

Term Information

Effective Term Spring 2023
Previous Value Autumn 2018

Course Change Information

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

To approve this course for the new GE

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

This update will provide maximum impact in providing this course to students and to best fit the course into the new GE structure.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

none

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

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	Pharmacy
Fiscal Unit/Academic Org	Pharmacy - D1800
College/Academic Group	Pharmacy
Level/Career	Undergraduate
Course Number/Catalog	2367.01
Course Title	Drug Use in American Culture
Transcript Abbreviation	Drug Use Am Cultur
Course Description	This course investigates a given drug by assessing its historical use, clinical properties and risks, its role in American culture, and other issues surrounding its use/abuse in the United States. Students will analyze various sources of information and effectively communicate key messages using a variety of platforms.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
<i>Previous Value</i>	<i>No</i>
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
<i>Previous Value</i>	<i>Columbus</i>

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: English 1110 or any equivalent course fulfilling the Writing and Information Literacy Foundations General Education requirement

Previous Value

Prereq: English 1110 or equivalent, and Soph standing.

Exclusions

Not open to students with credit for 2367.02.

Electronically Enforced

Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

51.2010

Subsidy Level

Baccalaureate Course

Intended Rank

Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Level 2 (2367); Health and Well-being

Previous Value

Required for this unit's degrees, majors, and/or minors

General Education course:

Level 2 (2367)

Course Details

Course goals or learning objectives/outcomes

- Identify ways to access medical and scientific studies reported in the academic and popular press.
- Analyze cases, statistics, news releases, and government policies surrounding drug use in the US.
- Research the health effects of a given drug's (i.e., marijuana and other drugs) use and identify gaps in current knowledge.
- Explain the influence of a given drug's (i.e., marijuana) use/abuse on US society.
- Employ different methods for communicating information to audiences of varying expertise.
- *Identify ways to access medical and scientific studies, and differentiate anecdotal evidence, pilot studies, and FDA-approved clinical trials.*

Previous Value

Analyze cases, statistics, news releases, and government policies surrounding drug use in the United State

Content Topic List

- Introduction to Pharmacology
- Cannabis
- Medical Uses of Drugs
- Drug Misuse and Addiction
- Current Topics in Drug Use

COURSE CHANGE REQUEST
2367.01 - Status: PENDING

Last Updated: Kelley, Katherine Ann
08/11/2022

Previous Value

- [Communications on marijuana in the US: past and present. What is a drug? The history of marijuana in the United States. Evaluating evidence and delivering a message.](#)

[US culture, science, and politics. Roles of the US government and clinical research](#)

Sought Concurrence

No

Attachments

- Pharmacy 2367 Writing GE Assessment Plan.pdf
(GEC Course Assessment Plan. Owner: Higginbotham, Mary Christina)
- 2367_01_syllabus_GE_revision.pdf
(Syllabus. Owner: Bowman, Michael Robert)
- PHR2367.01 Course Calendar Example.pdf: course calendar
(Syllabus. Owner: Bowman, Michael Robert)
- Course Map_PHR_2367_Mefford.pdf: course map
(Other Supporting Documentation. Owner: Bowman, Michael Robert)
- Mefford_submission-health-well-being.pdf: GE Theme course submission worksheet
(Other Supporting Documentation. Owner: Bowman, Michael Robert)

Comments

- approved by Megan Mefford/Nicole Kwiek 8/11/22 *(by Bowman, Michael Robert on 08/11/2022 10:35 AM)*
- See panel feedback sent on 10-6-20 *(by Vankeerbergen, Bernadette Chantal on 10/06/2020 04:20 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bowman, Michael Robert	08/12/2020 10:30 AM	Submitted for Approval
Approved	Mercerhill, Jessica Leigh	08/13/2020 03:14 PM	Unit Approval
Approved	Kelley, Katherine Ann	08/13/2020 04:48 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/25/2020 01:07 PM	ASCCAO Approval
Submitted	Bowman, Michael Robert	09/14/2020 09:20 AM	Submitted for Approval
Approved	Mercerhill, Jessica Leigh	09/14/2020 10:47 AM	Unit Approval
Approved	Kelley, Katherine Ann	09/14/2020 05:23 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/16/2020 04:02 PM	ASCCAO Approval
Submitted	Bowman, Michael Robert	09/16/2020 05:13 PM	Submitted for Approval
Approved	Mercerhill, Jessica Leigh	09/17/2020 08:07 AM	Unit Approval
Approved	Kelley, Katherine Ann	09/17/2020 08:10 AM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	10/06/2020 04:20 PM	ASCCAO Approval
Submitted	Bowman, Michael Robert	08/11/2022 10:36 AM	Submitted for Approval
Approved	Mercerhill, Jessica Leigh	08/11/2022 12:24 PM	Unit Approval
Approved	Kelley, Katherine Ann	08/11/2022 02:53 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/11/2022 02:53 PM	ASCCAO Approval



PHR 2367.01

Drug Use in American Culture

Spring 2023

Course Description

In this course, we investigate several drugs by assessing their historical use, clinical properties and risks, roles in American culture, and issues surrounding their use/abuse in the United States. Students will engage in activities to learn to analyze various sources of information and effectively communicate key messages using a variety of platforms. *Note: This course and its instructors do not promote the use/abuse of any drug discussed. This medically and socially relevant topic only serves as a context to teach writing and communication skills.*

Instructor

Megan Mefford, PhD

Office: College of Pharmacy, Parks Hall 129C

mefford.291@osu.edu, 614-247-7927 (office number)

Office hours: Monday 2:00-3:00 via Zoom and Thursday 1:00-2:00 in person (see office hours module in Carmen for relevant information) or by appointment.

GTA

TBD

Email: TBD

Course Information

Credit hours: 3

Class day/time: TBD

Classroom location: TBD

Learning Objectives

General Education:

Theme: Health and Wellbeing

Goals

1. Successful students will analyze health and wellbeing at a more advanced and in-depth level than in the foundation courses.
2. Successful students will integrate approaches to health and wellbeing 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.
3. Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

Expected learning outcomes:

Successful students are able to:

1. Engage in critical and logical thinking about the topic or idea of health and wellbeing.
2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and wellbeing.
3. Identify, describe, and synthesize approaches or experiences as they apply to health and wellbeing.
4. Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.
5. Identify, reflect on, and apply the skills needed for resiliency and wellbeing.

Embedded Literacy: *Advanced Writing*

Goals

Successful students develop advanced skills in inquiry, critical thinking, composing, and communicating for a specific purpose, context, and audience using an appropriate genre and modality.

Expected learning outcomes:

Successful students are able to:

1. Investigate and integrate knowledge of the subject, context, and audience with knowledge of genres, conventions, and rhetorical choices to advance a particular writing objective.
2. Use credible and relevant sources of information, evaluate assumptions, and consider alternative viewpoints or hypotheses to express ideas and develop arguments.
3. Reflect on how to adapt rhetorical and research strategies to new contexts.
4. Develop scholarly, creative, or professional products that are meaningful to students and their audience.
5. Evaluate social and ethical implications of writing and information literacy practices.

This course will achieve these outcomes through readings and writing assignments focused on clarity, targeted presentation to an intended audience, reasoning and arguing from evidence, weighing different interpretive options, and arguing convincingly for the writer's chosen approach. The course will focus on the effects of drug use on health at the personal and societal levels as topics for these assignments. By the end of the semester, students will be better able to communicate their ideas concisely while supporting their arguments with relevant evidence and analysis and will develop an understanding of the effects of drug use, misuse, and addiction on an individual's health and society.

Course-Specific Expected Learning Outcomes

1. Identify ways to access medical and scientific studies reported in the academic and popular press.
2. Analyze cases, statistics, news releases, and government policies surrounding drug use in the US.
3. Research the health effects of a given drug's (i.e., marijuana and other drugs) use and identify gaps in current knowledge.
4. Explain the influence of a given drug's (i.e., marijuana) use/abuse on US society.
5. Employ different methods for communicating information to audiences of varying expertise.

Prerequisite

English 1110 or any equivalent course fulfilling the Writing and Information Literacy Foundations General Education requirement

Teaching Method

Lectures, discussions, activities, student presentations, and film viewing

Required Text

We will regularly consult the following free Ebook: Teaching & Learning, Ohio State University Libraries. Choosing & Using Sources: A Guide to Academic Research. The Ohio State University, 2015. Ebook.

Access your desired format of this free Ebook through the Course Materials module in Carmen or through the following link: <https://ohiostate.pressbooks.pub/choosingsources/back-matter/additional-formats/>.

This textbook is automatically installed on Digital Flagship initiative iPads.

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Writing Help

The **Center for the Study and Teaching of Writing** at Ohio State is available for use by all students. Per their website (www.cstw.osu.edu): The Writing Center offers free help with writing at any stage of the writing process for any member of the university community. During our sessions, consultants can work with you on anything from research papers to lab reports, from dissertations to résumés, from proposals to application materials. Appointments are available beginning at the start of spring semester as for online drop-off or live-chat sessions. You may schedule an online appointment by visiting the website (below). You do not have to submit a finished piece of writing in order to schedule a writing center appointment. Many students report that some of their most productive sessions entail simply talking through ideas. Additionally, drop-in hours without an appointment are available from 9:00 AM to 5:00 PM at 4132 Smith Lab. Please check out our Individual Writing Support and Group Writing Support pages for the types of consultations we provide. We also maintain a Writing Resources page with writing handouts and links to online resources.

See cstw.osu.edu for details and to sign up for appointments.

Assignments

1. *Short Response Writing Assignments*

These assignments (4 in total) will include your analysis of a topic reviewed during or in preparation for class. You will submit these assignments throughout the semester. The Response Writings encompass various formats to:

1) teach you how to fine tune your responses based on audience type and venue and 2) encourage compilation of information in a concise and articulate manner.

2. *Social Media Campaign Presentation*

This assignment is meant to help you formulate succinct messages and communicate them in a clear manner to your target audience. You will be graded on your ability to communicate clear and accurate information about your topic in a manner designed to reach an appropriate audience for your message. You will have approximately three minutes to present and approximately two minutes to respond to questions.

3. *Final Paper and Checkpoints* (5-8 pages, double spaced, Arial 11 pt font; NOT INCLUDING references, figures, and title page)

The purpose of the final project is to apply your written communication skills toward presenting a balanced view on an aspect of drug use in our culture. It will consist of a written research paper (5-8 double-spaced pages, Arial font size 11, 1" margins). You will submit your selected topic and research question during Week 4, a detailed outline of the final paper during Week 7, a rough draft for peer review during Week 12, and the final paper during Week 14. Consult Carmen and the Course Calendar for final project instructions and due dates.

4. *Quizzes*

Each module of the course will include one quiz for 5 quizzes total. The quizzes will be administered virtually in Carmen and will focus on writing and drug content discussed in class. There is a 60-minute time limit for the quizzes.

5. *Discussions and In-Class Assignments*

Most class sessions will include assignments or discussions with a focus on specific drug content topics or writing skills. These assignments are meant to help students use information critically and analytically and discuss controversial topics in a productive and respectful manner. Material from these assignments will be turned in using Carmen. The lowest two scores in this category will be dropped. These assignments are designed to be completed during the class period and to complement the lecture on that day's topic.

All assignments are due by the listed due date and time. An assignment received later than the time specified will be marked down 10% for every subsequent day that it is late.

Grading

Your final grade will be determined by your performance on the following assessments. Consult Carmen and the Course Calendar for all assessment instructions and due dates. All learning will be assessed through a grading rubric. The appropriate rubric accompanies each assignment on Carmen. **Any rebuts to grades earned must be brought to the attention of the instructor no later than one week after receiving the grade.**

Response Writing Assignments: 25%

Social Media Campaign: 24%

Quizzes: 11%

Formal Paper and Checkpoints: 25%

Discussion and Participation: 15%

Your final grade will be determined using the University grading scale as follows:

93-100%	A	73-76%	C
90-92%	A-	70-72%	C-
87-89%	B+	67-69%	D+
83-86%	B	60-66%	D
80-82%	B-	0-59%	E
77-79%	C+		

Attendance

Attendance is highly recommended. You will get the most benefit out of the course if you attend class sessions. Poor attendance in class can adversely affect your understanding of and ability to complete assignments and will affect your discussion and communication participation grade. If you need to miss a class for a valid reason, please contact Dr. Mefford as soon as possible to arrange make-ups of the material.

Illness or Other Issues. If you feel ill, have been in contact with someone exposed to the coronavirus, or test positive yourself, please stay home for the safety of your classmates. If you are unable to complete an assignment by the due date or find yourself falling behind due to illness, technological problems, life disruptions, or other personal issues, please contact Dr. Mefford by email to discuss your situation.

Feedback and Response Times

Grading and feedback For all assignments, generally you can expect feedback within 10-14 days.

E-mail I will reply to e-mails within 24 hours on school days and within 48 hours on the weekend.

Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct."

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

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

In addition, OSU had made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report following [Section A of OSU's Code of Student Conduct](#) as appropriate. For more information about Turnitin, please see [the vendor's guide for students](#). Note that submitted final papers become part of the OSU database.

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

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

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

Course technology

Baseline technical skills necessary for this course include:

- Basic computer and web-browsing skills
- Navigating Carmen

Necessary software:

- [Microsoft Office 365 ProPlus](#) All Ohio State students are eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™), and five phones.
 - Students can access Word, Excel, PowerPoint, Outlook, and other programs, depending on the platform. Users will also receive 1 TB of OneDrive for Business storage.
 - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

Technology Assistance

For technology-related issues, concerns, questions, or requests, please contact the OSU IT Service Desk.

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

Accommodations and Other Information

Accommodations for accessibility

Requesting accommodations. The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process (slds.osu.edu/covid-19-info/covid-related-accommodation-requests/), managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Go to <http://slds.osu.edu> for more information.

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

- [Canvas accessibility](#)
- Streaming audio and video
- [CarmenZoom accessibility](#)
- Collaborative course tools

Title IX

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

Commitment to a diverse and inclusive learning environment

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

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

1. Online reporting form at equity.osu.edu,
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or Email equity@osu.edu

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting ccs.osu.edu or calling (614) 292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at (614) 292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org.

If you are a BSPS student in need of non-crisis support, please reach out to the College of Pharmacy Office of Student Services at 614-292-5001 OR connect with Dr. Shawn Levstek, College of Pharmacy's Embedded Counselor. Any College of Pharmacy student may contact Dr. Levstek directly via email (levstek.4@osu.edu), and he will offer you an initial counseling session via Zoom to initiate services. During this meeting, he will address your current concerns and mental health needs in addition to collecting background information and assessing your history of concerns. He will also discuss future treatment options with you and can connect you with other resources as well where appropriate. If any students have questions or concerns, please email Dr. Levstek directly.

Classroom Safety

The Ohio State University holds in high regard the health and safety of faculty, staff, students, and visitors. It is the policy of the University to provide a loss-control program that protects employees from occupational injuries and illnesses, protects University property from loss and damage, and protects the environment. Operational procedures as developed by University safety organizations will be implemented and enforced by all University department/administrative units consistent with the State of Ohio Public Employees Risk Reduction Program.

Copyright

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Tentative Schedule

Module	Week	Date	Weekday	Module	Assignment Due Dates*
1	1	Jan 10	Tues	Writing Basics/introduction	
		Jan 12	Thurs		
	2	Jan 17	Tues		
		Jan 19	Thurs		SRWA #1 (1/22)
2	3	Jan 24	Tues	Finding, Evaluating, & Citing Sources/Cannabis	
		Jan 26	Thurs		
	4	Jan 31	Tues		
		Feb 2	Thurs		
	5	Feb 7	Tues		
		Feb 9	Thurs		SRWA #2
3	6	Feb 14	Tues	Developing an Argument/Medicine	
		Feb 16	Thurs		
	7	Feb 21	Tues		
		Feb 23	Thurs		
	8	Feb 28	Tues		
		Mar 2	Thurs		SRWA #3 (3/5)
3	9	Mar 7	Tues	Finding Balance/Drug Misuse and Addiction	
		Mar 9	Thurs		
	10	Mar 14	Tues	Spring Break	
		Mar 16	Thurs	Spring Break	
	11	Mar 21	Tues		
		Mar 23	Thurs		SRWA #4 (3/26)
5	12	Mar 28	Tues	Finishing Touches/Current Topics in Drug Use	
		Mar 30	Thurs		
	13	Apr 4	Tues		
		Apr 6	Thurs		
	14	Apr 11	Tues		
		Apr 13	Thurs		Final Paper (4/16)
6	15	Apr 18	Tues	Wrapping Up	Presentations
		Apr 20	Thurs		

* Due dates are approximate. Please verify all due dates for assignments in the Carmen Course Calendar and Assignment Pages



PHR 2367.01

Drug Use in American Culture

Course Map



Module 1 (Weeks 1-2): Writing Basics/Introduction



READINGS/MEDIA

1. Teaching & Learning, University Libraries. (n.d.) *Choosing & Using Sources: A Guide to Academic Research*. The Ohio State University.
 - Chapter 1: Research Questions
 - Discusses how to narrow down a topic and develop an appropriate research question
2. WXXI Documentaries. (1993). *Altered States: Alcohol and Other Drugs in America*. PBS [video file]. <https://www.pbs.org/video/altered-states-alcohol-and-other-drugs-in-america-6px4fe/>
 - Introduces the history of use of common drugs on American culture, including alcohol, nicotine, cannabis, and cocaine
3. Purdue University. (2021). *The Purdue Online Writing Lab*. <https://owl.purdue.edu/>
 - Provides references for common issues with clarity and conciseness in writing
4. Course Resources
 - Module Grammar Guides (each focused on a specific writing topic to help improve writing mechanics)



ACTIVITIES

Note: Most class sessions include a lecture and a related in-class activity. The lectures cover both health and wellbeing- and writing-focused topics and range in length from 10-75 minutes, with an average of 45 minutes. Most lectures also include built-in time for questions or discussion of the topics under review.

The in-class activities described in the “Activities” sections of this document are designed to support the lecture and reading material, provide low-stakes practice to improve specific writing skills, encourage thoughtful discussion, and strengthen peer communication and interaction.

- **Course Introduction**
 - Objective: Allow students to reflect on their confidence in their communication skills and their goals for the semester.
 - Students answer prompt questions concerning their confidence in their communication skills,

what areas they would most like to improve, and what topic they are most excited about learning. Students also write a short persuasive argument-style paragraph on a provided topic (e.g., Are you for or against marijuana legalization for medical or recreational uses? Why or why not?) to provide a baseline assessment of their writing skills.

- **Basics of Effective Writing**

- Objective: Give students practice recognizing common problems that impact the clarity and conciseness of their writing
- Students are given a paragraph with issues, including a lack of transitions, repetition, disruption of logical flow, unnecessary information, and sentence structure problems (i.e., fragments, run-on sentences). Students will revise the paragraph to improve the issues discussed in class and then trade paragraphs with other students to open discussion about their choices.

- **What Is a Drug?**

- Objective: Think critically and logically about prior knowledge concerning drug use in America (Health and Wellbeing ELO 1.1); community building
- Students will answer engagement questions throughout lecture in small groups to assess their understanding of drug use in America. Answers to the questions will be discussed in class. Questions include defining the term “drug”, ranking a list of popular drugs believed on perceived usage rates, and brainstorming examples of harm reduction strategies.

- **Developing a Research Question**

- Objective: Practice developing an appropriate research question from a broader topic of interest (Advanced Writing ELO 4)
- Students will brainstorm possible research questions based on broad categories to gain practice in developing an appropriate research question. Then, the students will discuss their potential questions in groups to gain instant feedback on their potential topics.
- The students will also evaluate written works and attempt to define the authors’ research questions from the presentation of their findings. This exercise is intended to help students understand how research questions can drive the process of inquiry.



ASSIGNMENTS

Note: The assignments included in the “Assignments” section of this document are intended to be completed outside of class. These assignments extend from the in-class activities outlined in the “Activities” section and provide more in-depth exploration of health and wellbeing topics and practice with specific writing objectives.

Short response writing assignments (SRWAs) allow students to delve into topics associated with drug use while gaining practice with the module’s writing focus. Quizzes encourage focus on foundational material and give students low-risk practice in answering questions.

- **SRWA #1: Drugs in the News**
 - Objectives (Health and Wellbeing ELO 1.1; Advanced Writing ELOs 1 and 2)
 - Recognize and locate news stories in the popular press
 - Critically think about how news is targeted towards a specific audience (rhetorical choices)
 - Evaluate the effectiveness of this type of information presentation
 - Students will locate a recent news article related to drug use in American culture. They will write a summary of the article and then address guided questions, including:
 - Who is the target audience of this article?
 - Is the level of presentation appropriate for this audience?
 - Do you have any concerns about the information presented in this article?
 - Is there anything you would like to know more about? Where might you find this information?
- **Quiz #1**
 - This quiz will be based on the lectures, course documents (i.e., the syllabus and Carmen course), practice assignments focused on the foundational concepts concerning drugs and how they work, the instructor’s expectations for the course, and writing clearly and concisely.



Module 2 (Weeks 3-5): Finding, Evaluating, and Citing Sources/Cannabis



READINGS/MEDIA

1. Teaching & Learning, University Libraries. (n.d.) *Choosing & Using Sources: A Guide to Academic Research*. The Ohio State University.
 - Chapter 2: Types of Sources
 - Chapter 3: Sources and Information Needs
 - Chapter 4: Precision Searching
 - Chapter 5: Search Tools
 - Chapter 6: Evaluating Sources
 - Chapter 7: Ethical Uses of Sources
 - Chapter 8: How to Cite Sources
 - These chapters in *Choosing & Using Sources* are focused on identifying source types, evaluating source needs for a specific purpose, and devising a search strategy. Additionally, the later chapters discuss different search tools available through the University Library portal, tips for evaluating sources, and both the ethics and practicalities of acknowledging and citing sources of information. These chapters are provided as supplemental reading to the lecture material.

2. University Libraries. (2022). *Citation Help*. The Ohio State University. <https://guides.osu.edu/citation>
 - A helpful guide to citation management
3. University Libraries. (2020). *Lateral Reading*. University of Louisville. <https://library.louisville.edu/citizen-literacy/lateral>
 - Provides easily accessible information on using the lateral reading strategy to evaluate web sources
4. BMC. (2022). *Peer Review Process*. Springer Nature. <https://www.biomedcentral.com/getpublished/peer-review-process>
 - A guide to the peer review process and a discussion of why this type of article is important for disseminating scientific research
5. Zimmer, C. (2021). How to Read Coronavirus Studies, or Any Scientific Paper. *The New York Times*. <https://www.nytimes.com/article/how-to-read-a-science-study-coronavirus.html?auth=login-google1tap&login=google1tap>.
 - A guide to scientific studies that is intended for a general audience; introduces the basics of scientific articles and the peer review process



ACTIVITIES

- **Cannabis Pharmacology**
 - Objective: Reinforce pharmacological actions of the cannabinoids; practice practical application of terms; critically think about information in a popular source (Health and Wellbeing ELO 1.1; Advanced Writing ELO 1)
 - Students will read a short news article and answer questions about the findings. Then, they will answer questions to provide a deeper dive into the mechanisms underlying the observed findings. The answers to the questions will be discussed in class.
 - Example article: Gera, V. (2020, August 31). Warsaw zoo tests effects of hemp oil on elephants' stress. *Chicago Tribune*. <https://www.chicagotribune.com/marijuana/sns-poland-elephants-hemp-oil-20200831-7kfa5lqotvfzhhrdmrrvhnripu-story.html>
- **Evaluating Web Sources**
 - Objective: Introduce students to lateral reading and other techniques (e.g., the CRAAP test) to evaluate websites as appropriate research sources (Health and Wellbeing ELO 1.2 and 2.2; Advanced Writing ELOs 1, 2, 3, and 5;)
 - Students will access several websites related to their research question, as well as a website provided by the instructor. The students will evaluate the appropriateness of the websites using a combination of traditional approaches (authority, relevancy, credibility, bias) and lateral reading, which aims to identify the content creator and investigate others' perceptions of their content.
 - These approaches will help students both learn to recognize web sources and evaluate their

usefulness and reliability.

- Examples of instructor-provided web sources:
 - National Institute on Drug Abuse. (n.d.). *Cannabis (Marijuana)*. <https://nida.nih.gov/research-topics/cannabis-marijuana>
 - NORML. (2022, June 28). *House appropriations committee approves amendment to protect legal state marijuana programs*. <https://norml.org/blog/2022/06/28/house-appropriations-committee-approves-amendment-to-protect-legal-state-marijuana-programs/>

- **Analyzing Scientific Articles**

- Objectives: Develop familiarity with scientific articles from journals; practice pulling relevant information from scientific articles (Health and Wellbeing ELOs 1.2, 2.2, and 3.1; Advanced Writing ELOs 1, 2, 3, and 5)
- Students will choose a provided scientific article. The students will read the article and answer questions, including providing a citation, identifying the authors' goals (i.e., research question), summarizing the main findings, and considering why these findings are considered significant.
- Article choices include:
 - Meier, M.H., Schriber, R.A., Beardslee, J., Hanson, J., & Pardini, D. (2019). Associations between adolescent cannabis use and adult brain structure: A prospective study of boys followed to adulthood. *Drug and Alcohol Dependence*, 202, 191-199.
 - Alinsky, R.H., Zima, B.T., Rodean, J., Matson, P.A., Laroche, M.R., Adher, H., Jr., Bagley, S.M., & Hadland, S.E. (2020). Receipt of addiction treatment after opioid overdose among Medicaid-enrolled adolescents and young adults. *JAMA Pediatrics*, 174(3), e195183.
 - Amlung, M., Reed, D.D., Morris, V., Aston, E.R., Metrik, J., & MacKillop, J. (2018). Price elasticity of illegal versus legal cannabis: A behavioral economic suitability analysis. *Addiction*, 114, 112-118.
 - Thompson, M.D., Martin, R.C., Grayson, L.P., Ampah, S.B., Cutter, G., Szaflarski, J.P., & Bebin, E.M. (2020). Cognitive function and adaptive skills after a one-year trial of cannabidiol (CBD) in a pediatric sample with treatment-resistant epilepsy. *Epilepsy & Behavior*, 111, 107299.
 - Do, E.K., Fugate-Laus, K., Fallavollita, W., Conklin, S., Hayes, R.B., Wheeler, D.C., & Fuemmeler, B.F. (2020). Determinants of youth-reported past 30-day tobacco use. *Journal of Community Health*, 45, 954-964.

- **Recognizing Bias**

- Objective: Practice recognizing and understanding the reasoning behind the use of propaganda in historical narratives (Health and Wellbeing ELOs 1.1 and 1.2; Advanced Writing ELOs 1, 2, and 5)
- Students are given a copy of a historical narrative on Cannabis use and asked to identify three instances of information intended to persuade the reader through bias. The students are then asked to briefly discuss why this example or phrasing was chosen by the author (i.e., what was the purpose of the bias, and did it have the potential to be successful?).

- Source: Dieffenback, C.F., Jr. (1947). Marihuana- The evil weed. *Detective World Incorporated*, 5.

- **Search Strategies**

- Objective: Design an effective search strategy for a specific purpose (Health and Wellbeing ELO 1.2 and 2.2; Advanced Writing ELOS 2 and 3)
- Students develop search terms for their in-progress research question for the final paper. Then, they search for these terms in two databases chosen based on their intended source needs (i.e., scholarly articles, websites, first-person accounts, government agencies, etc.).
- The students answer prompt questions to evaluate the success of their search strategy.
- The goal of this exercise is to prompt students to put thought into their search strategy instead of blindly searching for sources. Students gain practice in considering their research source needs, evaluating the best database or resource to meet these needs, and developing efficient search terms. These skills should be transferrable to other research contexts.

- **Understanding Drug Control Efforts**

- Objective: Examine priorities faced by lawmakers when establishing drug enforcement laws and critically analyze the reasons underlying some of their choices; use of legal documents as a primary source (Health and Wellbeing ELO 3.1; Advanced Writing ELO 1)
- In small groups, students will assess several recent laws focused on drug enforcement in the US. Based on their knowledge of the legalization process as discussed in class, students will develop a proposed budget focused on 4 categories: treatment, law enforcement, interdiction, and eradication. Then, groups will discuss their reasoning, and themes will be addressed.
- Adapted from: Frontline. (2014). *Teachers' guide: Drug wars*. PBS.
<https://www.pbs.org/wgbh/pages/frontline/teach/american/drugs/>



ASSIGNMENTS

Note: The final research project is designed to allow students to delve more deeply into a topic of interest. Three checkpoints are associated with this final project to scaffold the research process and provide feedback on progress over the course of the semester.

- **Research Paper Checkpoint #1**

- Objective: Choose a topic and develop a focused research question for the final project (Health and Wellbeing ELOs 1.1, 1.2, 2.2, and 3.1; Advanced Writing ELOs 2 and 4)
- Students submit their topic and research question and answer guided questions about their topic, including:
 - What do you already know about the topic? How do you know it?
 - Do you know of any central arguments that may support your research question? Do you know of any arguments that may actually counter your research question?
 - What do you want to learn about your topic?

- Where might you find more information about your topic?
- **SRWA #2: Scholarly Source Analysis**
 - Objectives (Health and Wellbeing ELOs 1.1 and 1.2; Advanced Writing ELOs 1, 2, 4 and 5):
 - Search for and identify a primary, peer-reviewed source related to the final project research question
 - Practice critically reading scholarly literature
 - Students will identify a primary source from the academic literature related to their research question. After carefully and critically reading the source, the students will evaluate the source in 3 focused paragraphs.
 - Paragraph 1: What is the main research question the authors attempted to answer? In your own words, briefly summarize the main findings reported in the article. In your summary, give an example of one piece of evidence that supports these findings using an appropriate in-text citation.
 - Paragraph 2: Evaluate this source more thoroughly. Consider your answers to the following questions:
 - Is the article timely?
 - Do you believe that the article contains the most current information on the topic?
 - Are there any possible alternative explanations for the findings, or do they seem reasonable based upon your current knowledge and the authors' acknowledgements of the limitations?
 - Paragraph 3: Consider whether the source is applicable to your final project. Think about how to address the following questions:
 - What is your research question?
 - Does the article contain information relevant to your research question?
 - Does the article raise questions about your topic that require further research?
 - Explain your reasoning (e.g., how does the article support or provide guidance for your project?).
- **Quiz #2**
 - This quiz will be based on the lectures and readings focused on identifying and citing sources, developing search strategies, and the basic pharmacology of cannabis and opioids.



Module 3 (Weeks 6-8): Developing an Argument/Medicine



READINGS/MEDIA

1. Teaching & Learning, University Libraries. (n.d.) *Choosing & Using Sources: A Guide to Academic Research*. The Ohio State University.
 - Chapter 9: Making an Argument
 - Introduces the purposes and components of academic arguments
 - Chapter 10: Writing Tips
 - Guide for information synthesis and a discussion of the uses of quotations, paraphrases, and summaries from sources
2. Davis, Alan K. (2020, November 7). Psilocybin for Depression Talk at OSU. *Youtube*.
<https://www.youtube.com/watch?v=NBy8IRuZDRI>
 - Provides an introduction to the use of a hallucinogenic drug to treat major depressive disorder using evidence from a published article, including an in-depth discussion of patient experiences
3. Laliberte, M. (2022, May 11). This article has been cited 400 times- but doesn't exist. *Reader's Digest*.
<https://www.rd.com/article/fake-article-cited-400-times/>
 - Reinforces the discussion that all articles must be read and fact-checked prior to use when building an argument to avoid introducing misinformation



ACTIVITIES

- **Synthesis in Writing**
 - Objectives: Practice paraphrasing and summarizing information from sources; practice synthesizing information from multiple sources into an argument; reinforce the necessary use of citations (Advanced Writing ELOs 1, 2, and 5)
 - Students will paraphrase and summarize information from provided examples, including providing appropriate in-text citations.
 - Students will combine information from three sources on the War on Drugs to construct an integrated, synthesized paragraph summarizing the significant findings.
- **Hallucinogens as Medicine**
 - Objective: Reflect on knowledge of use of hallucinogens; identify misconceptions or biases based on opinions or experiences; identify concerns for use of hallucinogens as medicine (Health and Wellbeing ELOs 1.1, 2.1, 2.2, and 3.2)
 - Students will write a reflection on the use of hallucinogens as medicine following a series of guided prompts. Prompts are intended to spark the students' interest and guide the reflection rather than direct the students to specific outcomes. Example prompt questions include:
 - Has your perception of the use of hallucinogens as medicine changed or been challenged by today's lecture?
 - Did you learn something new or interesting about the topic that you would like to explore further? What questions do you feel are still unanswered?

- What concerns would you have about using hallucinogens for medicinal purposes yourself? What concerns might you have for the presence of this type of treatment in your community?

- **Building an Effective Argument**
 - Objectives: Increase awareness of representation and interpretation of data and information; improve the ability to detect flaws in arguments; use evidence to support conclusions and opinions presented to a specific target audience; work in groups to reach a consensus decision on a divisive issue; reflect on perceptions of a topic and how biases might affect the ability to achieve goals (Health and Wellbeing ELOs 1.1, 2.1, 3.1, and 3.2; Advanced Writing ELOs 1, 2, and 4)
 - In small groups, students will evaluate provided documents related to renewal of a medical marijuana license in a fictional town. The students will evaluate the strengths and weaknesses of the available information and formulate an informed decision on the renewal. Then, the students will inform the town's mayor (the instructor) and concerned citizens (their classmates in other groups) of their decision and the reasoning behind it.
 - This exercise allows discussion of general themes, biases due to assumptions based on perceived authority of the sources, and limitations of different source types.
 - Adapted from the San Francisco State University Center for Teaching and Faculty Development

- **Barriers to Research with Schedule 1 Drugs**
 - Objectives: Consider barriers to research with Schedule 1 drugs at the federal and state levels; discuss the reasons for these barriers; consider practical problems from multiple perspectives to gain deeper insights into a current issue (Health and Wellbeing ELOs 1.1, 2.1, and 3.1; Advanced Writing ELO 2)
 - Students will research a government organization involved in funding, approving, advocating for, or performing research with Schedule 1 drugs.
 - In small groups, the students will answer guided questions concerning their stance on drug scheduling, barriers to research, and how they would approach (or be resistant to an approach) to this issue from the perspective of their assigned organization.
 - Students will present their findings to the class.

- **Consequences of Marijuana Use**
 - Objectives: Strengthen research skills; synthesize information from multiple sources; discuss the consequences of marijuana legalization; practice preparing a slide and presenting in front of the class (Health and Wellbeing ELOs 1.1, 2.1, and 3.1; Advanced Writing ELOs 1, 2, 4, and 5)
 - Students will be divided into 7 groups. Each group will research one question:
 - What are the acute effects of marijuana use? What causes these effects?

- Is smoking marijuana associated with lung disease or other chronic health issues?
- Does cannabis have negative effects on adolescent users? What are these effects?
- How has legalization of marijuana for recreational use affected arrests for drug possession on a state level (i.e., in states with legal recreational marijuana use)?
- What effect (if any) do marijuana dispensaries have on the neighborhood in which they are located?
- Can marijuana be considered a gateway drug?
- Has marijuana legalization affected arrests (or accidents) associated with driving under the influence? How are drivers tested for marijuana intoxication?
- Students will synthesize their findings and prepare slides for presentation to the class on their topic.



ASSIGNMENTS

- **Research Paper Checkpoint #2 and Peer Review**
 - Objectives (Health and Wellbeing ELOs 1.1, 1.2, 2.2, and 3.1; Advanced Writing ELOs 1, 2, 4, and 5):
 - Organize preliminary research findings into an outline
 - Develop thesis statement, arguments, and counter-arguments
 - Provide feedback to (and receive feedback from) a peer
 - Students will organize their preliminary research findings into an outline that includes key background information, the significance or importance of their topic, a thesis statement, arguments supported by at least 1 piece of evidence with citations, counter-arguments with an idea for a response, ideas for the conclusion, and a reflection on at least one challenge/concern they are currently facing during the early research process.
 - Additionally, students will provide a reference list and answer guided questions about the search process:
 - What search terms and databases did you use to find these sources? Why did you choose these options?
 - Do you think your strategy has been effective?
 - Did you include a primary source? Which reference(s) meets this criterion? If you have not yet found a primary source, what types of sources are you looking for, and where do you expect to find it?
 - Are all of your sources acceptable based on the criteria discussed in class, or do you have concerns about the validity/acceptability of any of the sources?
 - Do you have any concerns about finding information for your topic?
 - Students will be assigned a peer review automatically through Carmen. They will provide feedback to their assigned peer based on the thesis statement, background, supporting

argument, counter-argument, and conclusion sections of the outline.

- This checkpoint is intended to help students organize their preliminary research, identify areas that are too broad, too focused, or need more information, and get feedback at an early stage in the writing process.
- **SRWA #3: History of Drug Use in the US**
 - Objectives (Health and Wellbeing ELOs 1.1, 1.2, 2.2, and 3.1; Advanced Writing ELOs 1, 2, 4, and 5)
 - Develop a research question
 - Locate and critically evaluate sources
 - Synthesize information into an organized narrative
 - Students will identify an area of interest related to historical or current social uses of drugs. Possible topics include a historical evaluation of use of a drug and its effects on today's world, the impact of drug use on media (music, movies, social media, etc.) or vice versa, and driving factors in changes in perceptions of drug use over time. The students will research their question and prepare a 1-page report including an introduction to the problem, their findings, and a brief conclusion. Appropriate sources will be cited in the text and in a reference list. The target audience for this assignment will be a scholarly presentation to their peers.
- **Quiz #3**
 - This quiz will focus on recognizing the components of an argument, successful paraphrasing from provided sources, and foundational knowledge of cannabis and hallucinogen use for medicinal purposes.



Module 4 (Weeks 9-11): Finding Balance/Drug Misuse and Addiction



READINGS/MEDIA

1. Teaching & Learning, University Libraries. (n.d.) *Choosing & Using Sources: A Guide to Academic Research*. The Ohio State University.
 - a) Chapter 9: Making an Argument
 - Introduction to the purposes and components of academic arguments, including counter-arguments and responses
 - b) Chapter 10: Writing Tips (Helping Others Follow)
 - Tips for helping the reader follow the argument narrative, including flow, transitions, and organization
2. The Purdue Online Writing Lab. (2021). *Logic in Argumentative Writing*. Purdue University. https://owl.purdue.edu/owl/general_writing/academic_writing/logic_in_argumentative_writing/index.html
 - Discusses how to build and develop logical arguments in writing

3. The Writing Center. (2022). *Fallacies*. The University of North Carolina at Chapel Hill.
<https://writingcenter.unc.edu/tips-and-tools/fallacies/>
 - Provides examples of common logical fallacies
4. HMA Institute on Addiction. (2018, April 4). *Addiction neuroscience 101*. YouTube.
<https://www.youtube.com/watch?v=bwZcPwIRRcc>
 - An accessible discussion of addiction as a chronic disease, including health effects and neurological changes that occur in long-term users
5. Brown, B. (n.d.) *The power of vulnerability*. TEDxHouston.
https://www.ted.com/talks/brene_brown_the_power_of_vulnerability
 - The speaker discusses why people struggle with identifying feelings of vulnerability, including those related to drug misuse and addiction



ACTIVITIES

- **Building and Supporting an Argument**
 - Objectives: Critical evaluation of a source; recognition of common components of argument structure and their uses within a narrative; recognition of logic styles and errors (Advanced Writing ELOs 2, 3 and 5)
 - Students will select a current news source from the popular press. Students will critically evaluate the news source based on guided discussion questions and reflect on the choices made by the author in terms of argument structure and style.
 - Examples of guided questions include:
 - What is the purpose of this news article?
 - Who is the intended audience?
 - Discuss the accuracy of the facts presented in the article. Is any evidence used to support the ideas presented in the article? What is the evidence? Is the evidence scientific, anecdotal, or both? Is context and interpretation given for any included evidence?
 - Is the article biased? Is it funded or sponsored by an external party? How might such funding or sponsorship impact the use and presentation of evidence?
 - Explain why you selected this article. What is your opinion of the article? Did you agree or disagree with the author(s)' conclusions? Why?
 - Did the author remain impartial, or were tools of persuasion included?
- **Reflection on Addiction**
 - Objective: Reflect on the topic of drug addiction (Health and Wellbeing ELOs 2.1, 2.2, and 3.2)
 - Students will write a short reflection on a topic related to addiction. The reflection can cover something new, something that was already known, or something for which they gained a new perspective.
- **Harm Reduction Strategies**

- Objective: Consider how harm reduction strategies can be used as a means to combat the opioid epidemic (Health and Wellbeing ELOs 1.1, 2.1, 2.2, and 3.2; Advanced Writing ELO 2)
- In groups, students will choose and consider a harm reduction strategy based on a primary literature source. The students will role play as members of a community and discuss the pros and cons of the strategy from the perspective of their assigned persona.



ASSIGNMENTS

- **SRWA #4: Underlying Causes of the Opioid Epidemic**
 - Objectives (Health and Wellbeing ELOs 1.1, 1.2, 2.1, 2.2, 3.1, and 3.2; Advanced Writing ELOs 1, 2, 3, and 4)
 - Use logic to build an argument
 - Analyze legal and scientific reports on a topic
 - Avoid introducing bias and logical fallacies
 - Students will critically analyze two provided articles:
 - Blendon, R.J., & Benson, J.M. (2018). The public and the opioid-abuse epidemic. *NEJM* 378, 407-411.
 - NORC at the University of Chicago. (2018). *Americans recognize the growing problem of opioid addiction*. https://apnorc.org/wp-content/uploads/2020/02/APNORC_Opioids_Report_2018.pdf
 - The data in these articles reflect American attitudes towards the opioid epidemic, including the perceived seriousness of the epidemic, the role of the government, causes of misuse, and prevention and treatment efforts. Students will write an article using citizens of their hometown as the target audience. The students will explain the scope of the opioid epidemic to their readers. The provided sources will be used to help construct their analysis with guided questions:
 - Do the available data help communities identify strategies to address the opioid epidemic? Are the data relevant to all communities? Can you apply these findings to your own community in a meaningful way?
 - What conclusions can be definitively draw about the attitudes Americans carry toward the opioid epidemic?
 - What are the limitations of the data? What areas should we collect additional data for before drawing a conclusion?
 - Then, the students will utilize their analysis and evaluation of the data to identify two ideas that could be implemented by their community to address the opioid epidemic. The ideas will be reported using logic and evidence taken from the provided sources, as well as relevant local

data.

- **Quiz #4**
 - This quiz will cover counter-arguments, using logic in argumentative writing, logical fallacies, addiction, and the opioid epidemic.



Module 5 (Weeks 11-13): Finishing Touches/Current Topics in Drug Use



READINGS/MEDIA

1. Purdue Online Writing Lab. (2021). *Conclusions*. Purdue University. https://owl.purdue.edu/owl/general_writing/common_writing_assignments/argument_papers/conclusions.html
2. OSU Center for the Study and Teaching of Writing. (2016). *Conclusions*. The Ohio State University. https://cstw.osu.edu/sites/default/files/2020-07/conclusions_1.pdf
 - Both sources provide guidance in writing an effective conclusion to a paper
3. McConnell, S. (2011, January 13). *Designing effective scientific presentations*. YouTube. <https://www.youtube.com/watch?v=Hp7ld3Yb9XQ>
 - Discusses elements that make academic presentations successful, including design choices and strategies



ACTIVITIES

- **Writing Conclusions**
 - Objectives: Review the elements included in a good conclusion; practice strategies to conclude an article, including the take-away message (Health and Wellbeing ELO 1.1; Advanced Writing ELOs 1 and 3)
 - Students will read a provided article that is missing a conclusion. Using strategies discussed in class, the students will write a conclusion for the paper. Then, they will have the opportunity to reflect on any concerns they have with writing a conclusion for their final project as both a writing assignment and in a group discussion to provide instant feedback.
 - Original source for the adapted assignment: American Psychological Association. (2018, August 9). *Can psychedelic drugs heal?* Science Daily. <https://www.sciencedaily.com/releases/2018/08/180809141223.htm>
- **Question Generation**

- Objective: Learn to effectively use sources of oral information (lectures, podcasts, etc.) by developing questions and seeking more information (Health and Wellbeing ELO 2.2; Advanced Writing ELO 3)
 - Students will write down three questions during the lecture on legalization to highlight material that catches their attention. The questions may be answered later during lecture. If not, the questions will be discussed at the end of class (time permitting) or revisited in class after the assignments are graded.
 - Students will be encouraged to expand on the discussion by asking more questions or seeking more information on the topic on their own.
 - Based on the exercise “Problem Generation” from: Writing Across the Curriculum. (2016). Writing to learn: Critical thinking activities for any classroom. *Center for the Study and Teaching of Writing, The Ohio State University.*
- **Using Reflection to Develop Informed Opinions**
 - Objective: Reflect on lecture material using guided questions to consider additional applications of a topic and the likelihood of success (Health and Wellbeing ELOs 2.1, 2.2, 3.1 and 3.2)
 - Students will write a paragraph reflecting on the lecture material (government regulation of non-scheduled drugs, i.e., alcohol and tobacco products). The focus will be on applying their understanding to the likelihood of successful government regulation of cannabis if legalized. Optional prompt questions include:
 - Would regulation of tobacco, alcohol, or prescription drugs make a good model for cannabis legalization?
 - Do you have any ideas for how the government could enact effective regulation for a newly legalized (or decriminalized) drug?
 - Alternatively, should changes be made in the way non-controlled substances (i.e., alcohol and tobacco) are regulated before we consider regulations for a newly legalized drug?
- **Revision and Editing**
 - Objective: Practice revising and editing writing (Advanced Writing ELOs 3 and 4)
 - Students will revise the paragraph written on the first day of class (i.e., how do you feel about marijuana legalization?). Changes made can be minor or substantial based on changes in the students’ perspectives and knowledge of the writing process.
- **Drugs and the Media**
 - Objectives: Reflection exercise as a step to critically evaluating an opinion; consideration of the role of social media campaigns on perceptions of drugs and drug use (Health and Wellbeing ELOs 2.1, 2.2, 3.1, and 3.2; Advanced Writing ELO 5)
 - Students will answer reflection questions based on their feelings concerning advertising of drugs in media:

- How do you feel about the advertisement of prescription and recreational drugs?
 - Who is usually targeted in drug advertisements (prescription, recreational, or both)?
 - Why do you think that some drugs are banned from advertisements (tobacco) while others (e.g., alcohol and Viagra) are not?
- Students will consider the effectiveness of an anti-drug social media campaign discussed in class. Questions to guide discussion include:
- Who is the target of this campaign?
 - Is the choice of format and delivery of the message appropriate to reach this audience?
 - Do you think that this campaign has the potential to be successful? Why or why not?

- **Elevator Talk**

- Objective: Develop a short summary of the final project topic; think concisely about a topic; identify the most important selling points based on the students' research to date; practice presenting to other students (Health and Wellbeing ELO 1.1; Advanced Writing ELOs 1, 2, and 3)
- Students will compose an "elevator talk" of their topic, with a focus on why their topic is important and deserves their audience's attention. They will write a brief summary that should require 30 seconds to 1 minute to present with a goal of persuading their captive elevator audience to their point of view.
- The students will present their summaries in groups and answer any questions raised by their classmates.



ASSIGNMENTS

- **Research Paper Checkpoint #3 and Peer Review**

- Objectives (Health and Wellbeing ELOs 1.1, 1.2, 2.2, and 3.1; Advanced Writing ELOs 1, 2, 4, and 5):
 - Prepare rough draft of final paper
 - Get feedback from a peer
- Students will prepare a rough draft of their final paper. The rough draft must be a minimum of 3 pages (out of the total of 5-8 for the final paper), not including title, references, or figures. All sections, including the thesis statement, introduction, arguments, counter-arguments, and conclusion, should be present, although they do not need to be complete at this stage.
- Students will identify any areas in the paper where they are struggling to focus their peer review and feedback from the instructor.
- Students will be assigned a peer review automatically through Carmen. They will provide feedback to their assigned peer based on the thesis statement, background, supporting argument, counter-

argument, and conclusion sections of the paper, as well as the overall flow of information in the paper.

- **Quiz #5**
 - This quiz will cover the foundational knowledge of writing conclusions, revision & editing, and presentation preparation, as well as basic tenets regarding drug legalization in the US.



Module 6 (Weeks 14-15): Final Project and Course Wrap-Up



ASSIGNMENTS

- **Final Research Paper**
 - Objectives (Health and Wellbeing ELOs 1.1, 1.2, 2.2, and 3.1; Advanced Writing ELOs 1, 2, 3, 4, and 5):
 - Apply written communication skills toward presenting a balanced view on an aspect of drug use in American culture
 - Students will prepare a 5-8 page paper (double-spaced, 1-inch margins, 11 pt Arial font) on a topic related to drug use in American culture. The paper will be prepared over the course of the semester through scaffolded checkpoints (1-3). The paper should present an argumentative take on a topic of choice and should include an easily identifiable thesis statement, appropriate and targeted introduction/background material, arguments supported with evidence from scholarly sources (including at least 1 primary source), counter-arguments & responses, and a conclusion. A minimum of 5 sources are required and will be included in both in-text citations and a reference list using APA formatting.
- **Social Media Campaign Presentation**
 - Objectives (Health and Wellbeing ELOs 1.1, 1.2, 2.1, 2.2, 3.1, and 3.2; Advanced Writing ELOs 1, 2, 3, 4 and 5):
 - Prepare a written, oral, and/or visual representation of a topic related to the health effects of a popular drug
 - Make rhetoric and presentation choices focused on reaching a specific target audience
 - Students will prepare a social media campaign based on the health effects of a popular drug. The campaign will focus on use of one social media tool (infographic, video, Twitter campaign, etc.) to reach a target audience that will benefit most from the topic of choice. The campaign material should be short (e.g., less than 1 minute if a video) and should include accurate and up-to-date information on the topic. A full reference list will be submitted with the assignment.
 - The campaigns will be presented in class. The presentation should include a short introduction to the topic, including the intended audience and the rationale for the choices made concerning mode of delivery and included information.

GE Theme course submission worksheet: Health & Wellbeing

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Health & Wellbeing)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

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

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.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
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.	

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	<p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p>
<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p>
<p>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.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
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Goals and ELOs unique to Health & Wellbeing

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Students will explore and analyze health and wellbeing through attention to at least two dimensions of wellbeing. (Ex: physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.).

	Course activities and assignments to meet these ELOs
ELO 3.1 Explore and analyze health and wellbeing from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.	
ELO 3.2 Identify, reflect on, or apply strategies for promoting health and well-being.	

COURSE OUTLINE & CALENDAR

Module	Lectures	Due Date by Assignment
<p>Module 1</p> <p>Writing Focus: Basics of Effective Writing</p> <p>Drug Focus: Introduction to Pharmacology</p> <p>Start Date: 01/10/23</p> <p>Monday, 01/16 Holiday – No Classes</p>	<ol style="list-style-type: none"> 1) Course Introduction 2) Basics of Effective Writing 3) What Is a Drug? 4) Developing a Research Paper 	<p>1) SRWA #1 uploaded by Sunday, 01/22, by 11:59 PM</p> <p>5) Quiz #1 submitted by Thursday, 01/26, by 11:59 PM</p>
<p>Module 2</p> <p>Writing Focus: Finding, Evaluating, and Citing Sources</p> <p>Drug Focus: Cannabis</p> <p>Start Date: 01/24/23</p>	<ol style="list-style-type: none"> 1) Pharmacology of Common Drugs (Cannabis, opioids) 2) Evaluating Web Sources 3) Analyzing Scholarly Sources 4) History of Marijuana Use in the US 5) Search Strategies and Ethical Uses of Sources 6) Drug Legalization Considerations 	<p>1) Research Paper Checkpoint #1 (Research Question) uploaded by Sunday, 01/29, by 11:59 PM</p> <p>2) SRWA #2 uploaded by Thursday, 02/09, by 11:59 PM</p> <p>3) Quiz #3 submitted by Thursday, 02/16, by 11:59 PM</p>

COURSE OUTLINE & CALENDAR

<p>Module 3</p> <p>Writing Focus: Developing an Argument</p> <p>Drug Focus: Medical Uses</p> <p>Start Date: 02/14/23</p>	<ol style="list-style-type: none"> 1) Information Synthesis 2) Cannabis as Medicine 3) Developing Effective Arguments 4) Hallucinogens 5) Barriers to Research 6) Consequences of Marijuana Use (in-class activity) 	<p>1a) Research Paper Checkpoint #2 (Outline and Sources) uploaded by Sunday, 02/19, by 11:59 PM</p> <p>1b) Peer Review submitted by Thursday, 02/23, by 11:59 PM</p> <p>2) SRWA #3 uploaded by Sunday, 03/05, by 11:59 PM</p> <p>3) Quiz #3 submitted by Thursday, 03/09, by 11:59 PM</p>
<p>Module 4</p> <p>Writing Focus: Alternative Perspectives and Using Logic</p> <p>Drug Focus: Drug Misuse and Addiction</p> <p>Start Date: 03/07/23</p> <p>Spring Break- 03/13/23-03/17/23</p>	<ol style="list-style-type: none"> 1) Balanced Arguments 2) Drug Misuse and Addiction 3) Logic: Uses and Fallacies 4) The Opioid Epidemic 5) Does Government Regulation Work? 	<p>1) SRWA #4 uploaded by Sunday, 03/26, by 11:59 PM</p> <p>3) Quiz #4 submitted by Thursday, 03/30, by 11:59 PM</p>

COURSE OUTLINE & CALENDAR

<p>Module 5</p> <p>Writing Focus: Finishing Touches</p> <p>Drug Focus: Current Topics in Drug Use</p> <p>Start Date: 03/28/23</p>	<ol style="list-style-type: none"> 1) Writing Conclusions 2) Drug Legalization: Current Status in the US 3) Revision & Editing 4) Media Portrayals of Drug Use 5) Effective Presentations 	<p>1a) Research Paper Checkpoint #3 (Rough Draft) uploaded by Friday, 03/31, by 11:59 PM</p> <p>1b) Peer Review submitted by Tuesday, 04/04, by 11:59 PM</p> <p>2) Quiz #5 submitted by Monday, 04/24, by 11:59 PM</p>
<p>Module 6</p> <p>Final Project and Course Wrap-Up</p> <p>Start Date: 04/18/23</p>	<ol style="list-style-type: none"> 1) In-Class Presentations 	<p>1) Research Paper uploaded by Sunday, 04/16, by 11:59 PM</p> <p>2) Presentation Group 1 files uploaded by Monday, 4/17, at 11:59 PM</p> <p>3) Presentation Group 2 files uploaded by Wednesday, 4/19, at 11:59 PM</p>