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## Term Information

Effective Term Autumn 2022

## General Information

Course Bulletin Listing/Subject Area English  
Fiscal Unit/Academic Org English - D0537  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2367.09S  
Course Title Literacy Narratives of Central Ohio Communities  
Transcript Abbreviation LiteracyNarratives  
Course Description Students will engage with community partners to develop a deeper critical understanding of the cultural literacies that shape their lives and the world around them. Designated as a service-learning course, students taking it will collect the oral histories of community members sharing a common background.  
Semester Credit Hours/Units Fixed: 4

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

Prerequisites/Corequisites English 1101.01  
Exclusions  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

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

## Requirement/Elective Designation

Lived Environments

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**

- Produce a variety of texts in different genres and modalities that investigate and integrate the literacy narratives of their interview subjects.

Use writing as tool for learning and reflecting on learning about cultural literacies.

- Gain greater knowledge of selected events, processes, and traditions in the United States in relation to the quest for advancement in, and attitudes toward, science, technology, and industry.
- Practice critical writing, oral discussion, and the analysis of issues related to certain American historical events and processes and sociocultural traditions.

### **Content Topic List**

- Literacy
  - Oral history
  - Community engagement
  - Multidisciplinary approaches to science, technology, and industry
  - Cultural literacy
  - Advanced Writing

### **Sought Concurrence**

No

## Attachments

- Syllabus.pdf: Syllabus  
*(Syllabus. Owner: Hewitt, Elizabeth A)*
- 2367.09S-submission-lived-environments[41].pdf: GE Submission Form  
*(Other Supporting Documentation. Owner: Hewitt, Elizabeth A)*
- 2367.09S-service-learning-inventory[62].pdf: Service Learning Inventory  
*(Other Supporting Documentation. Owner: Hewitt, Elizabeth A)*
- Updated Syllabus\_2:25.pdf: Updated Syllabus (2/26)  
*(Syllabus. Owner: Hewitt, Elizabeth A)*

**Comments**

- - Please uncheck the first General Education box as well as the box for (1) Writing and Communication Level 2 and (2) Service-Learning. Indeed, those are current GE categories & courses starting in Autumn 2022 will no longer apply for those outdated legacy GE categories.
- It is not clear why the number 2367.09S was selected since going forward the "2367" will not carry any meaning in the new GE. It designates courses in the legacy GE. So this might be confusing to students.
- On p.2 of the syllabus, the generic Theme ELOs should be included with a short explanation of how the course will fulfill these.
- On that same page, the mention of Advanced Literacy and the goals and ELOs for the embedded writing component need to be removed. Indeed, any student taking the course who is not an English major will not receive credit for the advanced writing embedded literacy. So embedded literacy language should be left out of syllabi so as not to confuse students. *(by Vankeerbergen,Bernadette Chantal on 02/12/2022 03:14 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Hewitt,Elizabeth A	02/11/2022 06:24 PM	Submitted for Approval
Approved	Hewitt,Elizabeth A	02/11/2022 06:25 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	02/12/2022 03:15 PM	College Approval
Submitted	Hewitt,Elizabeth A	02/28/2022 01:39 PM	Submitted for Approval
Approved	Hewitt,Elizabeth A	02/28/2022 01:47 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	03/04/2022 02:06 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	03/04/2022 02:06 PM	ASCCAO Approval

## SYLLABUS ENGLISH / 2367.09S

### Literacy Narratives of Central Ohio Communities: Stories of Science, Technology, and Industry in Marion

Fall 20XX – In Person  
4 Credit Hours

#### COURSE OVERVIEW

**Instructor:** Ben McCorkle

**email:** *mccorkle.12@osu.edu*

**Class Time:** T/R 4:45-6:05pm

**Class Location:** Library-Classroom Bldg. 230

**Office Hours:** T/R 3:30-4:30pm (& by appt.)

**Office:** Morrill Hall 117

**Exam Week Time:** Thursday, December 12, 4:45-6:15 pm\_\_

#### COURSE DESCRIPTION

Literacy Narratives of Central Ohio Communities is designed to offer students a high-impact educational experience working with community partners to collect and preserve oral histories from specific members of the Central Ohio region. All versions of this course include a variety of common activities and assignments designed to achieve this goal. This not includes not only conventional academic writing and scholarship, but also opportunities for field research, digital media production, public presentations of research, and community engagement.

This course is designed as a **service-learning** course. This means that much of the work you will do in this class will involve direct engagement with community partners. Students will undertake life history and literacy narrative projects in this course, with a focus on showcasing and preserving these stories by their community partners. Specifically, this version of The Literacy Narratives of Central Ohio Communities course focuses on a particular group: people in and near Marion, Ohio with backgrounds in **science, technology, and industry**. The Marion community has a rich history in these areas and continues to realize growth in areas including health sciences, robotics, and telecommunications, among others. Over the course of this semester, you'll be able to interview an influential professional from one of these fields, research that field in some depth, and present your findings in a variety of formats for a variety of audiences.

#### COURSE OBJECTIVES

Upon successful completion of this course, students will have:

- greater knowledge of selected events, processes, and traditions in the United States in relation to the quest for advancement in, and attitudes toward, science, technology, and industry
- increased competence in multidisciplinary historical, sociocultural, and political analysis, examining science, technology, and industry in their traditional and contemporary manifestations, both locally and nationally

- practiced critical writing, oral discussion, and the analysis of issues related to certain American historical events and processes and sociocultural traditions

## GOALS & OUTCOMES FOR GENERAL EDUCATION CURRICULUM

This course addresses the expected learning outcomes for the **Lived Environments** theme in the General Education curriculum. Students successfully completing this course will achieve the following goals and outcomes:

Goals	Expected Learning Outcomes
<p><b>GOAL 1:</b> Successful students will analyze “Lived Environments” at a more advanced and in-depth level than in the Foundations component.</p>	<p><b>1.1</b> Engage in critical and logical thinking about the topic or idea of lived environments.</p> <ul style="list-style-type: none"> <li><b>APPLICATION:</b> Readings and discussions about the role that science, technology, and industry has had on the region (and more generally on our national and global social structures); interaction with community experts on topic.</li> </ul>
	<p><b>1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or idea of lived environments.</p> <ul style="list-style-type: none"> <li><b>APPLICATION:</b> Conducting original ethnographic research and situating that research within relevant academic conversation, methodologies, and presentation genres.</li> </ul>
<p><b>GOAL 2:</b> Successful students will integrate approaches to understanding lived environments by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.</p>	<p><b>2.1</b> Identify, describe, and synthesize approaches or experiences as they apply to lived environments.</p> <ul style="list-style-type: none"> <li><b>APPLICATION:</b> Field research including site visits and oral history interviews with community members; data from field research will be analyzed utilizing academic theories and readings assigned in the course.</li> </ul>
	<p><b>2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.</p> <ul style="list-style-type: none"> <li><b>APPLICATION:</b> Regular opportunities for reflection through informal writing tasks and oral discussion; development of multimodal presentation materials; presentations for public audiences.</li> </ul>

<p><b>GOAL 3:</b> Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g., agricultural, built, cultural, economic, intellectual, natural) in which humans live.</p>	<p><b>3.1</b> Engage with the complexity and uncertainty of human-environment interactions.</p> <ul style="list-style-type: none"> <li>• <b>APPLICATION:</b> Sharing of ethnographic research and interview findings across class, demonstrating how changes in professional landscape over time (e.g., growth, contraction, or relocation of particular industries) have created disruptive effects on environment; explicit engagement with questions of impact on environment at various scales/levels/types (e.g., economic, environmental, intellectual, creative, etc.).</li> </ul>
	<p><b>3.2</b> Describe examples of human interaction with and impact on environmental change and transformation over time and across space.</p> <ul style="list-style-type: none"> <li>• <b>APPLICATION:</b> Supplementing original ethnographic research (personal accounts from relevant community members) with historical records, academic analysis, and other archival material.</li> </ul>
<p><b>GOAL 4:</b> Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.</p>	<p><b>4.1</b> Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.</p> <ul style="list-style-type: none"> <li>• <b>APPLICATION:</b> Analysis and discussion of multiple accounts from online literacy archive; development of interview questions for field interviews of community members; subsequent close study and comparison of field interviews as a group.</li> </ul>
	<p><b>4.2</b> Describe how humans perceive and represent the environments with which they interact.</p> <ul style="list-style-type: none"> <li>• <b>APPLICATION:</b> Written, oral, and multimodal presentations; guest speakers and site visits (e.g., museums, historical archive);</li> </ul>
	<p><b>4.3</b> Analyze and critique conventions, theories and ideologies that influence discourses around environments.</p> <ul style="list-style-type: none"> <li>• <b>APPLICATION:</b> Specific focus through readings and other supplemental resources on how literacy and literate practices frame individuals' ideological, attitudinal, and</li> </ul>

	behavioral position towards their lived environment.
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Additionally, this class meets the expected learning outcomes for a **Service-Learning** designated course, which are as follows:

Goals	Expected Learning Outcomes
<b>GOAL 1:</b> Students gain and apply academic knowledge through civic engagement with communities.	<b>Successful students are able to ...</b>  <b>1.1</b> Students make connections between concepts and skills learned in an academic setting and community-based work. <ul style="list-style-type: none"> <li>• <b>APPLICATION:</b> Develop methodological and theoretical understanding of importance of ethnographic research; develop presentations based on research suitable for general public and community participants; develop reciprocal relationship with community participants to preserve and share materials.</li> </ul>
	<b>1.2</b> Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working. <ul style="list-style-type: none"> <li>• <b>APPLICATION:</b> Ethnographic research involving interviewing community members (as well as pre- and post-interview follow-up); development of presentation materials for community reception event; guest speakers and site visits (museum, historical archive) designed to establish historical and cultural context.</li> </ul>
	<b>1.3</b> Students evaluate the impacts of the service-learning activity. <ul style="list-style-type: none"> <li>• <b>APPLICATION:</b> Regular reflection opportunities throughout term (written and oral); formal evaluation instrument (end-of-term discursive evaluation).</li> </ul>

### COURSE REQUIREMENTS

Assignment	% of Final Grade
Attendance & Participation (including Groupwork, Quizzes, Field Trips)	10%

Reflective and Analytical Writing Responses	10%
Interview & Transcript	20%
Individual Presentation	20%
Research Poster	20%
Academic Research Paper (including Annotated Selected Bibliography)	20%

**NOTE:** Students must complete all course requirements listed above in order to pass this class; a final grade cannot be calculated if coursework is incomplete.

## REQUIRED COURSE MATERIALS

- ***The Best of the Best American Science Writing*** (2010), Jesse Cohen, ed. (ISBN-13: 978-0061875007)
- ***Catching Stories*** (2009), DeBlasio *et al.* (ISBN-13: 978-0804011174)
- ***They Say, I Say***, 3rd ed., Graff *et al.* (ISBN-13: 978-0393617436)
- ***A Writer's Reference***, 8th ed., Hacker & Sommers, eds. (ISBN-13: 978 1319083533)
- **The Digital Archive of Literacy Narratives** (<https://www.thedaln.org/>)
- **Additional materials provided by instructor** (printed and/or digital handouts)

## CLASS POLICIES

### Attendance

Students are expected to come to class on time, to stay through the end of the class period, and to remain on task during class time. All use of any electronic device, including cellphones, must be directly related to class activities (no texting and no use of social networking sites). If you misuse electronic devices after having been warned about doing so, you may be asked to leave and will be counted absent from that day's class. Please note: being late to class three times will be recorded as an absence.

**Excused absences** require appropriate written documentation of a reason allowed by the University (examples follow). If you miss class without providing such documentation, your grade will be affected.

### If you miss a class because....

- you are seriously ill, you must provide appropriate written documentation from your doctor or other healthcare professional in order to excuse your absence for medical reasons
- of an academic commitment (including team membership), you must provide the instructor with official notification of schedule conflicts during the first week of the semester in order to excuse your absence for academic reasons
- of a military commitment, you must provide the instructor with a printed copy of your



military orders before beginning active duty in order to excuse your absence for military reasons

**Unexcused absences** will affect your grade as follows:

- Missing one or two classes will affect your grade by the amount of material and type of activities that you miss (for example, field trips and guest speakers provide material which can't be "made up")
- If you miss three or four classes, you may be asked to drop the course, depending on your standing at the time and the activities missed (for example, individual oral presentation or peer conference)
- If you miss five classes, you should drop the course

If a class is canceled on account of weather conditions or instructor illness, I'll send an email message to all class members (and will have a note placed on the classroom door, if possible), letting you know of any adjustments to the schedule and confirming what will be expected at the next class meeting.

### **Participation**

In order that you may participate fully in class discussions and avoid missing material, the assignments due (as listed on the Schedule) must be completed before class begins. You will be responding to each other's ideas in a variety of ways. It is vital to your own success—as well as the success of your classmates—that every student participates in course activities.

You are required, therefore, to come to class having read/viewed/prepared the assignments, so that you are prepared to contribute to class activities. You are expected to work respectfully and constructively with each other: when you are not speaking, support other class members through attentive listening as they express their ideas.

### **Student Work**

Late work is not accepted, except in the case of documented University-approved reasons for absence (please see above) or – in exceptional situations – in the case of appropriate written documentation having been presented after the fact.

Please turn in assignments as directed: do not deliver materials to my office or the campus mailroom unless I request that you do so for a particular assignment or under specific circumstances. Please keep all returned materials, as I may ask to review your work when calculating semester grades.

Because much of our course work takes the form of written responses, grading turnaround time may be as long as two weeks for major assignments; in any case, you will receive feedback on the previous assignment before you are required to submit another assignment of the same type. If you have concerns about any aspect of your work or your grade, please contact me right away.

### **ACADEMIC RECOGNITION**

The Marion Campus annually selects and honors examples of the best work done by

undergraduate students, presenting a variety of awards in recognition of the high quality of that work. All students are eligible to take part and are encouraged to give permission for their work to be considered by the selection committee. Assignments completed in this course are candidates for consideration for the Babich Award, and potentially for other awards as well. Students may also compete for scholarship awards by submitting research papers, presentations, and research posters to the Undergraduate Research Roundtables.

## UNIVERSITY POLICIES

### Academic Misconduct

The University By-Laws require that all instances of alleged academic misconduct must be reported to the Committee for Academic Misconduct (Faculty Rule 3335-5-487). The term "academic misconduct" includes all forms of student academic misconduct, whenever and wherever committed, as illustrated by (although not limited to) dishonest practices in connection with examinations, cases of collusion, and instances of plagiarism. For additional information, please consult <http://studentconduct.osu.edu> or <https://osumarion.osu.edu/assets/marion/uploads/misconduct.pdf>.

**Collusion** is the act of working together with someone else (whether a classmate or not) when you have been asked to complete a task on your own. **Plagiarism** is the act of using another's words, ideas, or structures, without giving credit or including appropriate reference, thus representing someone else's work as one's own. Materials submitted to the University's course management site are routinely reviewed for plagiarism. If you are concerned about originality and/or the documentation of sources, see page 14 below; if you still have questions, please consult with me **before** turning in your work.

## **Diversity**

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

## **Civil Rights on Campus**

Harassment and/or violence based on sex and/or gender are federal civil rights offenses. Title IX governs both accountability and support for such cases occurring at the University. If you or someone you know has been sexually harassed or assaulted, resources can be found at <http://titleix.osu.edu>; by emailing the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu); or by contacting OSU Marion's Title IX Coordinator, Shawn Jackson, at [jackson.368@osu.edu](mailto:jackson.368@osu.edu). Ohio State University employees are required to report to the OSU Title IX Office any instances of sexual harassment or violence which students disclose to them.

## **Financial Aid/Attendance Reporting**

Regularly attending class is critical to achieving academic success. If you receive financial aid, such as the Pell Grant and/or the Federal Direct Student Loan, federal regulations require that you attend classes and maintain satisfactory academic progress in order to preserve your future eligibility for financial aid. The Ohio State University is required by federal law to verify the enrollment of all students who participate in Federal Title IV student aid programs (federal grants and student loans), as well as those who receive educational benefits through the Department of Veterans Affairs.

It is the responsibility of the university to identify students who do not attend, or who stop attending any course for which they are registered and have paid. When non-attendance is reported by an instructor, it can result in a student's being administratively withdrawn from a class section. Please contact the OSU Marion Financial Aid Office (Maynard Hall, Room 100) at 740-725-6242 for information regarding the impact of course withdrawals on financial aid eligibility.

## **UNIVERSITY RESOURCES**

### **The OSU Libraries**

Students have free access to both digital and print materials, from OSU holdings and interlibrary loan services, using their student ID cards. Instructors may also place course materials on reserve for your use in the library. Marion Campus Library hours for Autumn Semester generally will be Monday through Thursday 8am-7pm and Friday 8am-5pm; Autumn Break and Exam Week hours will vary. The Marion Campus Library is not open on Saturdays or Sundays and also will be closed for federal holidays. See <http://marionlibrary.osu.edu> (Marion) and/or <http://library.osu.edu> (Columbus) for more information. Free library help is available in person, by phone and email, and through the Libraries' online chat service.

### **The Academic Success Center**

The Center offers services to assist student learning in the classroom. The Center, in Morrill Hall 216, is open Monday-Thursday 8 am-8 pm and Friday 8 am-5 pm. We provide free services, such as printing, copying and scanning, computer stations, and collaborative study spaces. In addition, we provide peer tutoring in most subjects. To request tutoring, you may submit an online form on our website. If you need assistance with the online form, please stop by Morrill Hall (MR) 216, and the front desk employee will help you.

The Center consists of three sites, Writing Center, Math Lab, and STEM Center, each of which provides free professional tutoring help on a walk-in basis. The Writing Center and Math Lab are located in MR 216 while the STEM Center is in the Marion Science and Engineering Building 210B.

For hours and additional details please visit the Academic Success Center website (<https://osumarion.osu.edu/academics/academic-support-services/academic-success>), call 740-725-6236, or email [AcademicSuccess@osu.edu](mailto:AcademicSuccess@osu.edu).

### **The Multimedia Resource Lab**

Marion campus provides free individual guidance and training for Ohio State students who need help using a variety of audio/visual/technical resources for their classwork. Please visit Morrill Hall, Room 281 (Monday-Friday 8am-5pm), or contact Joe Zhou at [zhou.134@osu.edu](mailto:zhou.134@osu.edu) to set up an appointment. NOTE: If you wish to use these services, make appointments early, as they tend to fill quickly.

### **The Marion Campus Ombudsman/Ombudswoman**

A neutral mediator can offer help with student/instructor concerns; for example, if a grade dispute or other conflict should arise. Students should attempt to resolve an issue with their instructor before approaching the Ombud. For 2018-2019, please contact Professor John Maharry at [maharry.1@osu.edu](mailto:maharry.1@osu.edu) or 740-725-6166 to set up an appointment.

### **The Office of Disability Services**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability – including temporary or chronic physical and mental health conditions – please register with the Office of Disability Services (Maynard Hall 128) to establish your eligibility for assistance.

The ODS verifies the need for and helps to develop appropriate accommodation strategies; students must inform the instructor of ODS certification during the *first week* of the semester to anticipate student needs and arrange accommodations. Additional information is available at <http://www.ods.ohio-state.edu>. To arrange an appointment or to learn more about ODS services, please email [marionds@osu.edu](mailto:marionds@osu.edu) or call 740-725- 6326.

### **Mental Health and Wellness Services**

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know is struggling with life on or off campus, help is available on the Marion campus through the Office of Student Life's Mental Health & Wellness Services. Learn more about this free and confidential resource by calling (740) 725-6349 or emailing Leslie Beary ([beary.4@osu.edu](mailto:beary.4@osu.edu)). You can reach an after-hours, on-call counselor at 614-295-766. Emergency help is also available 24/7 through the National Suicide Prevention Lifeline at 1-800-273-TALK or through the Crisis Text Line by texting '4Hope' to 741-741 or visiting <http://suicidepreventionlifeline.org>.

### **Meeting Basic Needs**

All students are welcome to pick up food at no cost from the Campus Pantry and Fresh Market on campus. In addition, any students who have difficulty affording groceries or accessing sufficient food to eat every day, or who lack a safe and stable place to live, and believe that this may be affecting their academic performance, are urged to contact Shawn Jackson, OSU Marion's Director of Student Life ([jackson.368@osu.edu](mailto:jackson.368@osu.edu)), who will connect you with University and community resources. (If you feel comfortable doing so, please notify me as well, in case I can help you to make additional connections.)

## SCHEDULE

<u>LAYING THE FOUNDATIONS</u>	
<b>Week 1</b>	<p>Tuesday, August 20</p> <ul style="list-style-type: none"> <li>• Introduction to course concepts &amp; texts</li> </ul> <p>Thursday, August 22</p> <ul style="list-style-type: none"> <li>• Introduction to syllabus &amp; assignments; Introduction to Digital Archive of Literacy Narratives (DALN)</li> </ul>
<b>Week 2</b>	<p>Tuesday, August 27</p> <ul style="list-style-type: none"> <li>• <b>DUE:</b> First Set of Readings in <i>BotBASW</i> &amp; Chapter 1 in <i>Catching Stories</i>; <b>DUE:</b> Draft Writing Response #1</li> </ul> <p>Thursday, August 29</p> <ul style="list-style-type: none"> <li>• <b>DUE:</b> Second Set of Readings in <i>BotBASW</i> &amp; Chapter 3 in <i>Catching Stories</i>; Review selected DALN narratives</li> </ul>
<b>Week 3</b>	<p>Tuesday, September 3</p> <ul style="list-style-type: none"> <li>• <b>DUE:</b> Final Writing Response #1; Review and preliminary analysis of DALN narratives; Interview techniques</li> </ul> <p>Thursday, September 5</p> <ul style="list-style-type: none"> <li>• <b>DUE:</b> Final Writing Response #2</li> <li>• Analysis of DALN narratives and peer review</li> </ul>
<b>Week 4</b>	<p>Tuesday, September 10</p> <ul style="list-style-type: none"> <li>• <b>Guest Speaker</b></li> <li>• <b>DUE:</b> Analysis of DALN narratives</li> </ul> <p>Thursday, September 12</p> <ul style="list-style-type: none"> <li>• <b>DUE:</b> Chapters 5 &amp; 6 in <i>Catching Stories</i></li> <li>• Begin drafting of personal literacy narratives</li> </ul>
<b>Week 5</b>	<p>Tuesday, September 17</p> <ul style="list-style-type: none"> <li>• <b>First Field Trip, Part 1: Tour</b></li> </ul> <p>Thursday, September 19</p> <ul style="list-style-type: none"> <li>• <b>First Field Trip, Part 2: Archive Visit</b></li> <li>• <b>Peer review of personal literacy narratives</b></li> </ul>
<b>Week 6</b>	<p>Tuesday, September 24</p> <ul style="list-style-type: none"> <li>• <b>DUE:</b> Draft Writing Response #3; Quiz on <i>Catching Stories</i></li> </ul> <p>Thursday, September 26</p> <ul style="list-style-type: none"> <li>• <b>DUE:</b> Final Writing Response #3 &amp; Annotated List of 3-6 Possible Interviewees</li> </ul>

<b>Week 7</b>	<p>Tuesday, October 1</p> <ul style="list-style-type: none"> <li>• <b>Second Field Trip, Part 1: Tour</b></li> </ul> <p>Thursday, October 3</p> <ul style="list-style-type: none"> <li>• <b>Second Field Trip, Part 2: Archive Visit</b></li> </ul>
<b><u>INTERVIEW</u></b>	
<b>Week 8</b>	<p>Tuesday, October 8</p> <ul style="list-style-type: none"> <li>• <b>DUE:</b> Final Writing Response #4; Confirmation form to instructor</li> </ul> <p>Thursday, October 10</p> <ul style="list-style-type: none"> <li>• <b>Class Does Not Meet: Autumn Break</b></li> </ul>
<b>Week 9</b>	<p>Tuesday, October 15</p> <ul style="list-style-type: none"> <li>• <b>DUE:</b> 14 Interview Questions: 6 Required &amp; 8 from Question Pool (w/follow-ups); Transcription &amp; Archiving Workshop</li> </ul> <p>Thursday, October 17</p> <ul style="list-style-type: none"> <li>• Transcription and archiving work session</li> </ul>
<b>Week 10</b>	<p>Tuesday, October 22</p> <ul style="list-style-type: none"> <li>• <b>DUE:</b> Draft Transcript; Intro to PK Presentation</li> </ul> <p>Thursday, October 24</p> <ul style="list-style-type: none"> <li>• <b>Guest Speaker</b></li> </ul>
<b><u>PRESENTATION</u></b>	
<b>Week 11</b>	<p><b>Coaching Sessions</b></p> <p>Tuesday, October 29</p> <ul style="list-style-type: none"> <li>• <b>DUE:</b> Final Transcript &amp; Draft of PK Presentation</li> </ul> <p>Thursday, October 31</p> <ul style="list-style-type: none"> <li>• <b>DUE:</b> Final Transcript &amp; Draft of PK Presentation</li> </ul>
<b>Week 12</b>	<p><b>Individual Oral Presentations</b></p> <p>Tuesday, November 5</p> <ul style="list-style-type: none"> <li>• <b>DUE:</b> Bring PK Presentation on thumb drive</li> </ul> <p>Thursday, November 7</p> <ul style="list-style-type: none"> <li>• <b>DUE:</b> Bring PK Presentation on thumb drive</li> </ul>
<b><u>RESEARCH POSTER</u></b>	

<b>Week 13</b>	<p><b>Coaching sessions</b></p> <p>Tuesday, November 12</p> <ul style="list-style-type: none"> <li>• <b>DUE:</b> Draft of Denman Research Poster</li> </ul> <p>Thursday, November 14</p> <ul style="list-style-type: none"> <li>• <b>DUE:</b> Draft of Denman Research Poster</li> </ul>
<b>Week 14</b>	<p>Tuesday, November 19</p> <ul style="list-style-type: none"> <li>• <b>DUE:</b> Final Denman Research Poster on thumb drive and Topic &amp; Thesis for Research Paper</li> </ul> <p>Thursday, November 21</p> <ul style="list-style-type: none"> <li>• <b>Class Does Not Meet: Community Reception</b></li> </ul>
<b><u>RESEARCH PAPER</u></b>	
<b>Week 15</b>	<p><b>Coaching sessions</b></p> <p>Tuesday, November 26</p> <ul style="list-style-type: none"> <li>• <b>DUE:</b> Draft Annotated Selected Bibliography and Draft Predictive Research Paper (be sure to cite all sources using your choice of documentation style)</li> </ul> <p>Wednesday, November 28</p> <ul style="list-style-type: none"> <li>• <b>Class Does Not Meet: Thanksgiving Break</b></li> </ul>
<b>Week 16</b>	<p>Tuesday, December 3</p> <ul style="list-style-type: none"> <li>• <b>DUE:</b> Final Annotated Selected Bibliography &amp; Working Draft Full-Length Research Paper (with all sources cited both in-text and end-of-essay)</li> </ul> <p>Thursday, December 5</p> <ul style="list-style-type: none"> <li>• <b>Class Does Not Meet: Reading Day</b></li> </ul>
<b>Exam Week: Friday, December 6 – Thursday, December 12</b>	
<b>FINAL</b>	<p>Thursday, December 12 <b>4:45-6:30pm</b></p> <ul style="list-style-type: none"> <li>• <b>DUE:</b> Final Research Paper with Annotated Selected Bibliography &amp; complete academic citation system providing correct documentation of all sources used</li> <li>• <b>DUE:</b> Complete Archive of Interview, Presentation, &amp; Poster on thumb drive and in Collection Envelope</li> </ul>



# GE THEME COURSES

## Overview

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

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

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

## Accessibility

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

Course subject & number

## General Expectations of All Themes

**GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.**

**Please briefly identify the ways in which this course represents an advanced study of the 1**

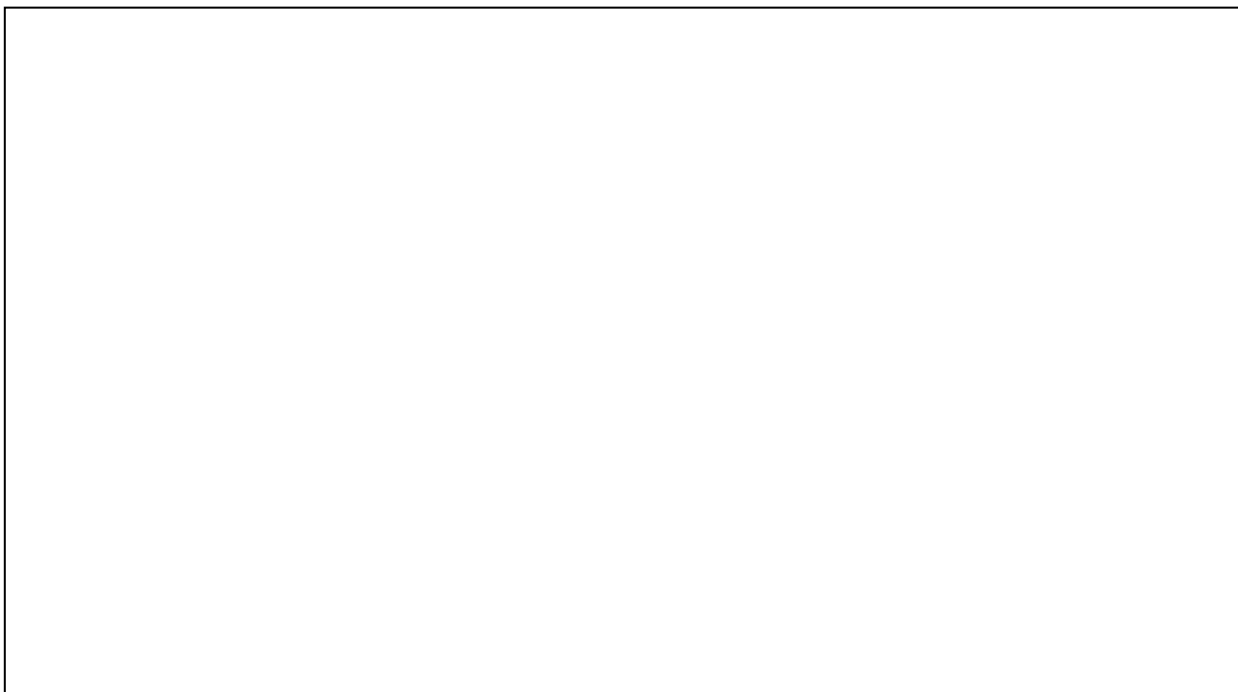
In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. (50-500 words)

Course subject & number

**ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



**ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)



Course subject & number

**GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

Specific Expectations of Courses in Lived Environments

**GOAL 1: Successful students will explore a range of perspectives on the interactions and impacts between humans and one or more types of environment (e.g. agricultural, built, cultural, economic, intellectual, natural) in which humans live.**

**ELO 1.1 Engage with the complexity and uncertainty of human-environment interactions.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Describe examples of human interaction with and impact on environmental change and transformation over time and across space.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**GOAL 2: Successful students will analyze a variety of perceptions, representations and/or discourses about environments and humans within them.**

**ELO 2.1 Analyze how humans' interactions with their environments shape or have shaped attitudes, beliefs, values and behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 2.2 Describe how humans perceive and represent the environments with which they interact.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

**ELO 2.3 Analyze and critique conventions, theories, and ideologies that influence discourses around environments.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

