

Term Information

Effective Term Spring 2024
[Previous Value](#) Summer 2017

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	2367.02
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. Online delivery only.
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?	Yes
Is any section of the course offered	100% at a distance
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
Previous Value	Columbus

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 2367.01.

Electronically Enforced

Yes

Previous Value

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

51.2001

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

- Writing clearly and concisely
- Drug use in American culture
- Finding, Evaluating, and Citing Sources
- Cannabis
- Developing an Argument
- Alternative Perspectives & Using Logic
- Drug Misuse & Addiction
- Drug Legalization

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

- Course Map_PHR_2367.02_Mefford.pdf: course map
(Other Supporting Documentation. Owner: Bowman, Michael Robert)
- 2367.02_syllabus_GE_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)
- Mefford_PHR 2367.02_distance_approval_cover_sheet_June_2023.pdf: revised distance approval cover sheet
(Other Supporting Documentation. 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)
- GE health and wellbeing committee cover letter contingency and recommendations november 2023 final.pdf
(Cover Letter. Owner: Mercerhill, Jessica Leigh)
- 2367.02 syllabus contingency revision November 2023.pdf
(Syllabus. Owner: Mercerhill, Jessica Leigh)

Comments

- Revised syllabus and new cover letter outlining changes. *(by Mercerhill, Jessica Leigh on 11/08/2023 01:16 PM)*
- Please see feedback email sent for Pharm 2367.01 10/26/22 and followup email sent 11/3/22. RLS
Please see feedback email sent to department 10-27-2023 *(by Steele, Rachel Lea on 10/27/2023 04:54 PM)*
- 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 8/19/22 *(by Bowman, Michael Robert on 09/08/2023 02:06 PM)*

- Same question as for Pharmacy 2367.01 *(by Vankeerbergen, Bernadette Chantal on 09/08/2023 12:12 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Bowman, Michael Robert	08/19/2022 01:06 PM	Submitted for Approval
Approved	Mercerhill, Jessica Leigh	08/19/2022 01:39 PM	Unit Approval
Approved	Kelley, Katherine Ann	08/19/2022 01:49 PM	College Approval
Revision Requested	Steele, Rachel Lea	11/03/2022 11:22 AM	ASCCAO Approval
Submitted	Bowman, Michael Robert	06/15/2023 12:55 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 02:06 PM	Submitted for Approval
Approved	Mercerhill, Jessica Leigh	09/11/2023 11:46 AM	Unit Approval
Approved	Kelley, Katherine Ann	09/11/2023 12:14 PM	College Approval
Revision Requested	Steele, Rachel Lea	10/27/2023 04:54 PM	ASCCAO Approval
Submitted	Mercerhill, Jessica Leigh	11/08/2023 01:16 PM	Submitted for Approval
Approved	Mercerhill, Jessica Leigh	11/08/2023 01:16 PM	Unit Approval
Approved	Kelley, Katherine Ann	11/08/2023 02:57 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/08/2023 02:57 PM	ASCCAO Approval



Dear Colleagues,

First, thank you for taking the time to review my revisions to both PHR 2367.01 and 2367.02 (Drug Use in American Culture). I am very appreciative of your time and effort, and I am thrilled that the subcommittee has unanimously approved both courses with one Contingency each and several recommendations. I have addressed these points below in one letter to reduce repetition and have noted where appropriate when corresponding changes have been made to the course syllabus.

For PHR 2367.01, my comments are below.

- i) **Contingency:** The Arts and Sciences Curriculum Committee asks that the Religious Accommodations statement on pg. 11 of the syllabus be replaced with the university's new statement on religious accommodations. This required statement is a result of a directive by the Executive Vice President and Provost and can be found here on the [ASC Curriculum and Assessment Services website](#). The Subcommittee thanks you for adding this statement to your course syllabus.

I have updated the Religious Accommodations section with the updated language from the University. This change can be viewed on page 8 of the attached syllabus file.

- ii) *Recommendation:* The reviewing faculty recommend that the college use the most recent version of the Student Life Disability Services Statement (syllabus, pgs. 11), which was updated to reflect the university's new COVID-19 policies in August 2023. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#).

I have updated the text of this section by copying and pasting the up-to-date statement using the provided link. This change can be viewed on pages 7-8 of the attached syllabus file.

- iii) *Recommendation:* The reviewing faculty recommend that the college use the most recent version of the Mental Health Statement (syllabus, pg. 12-13), as the name and phone number of the Suicide/Crisis hotline have changed. The updated statement can be found in an easy-to-copy/paste format on the [ASCCAS website](#).

Thank you for informing me of this change. I have updated the text of this section by copying and pasting the up-to-date statement using the provided link. This change can be viewed on page 9 of the attached syllabus file.

iv) Recommendation: The reviewing faculty recommend that the college update the Title IX statement (syllabus pg. 12), as Kellie Brennan no longer works for the university. An updated statement can be found in an easy-to-copy/paste format on the [ASCCAS website](#).

Thank you for noting this needed change. I have updated the text of this section by copying and pasting the up-to-date statement using the provided link. This change can be viewed on page 8 of the attached syllabus file.

For PHR 2367.02, my comments are below.

- i) **Contingency:** The Arts and Sciences Curriculum Committee asks that the Religious Accommodations statement on pg. 8 of the syllabus be replaced with the university's new statement on religious accommodations. This required statement is a result of a directive by the Executive Vice President and Provost and can be found here on the [ASC Curriculum and Assessment Services website](#). The Subcommittee thanks you for adding this statement to your course syllabus.

I have updated the Religious Accommodations section with the updated language from the University. This change can be viewed on pages 12-13 of the attached syllabus file.

- ii) *Recommendation:* The reviewing faculty note that the illustration used on pg. 1 of the syllabus may be offensive to some students, and they recommend that the college consider replacing it with another image.

I appreciate this comment, and I will take it under advisement. At the moment this image is still in place, but I will look for alternatives for the upcoming semester. Thank you for this recommendation.

- iii) *Recommendation:* The reviewing faculty observe that some of the documentaries assigned in the course are several years old. If their purpose is to convey the most scientific knowledge on the topic, the reviewing faculty recommend replacing them with more current examples.

I do agree with the observation that some of the recommended documentaries are older. I have made these choices for several practical reasons. The first reason is accessibility. I have tried to choose materials that are not bound by copyright and are accessible for all students. I also appreciate media that are easily accessible and accurately close captioned. The second consideration is content. I have sought out media that I don't believe will pose barriers in understanding to students with the variety of backgrounds that we encounter in GE classes. In these cases, I have not chosen material that is out of date or inaccurate, and updates will be made with consideration of options available each semester going forward. Finally, some of the documentaries are intended to focus on historical content, such as the history of drug use. For these purposes, I have made selections based on the above considerations, with the caveat that updates will be made as new and acceptable media are produced.

- iv) *Recommendation:* The reviewing faculty recommend that the college update the technology recommendations found on pg. 4-5 of the syllabus. Updated recommendations can be found on the [OTDI Syllabus Template](#).

Thank you for this recommendation. I have updated this section of the syllabus where needed using information from the OTDI syllabus template, as suggested. These changes can be viewed on pages 5-6 of the attached syllabus file.

- v) *Recommendation:* The reviewing faculty recommend that the college use the most recent version of the Student Life Disability Services Statement (syllabus, pgs. 7-8), which was updated to reflect the university's new COVID-19 policies in August 2023. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#).

I have updated the text of this section by copying and pasting the up-to-date statement using the provided link. This change can be viewed on page 12 of the attached syllabus file.

- vi) *Recommendation:* The reviewing faculty recommend that the department use the most recent version of the Mental Health Statement (syllabus, pg. 9), as the name and phone number of the Suicide/Crisis hotline have changed. The updated statement can be found in an easy-to-copy/paste format on the [ASCCAS website](#).

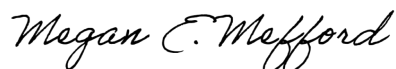
Thank you for informing me of this change. I have updated the text of this section by copying and pasting the up-to-date statement using the provided link. This change can be viewed on page 14 of the attached syllabus file.

- vii) *Recommendation:* The reviewing faculty recommend that the department update the Title IX statement (syllabus pg. 8), as Kellie Brennan no longer works for the university. An updated statement can be found in an easy-to-copy/paste format on the [ASCCAS website](#).

Thank you for noting this needed change. I have updated the text of this section by copying and pasting the up-to-date statement using the provided link. This change can be viewed on page 13 of the attached syllabus file.

Again, thank you for your comments and recommendations. I hope that the required changes have been made to your satisfaction. If you need any further information from me, please do not hesitate to contact me.

Sincerely,



Megan Mefford, PhD
Senior Lecturer/PHR2367 Course Director
The Ohio State University College of Pharmacy
Division of Pharmacy Education & Innovation
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Columbus, OH 43210
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PHR 2367.02

Drug Use in American Culture

Spring 2024

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.*

Online delivery only. Not open to students with credit for 2367.01.

Prerequisites

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

Graduate Teaching Assistant

Name (TBD)

Email: TBD

Class Details

Credit Hours: 3

Class Day/Time: Online; Asynchronous

Classroom Location: Online

Course Goals and Expected Learning Outcomes

GE Health and Well-being Theme

Goal 1: Successful students will analyze health and well-being at a more advanced and in-depth level than in the foundation courses.

- 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 course assignments and discussion board posts. 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 discussion posts, 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

This is a distance-education course with all course work completed online. Students will progress through six self-paced modules that feature various topics (see Course Schedule). Module activities will include reading module writing guides, viewing online videos, participating in weekly discussions, and completing required readings and various writing assignments. See the Course Calendar (posted on Carmen) for a list of all module activities, including relevant due dates. The course will conclude with completion of a final project.

This course will be implemented through Ohio State University's course management system, Carmen. Unless otherwise noted, Carmen will be used to post all course materials and course announcements, as well as to complete all course assessments.

Module Routine

Because this is a completely online asynchronous course, there are no predetermined class sessions. Instead, we'll spread activity throughout each module that will combine the in-class and homework time you'd spend in a traditional brick and mortar class. As a result, **we strongly encourage you to consult the "Course Calendar" at the beginning of each module and use this resource to plan your schedule for each week (and thus each module).**

Please note that modules, including all assignments and reading/content, are available before Monday; additionally, some modules span more than 1 week, and all material in the module is available when each module is opened. Therefore, you don't need to limit yourself to starting new material each Monday if this schedule does not work for you.

Each module of the course will generally follow the same routine:

1. **Make a Plan** (Mondays)
 - Read the Weekly Announcement (posted on the course's Carmen home page)
 - Review the Course Calendar to plan your schedule
2. **Learn** (Mondays and Tuesdays)
 - Complete the Module Writing Guide
 - Watch any optional videos
 - Read the required readings
3. **Apply** (Wednesdays, Thursdays, and Fridays)
 - Participate in the weekly discussion
 - Prepare any relevant module assignments
4. **Submit** (Sundays)
 - Complete and submit any relevant module assignments (Note- due dates for assignments may vary, so please confirm with course calendar)

Getting Started

To get started, follow the instructions listed on the course's home page within the red "Welcome" section. These instructions encourage you to complete all Module 1 activities, which include reviewing a series of "Getting Started" videos that help orient you to the course, the syllabus, Carmen, and student expectations. After completing all Module 1 activities, please email Dr. Mefford if you need clarification or have any questions about the course.

Course materials

Required materials

① Teaching & Learning, Ohio State University Libraries. *Choosing & Using Sources: A Guide to Academic Research*. The Ohio State University, 2018. Ebook.

Access your desired format of this *free* Ebook: [Choosing & Using Sources](#)

② No materials are required for purchase. Additional texts, sites, and videos for required viewing will be accessible through Carmen (electronic). Students are expected to monitor the course page regularly, including reading updates in the course's announcement section.

Supplemental materials and links

Click on the 'Module' tab listed on the course homepage. The first section listed is "Student Resources", which provides supplemental materials and links.

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Course technology

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Required Technologies

Instructions for how to deliver a presentation with audio narration, as well as record and upload audio or video, are provided in the necessary assignment write-ups on Carmen.

- CarmenZoom text and audio/video chat
- Delivering a slide presentation with audio narration using PowerPoint
- Recording and uploading video

Required Equipment

- Computer: current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

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

Required Software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) 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 click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- Self Service and Chat: go.osu.edu/it
- Phone: [614-688-4357 \(HELP\)](tel:614-688-4357)
- Email: servicedesk@osu.edu

Course Assessments

Weekly Discussions

Students will participate in weekly discussions that focus on specific module topics. Weekly discussions are meant to help students use information critically and analytically and discuss controversial topics in a productive and respectful manner. Discussions will include submission of an initial post, followed by a peer response. Consider these posts as replacement of any discussions that may occur in a formal classroom. *Students will be allowed to drop their two lowest discussion scores, allowing their highest eleven discussion scores to contribute to their 'Discussion' grade.* Consult the "Attendance, Participation, and Discussion" section below as well as Carmen for discussion guidelines (see Student Resources). Consult Carmen and the Course Calendar for discussion instructions and due dates.

Short Response Writing Assignments (SRWAs)

These assignments (3 in total) will include your analysis of a topic reviewed during or in preparation for class. You will submit these assignments throughout the semester. The Response Writings encompass various formats to: 1) allow more in-depth exploration of 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.

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Final Project

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.

Webinar 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. Your recording should be a maximum of three minutes, and a question and answer session will be delivered through a Carmen discussion board.

Extra Credit

This course will offer several opportunities to earn extra credit. The extra credit points earned will be applied to the final research paper grade unless otherwise noted. These opportunities include extra credit questions on the module reflections, a mid-course survey, and participation in at least 4 of the weekly discussion break board posts.

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

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, and all rubrics are posted as separate resources in the 'Modules/Student Resources' section in 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
Weekly Discussions (10 points each)	110 points (21% of grade)
Short Response Writing Assignments (35 points each)	105 points (20% of grade)
Reflections (10 points each)	50 points (10% of grade)
Presentation	100 points (19% of grade)
Final Project	160 points (30% of grade)
Checkpoint #1	10 points
Checkpoints #2	20 points
Checkpoint #3	10 points
Checkpoint #4	20 points
Final Paper	100 points
Extra Credit Opportunities	Up to 12 points
Total	525 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%

Late assignments

- **Weekly Discussions:** Weekly discussions are due by the dates and times indicated in the Course Calendar. Lack of participation in any weekly discussion or submitting a post beyond the indicated due date and time in the Course Calendar will result in a zero for that week with an exception only for extreme circumstances. **Failure to act respectfully and professionally according to the guidelines outlined in the “Attendance, Participation, and Discussions” section will result in a grade deduction.**
- **Short Response Writing Assignments:** All module assignments are due by the date and time indicated in the Course Calendar. Assignments received later than the date and time specified will be marked down 10% for every 24 hours late (e.g., 10% deduction up to 24 h late; 20% deduction for 24-48 h late, etc.).
- **Webinar Presentation:** The webinar is due by the date and time indicated in the Course Calendar. Any webinars submitted later than the date and time specified will be marked down 10% for every 24 hours late (e.g., 10% deduction up to 24 h late; 20% deduction for 24-48 h late, etc.).
- **Final Project:** The final project and all checkpoints are due by the dates and times indicated in the Course Calendar. Any assignment submitted later than the date and time specified will be marked down 10% for every 24 hours late (e.g., 10% deduction up to 24 h late; 20% deduction for 24-48 h late, etc.).

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Additionally, assignments turned in after the peer review deadline (generally noon on the day after the assignment is due) will not be eligible for peer review and will forfeit the associated points (please the rubric for details).

- **Reflections:** Reflections are due by the dates and times indicated in the Course calendar—only extreme excused absences will be considered.

Illness or Other Issues. 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. Online classes are not normally affected by weather closures but may be subject to other types of university closings. In the case of a closure, communication will be available via an Announcement in CarmenCanvas.

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**.

“Ask My Instructor or Classmates” Discussion board

Post any general questions related to the course or to any assignment on this board. Anyone can reply to these posts, but Brenna or I will check and reply to messages every **24-48 hours on weekdays**.

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.

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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)

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: FLEXIBLE**
Each module is self-paced; therefore, you may login as frequently as is needed to complete the necessary module activities and assignments by the due dates indicated in the Course Calendar. Students are expected to fully participate in all module activities.
- **Office hours: OPTIONAL**
Virtual office hours will occur on Mondays from 2:00-3:00 PM via CarmenZoom to answer questions or chat, and in person office hours are offered on Thursdays from 1:00-2:00 PM in Dr. Mefford's office (129C Parks Hall). However, Dr. Mefford is also available to meet with you at a day/time convenient for you. Email Dr. Mefford to schedule an online or in-person meeting.

- **Participation in module assessments: REQUIRED**

Participating in module assessments is required and must be completed by the due dates and times indicated in the Course Calendar.

Based on university policy, for each course credit hour, it is expected that students will traditionally spend one hour in a classroom setting plus two additional hours outside the classroom dedicated to course studies.

Accordingly, for a 3-credit hour online course, students are expected to dedicate approximately nine hours per week completing the various module activities—this includes reading of texts, viewing of online videos and narrated lectures, participation in weekly discussions, studying course materials, and completing all course assessments.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** When participating in weekly discussions or communicating with Dr. Mefford via email, use appropriate “Netiquette” (see below), which includes using good grammar, spelling, and punctuation.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. **Failure to act respectfully and professionally with your peers or with Dr. Mefford will result in a grade deduction.**
- **Citing your sources:** For all writing assignments and even weekly discussions, please cite your sources to support what you say. This course requires the use of APA formatting for source citations. Please consult the “Modules/Student Resources” section on Carmen to determine how to correctly cite sources.
- **Backing up your work:** Consider composing your academic and discussion posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Netiquette¹

Virginia Shea wrote the book, “Netiquette”, which is fully available online at <http://www.albion.com/netiquette/book/>. Netiquette is a code of behavior for using the internet. Your language tells about your personality, age, locality, and attitude. Please follow the proper online etiquette when completing all course assessments and when communicating with Dr. Mefford via email.

Avoid using all caps.

Using all capitalization to compile your words is ineffective—when communicating online, it is equivalent to screaming. In addition, it confuses the eye and makes it difficult to focus.

Avoid dramatic punctuation.

While you can use the exclamation mark (!) to show excitement, do not solely rely on it. It is often hard to tell if an exclamation mark is negative excitement or positive excitement. Try using word choice and syntax to help convey your feelings rather than a single key stroke.

Understand that word choice counts.

Please consider word choice when composing your discussion posts and assignments. One word can change an entire statement. Avoid offensive language and flaming. Flaming is a form of verbal abuse when you intentionally attack or disparage someone.

Use proper grammar and spelling. Always refrain from e-speak.

If u rite liek this u will drvie doc M crrrrrazy lol. :) Typos and basic spelling mistakes will happen. However, using e-speak to communicate in an academic setting is unacceptable. It affects your credibility, confuses the reader, and will result in loss of points. Please ensure your academic writing, including any communication with Dr. Mefford, uses proper grammar, spelling, and punctuation.

¹Shea, Virginia. *Netiquette*. Albion Books, 1994.

Accommodations and Other Information**Accommodations for accessibility**

Requesting accommodations. The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

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

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

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Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

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 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's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

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: Discussions #1 and 2, 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: Discussion #3 and 4, Final Project Checkpoint #1, Short Response Writing 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

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Assessments: Discussions #5-7, 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: Discussions 8-11, 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=bwZcPwIRRcc>
- 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.

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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: Discussion #12, 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: Discussion #13, Final Project, Presentation

Readings:

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

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.	

Distance Approval Cover Sheet

For Permanent DL/DH Approval

Course Number and Title: **PHR 2367.02 Drug Use in American Culture**

Faculty Preparer Name and Email: **Megan Mefford, mefford.291@osu.edu**

Carmen Use

For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. **Yes.** The Carmen site for this course is extensive and includes a syllabus and course calendar, information resources, lessons, and assignments.

If no: **Enter additional details if you responded no...**

Syllabus

Proposed syllabus uses the ODEE distance learning syllabus template (or own college distance learning syllabus template based on ODEE model), includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. **yes**

Syllabus is consistent and is easy to understand from the student perspective. **yes**

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module. **yes**

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. **There are no required synchronous sessions**

Additional comments (optional):

Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor

Regular participation in class discussion, such as in Carmen discussions or synchronous sessions

Regular opportunities for students to receive personal instructor feedback on assignments

Please comment on this dimension of the proposed course (or select/explain methods above):

Instructors will communicate with students each week through a weekly announcement that is either written or a recorded video to communicate all material covered that week. Additionally, videos in the form of recorded lectures and/or additional content and interactive lessons are required viewing in Carmen each week. Students will participate in discussions almost every week (13 weeks total) to simulate a classroom environment, and they will receive detailed feedback and comments from the instructor on all discussion posts and assignments through Carmen.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies. **Yes**

Course tools promote learner engagement and active learning. **Yes**

Technologies required in the course are current and readily obtainable. **Yes**

Links are provided to privacy policies for all external tools required in the course. **Yes**

Additional technology comments:

Required course technology is minimal and includes a computer with web navigation and audio/video recording capability, the ability to watch/listen to recorded lectures, and access to the Microsoft office suite of programs through Office365. These requirements are outlined in the syllabus, the Carmen site, and the welcome videos.

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

The course has 100% asynchronous delivery.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

This course was approved for distance learning under the legacy GE curriculum.

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully. **Yes**

Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2. **Yes**

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

Monday-Tuesday: Read through weekly content (drug-related content and writing guides) and view narrated lectures; complete any included practices for that week (2-3 hours)

Wednesday-Thursday: Complete the weekly discussion post and provide a thoughtful response to a peer (2 hours)

Due by Sunday: Complete any assignments due this week. These assignments may include a module quiz through Carmen, a short response writing assignment, or a final research paper checkpoint. Estimated time to completion each week is 2-4 hours depending on the assignment due.

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. **NA**

Accessibility

For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. **Yes**

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. **Yes**

Description of any anticipated accommodation requests and how they have been/will be addressed. For each course, a flex plan is put on file with SLDS to prepare for student requests as needed. The instructor will reach out to each student to discuss the nature of the request and set expectations as soon as possible after receiving the request (i.e., request notification of extensions needs as soon as possible, time windows for completion, extensions on quizzes, etc.).

Additional comments:

Any requests for accommodations that require more in-depth planning than normal (i.e., inability to participate easily in an assignment due to an accommodation, such as a recorded presentation) will be discussed on a case-by-case basis. If necessary, SLDS and instructional designers within the College of Pharmacy will be enlisted to help fulfill the request.

Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: **Yes**

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: **Yes**

Additional comments:

Academic integrity, especially pertaining to plagiarism and the need to attribute the work of others, is discussed in the course syllabus, Carmen site, and introductory videos. Students complete a statement acknowledging their understanding of these materials in Reflection #1. Students are advised that all assignments are scanned against Turnitin and are provided a link to iThenticate through the university to check their own work. The instructions for each assignment include information on what is and is not permitted (i.e., seeking help, working with others, open book, etc.).

Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- X Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation
- X Variety of assignment formats to provide students with multiple means of demonstrating learning
- X Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Lessons are delivered in a variety of formats, including written presentation and lecture videos through Carmen and assigned outside reading. Assignments are often writing-based, since the course has a focus on science communication. However, students have freedom of expression in many discussion posts, and the format of the writing assignments varies. Additionally, students can choose the form of their final presentation as long as it aligns with the assignment objectives (e.g., infographic, Twitter campaign, images, video, etc.).

Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- X Opportunities for students to interact academically with classmates through regular class discussion or group assignments
- X Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum
- X Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

Students interact with their peers weekly through discussion assignments. Additionally, students have access to a course Q&A forum through Carmen and are encouraged to visit their instructor's office hours or reach out over email. Finally, students participate in peer reviews and responses and have the opportunity to participate in extra credit discussion boards on other topics (e.g., what is one thing that you wish people knew about your hometown or current city of residence?) and are encouraged to interact freely with their peers' posts to stimulate discussion.

Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- X Instructor explanations about the learning goals and overall design or organization of the course
- X Context or rationale to explain the purpose and relevance of major tasks and assignments
- X Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools
- X Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting
- X Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress
- X Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):

Students have freedom to choose topics for every assignment within the parameters outlined in the instructions and are encouraged to pick topics that spark their interest. Students have chances for reflection in each discussion post and an opportunity to provide feedback in the mid-course survey administered through Carmen (which counts as one discussion post). Finally, TILT objectives are applied to the instructions and introduction for each assignment in an effort to increase transparency and student involvement in the learning process, and guidance is provided for necessary skills (such as how to perform searches in PubMed or Web of Science) whenever a bottleneck or point of confusion is identified.

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:

NA



PHR 2367.02

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
 1. 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)



LEARNING RESOURCES

- **Getting Started**
 - To start the course, students are provided with “getting started” videos detailing the course objectives and syllabus (16 minutes), the course’s Carmen set up (6 minutes), participating in discussions in Carmen (6 minutes), and turning in assignments through Carmen (7 minutes). These videos are intended to introduce course policies, show students where to find necessary information, and provide assistance to those unfamiliar with online courses and/or Carmen.
- **Drug-related Resources**
 - **Drug Use in American Culture: An Overview** (Health and Wellbeing ELOs 1.1, 1.2, 3.1, and 3.2)
 - This resource provides an overview of drug use in this country, including definitions and usage statistics for alcohol, tobacco products, and illicit drugs. Data and usage numbers are pulled

from the most up-to-date SAMHSA survey:

1. Substance Abuse and Mental Health Services Administration. (2020). Key substance use and mental health indicators in the United States: Results from the 2020 national survey on drug use and health. SAMHSA.
https://www.samhsa.gov/data/sites/default/files/reports/rpt35325/NSDUHFFR1PDFWH_TMLFiles2020/2020NSDUHFFR1PDFW102121.pdf.
- Lecture videos are provided for two topics:
 1. What Is a Drug: An exploration of general pharmacology (i.e., how do drugs work?) and an introduction to different classes of drugs (19 minutes)
 2. Consequences of Illicit Drug Use: An introduction to factors that contribute to drug use, misuse, and dependence, as well as drug control efforts (15 minutes)
 - Additionally, students are encouraged to watch the PBS video “Altered States: A History of Drug Use in America” (please see the Module reading list). Although dated, this resource provides an overview of historical trends in drug use in the United States and allows further exploration and discussion of the effects of historical usage on modern society.
- **Writing Content**
 - **Writing Clearly and Concisely** (Advanced Writing ELO 1)
 - This resource provides an overview of the basics of effective writing and tools to recognize and correct common mistakes, such as sentence structure issues, excessive wordiness, transitions, and use of active vs passive voice. Examples are provided for students to work through, with explanations delivered in both written and video formats (11 minutes).
 - A lecture video is included for one topic:
 1. Basics of Effective Writing (30 minutes): Common writing issues are covered, including word choices, repetition, clarity, and conciseness. The video also addresses paragraph and paper structure with a focus on transitions and narrative flow problems.
 - **How to Develop an Effective Research Question and Thesis Statement** (Health and Wellbeing ELOs 1.1, 1.2, and 2.1; Advanced Writing ELOs 1, 2, 3, and 4)
 - This resource introduces the process of writing a research paper, which will be scaffolded over the course of the semester. Differences between “regular” questions and “research” questions are highlighted to provide examples of appropriate avenues for research. Finally, developing a thesis statement as part of the research process is discussed.



DISCUSSIONS

Note: Discussions are intended to take the place of in-class activities in a traditional classroom. A discussion post is due almost every week and includes a peer response element. The discussions give students low-stakes practice with the writing topic while allowing deeper exploration of the effects of drugs on health and wellbeing.

- **Discussion #1: Meet and Greet**
 - Objective: Develop membership in an online community.
 - Initial Post: Students film a short (1 minute) video of themselves as an introduction to their classmates and the instructor. They are asked to address 4 specific prompts:
 - Your preferred first name or nickname
 - Create an avatar in Carmen (if you have not already) and explain why you selected this particular avatar
 - Identify an aspect of drug use in American culture that you are most interested in exploring
 - Identify one aspect of writing that you find challenging
 - Peer Response: Reply to a peer with a useful tip or suggestion that addresses their identified writing challenge.
- **Discussion #2: Clear and Concise Writing**
 - Objective: Give students practice recognizing common problems that impact the clarity and conciseness of their writing; introduce students to arguments for and against the legalization of a drug for medical or recreational use (cannabis) (Health and Wellbeing ELO 1.1; Advanced Writing ELOs 1 and 3)
 - Initial Post: A paragraph detailing a stance on marijuana legalization is provided. This paragraph contains many of the common issues identified in the practice paragraph from the writing guide. Students are asked to rewrite the paragraph while taking this lesson into account. In addition, they should provide a reflection on aspects of clear and concise writing they find challenging.
 - Peer response: Students submit a response to a peer that provides either positive feedback regarding the rewrite or a useful tip or suggestion to address the indicated writing challenge.



ASSIGNMENTS

Note: The assignments utilize the resources provided in both the drug-related content and writing guides for the module. They provide a 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: Recognize and locate news stories in the popular press; critically think about how news is targeted towards a specific audience; evaluate the effectiveness of this type of information presentation (Health and Wellbeing ELOs 1.1 and 3.1; Advanced Writing ELOs 1 and 2)
 - Students will locate a recent news article related to drug use in American culture. The topic

should be timely, but the interpretation of what constitutes “drug use in American culture” is left open to the student based on the knowledge they have gained from the drug-related resources. 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 writing guides, drug-related content, course documents (i.e., the syllabus and Carmen course), 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 material in the module’s writing guides.
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



LEARNING RESOURCES

- **Drug-related Resources**
 - **Cannabis Use in the United States** (Health and Wellbeing ELOs 1.1, 1.2, and 3.1)
 - This resource discusses the use of cannabis in the United States. The content provides statistics regarding cannabis use and changes in usage trends over time. Additionally, the resource addresses the pharmacology of cannabis (i.e., the roles of the cannabinoids THC and CBD and use for recreational and medical purposes) and covers some of the more common issues associated with reading research articles on a controversial topic (e.g., correlation and causation, the importance of double-checking claims).
 - Videos are provided for two topics:
 1. Marijuana Use in the U.S.: A lecture video providing an overview of the cannabis plant, the pharmacology of the most common cannabinoids, the history of use in the United States, and changes in usage trends over time (26 minutes)
 2. Science behind Marijuana: A more in-depth discussion of the most common cannabinoids and their health effects is provided by a video available through the OSU library (32 minutes): The Great Courses. (2018). *The Science of Marijuana*. Kanopy Streaming. <https://library.ohio-state.edu/record=b8375310>.
- **Writing Content**
 - **Finding and Evaluating Sources** (Health and Wellbeing ELO 1.2; Advanced Writing ELOs 2 and 5)
 - This resource discusses how to develop an effective search strategy for a specific purpose. Types of sources (popular vs scholarly) and tips on how to effectively evaluate sources are examined.
 - A lecture video is provided to walk students through a guided search of the PubMed and Web of Sciences databases using an applied research question (i.e., What are the effects of marijuana use during pregnancy?) (20 minutes).

- **Paraphrasing and Citing Sources** (Health and Wellbeing ELO 1.2; Advanced Writing ELOs 2 and 5)
 - This resource addresses the necessity of acknowledging all sources of information. A citation guide based on the APA citation style is provided with examples. A lecture video walks students through several types of sources to identify where to find necessary citation information (11 minutes).
 - Examples are provided to help students practice paraphrasing, which is more common in the biological sciences than quotations. Exercises are included, and answers are provided in both written and video formats (10 minutes).
- **How to Read a Scientific Paper Effectively** (Health and Wellbeing ELO 1.2; Advanced Writing ELOs 1, 2, and 5)
 - This resource introduces scholarly research types (primary, secondary, and tertiary) and walks students through the purposes of components of a science article. Questions to consider are provided, and citation information is reinforced.



DISCUSSIONS

- **Discussion #3: Evaluating Website Sources**
 - Objective: Identify approaches to find, evaluate, and cite evidence and sources; review web sources providing information related to the health effects of drug use; practice proper citations (Health and Wellbeing ELOs 1.2, 2.2, and 3.2; 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 (examples shown below):
 - NIDA. (2019, December 13). Monitoring the Future 2019 Survey Results: Vaping. NIDA. <https://nida.nih.gov/research-topics/trends-statistics/infographics/monitoring-future-2019-survey-results-vaping>.
 - Grinspoon, P. (2021, May 28). Common questions about medical cannabis. Harvard Health Publishing. <https://www.health.harvard.edu/blog/common-questions-about-medical-cannabis-202105282467>.
 - 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.
 - Initial Post: Students will identify their website, give a grade for three traditional factors discussed in *Choosing & Using Sources* (neighborhood, author's background, and bias) and explain their grades, and provide a summary of their lateral search. In a second paragraph, students will discuss whether they believe that the website provides accurate, relevant, and credible information based on their evaluation. Then, they will reflect on the usefulness of the information found for their research project.
 - Peer Response: Students will visit their peer's website and discuss whether they agree or disagree with their peer's evaluation.

- **Discussion #4: Critically Reading Scientific Articles**

- Objective: Identify approaches to find, evaluate, and cite evidence and sources; review an article from a scientific journal related to the effects of drug use, misuse, or legalization; practice proper citations (Health and Wellbeing ELOs 1.2, 2.2, and 3.2; Advanced Writing ELOs 1, 2, 3, and 5)
- Students will search for and select an article from a scientific journal related to their research topic (note- other academic disciplines are also acceptable). The students will read and evaluate the article using the module writing guides as a resource.
- Initial Post: Students will identify their source using a full citation and then answer prompt questions:
 - What is the main research question the authors attempted to answer?
 - In your own words, briefly summarize the main findings. Practice paraphrasing instead of using a direct quotation. Provide one example of a piece of evidence that supports these main findings.
 - Is the article timely? Do you believe that it contains the most current information on the topic?
 - Would you consider this article a primary or secondary source? What is your reasoning?
- Then, the students will reflect on the potential usefulness of the article for their research topic and identify any aspect of searching for, identifying, or evaluating sources that they are finding difficult.
- Peer Response: Students will provide a thoughtful comment on their peer's self-reflection and add any suggestions they might have for how to address their challenge.

- **Discussion #5- Developing an Effective Search Strategy**

- Objective: Design an effective search strategy for a specific purpose; use knowledge of website and journal article sources to plan an appropriate research strategy (Health and Wellbeing ELOs 1.2, 2.2, and 3.2; Advanced Writing ELOS 1, 2, 3, and 5)
- Students will develop search terms for their research question for the final paper. Then, they will 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.).
- Initial Post: The students define their research question and discuss their search strategy using the following prompt questions:
 - What search terms did you choose?
 - What databases did you search, and why did you make these choices?
 - Reflect on the usefulness of your strategy. Were there differences between results obtained using different search terms or databases? Were the terms effective, or were they too broad or narrow?
 - Did you identify sources that might be useful for your final paper?

- Then, the students will reflect on what they have learned about preparing a search strategy in advance, including whether it was worth the time involved and approaches they may use in the future.
- Peer Response: Students will provide a thoughtful comment and possible advice related to their peer's self-reflection.



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, 2.1., 2.2, 3.1, and 3.2; 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: Search for and identify a primary, peer-reviewed source related to the final project research question; practice critically reading scholarly literature (Health and Wellbeing ELOs 1.1, 1.2, and 3.1; Advanced Writing ELOs 1, 2, and 5):
- 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. Practice paraphrasing instead of quoting for this purpose.
 - 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 writing guides, drug-related resources, and readings focused on identifying and citing sources, developing search strategies, and the basic pharmacology of cannabis.



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 2: Fact or Opinion
 - Discusses how to distinguish between subjective and objective sources
 - 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



LEARNING RESOURCES

- **Drug-related Resources**
 - **Medical Marijuana** (Health and Wellbeing ELOs 1.1, 1.2, 2.1, and 3.1)
 - This resource discusses evidence for the use of marijuana as a medicine. Additionally, the current Ohio Medical Marijuana Guidelines are provided.
 - The lecture video Marijuana and Medicine delves deeper into the health effects of the cannabinoids and discusses evidence for or against the use of marijuana as a medicine (30 minutes).
 - **Hallucinogens: A New Medical Perspective for an Old Topic** (Health and Wellbeing ELOs 1.1, 1.2, 2.1, and 3.1)
 - This resource defines hallucinogens as a drug class, provides common examples, and introduces research into their use as therapeutics.
 - The resource includes two lecture videos:
 1. History and Pharmacology: An introduction into the pharmacology of hallucinogens and their historical uses worldwide (19 minutes)
 2. Hallucinogens as Medicine: A more in-depth discussion of historical and current evidence surrounding the use of hallucinogens as therapeutics (12 minutes)
- **Writing Content**
 - **Arguments** (Advanced Writing ELOs 1, 2, and 3)
 - i. This resource introduces the components of a persuasive argument, using *Choosing & Using Sources* as a tool. Two examples of different argumentative writing styles concerning opioid and cannabis usage are discussed as examples; answers to practice questions for argument component recognition are provided in text and video formats (8 and 5 minutes).
 - **Target Audience** (Advanced Writing ELOs 1, 2, and 3)
 - This resource discusses considerations for writing for different target audiences. Practice examples concerning marijuana usage are provided; answers and explanations are available through text or video formats (5 minutes).
 - **Developing and Supporting an Argument** (Health and Wellbeing ELO 1.2; Advanced Writing ELOs 1, 2, and 3)
 - This resource discusses the need to thoroughly support arguments with evidence, including establishing the context and significance of the supporting evidence. Two persuasive arguments pertaining to medicinal marijuana usage are provided as practice models; answers to guided questions are available in text and video formats (7 and 5 minutes).



DISCUSSIONS

• Discussion #6: 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 with provided resources to reach a 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, 3, 4, and 5)
- 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 and concerned citizens of their decision and the reasoning behind it.
- This exercise allows evaluation of general themes, biases due to assumptions based on perceived authority of the sources, and limitations of different source types.
- Initial Post: Students will write a letter to the town's mayor explaining their decision and how the provided documents helped them reach it. Then, the students will reflect on the usefulness of the documents for their purposes and discuss what additional information may have made their decision easier (e.g., limitations of the provided documents).
- Peer Response: Students will provide a thoughtful response to their peer's post, including whether they agree with the final decision. Students may also comment on any issues that their peer had with the provided documents or need for more information.
- Adapted from the San Francisco State University Center for Teaching and Faculty Development

• Discussion #7: Objective vs Subjective Evidence

- Objective: Identify subjective vs objective approaches to delivering information on drugs and drug use (Health and Wellbeing ELOs 1.1, 1.2, 2.2, 3.1, and 3.2; Advanced Writing ELOs 1, 2, 3, and 5)
- Students will find a source discussing the use of cannabis or hallucinogens as a therapeutic. The source can be a website, journal article, video, or social media platform post, as long as it's substantial and delivers information or perspective (i.e., one tweet would not be sufficient). Students will then review their source based on the criteria outlined in Chapter 2 ("Fact or Opinion") of Choosing & Using Sources.
- Initial Post: Students will describe their source and the reason for their selection. Then, the students will explain whether the source delivered subjective or objective information on the topic (or maybe a combination of both) by referencing specific examples paraphrased from the source. The source should be appropriately cited using both a full citation and in-text citations as needed. Student should reflect on their own opinions of the topic and whether their stance is based more on subjective or objective information and how they reached that decision.
- Peer Response: Students should check out their peer's source and discuss whether they agree

or disagree with the classification.

- **Discussion #8: Mid-Course Survey**

- Objectives: Students will have an opportunity to provide feedback and reflect on their experiences with the course so far.



ASSIGNMENTS

- **Research Paper Checkpoint #2 and Peer Review**

- Objectives: Organize preliminary research findings into an outline; develop a thesis statement, arguments, and counter-arguments; provide feedback to (and receive feedback from) a peer (Health and Wellbeing ELOs 1.1, 1.2, 2.2, and 3.1; Advanced Writing ELOs 1, 2, 4, and 5)
- 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: Develop a research question; locate and critically evaluate sources; synthesize information into an organized narrative (Health and Wellbeing ELOs 1.1, 1.2, 2.2, 3.1, and 3.2; Advanced Writing ELOs 1, 2, 4, and 5)
- 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 9-10): 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.
 - Chapter 9: Making an Argument
 - Introduction to the purposes and components of academic arguments, including counter-arguments and responses
 - 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=bwZcPwRRcc>
 - 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



LEARNING RESOURCES

- **Drug-related Resources**
 - **Drug Misuse and Addiction** (Health and Wellbeing ELOs 1.1, 1.2, 2.1, 2.2, 3.1, and 3.2)
 - This resource examines what is meant by the terms drug misuse, addiction, and dependence. Topics include types of addicting drugs, physical and mental effects of addiction, and examples of treatments. Students will be asked to reflect on their own understandings of addiction and how learning about these topics in more detail has affected their perceptions. The lecture video Drug Misuse and Addiction will highlight important concepts related to this topic (30 minutes).
 - Additionally, students are encouraged to view the HMA Institute's *Addiction Neuroscience 101* video (included in the reference list). This video presents aspects of addiction, including pharmacological effects, in a very approachable manner (20 minutes).
 - **America's Opioid Epidemic** (Health and Wellbeing ELOs 1.1, 1.2, 2.1, 2.2, 3.1, and 3.2)
 - This resource provides statistics on opioid usage rates over time from the SAMHSA 2020 survey (see module 1 drug-related content for full reference). Students are introduced to why opioid overdose deaths have become an epidemic and public health crisis, some of the underlying causes, and strategies that can be used to mitigate the epidemic at the community, state, and federal levels (e.g., harm reduction strategies).
 - The resource includes two lecture videos:
 1. Opioid Pharmacology: An introduction into the pharmacology of opioids and their historical uses worldwide (15 minutes)
 2. The Opioid Epidemic: An in-depth look into the causes and outcomes of America's opioid epidemic (17 minutes)
- **Writing Content**
 - **Presenting a Balanced Viewpoint** (Advanced Writing ELOs 1, 2, and 3)
 - This resource discusses providing balance to arguments by identifying and responding to common and logical objections. Several practice examples are provided to evaluate whether a counter-argument is rational and sufficient evidence is available; answers to guided questions are available in text and video formats (8 minutes).
 - **Logic** (Health and Wellbeing ELO 1.2; Advanced Writing ELOs 1, 2, and 3)
 - This resource introduces logical elements in argumentative writing. These elements include types of evidence (scientific and anecdotal) and reasoning (inductive vs deductive).
 - Additionally, problems with logic are discussed, including correlation-causation errors and other common logical fallacies. Examples are provided using drug content discussed to date as models.



DISCUSSIONS

- **Discussion #9: Counterarguments**
 - Objectives: Applying written communication towards presenting a balanced view; considering alternative viewpoints (Health and Wellbeing ELOs 1.1 and 1.2; Advanced Writing ELOs 1, 2, 3 and 5)
 - Students will consider logical counter-arguments for their final research papers. They will practice using the writing guide lessons to make their counter-arguments stronger.
 - Initial post: Students will provide their thesis statement, an argument (or more than one argument) from their final paper, and the corresponding counter-argument. Then, they will provide a response to this counter-argument that effectively counters the objection using objective and credible evidence based on criteria evaluated in previous discussion posts. Finally, they will reflect on whether they believe that any of their responses need strengthened with better evidence, as well as any remaining challenges they are experiencing with building a balanced argument for their research topic.
 - Peer response: Students will provide positive feedback related to their peer's initial post, including helping them with any of the challenges or concerns discussed in the reflection.
- **Discussion #10: Logical Fallacies**
 - Objective: Use logic to build an effective argument; recognizing and correcting logical errors (Health and Wellbeing ELO 1.1; Advanced Writing ELOs 1, 2, 3, and 5)
 - Students will work through a table providing examples of different logical fallacies that need to be identified.
 - Initial Post: Students will report their answers to the logical fallacies matching questions. Then, students will select two examples of logical fallacies (provided) and rewrite them to remove the fallacy. Finally, students will reflect on whether they found any aspects of these rewrites challenging and concerns over the introduction of logical errors into their own work.
 - Peer Response: Students will provide positive feedback on their peer's sentence rewrites and reflection.



ASSIGNMENTS

- **SRWA #4: Underlying Causes of the Opioid Epidemic**
 - Objectives: Use logic to build an argument; analyze legal and scientific reports on a topic; avoid introducing bias and logical fallacies (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)
 - 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



LEARNING RESOURCES

- **Drug-related Resources**
 - **Drug Legalization** (Health and Wellbeing ELOs 1.1, 1.2, 3.1, and 3.2)
 - This resource covers the process of legalization for a drug for medical and recreational use with cannabis as a model. Topics covered included current legalization policies at the federal and state levels, as well as federal institutions that play a role in drug legalization. The lecture video *Does Government Regulation Work?* discusses drug control policies for alcohol and tobacco products and asks students to consider whether these types of approaches might be effective for a drug such as cannabis (16 minutes).
- **Writing Content**
 - **Writing Conclusions** (Advanced Writing ELOs 1, 3, and 4)
 - This resource provides tips for writing an effective conclusion to any paper, as well as issues that should be avoided. Examples of effective conclusion paragraphs and closing sentences are discussed.
 - **Revision and Editing** (Advanced Writing ELOs 1, 2, 3, and 4)
 - This writing guide focuses on the often-neglected topics of revision and editing. Strategies for effective revision and editing are discussed, and the importance of this step in the writing process is emphasized.
 - **Effective Presentations** (Health and Wellbeing ELO 2.2; Advanced Writing ELOs 1, 3, 4, and 5)
 - This resource highlights considerations to make sure that a presentation, whether given in person, delivered virtually, or pre-recorded, is clear and effective. Topics covered include slide preparation, presentation structure, delivery, and citations. A worksheet is provided to help students consider answers to guided questions regarding presentation preparation; answers are provided with an answer key.
 - Additionally, students are encouraged to view Susan McConnell's YouTube video entitled *Designing effective scientific presentations* (42 minutes; please see the Readings section for the full reference).



DISCUSSIONS

- **Discussion #11: Writing Conclusions**
 - Objectives: Formulate succinct messages and communicate them in a clear manner; close a paper on a strong note (Health and Wellbeing ELOs 1.1, 1.2, and 2.2; Advanced Writing ELOs 1, 3, and 4)
 - Students will read an article lacking a concluding paragraph. Then, they will write a concluding paragraph using some of the tips and tricks from the Writing Conclusions writing guide.
 - Initial post: Students will include their concluding paragraph for the source. Then, they will

reflect on what tips might be useful for their final paper and whether they have any lingering concerns with drafting their conclusions.

- Peer response: Students will provide a peer with positive feedback on their concluding paragraph and, if applicable, address their stated concerns in their reflection.
- 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>

● **Discussion #12: Social Media as a Source**

- Objective: Practice evaluating common alternative sources of information; consider target audiences and strategies used in social media campaigns (Health and Wellbeing ELOs 1.1, 1.2, 2.2, 3.1, and 3.2; Advanced Writing ELOs 1, 2, 3, 4 and 5)
- Students will examine social media posts pertaining to their research topic. The social media chosen for evaluation should be considered a source of information rather than entertainment. Students will consider guided questions involving intended target audience, strategy, purpose, and accuracy of the presented information as a lead in to their Social Media Campaign Presentation (please see module 6 assignments).
- Initial post: Students will introduce their research topic, including their thesis statement, and will detail the social media examined. They will explain their findings pertaining to the material addressed in the guided questions. Then, students will reflect on the use of social media as an information source and any concerns they have for their social media campaign presentation.
- Peer response: Students will view their peer's source(s) and provide feedback to the answers to the guided questions, including whether they agree with the assessment of the source. If applicable, students may also address their peer's reflection.

● **Discussion 13: Progress Reflection**

- Objective: Reflect on progress made towards stated goals over the course of the semester (Health and Wellbeing ELO 2.2)
- Initial post: Students will submit a reflection about the challenges identified in Discussion #1 this semester. Students will reflect on their progress towards shaping their communication skills and will include interesting topics they have learned this semester.
- Peer response: Students will comment on their peer's self-reflection, providing any suggestions, thoughts, or questions that come to mind.



ASSIGNMENTS

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

- Objectives: Prepare a rough draft of the final paper; get (and prepare) feedback from a peer (Health and Wellbeing ELOs 1.1, 1.2, 2.2, and 3.1; Advanced Writing ELOs 1, 2, 3, 4, and 5)
- 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: Apply written communication skills toward presenting a balanced view on an aspect of drug use in American culture (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)

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: 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 (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)
 - 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 as a short webinar. 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, followed by a demonstration of the campaign. A question-and-answer session will be conducted through a Carmen discussion board.



Dear Colleagues,

First, thank you for taking the time to review my revisions to both PHR 2367.01 and 2367.02 (Drug Use in American Culture). I am very appreciative of your time and effort, and I am thrilled that the subcommittee has unanimously approved both courses with one Contingency each and several recommendations. I have addressed these points below in one letter to reduce repetition and have noted where appropriate when corresponding changes have been made to the course syllabus.

For PHR 2367.01, my comments are below.

- i) **Contingency:** The Arts and Sciences Curriculum Committee asks that the Religious Accommodations statement on pg. 11 of the syllabus be replaced with the university's new statement on religious accommodations. This required statement is a result of a directive by the Executive Vice President and Provost and can be found here on the [ASC Curriculum and Assessment Services website](#). The Subcommittee thanks you for adding this statement to your course syllabus.

I have updated the Religious Accommodations section with the updated language from the University. This change can be viewed on page 8 of the attached syllabus file.

- ii) *Recommendation:* The reviewing faculty recommend that the college use the most recent version of the Student Life Disability Services Statement (syllabus, pgs. 11), which was updated to reflect the university's new COVID-19 policies in August 2023. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#).

I have updated the text of this section by copying and pasting the up-to-date statement using the provided link. This change can be viewed on pages 7-8 of the attached syllabus file.

- iii) *Recommendation:* The reviewing faculty recommend that the college use the most recent version of the Mental Health Statement (syllabus, pg. 12-13), as the name and phone number of the Suicide/Crisis hotline have changed. The updated statement can be found in an easy-to-copy/paste format on the [ASCCAS website](#).

Thank you for informing me of this change. I have updated the text of this section by copying and pasting the up-to-date statement using the provided link. This change can be viewed on page 9 of the attached syllabus file.

iv) Recommendation: The reviewing faculty recommend that the college update the Title IX statement (syllabus pg. 12), as Kellie Brennan no longer works for the university. An updated statement can be found in an easy-to-copy/paste format on the [ASCCAS website](#).

Thank you for noting this needed change. I have updated the text of this section by copying and pasting the up-to-date statement using the provided link. This change can be viewed on page 8 of the attached syllabus file.

For PHR 2367.02, my comments are below.

- i) **Contingency:** The Arts and Sciences Curriculum Committee asks that the Religious Accommodations statement on pg. 8 of the syllabus be replaced with the university's new statement on religious accommodations. This required statement is a result of a directive by the Executive Vice President and Provost and can be found here on the [ASC Curriculum and Assessment Services website](#). The Subcommittee thanks you for adding this statement to your course syllabus.

I have updated the Religious Accommodations section with the updated language from the University. This change can be viewed on pages 12-13 of the attached syllabus file.

- ii) *Recommendation:* The reviewing faculty note that the illustration used on pg. 1 of the syllabus may be offensive to some students, and they recommend that the college consider replacing it with another image.

I appreciate this comment, and I will take it under advisement. At the moment this image is still in place, but I will look for alternatives for the upcoming semester. Thank you for this recommendation.

- iii) *Recommendation:* The reviewing faculty observe that some of the documentaries assigned in the course are several years old. If their purpose is to convey the most scientific knowledge on the topic, the reviewing faculty recommend replacing them with more current examples.

I do agree with the observation that some of the recommended documentaries are older. I have made these choices for several practical reasons. The first reason is accessibility. I have tried to choose materials that are not bound by copyright and are accessible for all students. I also appreciate media that are easily accessible and accurately close captioned. The second consideration is content. I have sought out media that I don't believe will pose barriers in understanding to students with the variety of backgrounds that we encounter in GE classes. In these cases, I have not chosen material that is out of date or inaccurate, and updates will be made with consideration of options available each semester going forward. Finally, some of the documentaries are intended to focus on historical content, such as the history of drug use. For these purposes, I have made selections based on the above considerations, with the caveat that updates will be made as new and acceptable media are produced.

- iv) *Recommendation:* The reviewing faculty recommend that the college update the technology recommendations found on pg. 4-5 of the syllabus. Updated recommendations can be found on the [OTDI Syllabus Template](#).

Thank you for this recommendation. I have updated this section of the syllabus where needed using information from the OTDI syllabus template, as suggested. These changes can be viewed on pages 5-6 of the attached syllabus file.

- v) *Recommendation:* The reviewing faculty recommend that the college use the most recent version of the Student Life Disability Services Statement (syllabus, pgs. 7-8), which was updated to reflect the university's new COVID-19 policies in August 2023. The updated statement can be found in an easy-to-copy/paste format on the [Arts and Sciences Curriculum and Assessment Services website](#).

I have updated the text of this section by copying and pasting the up-to-date statement using the provided link. This change can be viewed on page 12 of the attached syllabus file.

- vi) *Recommendation:* The reviewing faculty recommend that the department use the most recent version of the Mental Health Statement (syllabus, pg. 9), as the name and phone number of the Suicide/Crisis hotline have changed. The updated statement can be found in an easy-to-copy/paste format on the [ASCCAS website](#).


Thank you for informing me of this change. I have updated the text of this section by copying and pasting the up-to-date statement using the provided link. This change can be viewed on page 14 of the attached syllabus file.

- vii) *Recommendation:* The reviewing faculty recommend that the department update the Title IX statement (syllabus pg. 8), as Kellie Brennan no longer works for the university. An updated statement can be found in an easy-to-copy/paste format on the [ASCCAS website](#).

Thank you for noting this needed change. I have updated the text of this section by copying and pasting the up-to-date statement using the provided link. This change can be viewed on page 13 of the attached syllabus file.

Again, thank you for your comments and recommendations. I hope that the required changes have been made to your satisfaction. If you need any further information from me, please do not hesitate to contact me.

Sincerely,



Megan Mefford, PhD
Senior Lecturer/PHR2367 Course Director
The Ohio State University College of Pharmacy
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PHR 2367.02

Drug Use in American Culture

Spring 2024

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.*

Online delivery only. Not open to students with credit for 2367.01.

Prerequisites

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

Graduate Teaching Assistant

Name (TBD)

Email: TBD

Class Details

Credit Hours: 3

Class Day/Time: Online; Asynchronous

Classroom Location: Online

Course Goals and Expected Learning Outcomes

GE Health and Well-being Theme

Goal 1: Successful students will analyze health and well-being at a more advanced and in-depth level than in the foundation courses.

- 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 course assignments and discussion board posts. 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 discussion posts, 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

This is a distance-education course with all course work completed online. Students will progress through six self-paced modules that feature various topics (see Course Schedule). Module activities will include reading module writing guides, viewing online videos, participating in weekly discussions, and completing required readings and various writing assignments. See the Course Calendar (posted on Carmen) for a list of all module activities, including relevant due dates. The course will conclude with completion of a final project.

This course will be implemented through Ohio State University's course management system, Carmen. Unless otherwise noted, Carmen will be used to post all course materials and course announcements, as well as to complete all course assessments.

Module Routine

Because this is a completely online asynchronous course, there are no predetermined class sessions. Instead, we'll spread activity throughout each module that will combine the in-class and homework time you'd spend in a traditional brick and mortar class. As a result, **we strongly encourage you to consult the "Course Calendar" at the beginning of each module and use this resource to plan your schedule for each week (and thus each module).**

Please note that modules, including all assignments and reading/content, are available before Monday; additionally, some modules span more than 1 week, and all material in the module is available when each module is opened. Therefore, you don't need to limit yourself to starting new material each Monday if this schedule does not work for you.

Each module of the course will generally follow the same routine:

1. **Make a Plan** (Mondays)
 - Read the Weekly Announcement (posted on the course's Carmen home page)
 - Review the Course Calendar to plan your schedule
2. **Learn** (Mondays and Tuesdays)
 - Complete the Module Writing Guide
 - Watch any optional videos
 - Read the required readings
3. **Apply** (Wednesdays, Thursdays, and Fridays)
 - Participate in the weekly discussion
 - Prepare any relevant module assignments
4. **Submit** (Sundays)
 - Complete and submit any relevant module assignments (Note- due dates for assignments may vary, so please confirm with course calendar)

Getting Started

To get started, follow the instructions listed on the course's home page within the red "Welcome" section. These instructions encourage you to complete all Module 1 activities, which include reviewing a series of "Getting Started" videos that help orient you to the course, the syllabus, Carmen, and student expectations. After completing all Module 1 activities, please email Dr. Mefford if you need clarification or have any questions about the course.

Course materials

Required materials

① Teaching & Learning, Ohio State University Libraries. *Choosing & Using Sources: A Guide to Academic Research*. The Ohio State University, 2018. Ebook.

Access your desired format of this *free* Ebook: [Choosing & Using Sources](#)

② No materials are required for purchase. Additional texts, sites, and videos for required viewing will be accessible through Carmen (electronic). Students are expected to monitor the course page regularly, including reading updates in the course's announcement section.

Supplemental materials and links

Click on the 'Module' tab listed on the course homepage. The first section listed is "Student Resources", which provides supplemental materials and links.

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Course technology

Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Required Technologies

Instructions for how to deliver a presentation with audio narration, as well as record and upload audio or video, are provided in the necessary assignment write-ups on Carmen.

- CarmenZoom text and audio/video chat
- Delivering a slide presentation with audio narration using PowerPoint
- Recording and uploading video

Required Equipment

- Computer: current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

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

Required Software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) 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 click the Text me new codes button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- Self Service and Chat: go.osu.edu/it
- Phone: [614-688-4357 \(HELP\)](tel:614-688-4357)
- Email: servicedesk@osu.edu

Course Assessments

Weekly Discussions

Students will participate in weekly discussions that focus on specific module topics. Weekly discussions are meant to help students use information critically and analytically and discuss controversial topics in a productive and respectful manner. Discussions will include submission of an initial post, followed by a peer response. Consider these posts as replacement of any discussions that may occur in a formal classroom. *Students will be allowed to drop their two lowest discussion scores, allowing their highest eleven discussion scores to contribute to their 'Discussion' grade.* Consult the "Attendance, Participation, and Discussion" section below as well as Carmen for discussion guidelines (see Student Resources). Consult Carmen and the Course Calendar for discussion instructions and due dates.

Short Response Writing Assignments (SRWAs)

These assignments (3 in total) will include your analysis of a topic reviewed during or in preparation for class. You will submit these assignments throughout the semester. The Response Writings encompass various formats to: 1) allow more in-depth exploration of 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.

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Final Project

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.

Webinar 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. Your recording should be a maximum of three minutes, and a question and answer session will be delivered through a Carmen discussion board.

Extra Credit

This course will offer several opportunities to earn extra credit. The extra credit points earned will be applied to the final research paper grade unless otherwise noted. These opportunities include extra credit questions on the module reflections, a mid-course survey, and participation in at least 4 of the weekly discussion break board posts.

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

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, and all rubrics are posted as separate resources in the 'Modules/Student Resources' section in 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
Weekly Discussions (10 points each)	110 points (21% of grade)
Short Response Writing Assignments (35 points each)	105 points (20% of grade)
Reflections (10 points each)	50 points (10% of grade)
Presentation	100 points (19% of grade)
Final Project	160 points (30% of grade)
Checkpoint #1	10 points
Checkpoints #2	20 points
Checkpoint #3	10 points
Checkpoint #4	20 points
Final Paper	100 points
Extra Credit Opportunities	Up to 12 points
Total	525 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%

Late assignments

- **Weekly Discussions:** Weekly discussions are due by the dates and times indicated in the Course Calendar. Lack of participation in any weekly discussion or submitting a post beyond the indicated due date and time in the Course Calendar will result in a zero for that week with an exception only for extreme circumstances. **Failure to act respectfully and professionally according to the guidelines outlined in the “Attendance, Participation, and Discussions” section will result in a grade deduction.**
- **Short Response Writing Assignments:** All module assignments are due by the date and time indicated in the Course Calendar. Assignments received later than the date and time specified will be marked down 10% for every 24 hours late (e.g., 10% deduction up to 24 h late; 20% deduction for 24-48 h late, etc.).
- **Webinar Presentation:** The webinar is due by the date and time indicated in the Course Calendar. Any webinars submitted later than the date and time specified will be marked down 10% for every 24 hours late (e.g., 10% deduction up to 24 h late; 20% deduction for 24-48 h late, etc.).
- **Final Project:** The final project and all checkpoints are due by the dates and times indicated in the Course Calendar. Any assignment submitted later than the date and time specified will be marked down 10% for every 24 hours late (e.g., 10% deduction up to 24 h late; 20% deduction for 24-48 h late, etc.).

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Additionally, assignments turned in after the peer review deadline (generally noon on the day after the assignment is due) will not be eligible for peer review and will forfeit the associated points (please the rubric for details).

- **Reflections:** Reflections are due by the dates and times indicated in the Course calendar—only extreme excused absences will be considered.

Illness or Other Issues. 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. Online classes are not normally affected by weather closures but may be subject to other types of university closings. In the case of a closure, communication will be available via an Announcement in CarmenCanvas.

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**.

“Ask My Instructor or Classmates” Discussion board

Post any general questions related to the course or to any assignment on this board. Anyone can reply to these posts, but Brenna or I will check and reply to messages every **24-48 hours on weekdays**.

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.

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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)

Attendance, participation, and discussions

Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: FLEXIBLE**
Each module is self-paced; therefore, you may login as frequently as is needed to complete the necessary module activities and assignments by the due dates indicated in the Course Calendar. Students are expected to fully participate in all module activities.
- **Office hours: OPTIONAL**
Virtual office hours will occur on Mondays from 2:00-3:00 PM via CarmenZoom to answer questions or chat, and in person office hours are offered on Thursdays from 1:00-2:00 PM in Dr. Mefford's office (129C Parks Hall). However, Dr. Mefford is also available to meet with you at a day/time convenient for you. Email Dr. Mefford to schedule an online or in-person meeting.

- **Participation in module assessments: REQUIRED**
Participating in module assessments is required and must be completed by the due dates and times indicated in the Course Calendar.

Based on university policy, for each course credit hour, it is expected that students will traditionally spend one hour in a classroom setting plus two additional hours outside the classroom dedicated to course studies.

Accordingly, for a 3-credit hour online course, students are expected to dedicate approximately nine hours per week completing the various module activities—this includes reading of texts, viewing of online videos and narrated lectures, participation in weekly discussions, studying course materials, and completing all course assessments.

Discussion and communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** When participating in weekly discussions or communicating with Dr. Mefford via email, use appropriate “Netiquette” (see below), which includes using good grammar, spelling, and punctuation.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online. **Failure to act respectfully and professionally with your peers or with Dr. Mefford will result in a grade deduction.**
- **Citing your sources:** For all writing assignments and even weekly discussions, please cite your sources to support what you say. This course requires the use of APA formatting for source citations. Please consult the “Modules/Student Resources” section on Carmen to determine how to correctly cite sources.
- **Backing up your work:** Consider composing your academic and discussion posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Netiquette¹

Virginia Shea wrote the book, “Netiquette”, which is fully available online at <http://www.albion.com/netiquette/book/>. Netiquette is a code of behavior for using the internet. Your language tells about your personality, age, locality, and attitude. Please follow the proper online etiquette when completing all course assessments and when communicating with Dr. Mefford via email.

Avoid using all caps.

Using all capitalization to compile your words is ineffective—when communicating online, it is equivalent to screaming. In addition, it confuses the eye and makes it difficult to focus.

Avoid dramatic punctuation.

While you can use the exclamation mark (!) to show excitement, do not solely rely on it. It is often hard to tell if an exclamation mark is negative excitement or positive excitement. Try using word choice and syntax to help convey your feelings rather than a single key stroke.

Understand that word choice counts.

Please consider word choice when composing your discussion posts and assignments. One word can change an entire statement. Avoid offensive language and flaming. Flaming is a form of verbal abuse when you intentionally attack or disparage someone.

Use proper grammar and spelling. Always refrain from e-speak.

If u rite liek this u will drvie doc M crrrrrazy lol. :) Typos and basic spelling mistakes will happen. However, using e-speak to communicate in an academic setting is unacceptable. It affects your credibility, confuses the reader, and will result in loss of points. Please ensure your academic writing, including any communication with Dr. Mefford, uses proper grammar, spelling, and punctuation.

¹Shea, Virginia. *Netiquette*. Albion Books, 1994.

Accommodations and Other Information

Accommodations for accessibility

Requesting accommodations. The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

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

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

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Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

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 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's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

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: Discussions #1 and 2, 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: Discussion #3 and 4, Final Project Checkpoint #1, Short Response Writing 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

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Assessments: Discussions #5-7, 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: Discussions 8-11, 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=bwZcPwIRRcc>
- 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.

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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: Discussion #12, 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: Discussion #13, Final Project, Presentation

Readings:

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

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.	

Distance Approval Cover Sheet

For Permanent DL/DH Approval

Course Number and Title: PHR 2367.02 Drug Use in American Culture

Faculty Preparer Name and Email: Megan Mefford, mefford.291@osu.edu

Carmen Use

For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. Yes. The Carmen site for this course is extensive and includes a syllabus and course calendar, information resources, lessons, and assignments.

If no: Enter additional details if you responded no...

Syllabus

Proposed syllabus uses the ODEE distance learning syllabus template (or own college distance learning syllabus template based on ODEE model), includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. yes

Syllabus is consistent and is easy to understand from the student perspective. yes

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module. yes

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. There are no required synchronous sessions

Additional comments (optional):

Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor

Regular participation in class discussion, such as in Carmen discussions or synchronous sessions

Regular opportunities for students to receive personal instructor feedback on assignments

Please comment on this dimension of the proposed course (or select/explain methods above):

Instructors will communicate with students each week through a weekly announcement that is either written or a recorded video to communicate all material covered that week. Additionally, videos in the form of recorded lectures and/or additional content and interactive lessons are required viewing in Carmen each week. Students will participate in discussions almost every week (13 weeks total) to simulate a classroom environment, and they will receive detailed feedback and comments from the instructor on all discussion posts and assignments through Carmen.

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies. **Yes**

Course tools promote learner engagement and active learning. **Yes**

Technologies required in the course are current and readily obtainable. **Yes**

Links are provided to privacy policies for all external tools required in the course. **Yes**

Additional technology comments:

Required course technology is minimal and includes a computer with web navigation and audio/video recording capability, the ability to watch/listen to recorded lectures, and access to the Microsoft office suite of programs through Office365. These requirements are outlined in the syllabus, the Carmen site, and the welcome videos.

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

The course has 100% asynchronous delivery.

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

This course was approved for distance learning under the legacy GE curriculum.

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully. **Yes**

Course includes direct (equivalent of "in-class") and indirect (equivalent of "out-of-class") instruction at a ratio of about 1:2. **Yes**

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

Monday-Tuesday: Read through weekly content (drug-related content and writing guides) and view narrated lectures; complete any included practices for that week (2-3 hours)

Wednesday-Thursday: Complete the weekly discussion post and provide a thoughtful response to a peer (2 hours)

Due by Sunday: Complete any assignments due this week. These assignments may include a module quiz through Carmen, a short response writing assignment, or a final research paper checkpoint. Estimated time to completion each week is 2-4 hours depending on the assignment due.

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. **NA**

Accessibility

For tools and training on accessibility: [Digital Accessibility Services](#)

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. **Yes**

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. **Yes**

Description of any anticipated accommodation requests and how they have been/will be addressed. For each course, a flex plan is put on file with SLDS to prepare for student requests as needed. The instructor will reach out to each student to discuss the nature of the request and set expectations as soon as possible after receiving the request (i.e., request notification of extensions needs as soon as possible, time windows for completion, extensions on quizzes, etc.).

Additional comments:

Any requests for accommodations that require more in-depth planning than normal (i.e., inability to participate easily in an assignment due to an accommodation, such as a recorded presentation) will be discussed on a case-by-case basis. If necessary, SLDS and instructional designers within the College of Pharmacy will be enlisted to help fulfill the request.

Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: **Yes**

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: **Yes**

Additional comments:

Academic integrity, especially pertaining to plagiarism and the need to attribute the work of others, is discussed in the course syllabus, Carmen site, and introductory videos. Students complete a statement acknowledging their understanding of these materials in Reflection #1. Students are advised that all assignments are scanned against Turnitin and are provided a link to iThenticate through the university to check their own work. The instructions for each assignment include information on what is and is not permitted (i.e., seeking help, working with others, open book, etc.).

Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation
- Variety of assignment formats to provide students with multiple means of demonstrating learning
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Lessons are delivered in a variety of formats, including written presentation and lecture videos through Carmen and assigned outside reading. Assignments are often writing-based, since the course has a focus on science communication. However, students have freedom of expression in many discussion posts, and the format of the writing assignments varies. Additionally, students can choose the form of their final presentation as long as it aligns with the assignment objectives (e.g., infographic, Twitter campaign, images, video, etc.).

Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

Students interact with their peers weekly through discussion assignments. Additionally, students have access to a course Q&A forum through Carmen and are encouraged to visit their instructor's office hours or reach out over email. Finally, students participate in peer reviews and responses and have the opportunity to participate in extra credit discussion boards on other topics (e.g., what is one thing that you wish people knew about your hometown or current city of residence?) and are encouraged to interact freely with their peers' posts to stimulate discussion.

Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- X Instructor explanations about the learning goals and overall design or organization of the course
- X Context or rationale to explain the purpose and relevance of major tasks and assignments
- X Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools
- X Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting
- X Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress
- X Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):

Students have freedom to choose topics for every assignment within the parameters outlined in the instructions and are encouraged to pick topics that spark their interest. Students have chances for reflection in each discussion post and an opportunity to provide feedback in the mid-course survey administered through Carmen (which counts as one discussion post). Finally, TILT objectives are applied to the instructions and introduction for each assignment in an effort to increase transparency and student involvement in the learning process, and guidance is provided for necessary skills (such as how to perform searches in PubMed or Web of Science) whenever a bottleneck or point of confusion is identified.

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:

NA



PHR 2367.02

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
 1. 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)



LEARNING RESOURCES

- **Getting Started**
 - To start the course, students are provided with “getting started” videos detailing the course objectives and syllabus (16 minutes), the course’s Carmen set up (6 minutes), participating in discussions in Carmen (6 minutes), and turning in assignments through Carmen (7 minutes). These videos are intended to introduce course policies, show students where to find necessary information, and provide assistance to those unfamiliar with online courses and/or Carmen.
- **Drug-related Resources**
 - **Drug Use in American Culture: An Overview** ([Health and Wellbeing ELOs 1.1, 1.2, 3.1, and 3.2](#))
 - This resource provides an overview of drug use in this country, including definitions and usage statistics for alcohol, tobacco products, and illicit drugs. Data and usage numbers are pulled

from the most up-to-date SAMHSA survey:

1. Substance Abuse and Mental Health Services Administration. (2020). Key substance use and mental health indicators in the United States: Results from the 2020 national survey on drug use and health. SAMHSA.
<https://www.samhsa.gov/data/sites/default/files/reports/rpt35325/NSDUHFFR1PDFWH TMLFiles2020/2020NSDUHFFR1PDFW102121.pdf>.
- Lecture videos are provided for two topics:
 1. What Is a Drug: An exploration of general pharmacology (i.e., how do drugs work?) and an introduction to different classes of drugs (19 minutes)
 2. Consequences of Illicit Drug Use: An introduction to factors that contribute to drug use, misuse, and dependence, as well as drug control efforts (15 minutes)
 - Additionally, students are encouraged to watch the PBS video “Altered States: A History of Drug Use in America” (please see the Module reading list). Although dated, this resource provides an overview of historical trends in drug use in the United States and allows further exploration and discussion of the effects of historical usage on modern society.
- **Writing Content**
 - **Writing Clearly and Concisely** (Advanced Writing ELO 1)
 - This resource provides an overview of the basics of effective writing and tools to recognize and correct common mistakes, such as sentence structure issues, excessive wordiness, transitions, and use of active vs passive voice. Examples are provided for students to work through, with explanations delivered in both written and video formats (11 minutes).
 - A lecture video is included for one topic:
 1. Basics of Effective Writing (30 minutes): Common writing issues are covered, including word choices, repetition, clarity, and conciseness. The video also addresses paragraph and paper structure with a focus on transitions and narrative flow problems.
 - **How to Develop an Effective Research Question and Thesis Statement** (Health and Wellbeing ELOs 1.1, 1.2, and 2.1; Advanced Writing ELOs 1, 2, 3, and 4)
 - This resource introduces the process of writing a research paper, which will be scaffolded over the course of the semester. Differences between “regular” questions and “research” questions are highlighted to provide examples of appropriate avenues for research. Finally, developing a thesis statement as part of the research process is discussed.



DISCUSSIONS

Note: Discussions are intended to take the place of in-class activities in a traditional classroom. A discussion post is due almost every week and includes a peer response element. The discussions give students low-stakes practice with the writing topic while allowing deeper exploration of the effects of drugs on health and wellbeing.

- **Discussion #1: Meet and Greet**
 - Objective: Develop membership in an online community.
 - Initial Post: Students film a short (1 minute) video of themselves as an introduction to their classmates and the instructor. They are asked to address 4 specific prompts:
 - Your preferred first name or nickname
 - Create an avatar in Carmen (if you have not already) and explain why you selected this particular avatar
 - Identify an aspect of drug use in American culture that you are most interested in exploring
 - Identify one aspect of writing that you find challenging
 - Peer Response: Reply to a peer with a useful tip or suggestion that addresses their identified writing challenge.
- **Discussion #2: Clear and Concise Writing**
 - Objective: Give students practice recognizing common problems that impact the clarity and conciseness of their writing; introduce students to arguments for and against the legalization of a drug for medical or recreational use (cannabis) (Health and Wellbeing ELO 1.1; Advanced Writing ELOs 1 and 3)
 - Initial Post: A paragraph detailing a stance on marijuana legalization is provided. This paragraph contains many of the common issues identified in the practice paragraph from the writing guide. Students are asked to rewrite the paragraph while taking this lesson into account. In addition, they should provide a reflection on aspects of clear and concise writing they find challenging.
 - Peer response: Students submit a response to a peer that provides either positive feedback regarding the rewrite or a useful tip or suggestion to address the indicated writing challenge.



ASSIGNMENTS

Note: The assignments utilize the resources provided in both the drug-related content and writing guides for the module. They provide a 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: Recognize and locate news stories in the popular press; critically think about how news is targeted towards a specific audience; evaluate the effectiveness of this type of information presentation (Health and Wellbeing ELOs 1.1 and 3.1; Advanced Writing ELOs 1 and 2)
 - Students will locate a recent news article related to drug use in American culture. The topic

should be timely, but the interpretation of what constitutes “drug use in American culture” is left open to the student based on the knowledge they have gained from the drug-related resources. 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 writing guides, drug-related content, course documents (i.e., the syllabus and Carmen course), 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 material in the module’s writing guides.
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



LEARNING RESOURCES

- **Drug-related Resources**
 - **Cannabis Use in the United States** (Health and Wellbeing ELOs 1.1, 1.2, and 3.1)
 - This resource discusses the use of cannabis in the United States. The content provides statistics regarding cannabis use and changes in usage trends over time. Additionally, the resource addresses the pharmacology of cannabis (i.e., the roles of the cannabinoids THC and CBD and use for recreational and medical purposes) and covers some of the more common issues associated with reading research articles on a controversial topic (e.g., correlation and causation, the importance of double-checking claims).
 - Videos are provided for two topics:
 1. Marijuana Use in the U.S.: A lecture video providing an overview of the cannabis plant, the pharmacology of the most common cannabinoids, the history of use in the United States, and changes in usage trends over time (26 minutes)
 2. Science behind Marijuana: A more in-depth discussion of the most common cannabinoids and their health effects is provided by a video available through the OSU library (32 minutes): The Great Courses. (2018). *The Science of Marijuana*. Kanopy Streaming. <https://library.ohio-state.edu/record=b8375310>.
- **Writing Content**
 - **Finding and Evaluating Sources** (Health and Wellbeing ELO 1.2; Advanced Writing ELOs 2 and 5)
 - This resource discusses how to develop an effective search strategy for a specific purpose. Types of sources (popular vs scholarly) and tips on how to effectively evaluate sources are examined.
 - A lecture video is provided to walk students through a guided search of the PubMed and Web of Sciences databases using an applied research question (i.e., What are the effects of marijuana use during pregnancy?) (20 minutes).

- **Paraphrasing and Citing Sources** (Health and Wellbeing ELO 1.2; Advanced Writing ELOs 2 and 5)
 - This resource addresses the necessity of acknowledging all sources of information. A citation guide based on the APA citation style is provided with examples. A lecture video walks students through several types of sources to identify where to find necessary citation information (11 minutes).
 - Examples are provided to help students practice paraphrasing, which is more common in the biological sciences than quotations. Exercises are included, and answers are provided in both written and video formats (10 minutes).
- **How to Read a Scientific Paper Effectively** (Health and Wellbeing ELO 1.2; Advanced Writing ELOs 1, 2, and 5)
 - This resource introduces scholarly research types (primary, secondary, and tertiary) and walks students through the purposes of components of a science article. Questions to consider are provided, and citation information is reinforced.



DISCUSSIONS

- **Discussion #3: Evaluating Website Sources**
 - Objective: Identify approaches to find, evaluate, and cite evidence and sources; review web sources providing information related to the health effects of drug use; practice proper citations (Health and Wellbeing ELOs 1.2, 2.2, and 3.2; 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 (examples shown below):
 - NIDA. (2019, December 13). Monitoring the Future 2019 Survey Results: Vaping. NIDA. <https://nida.nih.gov/research-topics/trends-statistics/infographics/monitoring-future-2019-survey-results-vaping>.
 - Grinspoon, P. (2021, May 28). Common questions about medical cannabis. Harvard Health Publishing. <https://www.health.harvard.edu/blog/common-questions-about-medical-cannabis-202105282467>.
 - 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.
 - Initial Post: Students will identify their website, give a grade for three traditional factors discussed in *Choosing & Using Sources* (neighborhood, author's background, and bias) and explain their grades, and provide a summary of their lateral search. In a second paragraph, students will discuss whether they believe that the website provides accurate, relevant, and credible information based on their evaluation. Then, they will reflect on the usefulness of the information found for their research project.
 - Peer Response: Students will visit their peer's website and discuss whether they agree or disagree with their peer's evaluation.

- **Discussion #4: Critically Reading Scientific Articles**

- Objective: Identify approaches to find, evaluate, and cite evidence and sources; review an article from a scientific journal related to the effects of drug use, misuse, or legalization; practice proper citations (Health and Wellbeing ELOs 1.2, 2.2, and 3.2; Advanced Writing ELOs 1, 2, 3, and 5)
- Students will search for and select an article from a scientific journal related to their research topic (note- other academic disciplines are also acceptable). The students will read and evaluate the article using the module writing guides as a resource.
- Initial Post: Students will identify their source using a full citation and then answer prompt questions:
 - What is the main research question the authors attempted to answer?
 - In your own words, briefly summarize the main findings. Practice paraphrasing instead of using a direct quotation. Provide one example of a piece of evidence that supports these main findings.
 - Is the article timely? Do you believe that it contains the most current information on the topic?
 - Would you consider this article a primary or secondary source? What is your reasoning?
- Then, the students will reflect on the potential usefulness of the article for their research topic and identify any aspect of searching for, identifying, or evaluating sources that they are finding difficult.
- Peer Response: Students will provide a thoughtful comment on their peer's self-reflection and add any suggestions they might have for how to address their challenge.

- **Discussion #5- Developing an Effective Search Strategy**

- Objective: Design an effective search strategy for a specific purpose; use knowledge of website and journal article sources to plan an appropriate research strategy (Health and Wellbeing ELOs 1.2, 2.2, and 3.2; Advanced Writing ELOS 1, 2, 3, and 5)
- Students will develop search terms for their research question for the final paper. Then, they will 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.).
- Initial Post: The students define their research question and discuss their search strategy using the following prompt questions:
 - What search terms did you choose?
 - What databases did you search, and why did you make these choices?
 - Reflect on the usefulness of your strategy. Were there differences between results obtained using different search terms or databases? Were the terms effective, or were they too broad or narrow?
 - Did you identify sources that might be useful for your final paper?

- Then, the students will reflect on what they have learned about preparing a search strategy in advance, including whether it was worth the time involved and approaches they may use in the future.
- Peer Response: Students will provide a thoughtful comment and possible advice related to their peer's self-reflection.



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, 2.1., 2.2, 3.1, and 3.2; 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: Search for and identify a primary, peer-reviewed source related to the final project research question; practice critically reading scholarly literature (Health and Wellbeing ELOs 1.1, 1.2, and 3.1; Advanced Writing ELOs 1, 2, and 5):
- 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. Practice paraphrasing instead of quoting for this purpose.
 - 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 writing guides, drug-related resources, and readings focused on identifying and citing sources, developing search strategies, and the basic pharmacology of cannabis.



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 2: Fact or Opinion
 - Discusses how to distinguish between subjective and objective sources
 - 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



LEARNING RESOURCES

- **Drug-related Resources**
 - **Medical Marijuana** (Health and Wellbeing ELOs 1.1, 1.2, 2.1, and 3.1)
 - This resource discusses evidence for the use of marijuana as a medicine. Additionally, the current Ohio Medical Marijuana Guidelines are provided.
 - The lecture video Marijuana and Medicine delves deeper into the health effects of the cannabinoids and discusses evidence for or against the use of marijuana as a medicine (30 minutes).
 - **Hallucinogens: A New Medical Perspective for an Old Topic** (Health and Wellbeing ELOs 1.1, 1.2, 2.1, and 3.1)
 - This resource defines hallucinogens as a drug class, provides common examples, and introduces research into their use as therapeutics.
 - The resource includes two lecture videos:
 1. History and Pharmacology: An introduction into the pharmacology of hallucinogens and their historical uses worldwide (19 minutes)
 2. Hallucinogens as Medicine: A more in-depth discussion of historical and current evidence surrounding the use of hallucinogens as therapeutics (12 minutes)
- **Writing Content**
 - **Arguments** (Advanced Writing ELOs 1, 2, and 3)
 - i. This resource introduces the components of a persuasive argument, using *Choosing & Using Sources* as a tool. Two examples of different argumentative writing styles concerning opioid and cannabis usage are discussed as examples; answers to practice questions for argument component recognition are provided in text and video formats (8 and 5 minutes).
 - **Target Audience** (Advanced Writing ELOs 1, 2, and 3)
 - This resource discusses considerations for writing for different target audiences. Practice examples concerning marijuana usage are provided; answers and explanations are available through text or video formats (5 minutes).
 - **Developing and Supporting an Argument** (Health and Wellbeing ELO 1.2; Advanced Writing ELOs 1, 2, and 3)
 - This resource discusses the need to thoroughly support arguments with evidence, including establishing the context and significance of the supporting evidence. Two persuasive arguments pertaining to medicinal marijuana usage are provided as practice models; answers to guided questions are available in text and video formats (7 and 5 minutes).



DISCUSSIONS

• Discussion #6: 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 with provided resources to reach a 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, 3, 4, and 5)
- 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 and concerned citizens of their decision and the reasoning behind it.
- This exercise allows evaluation of general themes, biases due to assumptions based on perceived authority of the sources, and limitations of different source types.
- Initial Post: Students will write a letter to the town's mayor explaining their decision and how the provided documents helped them reach it. Then, the students will reflect on the usefulness of the documents for their purposes and discuss what additional information may have made their decision easier (e.g., limitations of the provided documents).
- Peer Response: Students will provide a thoughtful response to their peer's post, including whether they agree with the final decision. Students may also comment on any issues that their peer had with the provided documents or need for more information.
- Adapted from the San Francisco State University Center for Teaching and Faculty Development

• Discussion #7: Objective vs Subjective Evidence

- Objective: Identify subjective vs objective approaches to delivering information on drugs and drug use (Health and Wellbeing ELOs 1.1, 1.2, 2.2, 3.1, and 3.2; Advanced Writing ELOs 1, 2, 3, and 5)
- Students will find a source discussing the use of cannabis or hallucinogens as a therapeutic. The source can be a website, journal article, video, or social media platform post, as long as it's substantial and delivers information or perspective (i.e., one tweet would not be sufficient). Students will then review their source based on the criteria outlined in Chapter 2 ("Fact or Opinion") of Choosing & Using Sources.
- Initial Post: Students will describe their source and the reason for their selection. Then, the students will explain whether the source delivered subjective or objective information on the topic (or maybe a combination of both) by referencing specific examples paraphrased from the source. The source should be appropriately cited using both a full citation and in-text citations as needed. Student should reflect on their own opinions of the topic and whether their stance is based more on subjective or objective information and how they reached that decision.
- Peer Response: Students should check out their peer's source and discuss whether they agree

or disagree with the classification.

- **Discussion #8: Mid-Course Survey**

- Objectives: Students will have an opportunity to provide feedback and reflect on their experiences with the course so far.



ASSIGNMENTS

- **Research Paper Checkpoint #2 and Peer Review**

- Objectives: Organize preliminary research findings into an outline; develop a thesis statement, arguments, and counter-arguments; provide feedback to (and receive feedback from) a peer (Health and Wellbeing ELOs 1.1, 1.2, 2.2, and 3.1; Advanced Writing ELOs 1, 2, 4, and 5)
- 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: Develop a research question; locate and critically evaluate sources; synthesize information into an organized narrative (Health and Wellbeing ELOs 1.1, 1.2, 2.2, 3.1, and 3.2; Advanced Writing ELOs 1, 2, 4, and 5)
- 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 9-10): 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.
 - Chapter 9: Making an Argument
 - Introduction to the purposes and components of academic arguments, including counter-arguments and responses
 - 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=bwZcPwRRcc>
 - 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



LEARNING RESOURCES

- **Drug-related Resources**
 - **Drug Misuse and Addiction** (Health and Wellbeing ELOs 1.1, 1.2, 2.1, 2.2, 3.1, and 3.2)
 - This resource examines what is meant by the terms drug misuse, addiction, and dependence. Topics include types of addicting drugs, physical and mental effects of addiction, and examples of treatments. Students will be asked to reflect on their own understandings of addiction and how learning about these topics in more detail has affected their perceptions. The lecture video Drug Misuse and Addiction will highlight important concepts related to this topic (30 minutes).
 - Additionally, students are encouraged to view the HMA Institute's *Addiction Neuroscience 101* video (included in the reference list). This video presents aspects of addiction, including pharmacological effects, in a very approachable manner (20 minutes).
 - **America's Opioid Epidemic** (Health and Wellbeing ELOs 1.1, 1.2, 2.1, 2.2, 3.1, and 3.2)
 - This resource provides statistics on opioid usage rates over time from the SAMHSA 2020 survey (see module 1 drug-related content for full reference). Students are introduced to why opioid overdose deaths have become an epidemic and public health crisis, some of the underlying causes, and strategies that can be used to mitigate the epidemic at the community, state, and federal levels (e.g., harm reduction strategies).
 - The resource includes two lecture videos:
 1. Opioid Pharmacology: An introduction into the pharmacology of opioids and their historical uses worldwide (15 minutes)
 2. The Opioid Epidemic: An in-depth look into the causes and outcomes of America's opioid epidemic (17 minutes)
- **Writing Content**
 - **Presenting a Balanced Viewpoint** (Advanced Writing ELOs 1, 2, and 3)
 - This resource discusses providing balance to arguments by identifying and responding to common and logical objections. Several practice examples are provided to evaluate whether a counter-argument is rational and sufficient evidence is available; answers to guided questions are available in text and video formats (8 minutes).
 - **Logic** (Health and Wellbeing ELO 1.2; Advanced Writing ELOs 1, 2, and 3)
 - This resource introduces logical elements in argumentative writing. These elements include types of evidence (scientific and anecdotal) and reasoning (inductive vs deductive).
 - Additionally, problems with logic are discussed, including correlation-causation errors and other common logical fallacies. Examples are provided using drug content discussed to date as models.



DISCUSSIONS

- **Discussion #9: Counterarguments**
 - Objectives: Applying written communication towards presenting a balanced view; considering alternative viewpoints (Health and Wellbeing ELOs 1.1 and 1.2; Advanced Writing ELOs 1, 2, 3 and 5)
 - Students will consider logical counter-arguments for their final research papers. They will practice using the writing guide lessons to make their counter-arguments stronger.
 - Initial post: Students will provide their thesis statement, an argument (or more than one argument) from their final paper, and the corresponding counter-argument. Then, they will provide a response to this counter-argument that effectively counters the objection using objective and credible evidence based on criteria evaluated in previous discussion posts. Finally, they will reflect on whether they believe that any of their responses need strengthened with better evidence, as well as any remaining challenges they are experiencing with building a balanced argument for their research topic.
 - Peer response: Students will provide positive feedback related to their peer's initial post, including helping them with any of the challenges or concerns discussed in the reflection.
- **Discussion #10: Logical Fallacies**
 - Objective: Use logic to build an effective argument; recognizing and correcting logical errors (Health and Wellbeing ELO 1.1; Advanced Writing ELOs 1, 2, 3, and 5)
 - Students will work through a table providing examples of different logical fallacies that need to be identified.
 - Initial Post: Students will report their answers to the logical fallacies matching questions. Then, students will select two examples of logical fallacies (provided) and rewrite them to remove the fallacy. Finally, students will reflect on whether they found any aspects of these rewrites challenging and concerns over the introduction of logical errors into their own work.
 - Peer Response: Students will provide positive feedback on their peer's sentence rewrites and reflection.



ASSIGNMENTS

- **SRWA #4: Underlying Causes of the Opioid Epidemic**
 - Objectives: Use logic to build an argument; analyze legal and scientific reports on a topic; avoid introducing bias and logical fallacies (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)
 - 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



LEARNING RESOURCES

- **Drug-related Resources**
 - **Drug Legalization** (Health and Wellbeing ELOs 1.1, 1.2, 3.1, and 3.2)
 - This resource covers the process of legalization for a drug for medical and recreational use with cannabis as a model. Topics covered included current legalization policies at the federal and state levels, as well as federal institutions that play a role in drug legalization. The lecture video *Does Government Regulation Work?* discusses drug control policies for alcohol and tobacco products and asks students to consider whether these types of approaches might be effective for a drug such as cannabis (16 minutes).
- **Writing Content**
 - **Writing Conclusions** (Advanced Writing ELOs 1, 3, and 4)
 - This resource provides tips for writing an effective conclusion to any paper, as well as issues that should be avoided. Examples of effective conclusion paragraphs and closing sentences are discussed.
 - **Revision and Editing** (Advanced Writing ELOs 1, 2, 3, and 4)
 - This writing guide focuses on the often-neglected topics of revision and editing. Strategies for effective revision and editing are discussed, and the importance of this step in the writing process is emphasized.
 - **Effective Presentations** (Health and Wellbeing ELO 2.2; Advanced Writing ELOs 1, 3, 4, and 5)
 - This resource highlights considerations to make sure that a presentation, whether given in person, delivered virtually, or pre-recorded, is clear and effective. Topics covered include slide preparation, presentation structure, delivery, and citations. A worksheet is provided to help students consider answers to guided questions regarding presentation preparation; answers are provided with an answer key.
 - Additionally, students are encouraged to view Susan McConnell's YouTube video entitled *Designing effective scientific presentations* (42 minutes; please see the Readings section for the full reference).



DISCUSSIONS

- **Discussion #11: Writing Conclusions**
 - Objectives: Formulate succinct messages and communicate them in a clear manner; close a paper on a strong note (Health and Wellbeing ELOs 1.1, 1.2, and 2.2; Advanced Writing ELOs 1, 3, and 4)
 - Students will read an article lacking a concluding paragraph. Then, they will write a concluding paragraph using some of the tips and tricks from the Writing Conclusions writing guide.
 - Initial post: Students will include their concluding paragraph for the source. Then, they will

reflect on what tips might be useful for their final paper and whether they have any lingering concerns with drafting their conclusions.

- Peer response: Students will provide a peer with positive feedback on their concluding paragraph and, if applicable, address their stated concerns in their reflection.
- 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>

- **Discussion #12: Social Media as a Source**

- Objective: Practice evaluating common alternative sources of information; consider target audiences and strategies used in social media campaigns (Health and Wellbeing ELOs 1.1, 1.2, 2.2, 3.1, and 3.2; Advanced Writing ELOs 1, 2, 3, 4 and 5)
- Students will examine social media posts pertaining to their research topic. The social media chosen for evaluation should be considered a source of information rather than entertainment. Students will consider guided questions involving intended target audience, strategy, purpose, and accuracy of the presented information as a lead in to their Social Media Campaign Presentation (please see module 6 assignments).
- Initial post: Students will introduce their research topic, including their thesis statement, and will detail the social media examined. They will explain their findings pertaining to the material addressed in the guided questions. Then, students will reflect on the use of social media as an information source and any concerns they have for their social media campaign presentation.
- Peer response: Students will view their peer's source(s) and provide feedback to the answers to the guided questions, including whether they agree with the assessment of the source. If applicable, students may also address their peer's reflection.

- **Discussion 13: Progress Reflection**

- Objective: Reflect on progress made towards stated goals over the course of the semester (Health and Wellbeing ELO 2.2)
- Initial post: Students will submit a reflection about the challenges identified in Discussion #1 this semester. Students will reflect on their progress towards shaping their communication skills and will include interesting topics they have learned this semester.
- Peer response: Students will comment on their peer's self-reflection, providing any suggestions, thoughts, or questions that come to mind.



ASSIGNMENTS

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

- Objectives: Prepare a rough draft of the final paper; get (and prepare) feedback from a peer (Health and Wellbeing ELOs 1.1, 1.2, 2.2, and 3.1; Advanced Writing ELOs 1, 2, 3, 4, and 5)
- 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: Apply written communication skills toward presenting a balanced view on an aspect of drug use in American culture (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)

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: 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 (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)
 - 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 as a short webinar. 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, followed by a demonstration of the campaign. A question-and-answer session will be conducted through a Carmen discussion board.