

Term Information

Effective Term Summer 2023
Previous Value Summer 2012

Course Change Information

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

Online modality

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

This course will be offered to graduate students online for more flexible completion during summer term.

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)?

n/a

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	Spanish
Fiscal Unit/Academic Org	Spanish & Portuguese - D0596
College/Academic Group	Arts and Sciences
Level/Career	Graduate
Course Number/Catalog	8890
Course Title	Publication Workshop
Transcript Abbreviation	Pub Workshop
Course Description	Revision and expansion of a seminar paper for potential publication in an academic journal, based on feedback from instructor and classmates.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Satisfactory/Unsatisfactory
<i>Previous Value</i>	<i>Progress - S/U</i>
Repeatable	No
Course Components	Seminar
Grade Roster Component	Seminar
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0905
Subsidy Level Doctoral Course
Intended Rank Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Explain the publication process, from writing to having the final version accepted.
- Evaluate and select the best journal for their article.
- Write an abstract for the article that transmits the relevance of the research.
- Engage with sources/previous studies in a meaningful way from which their research builds off.
- Edit and revise their writing style.

Previous Value

Content Topic List

- Selecting a potentially viable paper to revise for publication
- Identifying appropriate journals
- Strategizing revision for publication
- Revising in collaboration with others
- Giving and incorporating feedback
- Style guides and submission policies
- Strategies for deciding when it's time to submit
- Reader's reports
- Revising and resubmitting
- Professional ethics

Sought Concurrence

No

COURSE CHANGE REQUEST
8890 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette
Chantal
01/18/2023

Attachments

- 8890-distance approval cover sheet.pdf: Distance Review
(Other Supporting Documentation. Owner: Sanabria,Rachel A.)
- Spanish-8890-syllabus-su2019-in-person.docx: F2F syllabus
(Syllabus. Owner: Sanabria,Rachel A.)
- FINAL SPAN 8890_asc_distance_learning_syllabus_template.docx: Distance Syllabus
(Syllabus. Owner: Sanabria,Rachel A.)

Comments

- Hi Bernadette, Agreed! You are correct, and I have made the change. THANK YOU! *(by Sanabria,Rachel A. on 01/18/2023 06:09 PM)*
- It seems like this course should have been "S/U" all along instead of the current "Progress S/U". It seems like perhaps the wrong box was checked off. Can you please double-check? *(by Vankeerbergen,Bernadette Chantal on 01/18/2023 05:52 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Sanabria,Rachel A.	01/12/2023 07:25 PM	Submitted for Approval
Approved	Sanabria,Rachel A.	01/12/2023 07:26 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	01/18/2023 05:52 PM	College Approval
Submitted	Sanabria,Rachel A.	01/18/2023 06:09 PM	Submitted for Approval
Approved	Sanabria,Rachel A.	01/18/2023 06:10 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	01/18/2023 06:11 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	01/18/2023 06:11 PM	ASCCAO Approval



SYLLABUS

SPAN 8890

Publication Workshop

Summer 2023

3 credit hours

Online

COURSE OVERVIEW

Course Information

Course times: M/W/F 11:25-2:35

Classroom: Online via Zoom

Instructor

Instructor:

Email address: (preferred contact method)

Phone number:

Office hours:

Course description

This course focuses on how to publish an article in your field, i.e., the publishing process, and on how to write a successful article for publication. In the four weeks of class, students will revise a previous project (e.g., a class paper, a qualifying paper, etc.) with the goal of turning it into a publishable article to be submitted to a journal. The course will include readings, class discussions and individual work. We will cover different topics such as choosing a journal, writing abstracts, motivating arguments, situating research within a field, effective article structure, engaging with sources, and editing and revising strategies. Throughout the term, students will work on their papers with the goal of submitting a publishable-quality version by the end of the term.

Note that the course is graded as Satisfactory/Unsatisfactory.

Course learning outcomes

By the end of this course, students should successfully be able to:

- Explain the publication process, from writing to having the final version accepted.
- Evaluate and select the best journal for their article.
- Write an abstract for the article that transmits the relevance of the research.
- Engage with sources/previous studies in a meaningful way from which their research builds off.
- Edit and revise their writing style.

HOW THIS ONLINE COURSE WORKS

Mode of delivery: This course is 100% online. We will meet synchronously via Zoom during our assigned time Mondays, Wednesdays, and Fridays. Attendance is required.

Zoom link:

Credit hours and work expectations: This is a 3-credit-hour course. According to Ohio State policy (go.osu.edu/credithours), students should expect around 10.5 hours per week of time spent on direct instruction, i.e., synchronous Zoom sessions on Mondays, Wednesdays and Fridays, in addition to 21 hours of homework, i.e. reading, assignment preparation, and writing, per week to receive a grade of Satisfactory.

COURSE MATERIALS AND TECHNOLOGIES

Required readings

The required readings are listed in the calendar and at the end of the syllabus. All of the readings are in Carmen under the corresponding *modules*.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu

- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

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

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen use

Materials for this course, including grades, will be regularly posted in the *online course management* Carmen.

Carmen access

You will need to use BuckeyePass (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 take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- 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.
- Download the Duo Mobile application (go.osu.edu/install-duo) to 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) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated

ASSIGNMENT CATEGORY	POINTS
Attendance, preparation, and participation	25
Study of model article	15
Abstract	15
Revised literature review	20
Final revised version of article	25
Total	100

See course schedule below for due dates.

Descriptions of course assignments

Attendance, preparation, and participation

Students are expected to **read the material** before coming to class. You should come to class prepared and ready to take active part in the discussion. The instructor will provide **in-class discussion questions** that students need to keep in mind as they complete the readings. In addition, students will be asked to complete **several exercises from the readings** (see calendar below). You are expected to come to class ready to talk about those exercises (you don't need to formally submit anything for the practice exercises). Attendance at all Zoom sessions is required; excused absences must be documented and discussed in advance with the instructor.

Abstract of your article

Write an abstract for your article following the guidelines discussed in the readings. You will submit two versions of your abstract. The **first version**, due Monday, May 15, will be a rough draft where you include

your first attempt at trying to answer the “so what?” question about your project. Students will review each other’s abstract in class on May 15. Then, you will submit a **second version** of the abstract, on Friday May 19, where you will incorporate the feedback received on the first draft and will expand on the “so what?” of your paper. The abstracts should be between one and two pages in length.

Study of a model article

Identify a model article and analyze it. In your analysis, comment on the apparent reasons for its successful publication. You can use the criteria laid out by Belcher, week 2, day 4, pp. 85-86 and these additional questions: What is the main argument? How is the argument supported? What are the strengths and weaknesses of the article? How does the article place itself into a particular debate or conversation within a field? How does it engage with previous studies? Also comment on the references of the model article: What sort of publication outlets are cited? What sorts of scholarship, from within which fields are referenced? Students will submit the study of a model article (at least 3 pages long; double-spaced) to the instructor by May 17 and that day, they will be expected to discuss the article during class time, highlighting what makes the article a successful publication.

Revised literature review for your article

Throughout the course, you will work on expanding and revising the literature review for your paper in a way that you **engage with the references**. You will take the readings and class discussion into account when reworking this element of your article. You will submit an expanded, revised version of your literature review by Friday May 26. The instructor will give you feedback on your literature review that you should take into account as you prepare the final, revised version of your article.

Expanded/revised version of your article

Throughout the course, you will work to expand and improve your article, applying the methodology and ideas from the readings and assigned exercises, and reaching as close to a “publishable” draft as possible by the end of the class. However, in some cases this might not be possible; you should see your article draft as a work-in progress. The abstract and the literature review, and the feedback you will receive on these, should be incorporated into your revised version, which is due on Wednesday June 7.

Late assignments

To make up any missed work, students should communicate with the instructor to request accommodations for submitting late work or making up for missed work.

Instructor 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 **614-688-4357(HELP)** at any time if you have a technical problem.)

- **Grading and feedback:** For large assignments, you can generally expect feedback within **4 days**.
- **Email:** I will reply to emails within **24 hours on days when class is in session at the university**.

OTHER COURSE POLICIES

Academic integrity policy

Your written assignments should be your own original work. In formal assignments, you should follow MLA or Chicago style to cite the ideas and words of your research sources. You may ask a trusted person to proofread your assignments before you turn them in, but no one else should revise or rewrite your work.

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

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.

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:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here: <https://contactbuckeyelink.osu.edu/>

Copyright for instructional materials

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.

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

Land Acknowledgement

The land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land. [Putting a Land Acknowledgement into Action](#)

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

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](tel: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](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

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

Accessibility of course technology

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

- Canvas accessibility (go.osu.edu/canvas-accessibility)

- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

	CLASS TOPIC	READING	ASSINGMENTS AND EXERCISES DUE
Week 1			
Wed, May 10	<ul style="list-style-type: none"> • Introduction to the course • Discuss paper ideas • Decide on paper to work on 		<ul style="list-style-type: none"> • Bring a couple of ideas of papers to work on during course
Friday, May 12	<ul style="list-style-type: none"> • Writing Workshop 1: write 1st draft of your abstract 	Belcher, week 1, day 2 pp. 37-43 "Selecting a text for revision"	<ul style="list-style-type: none"> • Upload your paper to Carmen
Week 2			
Mon, May 15	<ul style="list-style-type: none"> • Research as conversation • "So what?" • Abstract review session 	Booth et al. ch. 2, 3 Belcher, week 2, pp. 73-81	<ul style="list-style-type: none"> • Response to "So what?/My article is about..." from readings • 1st draft of abstract
Wed, May 17	<ul style="list-style-type: none"> • Presentation and discussion of model articles 	Model article	<ul style="list-style-type: none"> • Study of model article
Friday, May 19	<ul style="list-style-type: none"> • Writing Workshop 2: write 2nd draft of your abstract and discuss in pairs 		<ul style="list-style-type: none"> • 2nd draft of abstract
Week 3			
Mon, May 22	<ul style="list-style-type: none"> • Selecting a journal: discuss journal review exercise • Engaging your sources or previous studies 	Belcher, week 4, pp. 120-149 Belcher, week 5, pp. 170-179 Booth et al. ch. 6	<ul style="list-style-type: none"> • Select and review one journal: complete Belcher, week 4, day 3 form • Complete Belcher week 5, day 2 (for related literature), 3 • Complete Belcher week 5, day 5 for your model article
Wed, May 24	<ul style="list-style-type: none"> • Structure • Supporting your claim or argument 	Belcher week 6, pp. 190-203 Silvia ch. 6 (pp. 75-86) Belcher, week 7, pp. 208-213	<ul style="list-style-type: none"> • Belcher week 6, day 2, outline your model article • Belcher week 7, day 3, p. 216

Friday, May 26	<ul style="list-style-type: none"> • Writing workshop #3: rewrite the literature review section of your paper and discuss in pairs 		<ul style="list-style-type: none"> • Revised literature review
Week 4			
Mon, May 29	No Class – Memorial Day		
Wed, May 31	<ul style="list-style-type: none"> • Introductions and conclusions • Style • Submitting your article and dealing with reviews 	Booth et al., ch. 16 Silvia, ch. 5 Silvia, ch. 6 (pp. 87-97) Belcher, week 12, pp. 208-213	
Friday, June 2	<ul style="list-style-type: none"> • <i>Troubleshooting session:</i> group discussion and feedback on writing challenges 		<ul style="list-style-type: none"> • Identify 3 issues that are challenging your writing
Wednesday, June 7			<ul style="list-style-type: none"> • Final version of paper

Spanish 8890

Maymester 2019

Syllabus

Prof. R. Haidt

Instructor office hours: by appointment (contact me by email to set up appt.)

Instructor email: Haidt.1@osu.edu

Course dates: May 13-June 8, 2019

Course schedule: MWF, 2:30 pm – 5:15 pm

Office hours: via requested email discussion, or appointment-scheduled Zoom sessions

Course Objective:

In four weeks, students will revise a course paper and turn it into a publishable article, or will produce a final draft of an essay to submit for publication. Belcher's *Writing Your Journal Article in 12 Weeks* will serve as our textbook (students are to purchase or locate pdf/link online); additional required readings will be assigned (list below; pdfs and links to be uploaded through Carmen course site). Through a combination of readings, discussions, breakaway small-group and individual practice sessions, and individual and group editing, this course combines writing and publishing methodology and theory with hands-on, structured practice. Among the topics for discussion will be: the basics of argumentation and effective writing; abstracts; humanities writing skills; surveying and dialoguing with requisite field literature; preparing the literature review; identifying audiences and outlets; editing and revising, strategies and practice. This class is intended as a multi-pronged introductory intensive workshop toward academic publishing, oriented toward Hispanic, Latin American, and Luso-Brazilian literary and cultural studies.

Learning Objective:

The student who takes this course will acquire competencies in the analysis, use of evidence, argumentation and writing required for production of an article-length scholarly essay ready to submit to a journal within the Hispanic, Latin American, and Luso-Brazilian literary and cultural studies academic marketplace.

Textbook:

Belcher, Wendy Laura. *Writing Your Journal Article in 12 Weeks. A Guide to Academic Publishing Success* (Sage 2009). There is a 2019 edition; first edition is fine. https://www.amazon.com/Writing-Your-Journal-Twelve-Weeks/dp/141295701X/ref=sr_1_4?crid=HT6W26Z7BD9Y&dchild=1&keywords=wendy+belcher%2C+writing+your+journal+article+in+12+weeks&qid=1587493442&prefix=belcher+writing+your%2Caps%2C179&sr=8-4 **Selections** with page numbers from 2009 edition as noted in the syllabus.

Additional required texts:

1. Booth/Colomb/Williams: *The Craft of Research*, link to 4th edition:
<http://course.sdu.edu.cn/G2S/eWebEditor/uploadfile/20140306165625006.pdf>

Selections with page numbers as noted in the syllabus.

2. Olson, Gary A. "Publishing scholarship in humanistic disciplines" in *Writing and Publishing for Academic Authors* (pdf uploaded to "Files" on Carmen course site)

Further helpful readings (not required):

Demystifying the journal article:

https://www.insidehighered.com/advice/2017/05/09/how-write-effective-journal-article-and-get-it-published-essay?fbclid=IwAR0f1f_jB3rQbXB8HbOYqaAigZiL8b7xlCW77INO2Yc0xE42BOzi2CvsovY

10 tips for getting published:

<https://www.insidehighered.com/advice/2016/04/21/advice-getting-published-scholarly-journal-essay?fbclid=IwAR3tomi2DF3jse30vbaigaFyZeCebq24xaPspnUqP0zfhOq3-fNZSgKQuuU>

Parker and Riley, *Writing for Academic Publication: A guide to getting started* (Parlay Press, 1995)

Students are encouraged to consult additional academic writing and publishing guides in other languages.

Potential sources for initial use in identification of publication outlets:

UC Berkeley theory/method source list re: scholarly publishing, general:

<https://grad.berkeley.edu/wp-content/uploads/4.-A-Quick-Guide-to-Scholarly-Publishing-September-2017.pdf>

Hispanic Studies journals list/links:

<http://hispanistas.com/>

Spain, online journals list/links:

<https://revistas.uam.es/>

Latin American Studies journals list/links:

<https://guides.library.ucla.edu/c.php?g=180223&p=1190246>

Another Latin American studies list:

<https://latinoamericanarevistas.org/?tag=estudios-culturales>

Brazilian Studies journals list/links:

<https://guides.lib.umich.edu/c.php?g=283320&p=1886992>

Portuguese Studies journals list/links:

<https://networks.h-net.org/node/11273/pages/163650/journals-interest>

Cultural Studies journals list/links:

<http://readingculturalstudies.blogspot.com/p/list-of-cultural-studies-journals.html>

Film and Media Studies journals list/links:

<https://guides.lib.uci.edu/film/journals>

Course Mechanics & Academic Integrity

*Students are expected to attend class sessions; to come prepared to class having read and thought about the assigned readings beforehand; to turn in assignments to Carmen when due as noted in the syllabus; to participate actively and constructively in discussions and group projects; and to comply with the course requirements as laid out in the syllabus.

*There are sustained, regular reading and writing in this class; please make room in your schedule to read and work accordingly.

In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

*Flexibility and patience will be guiding principles. Let's all help each other turn out the best work possible, making allowances for challenges and obstacles.

*Class will involve regular participation in workshopping, feedback on work-in-progress, individual and group productivity, class discussions, and active application of ideas and methods.

This course includes group collaboration, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

*Students are expected whenever possible to have the readings pulled up and accessible for consultation/reference during class discussions.

* Languages of participation are spoken English and Spanish, and written English, Spanish, or Portuguese.

Disability Services

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health Statement

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](tel: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](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Academic Misconduct:

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

* The 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. Examples of academic misconduct include (but are not limited to) plagiarism; collusion (unauthorized collaboration); copying the work of another student; use of materials prepared by others for submission as your own original work; or possession of unauthorized materials during an examination. 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 will report my suspicions to the Committee on Academic Misconduct.

Required Course Work: Components

1. Readings and discussion responses

Required readings with due dates as noted below in schedule.

Readings will be discussed during class; additionally, **students are required to submit responses** to discussion questions on particular topics (Discussion questions posted by instructor in “Discussions” section of Carmen course page; each student must post at least two responses weekly. **Topics are noted in the syllabus and correspond to discussion questions marked on Carmen course site.) Carmen “Discussion” responses to all instructor topic-related questions, with at least 2 responses posted per week = 15% of grade**

2. Study a Model Essay

Identify a model essay, analyze it, and outline it. In your analysis, comment on the apparent reasons for its successful publication, using criteria laid out by Belcher, Chap. 3, pp. 69-78: thesis; a series of strengths, weaknesses, points of argument; how essay seems to insert itself into a particular debate or disciplinary niche; how it seems to avoid errors such as lack of depth and breadth, lack of originality, etc. Also comment on the citations and bibliography of the model essay: what sort of publication outlets cited? What sorts of scholarship, from within which sorts of disciplines? What are the theoretical works? Do they at all reflect/correspond to theoretical and other sources typically cited within debates in your discipline? Finally, outline the model essay, following Belcher Chap. 6, pp. 180-182, 185. **Model analysis and outline = 10% of grade**

3. Revise and Expand/produce your own essay

*Select one of your own essays to expand into an article.

*Identify at least two journals or publication outlets where you think your research might be publishable.

- a. **Outline and analyze your own essay**, following Belcher Chap. 6, pp. 180-182, 185. How does this exercise help you see where you need further support for your argument, further evidence, better macrostructure? Also comment on the citations and bibliography of your own essay: what sort of publication outlets do you cite? What sorts of writers, from within which sorts of disciplines? What are the theoretical works? Do these sources reflect/respond to theoretical and other sources typically cited within debates in your discipline? Explain how it is that your particular intervention reflects debates and discussions published in the two potential publication outlets to which you might submit your essay. (Assignment “my essay analysis and outline” as noted on the Carmen course page and in the syllabus)
My essay analysis and outline = 10% of grade
 - b. Do a **related literature review** for your essay, following Belcher’s criteria laid out in Chap. 5. Are the two journals where you’d like to submit your work, represented in your related literature review? (Assignment “related literature review” as noted on the Carmen course page and in the syllabus).
Related literature review = 10% of grade
 - c. **Expand and improve your essay** across the four weeks, applying the methodology and ideas from the readings and assigned exercises, and reaching as close to a final, fleshed-out, “publishable” draft as possible by the end of the term. At the end of weeks II, III and IV, each week there should be a revised, significantly improved/corrected and/or expanded draft, for **a total of three significantly revised drafts**, with one of them serving as a final draft. Final drafts will be due June 10th. (Assignments “my essay revisions I, II, III/final” as noted on the Carmen course page and in the syllabus)
Essay revisions/drafts: Drafts I & II, 10% each; Draft III, 25%; total = 45% of grade
3. **Attendance, participation, group discussions**
 - a. Regular, sustained attendance and participation
 - b. Regular check-ins to Carmen course site to read others’ work and interact with it in “Chat” and “Discussion” postings, and to submit one’s own work and interact with others’ comments and suggestions
Attendance, participation = 10% of grade

Grading:

- Carmen discussion responses: 15%
- Model analysis and outline: 10%
- My essay analysis and outline: 10%
- Related literature review: 10%
- Essay revisions/drafts: revision I = 10%; revision II = 10%;
revision III/final draft = 25%; total 45%
- Attendance, participation: 10%

Schedule of classes/readings/assignments:

Wednesday, May 13:

In this initial class meeting, we will make introductions (I haven't met some of you personally, though it's likely you all have met each other) with regard to the projects we are selecting to work on, our goals for the class, etc. We will go over the syllabus and clarify questions about the Carmen course page, the readings, the syllabus, etc.

We will determine pairs and groups for breakout rooms etc.

Syllabus is subject to change and may be tweaked to reflect any needed modifications.

For this first class: Identify and come prepared to initially discuss: an essay of your own, that you want to expand into an academic, publishable article.

Before the next class on 5/15, do:

--**Read before coming to class:** Olson. **Formulate a brief response to these questions for discussion:** How do you understand scholarship as an "ongoing conversation," from what you have studied and done so far in your training? And: Why do you think it is that the most common error in rejected scholarly articles is the failure adequately to state a thesis? What is the importance of a thesis? You do not need to post these responses on the course site; just come prepared to discuss.

--**Read before coming to class: Belcher Chapter 2.**

--**Prepare "So what?/My article is about..." response** following model from Booth, Colomb on pp. 43-46 and pg. 49 (4th edition) (that is, your answer to the "so what?" question on pg. 43), and Belcher, Chapter 2, pp. 58-59. **Post at Carmen site** under "Discussions," "so what?"/my article is about." Posts due by 1:59 pm on 5/15.

--**Post your answers in "Discussions"** for "Belcher Chapter 2, what is new and what revisions do I need?"

--**Choose a model essay; upload link** to course site at "Discussions" for "model essay: link and rationale."

Friday, May 15:

You will come prepared having Read: Olson. We will discuss your prepared responses.

You will come prepared having read Booth, Colomb, selections from chaps. 3 (pp. 43-46, 4th edition; "the most significant question...") and 4 (pp. 49-59, 4th ed.; "From

questions to problem...”), and having formulated and posted an answer to the “so what?” question.

You will come prepared having read: Belcher, Chapter 2, pp. 44-53.

During class we’ll break away in pairs to read each other’s “so what?/my article is about” discussion postings on the course site. **Discuss the following:** *do you agree with what your partner says their article is about? Do you agree that they have a clear response to “so what?” Do you think they have a different argument that they might make better? Is there a way they might strengthen the argument they already seem to be wanting to make?* Then, you will return at a designated time to report on your discussion.

Before the next class on 5/18, do:

--**Make notes** following example on Belcher, Chapter 2, pp. 62-63 (“What I learned by reading the model article”). **Post your answers on the course site in “Discussions” for model essay: “what I learned”** Posts due by 1:59 pm on 5/18

--**Discussion posting, re: Belcher Chap. 3, pp. 89-90 and 93-96: post on the course site at “Discussions” for “Argument draft”** Posts due by 1:59 pm on 5/18

--**Read Belcher, Chapter 3**
--**Read Belcher, Chapter 6**

Monday, May 18:

You will come prepared having read: Belcher, Chapter 3, pp. 69-92, “Why journals reject articles;” and Belcher, Chapter 6, pp. 171-186, “Structure.”

In pairs, read each other’s “argument draft” discussion postings on the course site.

Discuss: *Is the argument stated clearly? Is the evidence referred to? Is the theoretical apparatus described, and does it seem to be used fruitfully or in an original way? What revisions might your partner need to make to their argument?*

Before the next class on 5/20, do:

--**Discussion posting:** revise your “argument draft” and improve, following suggestions made during breakout. **Post in “Discussions” for “Belcher Chap. 3, argument revision”** Posts due by 1:59 pm on 5/20

--**Assignment: Go through your model essay and evaluate it according to criteria laid out by Belcher on pp. 69-78.** Additionally, outline your model essay according

to “outline” section of Belcher, Chapter 6, pg. 185 (following Humanities article outline model on Belcher pp. 180-182. **Post your answers on Carmen in Assignments for “model essay: analysis and outline”**

--**Read Belcher, Chapter 4.**

--**Apply** some of the criteria laid out by Belcher in Chapter 4, to **determine** at least 2 journals/outlets to which you might submit your essay

--**Begin** your first revision/be working on your first draft if you haven't already

Wednesday May 20:

You will come prepared having read: Belcher Chapter 4, pp. 101-127; esp. pp. 118-126

You will come prepared having applied some of Belcher's criteria from Chapter 4, to the identification of two journals/publication outlets to which you'd like to submit your essay. You will comment briefly on this during class.

Also: Come to class prepared to reflect briefly on what you learned from doing the “model essay analysis and outline” exercise.

Be working on your first draft/on your first revision; it's due Friday 5/22.

Before class on 5/25, do:

--**Read Belcher Chap. 5, pp. 139-168.**

With particular regard to pp. 139-144, formulate a brief response to the following questions, for our discussion of Belcher: How much improvement does your paper need with regard to your citation of the related literature? How does your argument help you “winnow” or “eliminate” certain sources from the related literature you should be citing? (Ref: Belcher pg. 144, pg. 147). You do not need to post this on the course site; just come prepared with your responses.

--**Formulate a discussion response** to the following: Take a look at two recent issues from the two journals you've selected (as possible journals to which to submit your essay). **Respond to these questions:** what types of scholarly literature do the published articles seem to cite? (e.g. derivative/secondary, original, contextual, theoretical, related). Do more of some types predominate? How well does your own list of works cited (in your own essay) reflect this distribution? Is there any literature you might need to build in that you currently are not citing? **Also: come up with an “entry point”** for your own essay, one that you will use for establishing your argument's relationship to previous arguments within the related literature (following the examples given by Belcher, pp. 150-154, “What's your entry point?”). Please **clearly note** your “entry point” as such in your posting, as the class will do small groupwork with these statements during class on

May 25th and classmates will need to be able to find each other's "entry point" statements easily. **Post your response at the Carmen course site in "Discussions" for "Belcher Chap. 5, types of literature cited/entry point"** Posts due by 1:59 pm on 5/25

Friday, May 22:

Writing day

No class discussion

I will be available for any questions, for any discussions of what you're working on re: draft I in progress. Let me know if you want to schedule individual appointments during the regularly scheduled class time for this day.

Note: First draft/first revision due 11:59 pm tonight; submit to Carmen course site under "Assignments" at "Revision/Draft I"

Monday, May 25:

You will come prepared to class having read: Belcher, Chapter 5, pp. 139-168

You will come to class having prepared a response about your argument and the related literature (re: pp. 139-144).

You will come to class having posted a discussion response including entry point statement, at the Carmen course site in "Discussions" for "Belcher Chap. 5, types of literature cited/entry point."

We'll work in pairs to read each other's "entry point" statements in the "Belcher chap. 5, types of literature cited/entry point" discussion postings on the course site.

Discuss: *Does the entry point statement seem to clearly position the argument with regard to previous arguments made in previous research with regard to the debate/topic/question? Does the entry point statement seem to position the argument within an ongoing conversation in the field? If not, what seems to be missing?*

Before class on 5/27, do:

--Outline your own first draft, following the models suggested by Belcher Chap. 6, pp. 180-182.

--Come prepared to respond to the following questions, with regard to your outline: Did I organize my paper around my argument? Do I stay on topic? What are some of the structural problems I found I had, when I began to do the outline? Name two things you now realize you might need to do, to improve your structure. You do not need to post this response online at the course site; just come prepared to discuss during class on 5/27.

Note: If you need to expand your argument's positioning with regard to related literature, **you should be researching and reading the necessary related literature**, so as to be able to synthesize/summarize in the "related literature review" statement

You should be working on draft/version II of your paper; version II is due on 6/1.

Wednesday, May 27:

This will be a day for questions, and for continuing discussion of methodology and theory.

You will come prepared to class having prepared a response about your outline

You will come to class with any questions you might have or items you wish to review

You will come to class prepared to give an update about how you're doing on expanding your argument's positioning with regard to the related literature, or a game plan for doing the expansion

Before class on 5/29, do:

--**Draft a "related literature review" statement** following the models suggested by Belcher, Chap. 5, pp. 154-160 ("What is a related literature review?"). The related literature review statement is a crucial step in positioning your research with regard to the existing scholarship on the topic. As Belcher states on pg. 155, "if your entry point is stating how your argument relates to previous arguments, a related literature review is an evaluative summary of those previous arguments [noting] the previous research's limitations, relationships, problematic interpretations, inadequate approaches, and so on."
Post your related literature review statement at the Carmen course site in "Discussions" for "Related literature review draft" Posts due by 1:59 pm on 5/29

You should be working on draft/version II of your paper; version II is due on 6/1.

Friday, May 29:

You will come prepared to class having posted a "related literature review" statement at the Carmen course site in "Discussions" for "Related literature review draft"

During class, we'll work in pairs to read each other's "related literature review" statements on the Carmen course site. **Discuss:** *Does the related literature review statement offer "an evaluative summary of previous arguments [noting] the previous*

research's limitations, relationships, problematic interpretations, inadequate approaches, and so on" (as Belcher put it)? If not, what seems to be missing?

Monday, June 1:

Writing day

No class discussion

I will be available for any questions, for any discussions of what you're working on re: draft I in progress. Let me know if you want to schedule individual appointments during the regularly scheduled class time for this day.

Note: Second draft/second revision due 11:59 pm tonight; submit to Carmen course site under "Assignments" at "Revision/Draft II"

Before class on 6/3, do:

--Prepare an "essay analysis and outline" in which you identify your: thesis; a series of strengths, weaknesses, points of argument; how your essay seems to insert itself into a particular debate or disciplinary niche; how it seems to avoid errors such as lack of depth and breadth, lack of originality, etc. Also comment on the citations and bibliography of your essay: what sort of publication outlets cited? What sorts of scholarship, from within which sorts of disciplines? What are the theoretical works? Do they at all reflect/correspond to theoretical and other sources typically cited within debates in your discipline? Do your cited sources seem adequately to take into account the needed engagement with the related literature? **Post your "essay analysis and outline" at the Carmen course site in "Assignments" for "My essay analysis and outline"** Posts due by 1:59 pm on 6/3

--Read Belcher, chap. 2, pp. 54-58, sections on "Abstracts"

--Read Booth and Colomb, Chap. 13, pp. 197-199, "Quick tip: abstracts."

--Look at the abstracts of at least four recent articles published in major journals in your field. Think about what these abstracts seem to be doing, with regard to what you've learned about abstracts from Belcher, and from Booth and Colomb.

--Draft an abstract for your paper, following the guidelines for abstracts laid out in Belcher, Chap. 2, pp. 54-58, and Booth and Colomb, pp. 197-199. **Post your abstract at the Carmen course site in "Discussions" for "abstracts."** Posts due by 1:59 pm on 6/3

--Read Belcher, Chap. 8, with particular attention to pp. 209-218, on "revising your introduction" and "revising your conclusion"

You should be working on draft/version III of your paper; version III is a final draft and is due on 6/10.

Wednesday, June 3:

You will come to class prepared having read Belcher, Chap 8, and having thought about your own introduction and conclusion. Be prepared to reflect on whether, and how, the reading from Belcher prompted you to re-evaluate your opening and conclusion.

You will come prepared to class having read abstracts from recent articles in top journals in your field, and reflected on what these abstracts seem to be doing according to the guidelines laid out by Belcher and Booth and Colomb.

You will come prepared to class having posted an abstract for your paper in the “discussions” section at the Carmen course site, following the guidelines for abstracts laid out in Belcher, Chap. 2, pp. 54-58, and Booth and Colomb, pp. 197-199.

During class, we’ll work in pairs to read each other’s abstracts on the Carmen course site. **Discuss:** *Does the abstract state the research problem, state the main point, summarize the results of the argument, and focus on the evidence, the procedures/methods? If not, what seems to be missing? Does the abstract follow a similar structure to other humanities abstracts in our fields in top journals?* Then, return at a designated time to report on your discussion.

Friday, June 5:

Writing day

No class discussion

I will be available for any questions, for any discussions of what you’re working on re: draft I in progress. Let me know if you want to schedule individual appointments during the regularly scheduled class time for this day.

You should be working on draft/version III of your paper; your final draft is due on 6/10.

Monday, June 8: Last day of class

This is a summation/wrap-up discussion. Any questions, final items requiring clarification or review, will be covered during this time.

Final draft/version III of papers due to Carmen course site under “Assignments” at “Version III/Final draft” by 11:59 pm on June 10

Haidt Spanish 8890 Maymester 2019 Syllabus

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, 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.

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

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

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About 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):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

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.)

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

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

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

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

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. 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.
- 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.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

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

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

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):

Community Building

For more information: [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):

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

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:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- 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.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

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

Additional Considerations

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

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.