others.

EDUTL 3368 GE Assessment

A key aim of this entry-level course is to introduce intersectionality as an analytical framework for engaging in various literature, media, arts, etc., written about/for Black Youth. By foregrounding Black voices, the course seeks to introduce students to a broad body of children's and youth literature that also reflects how aspects of a person's social and political identities, including gender, and ethnicity, combine to create different modes of discrimination and privilege.

The concluding assignment, a Passion Project/Unit Plan, affords students the opportunity to bring together key elements that align with the GE ELOS for both Literature, Visual, and Performing Arts and Race, Gender, and Ethnicity.

Passion Project/Unit Plan: Working individually, students will incorporate the concepts learned in class and apply them to an actual pedagogical practice. The purpose is to demonstrate an understanding of the personal and organizational skills required to collaborate, implement, and effect real change in society to raise awareness for/with Black youth via action in your classroom/community. Choose one of the following:

- Option 1: Create a Unit Plan centered around teaching one or more of the texts covered in class or a similar text.
- Option 2: Create an event/project (rally, book discussion, drive, professional development, etc.) that promotes awareness in the community. Bring in pamphlets, brochures, flyers, discussion questions, etc. and a rationale for your event and your objectives.

Presentation

In addition, you will deliver/record a **10–15-minute oral presentation** that includes:

- A title and which project option you selected
- An overview of the project, including a synopsis of how you came to your final project based on the class content
- Reflections you have on the process (e.g. challenges, triumphs, findings, and/or implications)
- A discussion of how you believe the project raises awareness for and/or celebrates Black Youth.

Course Synthesis Reflective Essay/Presentation: To compliment your final work, you will be writing **OR** creating a piece (presentation) that reflects on and synthesizes your thinking and learning from across the entire semester. This piece should articulate your emergent perspective on learning and analysis from your readings and discussions regarding social justice, intersectionality, power, privilege & oppression regarding Black Youth.

Paper Requirements are as follows:

- 1-2 pages double spaced, 12 pt. font, 1" margins
- Reference at least 3 course texts (articles, chapters, videos, etc)
- Upload it to Carmen/Canvas no later than the start of our exam session

Presentation Requirements are as follows:

- 2-to-4-minute presentation using the platform of your choice (google slides, ppt, prez, blog post, video, etc.)
- Can be performed (song, poetry, dramatization, etc.).

- Upload it to Carmen/Canvas no later than the start of our exam session

To accomplish this, you may need to:

- 1) Re-read discussion posts, reflections, and other course assignments to look for moments of discovery, growth, and new understandings.
- 2) Take note of the most impactful quotes, ideas, or concepts from authors, speakers, our learning community, and your own writing.
- 3) Consider the ways you might integrate these impactful things into your future work.
- 4) pose a central question (or two) that serves as the foundation of the reflection.
- 5) Attempt to answer the question using your own voice and the voices of others in the course (including authors and speakers).

Elements 1: Analysis – Analyze how childhood is explored in a text(s) written for children. Describe and explain how the cultural construction of childhood is perpetuated and/or disrupted through the text(s). (ELOs 1.1, 1.2)

Element 2: Thematic – Select a theme and explore it across several texts (e.g., cultural artifacts page to screen, variations of tales across cultures, texts to toys, visual art, etc.). Evaluate what the author(s)/artists(s) seem to be saying about human beliefs and behaviors and the social and ethical implications of this theme in people’s lives across cultural groups, particularly relative to children’s literature and childhoods. (ELOs 1.3, 1.4, 2.1)

Element 3: Critical Reflection – Critically and creatively reflect on your experiences engaging with literary arts across the semester. What did you learn from your readings, analysis, and thematic exploration of children’s literature? (ELO 2.2)

NOTE: Students must demonstrate their capacity to present understanding in at least one modality other than writing.

EDUTL 3368: Black Voices Matter - GE Course Assignments and Rubrics

EDUTL 368: GE Assessment Rubric: This scoring rubric is designed to help instructors and members of relevant committees assess how well students are meeting the ELOs as reflected in direct assessment methods. Students are not expected to have acquired all the knowledge, skills, and attitudes/perspectives listed under the various ELOs in order to complete the assignment satisfactorily. At a minimum, students are expected to meet Level 2 expectations.

ELO	Element	Insert Number of Students Achieving Each Level in Each Section			
		Exceeds Expectations 4 =	Meet Expectations 3 =	Emerging 2 =	Does Not Meet Expectations 1=
1.1, 1.2	Analysis Analyze how childhood is explored in a text(s) written for children. Describe and explain how the cultural construction of childhood is perpetuated and/or disrupted through the text(s).	Thoroughly analyzes how contemporary and historical ideas of childhood are explored in multiple (3 or more) texts, describing AND explaining how the cultural construction of childhood is perpetuated or disrupted through ALL of the texts.	Analyzes how childhood is explored in multiple (3 or more) texts, describing how the cultural construction of childhood is perpetuated or disrupted through ALL of the texts, but with little explanation of the analysis.	Analyzes how childhood is explored in 2 or fewer texts, describing how the cultural construction of childhood is perpetuated or disrupted through the texts, but with little explanation of the analysis.	Analyzes how childhood is explored in 1 text, but with little/limited description of or connection to the cultural construction of childhood.
1.3, 1.4, 2.1	Thematic Select a theme and explore it across several texts (e.g., <i>cultural artifacts, page to screen, variations of tales across cultures, texts to toys, visual art, etc.</i>). Evaluate what the author(s)/artists(s) seem to be saying about human beliefs and behaviors and the social and ethical implications of this theme in people's lives across cultural groups, particularly relative to children's literature and childhoods.	Identifies a clear theme and explores it across several texts (3 or more), evaluating its connections to human beliefs and behaviors AND the social and ethical implications of the theme ACROSS cultural groups AND children's literature.	Identifies a theme and explores it across several texts (3 or more), evaluating its connections to human beliefs and behaviors OR the social and ethical implications of the theme ACROSS cultural groups, but not both. Connections to children's literature are present but not developed.	Identifies a theme in 2 texts AND connects the theme to human beliefs and behaviors OR the social and ethical implications of the theme WITHIN but not ACROSS cultural groups, but not both. Connections to children's literature are scant and not developed.	Identifies a theme in 2 texts but with limited connections to human beliefs or ethics and no attention to cultural groups and no connections made to children's literature.
2.2	Critical Reflection	Reflection is both critical AND creative, describing the	Reflection is both critical AND creative, describing	Reflection is somewhat critical but not	Reflection is not critical or

EDUTL 3368: Black Voices Matter - GE Course Assignments and Rubrics

	<p>Critically and creatively reflect on your experiences engaging with literary arts across the semester. What did you learn from your readings, analysis, and thematic exploration of children’s literature?</p>	<p>knowledge gained, examining the meaning and significance of the learning, as well as ways of translating or applying the information for different contexts (relating back to the student’s major or environment). Reflection attends to learning ACROSS the semester AND addresses ALL elements AND modes of learning (e.g., reading, viewing, writing, etc.).</p>	<p>the knowledge gained, AND the meaning and significance of the learning, but NOT the ways of translating or applying the information for different contexts (relating back to the student’s major or environment). Reflection attends to learning ACROSS the semester AND address ALL elements but NOT all modes of learning (e.g., reading, viewing, writing, etc.).</p>	<p>particularly creative. The knowledge gained is described, but the meaning and significance of the learning and the ways of translating or applying the information for different contexts are NOT addressed. Reflection attends to only some of the learning and elements from the semester with not attention to multiple modes of learning (e.g., reading, viewing, writing, etc.).</p>	<p>creative. Focuses only one time point and key course elements of not addressed.</p>
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EDUTL 3368: Black Voices Matter - GE Course Assignments and Rubrics

Subject: Re: Course Concurrence Request
Date: Wednesday, October 6, 2021 at 12:58:38 PM Eastern Daylight Time
From: Adeeko, Adeleke
To: Clark, Caroline
CC: Igeleke Penn, Jenell I., Wild, Tiffany, Hines, Christian M., Skinner, Ryan
Attachments: image001.png

Dear Professor Clark,
AAAS concurs with T&L on this course proposal. I have included our DUGS, Professor Ryan Skinner, in this reply.
Sincerely,



Adélékè Adéèkò, PhD

Interim Chair, Department of African American & African Studies
Humanities Distinguished Professor
Department of English
College of Arts & Sciences
470 University Hall / 510 Denney Hall, 230 N. Oval Mall, Columbus, OH 43210
614-292-8834 Office / 614-292-2293 Fax
adeeko.1@osu.edu / aaas.osu.edu

If the Needle Could Really Sew, It Would Have No Hole on Its Back
-- A Ghanaian Proverb

From: Clark, Caroline <clark.664@osu.edu>
Date: Tuesday, October 5, 2021 at 6:03 AM
To: Adeeko, Adeleke <adeeko.1@osu.edu>
Cc: Igeleke Penn, Jenell I. <igelekepenn.1@osu.edu>, Wild, Tiffany <wild.13@osu.edu>, Hines, Christian M. <hines.350@buckeyemail.osu.edu>
Subject: Course Concurrence Request

Dear Professor Adéèkò,

Good morning! I am writing to request concurrence from the Department of African and African American Studies on a new course in the Department of Teaching & Learning. The proposed course is EDUTL 3368: Black Voices Matter: Resisting Anti-Blackness via Black Youth Literature and Media.

The course was designed by Ms. Christian Hines, a doctoral student studying Children's and Young Adult Literature, in collaboration with Dr. Jenell Igeleke Penn and myself. Both are copied on this email. We are proposing the course as one that will fulfill both the Race, Gender, and Ethnicity GE ELOs as well as the Literature, Visual, and Performing Arts GE ELOs.

We believe that the course is one that draws on the unique strengths of our graduate programs in T&L focused on Literature for Children and Young Adults, and that it will serve as a complement, and ideally, a companion or gateway, to many of the courses in AAAS.

Please let me know if you have any questions about the course. I have attached the syllabus to this email, along with the concurrence form. I have also copied the Undergraduate Studies Chair in T&L, Dr. Tiffany Wild.

Much thanks,
Caroline

Dr. Caroline T. Clark, PhD (she/her/hers)
Professor, Literacies, Literatures & Language Arts (LLA)
Department of Teaching and Learning
The Ohio State University
Ramseyer Hall 221A 29 W. Woodruff Avenue

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: _____

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy either the ELOs for Historical Studies or the ELOs for Cultural Studies.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression. Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Writing and Information Literacy (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

Course Subject & Number: _____

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data. Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

Course Subject & Number: _____

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)