Term Information

Effective Term   Spring 2024

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   3041S
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   Completion of GE Foundation Writing and Information Literacy course
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

Traditions, Cultures, and Transformations

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

• Curriculum Map January 2023.docx: curricular map

(Other Supporting Documentation. Owner: Hewitt,Elizabeth A)

• English3041S-ServiceLearningInventory.pdf: SL Inventory Form

(Other Supporting Documentation. Owner: Hewitt,Elizabeth A)

• 3041S-Proposal Brief.pdf: TCT Form

(Other Supporting Documentation. Owner: Hewitt,Elizabeth A)

• Literacy Narratives of Central Ohio Communities - Sample Syllabus.pdf: Revised Syllabus

(Syllabus. Owner: Hewitt,Elizabeth A)

• English3041S-ServiceLearningInventory.pdf: Service Learning Inventory

(Other Supporting Documentation. Owner: Hewitt,Elizabeth A)

Comments

- The course proposers have both made substantial revisions to course following suggestions and requests. This includes change the course number. The course has also been reconciled to fulfill the Traditions Cultures and Transformations Theme.

  The uploaded Service Learning Inventory that I downloaded was not blank, but I have uploaded another one. The TCT Form is now labelled appropriately, and is the file titled 3041S-Proposal Brief. *(by Hewitt,Elizabeth A on 10/11/2023 12:10 PM)*

- I am confused
  - The TCT form that was supplied previously has been removed. It is needed to obtain the theme.
  - The Service Learning form that was previously completed has been substituted for a blank form. *(by Vankeerbergen,Bernadette Chantal on 10/03/2023 12:04 PM)*

- Please see feedback email sent to the department on 02/24/2023 RLS *(by Steele,Rachel Lea on 02/24/2023 11:36 AM)*

- Please see Panel feedback e-mail sent 04/27/22. *(by Cody,Emily Kathryn on 04/27/2022 08:36 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
Revision Requested	Cody,Emily Kathryn	04/27/2022 08:36 PM	ASCCAO Approval
Submitted	Hewitt,Elizabeth A	01/29/2023 11:35 PM	Submitted for Approval
Approved	Hewitt,Elizabeth A	01/29/2023 11:36 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/02/2023 04:31 PM	College Approval
Revision Requested	Steele,Rachel Lea	02/24/2023 11:36 AM	ASCCAO Approval
Submitted	Hewitt,Elizabeth A	09/12/2023 10:43 AM	Submitted for Approval
Approved	Hewitt,Elizabeth A	09/12/2023 10:43 AM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/03/2023 12:06 PM	College Approval
Submitted	Hewitt,Elizabeth A	10/11/2023 12:10 PM	Submitted for Approval
Approved	Hewitt,Elizabeth A	10/11/2023 12:10 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/01/2023 12:04 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	11/01/2023 12:04 PM	ASCCAO Approval

ENGLISH / 3041S

**Literacy Narratives of Central Ohio Communities:
Stories of Science, Technology, and Industry in Marion**
Fall 20XX – In Person | Lecture
4 Credit Hours

COURSE OVERVIEW

Instructor: Ben McCorkle
email: mccorkle.12@osu.edu
Class Time: T/R 4:30 - 6:30pm (includes 10-minute break)
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, 4:30 - 6:30 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 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.

Prerequisites: A general education Writing + Information Literacy course (e.g., English 1110) or equivalent.

COURSE OBJECTIVES

Upon successful completion of this course, students will have:

- Acquired 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

- Developed 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 **Traditions, Cultures, and Transformations** theme in the General Education curriculum. This theme explores the study of cultures and societies, past and present, from single and multidisciplinary approaches. To understand the contemporary world, one must understand its past, individual cultures and societies, the creation and development of sub-cultures, as well as the impact of ideological, technological and environmental innovations and changes. Tradition and culture are not static; ideas, institutions, environments (ecological, geological, cosmological), and technologies foster change or promote continuity.

Students successfully completing this course will achieve the following goals and outcomes:

Goals	Expected Learning Outcomes
GOAL 1: Successful students will analyze "Traditions, Cultures, and Transformations" at a more advanced and in-depth level than in the Foundations component.	**1.1** Engage in critical and logical thinking about the topic of traditions, cultures, and transformations. • **APPLICATION:** Readings and discussions about the role that science, technology, and industry has had on the region's cultural traditions (and, more generally, on a national and global scale); interaction with community experts on topics related to course theme.
	1.2 Engage in an advanced, in-depth, scholarly exploration of the topic traditions, cultures, and transformations. • **APPLICATION:** Conducting original ethnographic research and situating that research within relevant academic conversation, methodologies, and presentation genres.
GOAL 2: 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.	**2.1** Identify, describe, and synthesize approaches or experiences as they apply to traditions, cultures, and transformations. • **APPLICATION:** 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.
	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.
	• **APPLICATION:** Regular opportunities for reflection through informal writing tasks and oral discussion; development of multimodal presentation materials; presentations for public audiences.
GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.	**3.1** Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
	• **APPLICATION:** Sharing of ethnographic research and interview findings among class participants, demonstrating how changes in regional professional landscape over time (e.g., growth, contraction, or relocation of particular industries) have affected and been affected by factors including religion, gender, technology, and cultural attitudes.
	3.2 Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.
	• **APPLICATION:** Supplementing original ethnographic research such as recording personal accounts from relevant community members with historical records, academic analysis, and other archival material that connects local experiences to larger cultural transformations (e.g., automation of factory labor, desegregation of industry, etc.).
	3.3 Examine the interactions among dominant and sub-cultures.
	• **APPLICATION:** Specific focus through readings and other supplemental resources on how literacy and literate practices frame groups' ideological, attitudinal, and behavioral positioning with respect to mainstream or dominant culture.
	3.4 Explore changes and continuities over time within a culture or society.
	• **APPLICATION:** Connecting historical accounts

	of science, technology, and industry in course readings to original ethnographic research via discussion, research papers, and multimodal presentations to demonstrate general cultural trends and disruptions over time.
GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.	**4.1** Recognize and explain differences, similarities, and disparities among institutions, organizations, culture. • **APPLICATION:** Analyzing and discussing 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 to determine unique cultural characteristics.
	4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues. • **APPLICATION:** Conducting original ethnographic research that makes subject positionality an explicit component of interview script; discussing this topic in context of course readings (supplemented with national demographic information on race, ethnicity, gender representation in science, technology and industry).

Additionally, this class meets the expected learning outcomes for a **Service-Learning** designated course, which are as follows:

Goals	Expected Learning Outcomes
GOAL 1: Students gain and apply academic knowledge through civic engagement with communities.	**Successful students are able to …** **1.1** Students make connections between concepts and skills learned in an academic setting and community-based work. • **APPLICATION:** 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.

	1.2 Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working. • **APPLICATION:** 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.
	1.3 Students evaluate the impacts of the service-learning activity. • **APPLICATION:** Regular reflection opportunities throughout term (written and oral); formal evaluation instrument (end-of-term discursive evaluation).

COURSE REQUIREMENTS

Assignment	% of Final Grade
Attendance & Participation (including Groupwork, Quizzes, Field Trips)	10%
Reading Responses, Field Reports & Personal Literacy Narrative	10%
Interview & Transcript	10%
Individual Presentation	15%
Research Poster	20%
Academic Research Paper (including Annotated Selected Bibliography)	20%
Service Learning Component	15%

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 following texts are available at the campus bookstore or can be ordered online via common booksellers (e.g., Amazon, Barnes & Noble, etc.):

• ***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 following resources do not require purchase or subscription:

- **The Digital Archive of Literacy Narratives** (https://www.thedaln.org/)
- **Additional materials provided by instructor** (printed and/or digital handouts)

ASSIGNMENT DESCRIPTIONS

- **Attendance & Participation (including Groupwork, Quizzes, and Field Trips):** Your regular attendance and *active, engaged participation* is an expectation of this course—this is especially true given that we are working with partners in the community and owe them the respect of our time and attention. More details about attendance and participation are detailed below in the Class Policies section of this syllabus.

- **Reading Responses, Field Reports & Personal Literacy Narrative:** Throughout the term, you will be asked to complete several low stakes writing assignments (that means they aren't subject to the same grading criteria as your more formal writing for this course). This includes a series of reading responses (approx. 2 pages each) corresponding to assigned reading selections, where you will be asked to think critically about them and draw connections to other areas of our course. You will be asked to write up a series of field reports based on your experiences meeting and working with our community partners—connecting to our course readings and your own background research, these reports will ask you to investigate what the areas of science, technology, and industry have contributed to Marion's cultural traditions. Also, you will be expected to write or produce your own personal literacy narrative—an account of an influential experience that you had learning to read, write, or acquire knowledge and skills in a particular setting—that incorporates multiple media types. Taken together, these reflective writing activities will help you think more deeply about the topic of traditions, cultures, and transformations in our specific setting, which will also build a strong foundation for the subsequent research you will conduct this term. More detailed assignment prompts will be distributed later in the term.

- **Interview & Transcript:** You will conduct and record one interview with an individual who is part of our community partner group. This assignment involves a number of steps, including: 1) conducting a preliminary interview, 2) writing interview questions based on the preliminary interview, 3) formally interviewing your subject, 4) transcribing the recorded interview, and 5) archiving those materials in the Digital Archive of Literacy Narratives. Ideally, this interview should focus on the areas most relevant to the theme of the course (in this case, the subject's background in and experiences with science/technology/industry). These interviews will also be used to help develop our subsequent presentations and research posters (see below). By conducting and presenting on original research common to scholarship in English studies, you will be engaging the topic of traditions, cultures, and transformations in the Marion area in an advanced manner. A more detailed assignment prompt will be distributed later in the term.

- **Individual Presentation:** Based on the interview mentioned above, you will write, design, and deliver a 5-minute Pecha-Kucha style presentation about your interview

subject. As part of this assignment, we will explore effective presentation techniques and design concepts. These will be presented to the class but will also be recorded for our community partners. Collectively, these presentations will allow us as a class to explore cultural changes and constants in Marion with respect to areas of science, technology, and industry. A more detailed assignment prompt will be distributed later in the term.

- **Research Poster:** In addition to the individual presentation, you will also design and display a research poster based on the interview you will conduct with your subject. These posters will be on display—and you will informally present on them—during our community sharing event later in the term. This component of the course will allow you to develop your own original academic knowledge and share that knowledge with a broader audience, including members of the Marion community. A more detailed assignment prompt, including poster templates, timeline, and other details, will be distributed later in the term.

- **Academic Research Paper (including Annotated Selected Bibliography):** To further extend your exploration of science, technology, and industry beyond our local community, you'll be asked to write an academic research paper of approximately 12 to 15 pages that builds on a topic or critical issue raised in your work with our community partners (e.g., the debate between industrialized and sustainable agriculture; concerns about state surveillance in contemporary telephony; the environmental impact of large-scale excavation). This paper will require you to conduct research into appropriate secondary sources, effectively integrate that research using quotations, paraphrases, and citations, and take a clear position on the issue you write about. As you begin work on drafting this paper, you will also write an annotated selected bibliography, which will contain 12 to 15 secondary sources as well as your own commentary on how they will be useful in your completed paper. The assignment prompt will be distributed later in the term.

- **Service Learning Component:** Working in small teams, you will coordinate with our community partners to develop a plan to assist them based on their specified needs and your team's skillset (see details below). Accompanying this project will be an individual written self-assessment of your contribution (approx. 3 pages). This component of the course will allow you to explore the cultural history of science, technology, and industry in the Marion area through focused work involving our community partners' archival materials, their exhibit spaces, or additional conversations with noteworthy indivuduals, to name a few examples. The assignment prompt will be distributed later in the term.

SERVICE LEARNING COMPONENT

As mentioned earlier, our focus for this course is on people in the Marion area with backgrounds in science, technology, and industry. More specifically, our community partners will consist of staff and volunteers who work for area science, tech, and industry-themed museums, and who have had direct professional experience in the areas represented there. Our partners include people affiliated with:

- **The Huber Machinery Museum**
- **The Buckeye Telephone Museum**
- **The Marion Union Station Museum**

One key component of a service learning experience is **reciprocity**. In other words, the value of students engaging with members of the community should ideally be mutually rewarding.

In addition to the formal projects mentioned above—interviewing a professional from one of these fields, researching that field in some depth, and publicly presenting those findings—you and your team members will also be expected to give something back to our community partners. This will likely consist of:

- Meeting with partners to talk with them about their organizations to gain necessary contextual background.

- Conducting a needs assessment based on which area(s) your partner organization identifies could use assistance. To offer a few examples, this might involve digitizing archival materials, designing or producing promotional materials for their social media sites, updating web content, conducting an interview series profiling or similar tasks. In preliminary meetings with partner organizations before the start of this class, we have worked to identify the kinds of potential projects aligning with course goals and outcomes (so don't worry—they won't ask you only to make photocopies the entire term!)

- Developing and following through on an implementation plan that identifies realistic goals based on needs, skills, resources, and timeline.

Working in teams, we will meet regularly over the course of the term with our partners to assess their needs and determine reasonable expectations for helping meet them so that they also align with the goals of the course. Additionally, I will ask you to turn in an individual written self-assessment of your contribution to the team's efforts (approx. 3 pages).

Please note that this is a four credit-hour class. I have designed the course so that, where it makes sense, certain activities are scheduled during the "official" class time (e.g., site visits, initial team meetings). However, some of the additional activities described directly above (e.g., individual team work sessions, coordinating with community partners for feedback, getting access to site materials, etc.) will likely need to be conducted outside of the regular class period. Collectively, all course work will be assessed using the standard of 25 hours per credit.

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. Additionally, we will be going on several field trips during the course of the semester to talk with various community partners about their organizations and personal experiences. You are expected not only to attend these trips, but also to be an engaged participant as well.

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
It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.

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; or by contacting OSU Marion's Title IX Coordinator, Shawn Jackson, at 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.

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 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 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. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. The Marion campus Office of Disability Services is located in Maynard Hall, room 128. 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.

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 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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

On the Marion campus, help is available ghrough 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).

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), 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

	LAYING THE FOUNDATIONS
Week 1	Tuesday, August 20 • Introduction to course concepts and texts • Introduction to syllabus and main assignments Thursday, August 22 • Introduction to Digital Archive of Literacy Narratives (DALN) • **SLC**: Initial meeting and introduction to community partners (in class)
Week 2	Tuesday, August 27 • **READ:** First Set of Readings in *BotBASW* & Chapter 1 in *Catching Stories* • **DUE:** Reading Response #1 - Reflecting on behaviors, beliefs, and values of a culture Thursday, August 29 • Review selected DALN narratives • **SLC:** Field Trip #1 (The Huber Machinery Museum) • **DUE** (before Tuesday's class): Field Report – Initial thoughts about local culture of science, technology, and industry based on museum visit
Week 3	Tuesday, September 3 • **READ:** Second Set of Readings in *BotBASW* & Chapter 3 in *Catching Stories* • **DUE:** Reading Response #2 - Reflecting on demographics of cultural groups and how they change over time • Review and preliminary analysis of DALN narratives; Interview techniques Thursday, September 5 • In-class analysis of DALN narratives and peer review • **SLC:** Field Trip #2 (The Buckeye Telephone Museum) • **DUE** (before Tuesday's class): Field Report - Initial thoughts about local culture of science, technology, and industry based on museum visit

Week 4	Tuesday, September 10 • **DUE:** Reading Response #3 (Analysis of selected DALN narratives) - How do individual accounts convey information about cultural groups? Thursday, September 12 • Begin drafting Personal Literacy Narratives • **SLC:** Field Trip #3 (The Marion Union Station Museum) • **DUE** (before Tuesday's class): Field Report - Initial thoughts about local culture of science, technology, and industry based on museum visit
Week 5	Tuesday, September 17 • **READ:** Chapters 5 & 6 in *Catching Stories* • **DUE:** Reading Response #4 – What sorts of interview questions can elicit appropriate information about subjects' relationship to cultural groups? Thursday, September 19 • **Peer review** of Personal Literacy Narratives • **SLC:** Designating project teams; reach out to primary contacts to schedule needs assessment meeting; preliminary interviews of potential subjects (can be done remotely) • **DUE** (before Tuesday's class): Field Report – Report on progress made on SLC tasks listed above
Week 6	Tuesday, September 24 • **DUE:** Annotated list of 3 possible interview subjects (include potential interview topics and questions for each subject) Thursday, September 26 • **DUE:** Personal Literacy Narrative (although not required, consider submitting to the DALN) • **SLC:** Conduct needs assessment meetings; schedule interviews • **DUE** (before Tuesday's class): Field Report – Based on identified needs, how will your project align with cultural values of community partner organization?
Week 7	Tuesday, October 1 • **SLC:** Begin drafting implementation plans (in conjunction with partners); Refine interview scripts Thursday, October 3 • **SLC:** Continue to develop implementation plans (in conjunction with partners); Refine interview scripts • **DUE** (before Tuesday's class): Field Report – Progress report and preliminary thoughts/questions/concerns about special project implementation
	INTERVIEW

Week 8	Tuesday, October 8
	• **DUE:** Submit implementation plans
	• **SLC:** Conduct scheduled interview with your designated subject (note: days/times may vary depending on availability, but strive to get as close to Week 8 as possible)
	Thursday, October 10
	• **Autumn Break (no classes)**

Week 9	Tuesday, October 15
	• Transcription and archiving workshop
	Thursday, October 17
	• Transcription and archiving work session
	• **SLC:** Begin working on special projects with partners outlined in your implementation plans
	• **DUE** (before Tuesday's class): Field Report – Report on progress; identify any "pain points" and potential solutions to them

Week 10	Tuesday, October 22
	• Introduction to presentation assignment; discuss example presentations in class
	• **DUE:** Draft transcript
	Thursday, October 24
	• Presentation workshop: scripting and designing
	• **SLC:** Continue working on special projects with partners outlined in your implementation plans
	• **DUE** (before Tuesday's class): Field Report – Report on progress; identify campus resources needed to accomplish goals

	PRESENTATION

Week 11	Tuesday, October 29
	• **DUE:** Final transcript and draft of presentation slideshow (note: this will be a practice session and peer review for the **first half** of the class)
	Thursday, October 31
	• **DUE:** Final transcript draft of presentation slideshow (note: this will be a practice session and peer review for the **second half** of the class)
	• **SLC:** Continue working on special projects with partners outlined in your implementation plans
	• **DUE** (before Tuesday's class): Field Report - Report on progress on special project and remaining steps needed for completion

Week 12	Tuesday, November 5 • Individual Oral Presentations • **DUE:** Remember to upload presentation to shared folder on OneDrive Thursday, November 7 • Individual Oral Presentations • **DUE:** Remember to upload presentation to shared folder on OneDrive • **SLC:** Continue working on special projects with partners outlined in your implementation plans • **DUE** (before Tuesday's class): Field Report – Report on progress on special project and remaining steps needed for completion
RESEARCH POSTER	
Week 13	Tuesday, November 12 • **DUE:** Draft of research poster (note: this will be a practice session and peer review for the **first half** of the class) Thursday, November 14 • **DUE:** Draft of research poster (note: this will be a practice session and peer review for the **second half** of the class) • **SLC:** Continue working on special projects with partners outlined in your implementation plans • **DUE** (before Tuesday's class): Field Report – Progress on special project and remaining steps needed for completion
Week 14	Tuesday, November 19 • **DUE:** Final research poster (uploaded to shared OneDrive folder); topic and thesis for Research Paper Thursday, November 21 • **Class Does Not Meet: Community Reception Night!**
RESEARCH PAPER	
Week 15	**Coaching sessions** Tuesday, November 26 • **DUE:** Draft Annotated Selected Bibliography and Draft Predictive Research Paper (be sure to cite all sources using your choice of documentation style) Wednesday, November 28 • **Class Does Not Meet: Thanksgiving Break**

Week 16	Tuesday, December 3 • **DUE:** Final Annotated Selected Bibliography & Working Draft Full-Length Research Paper (with all sources cited both in-text and end-of-essay) • **SLC:** Finalize work on special projects with partners outlined in your implementation plans; begin drafting self-assessments Thursday, December 5 • **Class Does Not Meet: Reading Day**
Exam Week: Friday, December 6 – Thursday, December 12	
FINAL	Thursday, December 12 **4:30 - 6:30 pm** • **DUE:** Final Research Paper with Annotated Selected Bibliography, submitted to Carmen • **DUE:** Complete archive of interview, presentation, and poster, submitted to Carmen • **DUE:** Self-assessment of work completed on SLC team project, submitted to Carmen

English 3041S: Literacy Narratives of Central Ohio Communities

General Education Course Proposal

Proposal Information

- **Proposed Number:** 3041S
- **Proposed Title:** Literacy Narratives of Central Ohio Communities
- **Proposed GE Category:** Traditions, Cultures, and Transformations (Theme)
- **Proposal Type:** New
- **Proposal prepared by:** Ben McCorkle

Description, Rationale, and Links to Other English Classes

In Literacy Narratives of Central Ohio Communities, 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 (e.g., the accompanying syllabus focuses on people who work in science, technology, and industrial fields, but other versions of the class might highlight community artists, entrepreneurs, activists, etc.). Additionally, students in this course will produce a range of texts in different genres and media based on this central experience: audio/video recordings, interview transcripts, research posters, slide presentations, and analytical research papers. Through regular reflective writing and discussion activities, students will explore in a sustained manner the connections among relevant course readings, field experiences, and additional research that establish the culture of the community partner group, its history, and what factors contributed to its change over time. The course culminates in a public community sharing event, where presentations about the experience are shared with community partners, the campus community, and the general public.

This course is specifically designed to promote engagement and service to the community through the collection of valuable oral histories of its members and the sharing of those experiences with a broader public audience. Additionally, this course will offer students the opportunity to develop practical and critical thinking skills that will serve them beyond the class: public relations, interviewing, transcribing, public speaking, qualitative analysis, and visual communication.

Relevance to the GE Category

This class will effectively address the expected learning outcome for the **Traditions, Cultures, and Transformations** (Theme) category.

Theme: Traditions, Cultures, and Transformations	
GOALS	**EXPECTED LEARNING OUTCOMES**
GOAL 1: Successful students will analyze "Traditions, Cultures, and	**1.1** Engage in critical and logical thinking about the topic of traditions, cultures, and transformations.

Transformations" at a more advanced and in-depth level than in the Foundations component.	• **APPLICATION:** Readings and discussions about the role that science, technology, and industry has had on the region's cultural traditions (and, more generally, on a national and global scale); interaction with community experts on topics.
	1.2 Engage in an advanced, in-depth, scholarly exploration of the topic traditions, cultures, and transformations. • **APPLICATION:** Conducting original ethnographic research and situating that research within relevant academic conversation, methodologies, and presentation genres.
GOAL 2: 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.	**2.1** Identify, describe, and synthesize approaches or experiences as they apply to traditions, cultures, and transformations. • **APPLICATION:** 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.
	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. • **APPLICATION:** Regular opportunities for reflection through informal writing tasks and oral discussion; development of multimodal presentation materials; presentations for public audiences.
GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.	**3.1** Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue. • **APPLICATION:** Sharing of ethnographic research and interview findings among class participants, demonstrating how changes in regional professional landscape over time (e.g., growth, contraction, or relocation of particular industries) have affected and been affected by

	factors including religion, gender, technology, and cultural attitudes.
	3.2 Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture. • **APPLICATION:** Supplementing original ethnographic research such as recording personal accounts from relevant community members with historical records, academic analysis, and other archival material that connects local experiences to larger cultural transformations (e.g., automation of factory labor, desegregation of industry, etc.).
	3.3 Examine the interactions among dominant and sub-cultures. • **APPLICATION:** Specific focus through readings and other supplemental resources on how literacy and literate practices frame groups' ideological, attitudinal, and behavioral positioning with respect to mainstream or dominant culture.
	3.4 Explore changes and continuities over time within a culture or society. • **APPLICATION:** Connecting historical accounts of science, technology, and industry in course readings to original ethnographic research via discussion, research papers, and multimodal presentations to demonstrate general cultural trends and disruptions over time.
GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.	**4.1** Recognize and explain differences, similarities, and disparities among institutions, organizations, culture. • **APPLICATION:** Analyzing and discussing 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 to determine unique cultural characteristics.

	4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues.
	• **APPLICATION:** Conducting original ethnographic research that makes subject positionality an explicit component of interview script; discussing this topic in context of course readings (supplemented with national demographic information on race, ethnicity, gender representation in science, technology and industry).

Additionally, this class meets the expected learning outcomes for a **Service-Learning** designated course, which are as follows:

Service-Learning Course	
GOALS	**EXPECTED LEARNING OUTCOMES**
GOAL 1: Students gain and apply academic knowledge through civic engagement with communities.	**Successful students are able to …**
	1.1 Students make connections between concepts and skills learned in an academic setting and community-based work.
	1.2 Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
	1.3 Students evaluate the impacts of the service-learning activity.

Staffing
Scott DeWitt, Ben McCorkle, and lecturers on several regional campuses are all interested in teaching this class. It is also a course that GTAs could teach.

Syllabus Status
Ben McCorkle has developed a sample syllabus for this class. It is included in the proposal packet.

Service-Learning Course Inventory

Overview

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

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

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

Accessibility

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

Pedagogical Practices for Service-Learning

Course subject & number

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

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

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

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

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

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

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

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

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

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

Curriculum Map: B.A. English (Revised to include GEN courses)

	Goal (1)	Goal (2)	Goal (3)	Goal (4)	Goal (5)
Required English Surveys (Both)					
English 2201 or 2201H	Beginning			Beginning	
English 2202 or 2202H	Beginning			Beginning	
Students Select One Additional Survey					
English 2290	Beginning			Beginning	
English 2291	Beginning			Beginning	
Methods Course (One Required)					
English 2270 (Folklore)	Intermediate	Intermediate	Beginning	Intermediate	Intermediate
English 3379 (WRL)		Intermediate	Beginning		Intermediate
English 3398 (Lit & CW)	Intermediate	Intermediate	Beginning	Intermediate	Intermediate
Concentration I: Literature					
English 2201	Beginning			Beginning	
English 2201H	Beginning			Beginning	
English 2202	Beginning			Beginning	
English 2202H	Beginning			Beginning	
English 2220	Beginning	Beginning		Beginning	Beginning
English 2220H	Beginning	Beginning		Beginning	Beginning
English 2221	Beginning	Beginning		Beginning	Beginning
English 2260	Beginning	Beginning		Beginning	Beginning
English 2260H	Beginning	Beginning		Beginning	Beginning
English 2261	Beginning	Beginning		Beginning	Beginning
English 2261H	Beginning	Beginning		Beginning	Beginning
English 2262	Beginning	Beginning		Beginning	Beginning
English 2262H	Beginning	Beginning		Beginning	Beginning
English 2263	Beginning	Beginning		Beginning	Beginning
English 2264	Beginning	Beginning	Beginning	Beginning	Beginning
English 2270	Intermediate	Intermediate		Intermediate	Intermediate
English 2270H	Intermediate	Intermediate		Intermediate	Intermediate
English 2272	Beginning	Beginning		Beginning	Beginning
English 2275	Beginning	Beginning		Beginning	Beginning
English 2277	Beginning		Beginning		Beginning

English 2280	Beginning	Beginning		Beginning	Beginning
English 2280H	Beginning	Beginning		Beginning	Beginning
English 2281	Beginning	Beginning	Beginning	Beginning	Beginning
English 2290	Beginning			Beginning	
English 2291	Beginning			Beginning	
English 2296H	Beginning	Beginning		Beginning	Beginning
English 2381	Beginning	Beginning		Beginning	
English 2463	Beginning		Beginning		Beginning
English 2464	Beginning		Beginning		Beginning
English 2581	Beginning	Beginning		Beginning	
English 3110	Intermediate	Intermediate	Beginning		Intermediate
English 3264	Intermediate	Intermediate			
English 3340	Intermediate	Intermediate		Intermediate	
English 3350	Intermediate	Intermediate		Intermediate	
English 3360	Intermediate	Intermediate		Intermediate	
English 3273	Intermediate			Intermediate	Intermediate
English 3331		Intermediate		Intermediate	Intermediate
English 3361		Intermediate		Intermediate	Intermediate
English 3364				Intermediate	Intermediate
English 3372				Intermediate	Intermediate
English 3378				Intermediate	Intermediate
English 3395	Intermediate	Intermediate		Intermediate	
English 3398	Intermediate	Intermediate		Intermediate	Intermediate
English 4321	Advanced	Advanced		Advanced	Advanced
English 4400	Advanced	Advanced		Advanced	Advanced
English 4450	Advanced		Advanced		Advanced
English 4513	Advanced	Advanced		Advanced	Advanced
English 4514	Advanced	Advanced		Advanced	Advanced
English 4515	Advanced	Advanced		Advanced	Advanced
English 4520.01	Advanced	Advanced		Advanced	Advanced
English 4520.02	Advanced	Advanced		Advanced	Advanced
English 4521	Advanced	Advanced		Advanced	Advanced
English 4522	Advanced	Advanced		Advanced	Advanced
English 4523	Advanced	Advanced		Advanced	Advanced
English 4531	Advanced	Advanced		Advanced	Advanced
English 4533	Advanced	Advanced		Advanced	Advanced
English 4535	Advanced	Advanced		Advanced	Advanced
English 4540	Advanced	Advanced		Advanced	Advanced

English 4542	Advanced	Advanced		Advanced	Advanced
English 4543	Advanced	Advanced		Advanced	Advanced
English 4547	Advanced	Advanced		Advanced	Advanced
English 4549	Advanced	Advanced		Advanced	Advanced
English 4550	Advanced	Advanced		Advanced	Advanced
English 4551	Advanced	Advanced		Advanced	Advanced
English 4551E	Advanced	Advanced		Advanced	Advanced
English 4552	Advanced	Advanced		Advanced	Advanced
English 4553	Advanced	Advanced		Advanced	Advanced
English 4554		Advanced			Advanced
English 4559		Advanced			Advanced
English 4560	Advanced	Advanced		Advanced	Advanced
English 4563	Advanced	Advanced		Advanced	Advanced
English 4564.01	Advanced	Advanced		Advanced	Advanced
English 4564.02	Advanced	Advanced		Advanced	Advanced
English 4564.03	Advanced	Advanced		Advanced	Advanced
English 4564.04	Advanced	Advanced		Advanced	Advanced
English 4575	Advanced	Advanced		Advanced	Advanced
English 4575E	Advanced	Advanced		Advanced	Advanced
English 4576.01	Advanced	Advanced		Advanced	Advanced
English 4576.02	Advanced	Advanced		Advanced	Advanced
English 4576.03	Advanced	Advanced		Advanced	Advanced
English 4578	Advanced	Advanced		Advanced	Advanced
English 4578H	Advanced	Advanced		Advanced	Advanced
English 4579	Advanced	Advanced		Advanced	Advanced
English 4580	Advanced	Advanced	Advanced	Advanced	Advanced
English 4581	Advanced	Advanced	Advanced	Advanced	Advanced
English 4582	Advanced	Advanced	Advanced	Advanced	Advanced
English 4583	Advanced	Advanced	Advanced	Advanced	Advanced
English 4586	Advanced	Advanced	Advanced	Advanced	Advanced
English 4587	Advanced	Advanced	Advanced	Advanced	Advanced
English 4588	Advanced	Advanced	Advanced	Advanced	Advanced
English 4589	Advanced	Advanced	Advanced	Advanced	Advanced
English 4590.01H	Advanced	Advanced		Advanced	Advanced
English 4590.02H	Advanced	Advanced		Advanced	Advanced
English 4590.03H	Advanced	Advanced		Advanced	Advanced
English 4590.04H	Advanced	Advanced		Advanced	Advanced
English 4590.05H	Advanced	Advanced		Advanced	Advanced

English 4590.06H	Advanced	Advanced		Advanced	Advanced
English 4590.07H	Advanced	Advanced		Advanced	Advanced
English 4590.08H	Advanced	Advanced		Advanced	Advanced
English 4590.09H	Advanced	Advanced		Advanced	Advanced
English 4591.01H	Advanced	Advanced		Advanced	Advanced
English 4592	Advanced	Advanced	Advanced	Advanced	Advanced
English 4595	Advanced	Advanced		Advanced	Advanced
English 4597.01		Advanced	Advanced	Advanced	Advanced
English 4597.04H		Advanced		Advanced	Advanced
English 5612	Advanced			Advanced	
English 5710	Advanced				Advanced
English 5711	Advanced				Advanced
English 5720	Advanced	Advanced		Advanced	Advanced
English 5721	Advanced	Advanced		Advanced	Advanced
English 5722	Advanced	Advanced		Advanced	Advanced
English 5723	Advanced	Advanced		Advanced	Advanced
English 5797	Advanced	Advanced		Advanced	Advanced
English 5980	Advanced	Advanced			Advanced
Concentration II: Writing, Rhetoric, Literacy:					
English 2150		Intermediate			Intermediate
English 2176		Beginning			Beginning
English 2269		Beginning			Beginning
English 2276		Beginning			Beginning
English 2367.01		Intermediate			Intermediate
English 2367.01E		Intermediate			Intermediate
English 2367.01H		Intermediate			Intermediate
English 2367.01S		Intermediate	Intermediate		Intermediate
English 2367.02		Intermediate			Intermediate
English 2367.02H		Intermediate			Intermediate
English 2367.03H		Intermediate			Intermediate
English 2367.04		Intermediate			Intermediate
English 2367.04H		Intermediate			Intermediate
English 2367.05		Intermediate			Intermediate
English 2367.05H		Intermediate			Intermediate
English 2367.06		Intermediate	Intermediate		Intermediate
English 2367.07S		Intermediate	Intermediate		Intermediate
English 2367.08		Intermediate			Intermediate

Course					
English 3011.01		Advanced			Advanced
English 3011.02		Advanced			Advanced
English 3041S		Intermediate	Beginning	Intermediate	Intermediate
English 3020		Advanced			Advanced
English 3022		Advanced			Intermediate
English 3031		Intermediate	Beginning	Intermediate	Beginning
English 3271		Advanced			Advanced
English 3304		Advanced			Advanced
English 3305		Advanced			Advanced
English 3362	Intermediate	Intermediate		Intermediate	
English 3379		Intermediate			Intermediate
English 3395	Intermediate	Intermediate		Intermediate	
English 3467S		Advanced			Advanced
English 4150		Advanced			Advanced
English 4555		Advanced			Advanced
English 4567S		Advanced	Advanced		Advanced
English 4569		Advanced			Advanced
English 4570		Advanced			Advanced
English 4571		Advanced			Advanced
English 4572		Advanced			Advanced
English 4573.01		Advanced			Advanced
English 4573.01E		Advanced			Advanced
English 4573.02		Advanced			Advanced
English 4574		Advanced			Advanced
English 4584		Advanced	Advanced		Advanced
English 4585		Advanced	Advanced		Advanced
English 4591.02H		Advanced			Advanced
English 5804		Advanced			Advanced
English 2265		Beginning		Beginning	Beginning
English 2266		Beginning		Beginning	Beginning
English 2267		Beginning		Beginning	Beginning
English 2268		Beginning		Beginning	Beginning
English 2298	Intermediate	Intermediate		Intermediate	intermediate
English 3465		Intermediate		Intermediate	Intermediate
English 3466		Intermediate		Intermediate	Intermediate
English 3468		Intermediate		Intermediate	Intermediate
English 3662		Intermediate		Intermediate	Intermediate
English 4565		Advanced		Advanced	Advanced

English 4566		Advanced		Advanced	Advanced
English 4566E					
English 4568		Advanced		Advanced	Advanced
English 4591.01H		Advanced		Advanced	Advanced
Folklore:					
English 2270	Intermediate	Intermediate		Intermediate	Intermediate
English 2270H	Intermediate	Intermediate		Intermediate	Intermediate
English 2367.05		Intermediate			Intermediate
English 2367.05H		Intermediate			Intermediate
English 4571		Advanced			Advanced
English 4590.04H		Advanced		Advanced	Advanced
English 4577.01	Advanced	Advanced		Advanced	Advanced
English 4577.02	Advanced	Advanced		Advanced	Advanced
English 4577.03	Advanced	Advanced		Advanced	Advanced
English 4597.02	Advanced	Advanced	Advanced	Advanced	Advanced
Undergraduate Research					
English 4998	Advanced	Advanced		Advanced	Advanced
English 4998H	Advanced	Advanced		Advanced	Advanced
English 4999	Advanced	Advanced		Advanced	Advanced
English 4999H	Advanced	Advanced		Advanced	Advanced
Required Courses Outside the Unit for Pre-Ed:					
EDTL 2389				Intermediate	Intermediate
EDTL 3356	Intermediate			Intermediate	
General Elective Courses:					
English 4189		Advanced			
English 5191		Advanced			
English 5193	Advanced	Advanced		Advanced	Advanced
English 5194	Advanced	Advanced		Advanced	Advanced
General Education Courses (GEL and GEN):					

Course					
English 2176		Beginning			Beginning
English 2201	Beginning			Beginning	
English 2201H	Beginning			Beginning	
English 2202	Beginning			Beginning	
English 2202H	Beginning			Beginning	
English 2220	Beginning	Beginning		Beginning	Beginning
English 2220H	Beginning	Beginning		Beginning	Beginning
English 2221	Beginning	Beginning		Beginning	Beginning
English 2260	Beginning	Beginning		Beginning	Beginning
English 2260H	Beginning	Beginning		Beginning	Beginning
English 2261	Beginning	Beginning		Beginning	Beginning
English 2261H	Beginning	Beginning		Beginning	Beginning
English 2262	Beginning	Beginning		Beginning	Beginning
English 2262H	Beginning	Beginning		Beginning	Beginning
English 2263	Beginning	Beginning		Beginning	Beginning
English 2264	Beginning	Beginning	Beginning	Beginning	Beginning
English 2269	Beginning	Beginning		Beginning	Beginning
English 2270	Intermediate	Intermediate		Intermediate	Intermediate
English 2270H	Intermediate	Intermediate		Intermediate	Intermediate
English 2272		Intermediate			Intermediate
English 2275	Beginning	Beginning		Beginning	Beginning
English 2276		Intermediate			Intermediate
English 2277	Beginning				Beginning
English 2280	Beginning	Beginning		Beginning	Beginning
English 2280H	Beginning	Beginning		Beginning	Beginning
English 2281	Beginning	Beginning		Beginning	Beginning
English 2282	Beginning			Beginning	
English 2290	Beginning			Beginning	
English 2291	Beginning			Beginning	
English 2367.01		Intermediate			Intermediate
English 2367.01H		Intermediate			Intermediate
English 2367.01S		Intermediate			Intermediate
English 2367.02		Intermediate			Intermediate
English 2367.02H		Intermediate			Intermediate
English 2367.03		Intermediate			Intermediate
English 2367.03H		Intermediate			Intermediate
English 2367.04		Intermediate			Intermediate
English 2367.04H		Intermediate			Intermediate

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English 2367.05		Intermediate			Intermediate
English 2367.05H		Intermediate			Intermediate
English 2367.06		Intermediate	Intermediate		Intermediate
English 2367.07S		Intermediate	Intermediate		Intermediate
English 2381	Beginning	Beginning		Beginning	
English 2463		Intermediate		Intermediate	Intermediate
English 2464	Beginning		Beginning		Beginning
English 2581	Beginning	Beginning		Beginning	
English 3011.01		Advanced			Advanced
English 3011.02		Advanced			Advanced
English 3022		Advanced			Intermediate
English 3031		Intermediate	Beginning	Intermediate	Beginning
English 3041S		Intermediate	Beginning	Intermediate	Intermediate
English 3110	Intermediate	Intermediate	Beginning		Intermediate
English 3264	Intermediate	Intermediate			
English 3340		Intermediate		Intermediate	
English 3350		Intermediate		Intermediate	
English 3360	Intermediate	Intermediate		Intermediate	
English 3362	Intermediate	Intermediate		Intermediate	
English 3361		Intermediate			Intermediate
English 3364				Intermediate	Intermediate
English 3372				Intermediate	Intermediate
English 3378				Intermediate	Intermediate
English 3597.03					Intermediate
English 4554		Advanced			Advanced
English 4597.02		Advanced	Advanced	Advanced	Advanced
English 4597.04H		Advanced		Advanced	Advanced