

Term Information

Effective Term Spring 2024
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

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)
- Course Map_PHR_2367_Mefford.pdf: course map
(Other Supporting Documentation. Owner: Bowman, Michael Robert)
- 2367_01_syllabus_revision June 2023.pdf: revised syllabus
(Syllabus. Owner: Bowman, Michael Robert)
- GE health and wellbeing committee cover letter June 2023.pdf
(Cover Letter. Owner: Bowman, Michael Robert)
- PHR 2367 resubmission form_submission-health-well-being June 2023.pdf: revised GE Theme course submission worksheet
(Other Supporting Documentation. Owner: Bowman, Michael Robert)

Comments

- Bernadette: the documents are labeled in their description boxes as to what they are. Of the two syllabus attachment types you note the one is clearly labeled "revised syllabus" and contains the revisions requested from 10/26/22. The other is clearly labelled "course calendar" which gives a proposed calendar outline, helping to show the breakdown of how the class will be offered; elements that would normally be in a full syllabus. I've removed this item to help reduce confusion, since much of that information is also contained in the course map provided.

approved by Megan Mefford/Nicole Kwiek 8/11/22 *(by Bowman, Michael Robert on 09/08/2023 02:04 PM)*

- I am sorry but it is unclear if all the documents uploaded by Michael Bowman need to be considered by the reviewing subcommittee this time. For example, there are 2 syllabi. Perhaps it is important for the committee to look at both or perhaps one addresses their 10-26-22 feedback and the other one does not? Please make sure to delete anything that is no longer relevant for this submission and what is left will be reviewed by the subcommittee as being Pharmacy's revised submission that addresses the 10-26-22 feedback. OK? *(by Vankeerbergen, Bernadette Chantal on 09/08/2023 12:11 PM)*
- Please see Panel feedback email sent 10/26/2022. *(by Hilty, Michael on 10/26/2022 11:44 AM)*

COURSE CHANGE REQUEST
2367.01 - Status: PENDING

Last Updated: Kelley, Katherine Ann
09/11/2023

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 |
| Revision Requested | Hilty, Michael | 10/26/2022 11:44 AM | ASCCAO Approval |
| Submitted | Bowman, Michael Robert | 06/15/2023 12:52 PM | Submitted for Approval |
| Approved | Mercerhill, Jessica Leigh | 06/15/2023 12:55 PM | Unit Approval |
| Approved | Kelley, Katherine Ann | 06/26/2023 07:43 AM | College Approval |
| Revision Requested | Vankeerbergen, Bernadette Chantal | 09/08/2023 12:12 PM | ASCCAO Approval |
| Submitted | Bowman, Michael Robert | 09/08/2023 02:05 PM | Submitted for Approval |
| Approved | Mercerhill, Jessica Leigh | 09/11/2023 11:45 AM | Unit Approval |
| Approved | Kelley, Katherine Ann | 09/11/2023 12:14 PM | College Approval |
| Pending Approval | Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea | 09/11/2023 12:14 PM | ASCCAO Approval |



Dear Colleagues,

Please allow me the opportunity to address the comments from the Themes 2 Panel of the ASC Curriculum Committee, who reviewed our submission of PHR 2376.01 for the Health and Well-being theme. I would like to thank the Panel members for their comments, which have been very helpful. This process has been a new experience for me as a junior faculty member, and I am very appreciative of the helpful feedback. I would also like to take this opportunity to apologize for not clearly conveying the Health and Well-being focus of our course. I am very sorry that my intentions for the course did not come across clearly in the previous submission, and I hope that these shortcomings have been rectified.

Please note that I have also combined the PHR 2367.01 (in-person) and 2367.02 (online) sections into this submission as one submission to avoid redundancy, since the materials used in both versions of the course and their schedules are the same. I have included both syllabi as references and denoted the occasions when differences in course assignments should be noted for the ELOs.

I have addressed each item of feedback individually below and have noted where appropriate when corresponding changes have been made to the course syllabus.

- The reviewing faculty are unable to see how the current course materials will be an advanced study of the GEN Theme: Health and Wellbeing. They ask that further information be provided on how students will be thoroughly engaging with scholarly and academic materials related to the idea of Health and Wellbeing. While they see academic texts related to writing, students should be engaging with the idea of Health and Wellbeing through the lens of the topic of the course.

College students are faced with choices regarding drug use every day. They are surrounded by the normalized use of alcohol during tailgates or parties, nicotine products, stimulants reported to help with concentration, and cannabis as a relaxation and anti-anxiety tool. Arming students with not only up-to-date knowledge on the effects of drug use on their health and well-being but also resources and tools to help them make informed decisions in the future is an overarching goal of this course.

The course will fit the health and well-being theme through lectures, readings, discussions, and writing assignments focused on the effects of drug use on individual health and the outcomes of drug use, misuse, and addiction on both individuals and society. Topics covered will include the pharmacology of selected example drugs, evidence for medical uses of currently illicit drugs, consequences of drug use (including effects on the health and well-being of adolescent users, as well as broader societal effects), historical perceptions of drugs in the United States and the impact on the present day, and analyses of current legalization efforts.

The reading lists in the course schedule section of the syllabus have been expanded to include academic texts related to the topics of each module. I apologize again that these sources were not

clearly expressed in the previous submission. Additionally, students are required to perform independent research for their final project that requires primarily academic sources, including primary sources appropriate for their topic. We work on these assignments throughout the semester, which enables students to gain familiarity with academic texts related to subsections of the field in more depth.

I would also like to take the opportunity to provide an example for how a class session typically focuses on material related to this theme. For this example, I will use a class focused on government regulation of drugs, which does not have a clear and obvious connection. The initial lecture component of the in-person class (or recorded lecture video for the online section) provides examples of the historical and current approaches used by the US government to regulate sales of alcohol and tobacco products. A major component of the lecture and subsequent discussion is the health consequences of use of these products for both the individual (e.g., cancers, lung problems, heart disease, and especially effects on brain development in adolescents) and society (e.g., intoxicated driving, violent behavior, second-hand smoke, and associated healthcare costs). Then, we examine trends in usage rates, and the students discuss whether these types of regulations can be viewed as successful. Finally, I close the lesson by giving the students a chance to reflect using guided questions, with a focus on whether they think drugs such as cannabis could be legalized in a way that prioritizes the health and safety of the most vulnerable users (e.g., adolescents). In this way, we can tie policy and current topics of interest to the students back to the Theme while also meeting the course goal of giving students the skills and tools needed to consider potentially charged topics using academic evidence.

- The reviewing faculty ask that all mention of the Embedded Literacy: Advanced Writing be removed from the course syllabus, as this will only fulfill the Embedded Literacy: Advanced Writing for Pharmacy students. Embedded Literacies are designated by individual programs and, with Pharmacy 2367.01 being a General Education course open to students across the university, this has the potential to confuse many students into believing they have fulfilled their program's Embedded Literacy with the successful completion of this course.

Thank you for noting this inclusion, which may create confusion for students outside of the College of Pharmacy. All mentions of the Embedded Literacy: Advanced Writing have been removed from the course syllabus. Portions of the course syllabus do still focus on writing assignments through a lens of using topics related to the effects of drug use on health and well-being to improve scientific communication.

- On page 2 of the course syllabus, please ensure all GE Goals and ELOs are listed properly. It appears that GEN Theme: Health and Wellbeing ELO 2.2 is missing and ELO 3.2 is out-of-date, as it has been updated. The complete list of GEN Goals and ELOs, in a convenient copy-and-paste format, can be found on the ASC Curriculum and Assessment Services website at: <https://ascas.osu.edu/new-general-education-gen-goals-and-elos>.

I apologize for this error. The Ge Goals and ELOs have been correctly listed in the updated course syllabus.

- The reviewing faculty recommend, on page 4 of the syllabus, removing the reference to the university grading scale, as Ohio State does not formally have an official or standardized grading scale and instructors are free to utilize a grading scale that best suits the needs of their course.

Thank you for noting this error. The mention of a university grading scale is an outdated artifact and has been removed from the syllabus. A course-specific grading scale has been included in its place.

- The reviewing faculty recommend further establishing course content to the idea of health and wellbeing within the course syllabus to help students better and more clearly draw connections to the GEN Theme category.

Thank you for this suggestion. In the current version of the syllabus, the ways in which the course will meet each of the Health and Well-being Goals and the course-specific ELOs have been clearly outlined. Additionally, descriptions of assignment types and topics included in the schedule have been updated to ensure that connections between course material and the Health and Well-being Theme will be more transparent for students.

Thank you again for your time and consideration. Please feel free to contact me if you have any further questions.

Sincerely,

Megan E. Mefford

Megan Mefford, PhD
Senior Lecturer/PHR2367 Course Director
The Ohio State University College of Pharmacy
Division of Pharmacy Education & Innovation
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PHR 2367.01

Drug Use in American Culture

Autumn 2023

Course Description

In this course, we investigate current topics surrounding drug use in American culture. This topic will be explored by assessing the historical use, pharmacology, consequences of use, societal effects, and other issues surrounding use/abuse of drugs for recreational and medical use in the United States. Students will engage in activities to learn how these drugs work, discuss how historical contexts contribute to present-day perceptions and regulation, investigate evidence for medical use, and evaluate effects of drug usage on an individual's health and well-being. Students will analyze various sources of information and learn to effectively communicate key messages clearly and concisely using a variety of platforms. *Note: This course and its instructors do not promote the use/abuse of any drug discussed.*

Prerequisite

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

Instructor

Megan Mefford, PhD

Office: College of Pharmacy, Parks Hall 129C

Email: mefford.291@osu.edu

Office phone number: 614-247-7927

Office hours: Monday 3:00-4:00 via Zoom and Thursday 1:00-2:00 in person (see office hours module in Carmen for relevant information) or by appointment.

Graduate Teaching Assistant (GTA)

TBD

Email: TBD

Course Information

Credit hours: 3

Class day/time: TBD

Classroom location: TBD

Course Goals and Expected Learning Outcomes

GE Health and Well-being Theme

Goal 1: Successful students will analyze health and wellbeing at a more advanced and deeper level than in the Foundations component.

- 1.1 Engage in critical and logical thinking about the topic or idea of health and well-being.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and well-being.

This course will achieve these outcomes through readings and assignments focused on exploration of the effects of drug use on health and well-being from both individual and societal perspectives. Students will critically evaluate scientific literature related to drug use, practice reasoning and forming arguments based on scholarly evidence, and weigh different interpretations of complex and often controversial topics related to the effects of drug use on health and wellbeing.

Goal 2: Successful students will integrate approaches to health and well-being 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 health and well-being.
- 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.

This course will achieve this goal by allowing students to explore areas of interest through independent research and self-reflection. Students will have the opportunity to apply their knowledge of drug use in the United States to their own personal experiences and to evaluate topics of interest in more depth through assignments both in and out of the classroom. The final research project allows students to select a topic based on their own experiences and interest. Students will expand their knowledge of this topic throughout the course of the semester. Additionally, students will complete reflections addressing guided questions to evaluate their perceptions and understanding of the material covered in each module.

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

- 3.1 Explore and analyze health and well-being from theoretical, socio-economic, scientific, historical, cultural, technological, policy, and/or personal perspectives.
- 3.2 Identify, reflect on, or apply strategies for promoting health and well-being.

This course will achieve these outcomes by exploring and evaluating health and well-being through physical, mental, historical, policy, and cultural dimensions. PHR 2367 will allow students to explore topics related to the effects of drugs and drug use/misuse/addiction on health and well-being through exploration of sources including scientific and medical literature, personal accounts, historical documents, and current policy and legislation initiatives. Additionally, students will be encouraged to apply their own perspectives to develop skills that can be used to support the health and well-being of themselves and their peers.

Course-Specific Expected Learning Outcomes

1. Understand the effects of a given drug's use (i.e., Cannabis, opioids, hallucinogens, nicotine, and alcohol) on health and well-being.
2. Explore the outcomes of the use/abuse of example drugs on both individuals and US society.
3. Critically evaluate medical and scientific studies reported in the academic and popular press.
4. Discuss gaps in knowledge related to the health effects of drugs, including examining policies and requirements for research with controlled substances.
5. Strengthen research skills by investigating topics related to the effects of drug use on health and well-being.

This course will achieve these outcomes through low-stakes in-class activities, short writing assignments, end-of-module reflections, and completion of a final project and presentation. By the end of the semester, students will develop an understanding of the effects of drug use on an individual's health and society and will be better prepared to communicate their ideas while supporting their positions on related topics with relevant evidence and analysis.

Course Design

Course Structure

Mode of delivery. This course will be delivered in person. Class sessions will include lectures, discussions, film viewing, reading, and in-class activities designed to allow exploration of the topics and practice developing familiarity with scholarly sources and science communication.

Course materials. All texts, videos, and other materials for required reading or viewing will be available through Carmen. Texts for required reading will consist of scholarly publications, new articles, historical perspectives, and other material intended to help strengthen understanding of the course topics. See the "Recommended Reading" section of each module in Carmen for a complete reading list.

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 in-class assignment grade. If you need to miss a class, please contact Dr. Mefford as soon as possible to arrange make-up of the material.

Illness or Other Issues. If you feel ill, have been in contact with someone who is ill, or test positive for coronavirus or influenza, 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.

Weather or Other Short-Term Closing. Should in-person classes be canceled, I will notify you regarding which alternative teaching method will be offered to ensure continuity of instruction for this class. Communication will be via an Announcement in CarmenCanvas.

Course Assessments

Discussions and In-Class Assignments

Most class sessions will include assignments or discussions. These assignments are meant to help students use information critically and analytically and to promote discussion of selected 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.

Short Response Writing Assignments

These assignments (3 in total) will include an analysis of a topic reviewed during or in preparation for class. You will submit these assignments throughout the semester. These assignments encompass various formats to: 1) allow more in-depth reflection on a topic related to drug use in the US and 2) analysis of the scientific literature related to this topic.

Reflections

Modules 1-5 will end with a short reflection (5 total). Students will be asked to write a reflection of their current knowledge of a topic, with a focus on their own perceptions and what they have learned. The purpose of the reflection assignments is to give students freedom to explore the effects of their own experiences or preconceptions on their understanding of topics related to drug use, misuse, and addiction.

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 present 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 for peer review during Week 8, a source list in Week 10, a rough draft for peer review during Week 12, and the final paper during Week 14.

Presentation

This assignment is meant to help students consider their research topic through the lens of society. Students will be tasked with preparing a presentation intended to educate their peers about a topic related to drug use by college-aged students. The presentations will be assessed based on an ability to communicate clear and accurate information about the topic in a manner designed to reach the target audience. You will have approximately three minutes to present and approximately two minutes to respond to questions.

Consult Carmen and the Course Calendar for final project instructions and due dates.

Late Submissions. 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.**

| Types of Assessments | Grading Percentages |
|-----------------------------------------------------|---------------------------|
| In-class Assignments (5 points each) | 115 points (22% of grade) |
| Short Response Writing Assignments (35 points each) | 105 points (20% of grade) |
| Reflections (10 points each) | 50 points (9% of grade) |
| Presentation (100 points) | 100 points (19% of grade) |
| Final Project | 160 points (30% of grade) |
| Checkpoint #1 | 10 points |
| Checkpoint #2 | 20 points |
| Checkpoint #3 | 10 points |
| Checkpoint #4 | 20 points |
| Final Paper | 100 points |
| Extra Credit Opportunities | Up to 12 points |
| Total | 530 points |

Your final grade will be determined using the following grading scale:

| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | E |
|-----------|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|----------|
| 100 - 93% | 92.9 - 90% | 89.9- 87% | 86.9- 83% | 82.9- 80% | 79.9- 77% | 76.9- 73% | 72.9- 70% | 69.9- 67% | 66.9- 60% | 59.9- 0% |

Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

Grading and feedback. For all assignments, you can generally expect feedback within 7-10 days. Feedback may appear in a written, audio, or video format.

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 \(click for link\)](#). 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>.
- [BuckeyePass \(click for link\)](#). multifactor authentication is needed to access this course in Carmen. To ensure that you can connect to Carmen at all times, the university recommends that you do the following:
 - Register multiple devices in case something happens to your primary device. Visit [BuckeyePass- Adding a Device \(click for link\)](#) help article for step-by-step instructions.
 - Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click "Enter a Passcode" and then the "Text me new codes" button that appears. This option will text you ten passcodes good for 365 days; each can be used once.
 - [Install the Duo Mobile application \(click for link\)](#) on all of your registered devices. The app can generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

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 email cop-digitalaccessibility@osu.edu or email your instructor for assistance.

Religious Accommodations

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious, or a spiritual belief system in regard to examinations, other academic requirements, or absences are required to provide the instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit odi.osu.edu/religious-accommodations.

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.

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 1: Introduction

Weeks: 1-2

Topics: Course introduction; What is a drug?; The research process

Assessments: Reflection #1

Readings/Video Viewing:

- Iverson, L. (2016). *Drugs: A very short introduction*. Oxford University Press. doi:10.1093/actrade/9780198745792.003.0002
- Substance Abuse and Mental Health Services Administration (SAMHSA). (2022, December). *Key substance use and mental health indicators in the United States: Results from the 2021 National Survey on Drug Use and Health*. SAMHSA. <https://www.samhsa.gov/data/sites/default/files/reports/rpt39443/2021NSDUHFFRRev010323.pdf>
- 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/>

Module 2: Cannabis

Weeks: 3-4

Topics: Pharmacology of cannabis; History of cannabis in the US; Critical evaluation of academic and popular sources

Assessments: Final Project Checkpoint #1, Assignment #1, Reflection #2

Readings:

- Albaugh, M.D., Ottino-Gonzalez, J., Sidwell, A., Lepange, C., Juliano, A., Owens, M.M., Chaarani, B., Spechler, P., Fontaine, N., Rioux, P., Lewis, L., Jeon, S., Evans, A., D'Souza, D., Radhakrishnan, R., Banaschewski, T., Bodke, A.L.W., Burke Quinlan, E., Conrad, P....Garvan, H. (2021). Association of Cannabis use during adolescence with neurodevelopment. *JAMA Psychiatry*, 78(9), 1031-1040. Doi: 10.1001/jamapsychiatry.2021.1258.
- Blest-Hopley, G., Colizzi, M., Giampietro, V., & Bhattacharyya, S. (2020). Is the adolescent brain at greater vulnerability to the effects of cannabis? A narrative review of the evidence. *Front. Psychiatry*, 11. Doi: 10.3389/fpsy.2020.00859.
- The Great Courses. (2015). *The science of marijuana*. Kanopy Streaming through OSU library [video file]. <https://library.ohio-state.edu/record=b8375310>

Module 3: Medical and Recreational Drug Use

Weeks: 5-8 (no class October 12- Autumn Break)

Topics: Medical vs recreational drug use; Consequences of drug use; Developing an effective argument to support a thesis statement

Assessments: Final Project Checkpoint #2 and Peer Review, Assignment #2, Reflection #3

Readings:

- Bridgeman, M.B., & Abazia, D.T. (2017). Medicinal cannabis: History, pharmacology, and implications for the acute care setting. *P.T.*, 42(3), 180-188.
- Davis, Alan K. (2020, November 7). Psilocybin for Depression Talk at OSU. *Youtube*. <https://www.youtube.com/watch?v=NBy8IRuZDRI>
- Francis, A.R., Weyandt, L.L., Anastopoulos, A.D., DuPaul, G.J., & Shepard, E. (2022). Outcomes and predictors of stimulant misuse in college students with and without ADHD. *J Atten Disord*, 26(5), 779-793. doi: 10.1177/10870547211027650.
- Iverson, L. (2016). *Drugs: A very short introduction*. OxfordJ. University Press. doi:10.1093/actrade/9780198745792.003.0002 (chapter 3- drugs as medicines, chapter 4- recreational drug use)
- Johnson, M.W., Hendricks, P.S., Barrett, F.S., & Griffiths, R.R. (2019). Classic psychedelics: An integrated review of epidemiology, therapeutics, mystical experience, and brain network function. *Pharmacol Ther*, 197, 83-102. doi: 10.1016/j.pharmthera.2018.11.010.

Module 4: Drug Misuse and Regulation

Weeks: 9-12

Topics: Drug misuse and addiction; The opioid epidemic; Drug legalization pros and cons; Harm reduction vs punitive measures; Developing a balanced argument

Assessments: Final Paper Checkpoint #3, Assignment #3, Reflection #4

Readings:

- ACLU. (2020). A tale of two countries: Racially targeted arrests in the era of marijuana reform. [A Tale of Two Countries: Racially Targeted Arrests in the Era of Marijuana Reform | American Civil Liberties Union \(aclu.org\)](https://www.aclu.org/news/civil-liberties/a-tale-of-two-countries-racially-targeted-arrests-in-the-era-of-marijuana-reform).
- Glantz, S., Jeffers, A., & Winickoff, J.P. (2022). Nicotine addiction and intensity of e-cigarette use by adolescents in the US, 2014 to 2021. *JAMA Netw. Open*, 5(11), e2240671. Doi: 10.1001/jamanetworkopen.2022.40671.
- Han, Y., Yan, W., Zheng, Y., Khan, M.Z., Yuan, K., & Lu, L. (2019). The rising crisis of illicit fentanyl use, overdose, and potential therapeutic strategies. *Transl Psychiatry*, (9)1, 282-291. doi: 10.1038/s41398-019-0625-0.
- HMA Institute on Addiction. (2018, April 4). *Addiction neuroscience 101*. YouTube. <https://www.youtube.com/watch?v=bwZcPwRRcc>
- Marshall, E.J. (2014). Adolescent alcohol use: Risks and consequences. *Alcohol and Alcoholism*, 49(2), 160-164. Doi: 10.1093/alcalc/agt180.
- Yeo, Y., Johnson, R., & Heng, C. (2022). The public health approach to the worsening opioid crisis in the United States calls for harm reduction strategies to mitigate the harm from opioid addiction and overdose death. *Military Medicine*, 187(9-10), 244-247. Doi: 10.1093/milmed/usab485.

Module 5: Drug Use and Society

Weeks: 13-14

Topics: Impacts of media consumption on perceptions of drug use; Social media and drugs; Delivering effective messages about drug use and abuse

Assessments: Final Project Checkpoint #4 and Peer Review, Reflection #5

Readings:

- Bakken, S.A., & Harder, S.K. (2022). From dealing to influencing: Online marketing of cannabis on Instagram. *Crime, Media, and Culture: An International Journal*, 19(1):135-157. Doi: 10.1177/1746590221081166
- Jackson, K.M., Janssen, T., & Gabrielli, J. (2018). Media/marketing influences on adolescent and young adult substance abuse. *Current Addiction Reports*, 5(2), 146-157. Doi: 10.1007/s40429-018-0199-6
- Rutherford, B.N., Lim, C.C.W., Johnson, B., Cheng, B., Chung, J., Huang, S., Sun, T., Leung, J., Stjepanovic, D., & Chan, G.C.K. (2022). #TurntTrending: A systematic review of substance use portrayals on social media platforms. *Addiction*, 118(2), 206-217. Doi: 10.1111/add.16020
- Trangenstein, P.J., Whitehill, J.M., Jenkins, M.C., Jernigan, D.H., & Moreno, M.A. (2019). Active cannabis marketing and adolescent past-year cannabis use. *Drug and Alcohol Dependence*, 204: 107548. Doi: 10.1016/j.drugalcdep.2019.107548

Module 6: Course Wrap-Up

Weeks: 14-16 (no class November 23- Thanksgiving Break)

Topics: Course wrap-up

Assessments: Final Project, Presentations

Readings:

- iBiology. "Susan McConnell (Stanford): Designing effective scientific presentations." *YouTube*, uploaded by iBiology, 13 January 2011.



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. | |

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. | |