

## Term Information

Effective Term Autumn 2023  
*Previous Value* Autumn 2022

## Course Change Information

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

Request to create online version of existing course.

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

To provide enhanced access for students by providing option for 100% online delivery

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 English  
Fiscal Unit/Academic Org English - D0537  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2262  
Course Title Introduction to Drama  
Transcript Abbreviation Intro to Drama  
Course Description A critical analysis of selected dramatic masterpieces from Greek antiquity to the present, designed to clarify the nature and major achievements of Western dramatic art.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

---

<b>Prerequisites/Corequisites</b>	Prereq: One Writing and Information Literacy course.
<b>Previous Value</b>	<i>Prereq: 1110.01 (110.01) or equiv.</i>
<b>Exclusions</b>	Not open to students with credit for 2262H
<b>Previous Value</b>	Not open to students with credit for 2262H (262H) or 262.
<b>Electronically Enforced</b>	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

<b>Subject/CIP Code</b>	23.1401
<b>Subsidy Level</b>	Baccalaureate Course
<b>Intended Rank</b>	Freshman, Sophomore, Junior

## Requirement/Elective Designation

General Education course:  
Literature; Literary, Visual and Performing Arts  
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**
- Goals:
    1. Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression, and demonstrate capacities for aesthetic and culturally informed understanding.
    2. Successful students will experience the

*Previous Value*

- Content Topic List**
- Relationship between script and performance
  - Adaptation (play to performance, staged performance to filmed performance, etc.)
  - Conflict
  - Characterization
  - Representation
- Sought Concurrence**  
No

*Previous Value*

## Attachments

- English 2262 ASC distance approval cover sheet[63][43].pdf  
*(Other Supporting Documentation. Owner: Ramsey, Mary Katherine)*
- f2f syllabus.pdf  
*(Syllabus. Owner: Ramsey, Mary Katherine)*
- DL 2262 syllabus.pdf  
*(Syllabus. Owner: Ramsey, Mary Katherine)*

**COURSE CHANGE REQUEST**  
2262 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
01/25/2023

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Ramsey, Mary Katherine	01/19/2023 03:34 PM	Submitted for Approval
Approved	Hewitt, Elizabeth A	01/19/2023 03:46 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/25/2023 02:38 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/25/2023 02:38 PM	ASCCAO Approval



# SYLLABUS

# ENGLISH 2262

Introduction to Drama

Spring 2022

3 credit hours

Online (with live Zoom meetings Wednesdays 1:30-2:50 p.m.)

## COURSE OVERVIEW

### Instructor

Instructor: Elizabeth Kolkovich

Email address: [kolkovich.1@osu.edu](mailto:kolkovich.1@osu.edu) (preferred contact method)

Phone number: 419-755-4281

Office hours: Mondays 12 p.m. – 2 p.m.

### Prerequisites

One foundation Writing and Information Literacy

### Course description

Drama is a unique kind of literature that combines literary text with live entertainment. It captures the human experience, affirms or challenges cultural norms, and engages our minds and emotions. This course introduces you to the way a literary critic approaches plays. Instead of trying to survey the entire history of Western drama from ancient Greece to the present, we will analyze eight important plays that represent four major dramatic movements: the ancient Greek theater, early European drama, the modern theater, and the contemporary American stage.

### Course learning outcomes

English 2262 gives you the tools you need to read, see, discuss, and write about drama with skill and pleasure. At the end of the course, you will be able to:

- Understand the plot, characters, and themes of specific plays, as well as certain movements within the history of Western drama from Greek antiquity to the present.
- Closely analyze dramatic texts and performances. More broadly, read better and think critically.
- Compare your own values, beliefs, and actions with those of others.
- Attend and read future plays with confidence.

## General education goals and expected learning outcomes

English 2262 satisfies a requirement in the new General Education program (GEN), as well as in the Legacy General Education curriculum (GEL).

### New General Education (GEN)

As a course in “Literary, Visual, and Performing Arts,” English 2262 has these goals:

1. Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression, and demonstrate capacities for aesthetic and culturally informed understanding.
2. Successful students will experience the arts and reflect on that experience critically and creatively.

It also has several Expected Learning Outcomes. By the end of the course, successful students will be able to:

- 1.1 Analyze and interpret significant works of visual, spatial, literary and/or performing arts and design.
- 1.2 Describe and explain how cultures identify, evaluate, shape and value works of literature, art and design.
- 1.3 Evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.
- 1.4 Evaluate social and ethical implications in literature, visual and performing arts, and design.
- 2.1 Engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.
- 2.2 Critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

### Legacy General Education (GEL)

As a “Literature” course, English 2262 has these goals: students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing. It has these Expected Learning Outcomes: (1) Students analyze, interpret, and critique significant literary works. (2) Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and

other cultures. The course helps students achieve these outcomes by (1) assigning significant works of literature and offering practical methods for analysis and (2) providing ample opportunity through classroom activities and assignments to compare our own culture to those of ancient Greece, medieval and Renaissance England, and subcultures present in 20<sup>th</sup> and 21<sup>st</sup> century plays.

## HOW THIS ONLINE COURSE WORKS

**Mode of delivery:** This course is 100% online. Our activities will consist of: (1) independent reading and video-watching; (2) discussion board postings due on Mondays; (3) live Zoom meetings on Wednesdays 1:30-2:50 p.m. that will be recorded; (4) weekly quizzes due on Fridays; and (5) three larger projects requiring written work or video presentations.

**Pace of online activities:** This course is divided into **weekly modules (see schedule below)** with three deadlines each week: Monday, Wednesday, and Friday. Although some modules will require more or less of your time, you might expect to spend at least nine hours per week on this course. Every week you will complete these tasks:

BY MONDAY, 11:59 p.m.

1. Read the assigned text(s).
2. Watch a brief lecture video and complete any other activities in the module.
3. Post in the discussion forum.

BY WEDNESDAY, 1:30 p.m.

1. Read the assigned text(s) and complete any activities in the module.
2. Attend our live Zoom meeting, 1:30-2:50 p.m.

BY FRIDAY, 11:59 p.m.

1. Take the week's quiz.

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](http://go.osu.edu/credithours)), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. You are expected to log in to the course in Carmen at least once a week. (During most weeks, you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*. The following is a summary of your required participation:

- **Independent reading and watching. AT LEAST ONCE PER WEEK**

Complete the reading and other assignments in the module. I have divided each week's assignments into two parts, but you may decide to divide it further or to do *all* of the week's reading by Monday at midnight.

- **Participate in discussion forums. AT LEAST ONCE PER WEEK**

Each week you can expect to post once or twice as part of our substantive class discussion on the week's topics.

- **Live Zoom sessions. ONCE PER WEEK**

I expect you to attend our weekly Zoom meeting, and I ask you to turn on your video when possible. Virtual backgrounds are welcome. If you are uncomfortable turning on your video for whatever reason, please upload a still photo to use as your avatar. You may participate by raising your hand or typing in the chat box. I understand that Internet connectivity issues, illness, and other life happenings might interfere with your ability to attend these sessions. In those cases, don't worry. No need to email me your excuse. All of our live Zoom sessions will be recorded and posted on Carmen. If you must miss class, you can watch the recorded session later and submit the alternative assignment to mark yourself present. (See below, under "Assignment Information," for more information.)

**How to communicate in this class:**

- **Writing style:** You will write many informal posts and messages in this course. Out of respect for your classmates and me, try to use proper grammar and spelling.
- **Tone and civility:** Please create a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online, and inside jokes can be exclusionary if everyone isn't sure what they mean.
- **Citing your sources:** Use quotations when relevant and make sure to cite your sources to back up what you say. (When referring to quotations from plays, include act, scene, and line numbers if available. If not, include page numbers from the textbook. For online sources, include a link.)

## COURSE MATERIALS AND TECHNOLOGIES

### Textbooks

#### Required texts

- *The Norton Anthology of Drama*, shorter third edition. ISBN 978-0-393-28350-1. Retail price: \$80. (Rental and used options available for less.)
- *In the Heights: The Complete Book and Lyrics of the Broadway Musical* by Quiara Alegria Hudes and Lin-Manuel Miranda (Applause, 2013). ISBN 978-1476874647. Retail price: \$18. (Used options available for less.)

### 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](https://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](https://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto: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](https://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))
- Recording a slide presentation with audio narration ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide)) – optional
- Recording, editing, and uploading video ([go.osu.edu/video-assignment-guide](https://go.osu.edu/video-assignment-guide)) – optional

## 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
- Mobile device (smartphone or tablet) to use for BuckeyePass authentication
- Earphones: helpful for Zoom sessions but not required

## 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](https://go.osu.edu/office365help).

## Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://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](https://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](http://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	POINTS
Participation: discussion posts and Zoom meetings	20
Quizzes	25
Close reading projects (2 @ 15 points each)	30
Discussion starter	5
End-of-semester reflection	5
Final project (production analysis)	15
<b>Total</b>	<b>100</b>

*See course schedule below for due dates.*

### Descriptions of major course assignments

**Participation:** This semester you will earn points by submitting posts to our Carmen Discussion forum and by attending (or watching later) Zoom classes. You can skip two Zoom meetings or discussion posts with no penalty to your grade.

**Online discussions:** Posts earn full credit if they follow the instructions and are submitted on time. Posts must be your own original work. Late posts will receive a 15% penalty for each day they are late. Incomplete posts can earn partial credit.

**Zoom meetings:** You will earn full credit by posting at least once in the chat. If you miss a live session, you may watch the recording and submit a brief post about what you learned. This alternative assignment requires you to answer two questions: (1) What is one thing you learned from watching the recorded session? (2) What idea or question would you like to contribute to our conversation?

**Extra credit:** You can earn extra points added to your participation grade by watching lectures, performances, or films, and by attending campus events. Look for options in the modules.

**Quizzes:** Weekly quizzes will be administered through Carmen. Each quiz will consist of 10 multiple-choice and short-answer questions. Quizzes are untimed. You may consult materials on Carmen, the play texts, and your notes as you take them, but do not use Google or the Internet more broadly. You are expected to complete quizzes on your own. Quizzes will cover that week's reading and material from the week's module. Each quiz is worth 2.5 points toward your final grade, and your lowest quiz grade will be dropped. Each week, the quiz will be available from 3 p.m. Wednesday until 11:59 p.m. Friday. You will need to reserve approximately 15-30 minutes to complete the quiz.

**Close reading projects:** The first two major assignments ask you to perform a skill called "close reading," which we will practice all semester. You can select one word, passage, or character to analyze in detail, and you may present your ideas in an essay (2-3 pages) or a video (3-5 minutes). These projects must be your own original work, although you are encouraged to seek help from me, trusted peers, or Writing Center consultants as you prepare them.

**Discussion starter:** You will take a turn as a class "discussion starter" during a Zoom meeting, in which you come prepared to be one of the first students to share your ideas or questions about that week's play. You will sign up for a specific day.

**End-of-semester reflection:** Your final discussion post of the semester will be a slightly longer one that reflects upon what you learned in the course.

**Final project (production analysis):** Plays are meant to be seen as well as read. You will choose one full-length filmed production to watch in its entirety and analyze in an essay or video presentation. As you prepare your project, you will discuss your ideas with a small group of others who have chosen the same film, but you will submit an individual project that must be your own work.

## Late assignments

If you anticipate trouble meeting a deadline, please contact me as soon as possible. I frequently grant extensions to conscientious students. Otherwise, quizzes cannot be submitted late, and late discussion posts will incur a 15% penalty for each day they are late. For all other assignments: if you submit a paper or presentation late without an arranged extension, your grade will be reduced by 5% for each day it is late.

## Grading scale

This course uses the OSU standard grading scale.

A	100% to 93%
A-	< 93% to 90%
B+	< 90% to 87%
B	< 87% to 83%

B-	< 83% to 80%
C+	< 80% to 77%
C	< 77% to 73%
C-	< 73% to 70%
D+	< 70% to 67%
D	< 67% to 60%
E	< 60% to 0%

## Instructor feedback and response time

The following list will 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.)

### Preferred contact method

If you have a question, please contact me at my Ohio State email address ([kolkovich.1@osu.edu](mailto:kolkovich.1@osu.edu)). I prefer direct email rather than Carmen message. To ensure a quicker response, please write “English 2262” in the subject line, followed by the email’s topic (e.g. English 2262: Everyman question). I prefer to be addressed as “Prof. Kolkovich” or “Dr. Kolkovich.” Something like “Dr. K” or “Professor” is fine too. I generally reply to emails within 24 hours M-F. You are welcome to email over the weekend or in the middle of the night, but don’t expect a quick response.

### What are “office hours”?

My office hours are regularly scheduled periods (Mondays 12-2) when I am available via Zoom to individual students for activities that are best conducted in real time. These may include conferences about drafts, review of expectations for past or upcoming assignments, or any academic or personal issue you are having that affects your success as a student at Ohio State. I have access to many academic and personal resources and am happy to help you get the assistance you need. If you are unable to meet me during my scheduled office hours, email me to arrange another time. It is helpful if you offer 2-3 times you are available.

### Class announcements

I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](https://go.osu.edu/canvas-notifications) ([go.osu.edu/canvas-notifications](https://go.osu.edu/canvas-notifications)) to ensure you receive these messages. It is good practice to check your OSU email at least once a day.

### Grading and assignment feedback

For quizzes and other written assignments, you can generally expect feedback within seven days.

### Discussion board

I will check and reply to messages in the discussion boards at least once mid-week. I won't always respond to every message individually, but I will read all of them and join the conversation. I often write summary posts so I can respond to several of you at once without taking over the conversation.

## Where to get help

- Email me if it's a question I can answer in a paragraph or less.
- Visit my office hours (or schedule an appointment) if it would involve more conversation.
- Seek feedback on written assignments at the [Writing Center](#), which provides free individual writing (and reading/analysis) consultation for students of all abilities.

## OTHER COURSE POLICIES

### Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

### 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](mailto: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

We would like to acknowledge 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 Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We 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.

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

There are also confidential health services available at the Mansfield campus. You can learn more about them via the New Directions Student Assistance Program (SAP) by visiting [newdirectionsforlife.com](https://newdirectionsforlife.com) or calling 419-529-9941 (no cost to students). Local crisis services are available by calling 419-522-4357.

## Drop/withdrawal statement

It is the student's responsibility to know the deadlines for dropping a course or withdrawing from the University. Term drop & withdrawal deadlines can be found at [registrar.osu.edu/registration](https://registrar.osu.edu/registration) (click on the current term under "Important Dates" and scroll down to ADD/DROP/WITHDRAW DEADLINES). There are different drop/withdrawal dates for the various shortened sessions and full semester classes. If you receive financial aid, you should always talk with a financial aid specialist prior to adjusting your schedule. If you stop attending a course but do not drop it, you risk receiving a failing grade which could negatively affect your GPA and your financial aid status. You can call 419-755-4317 to set up an appointment with an academic advisor or a financial aid specialist.

## Retention

The Ohio State University at Mansfield is committed to the success of students. If you are having academic or personal difficulties, you can contact Michelle McGregor, [mgregor.40@osu.edu](mailto:mgregor.40@osu.edu); 419 755-4304; or your academic advisor for specific referral resources.

# 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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue. If you are a Mansfield student, you can contact [mcgregor.40@osu.edu](mailto:mcgregor.40@osu.edu); 419-755-4304.

## 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](http://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](http://go.osu.edu/zoom-accessibility))
- Collaborative course tools

## COURSE SCHEDULE

Refer to our Carmen course for up-to-date assignment due dates and further information.

Week	Dates	Topics, Readings, Assignments, Deadlines
1	1/10-14	<p><b>Beginnings: What is drama? What is ambition?</b></p> <p>Read the syllabus, post a video introducing yourself</p> <p>Elinor Fuchs, "Visit to a small planet: some questions to ask a play," <i>Theater</i> 34.2 (Summer 2004): 4-9; excerpt from Aristotle, <i>Poetics</i></p> <p>Quiz 1</p>
2	1/19-21	<p><b>Greek drama: Aristophanes, <i>Lysistrata</i></b></p> <p><b>(University holiday on Monday)</b></p> <p>Quiz 2</p>
3	1/24-28	<p><b><i>Lysistrata</i> / close reading 1 due</b></p> <p>No quiz this week</p>
4	1/31-2/4	<p><b>Medieval European theater: Anonymous, <i>Everyman</i></b></p> <p>Quiz 3</p>

<b>Week</b>	<b>Dates</b>	<b>Topics, Readings, Assignments, Deadlines</b>
5	2/7-11	English Renaissance drama: Shakespeare, <i>Macbeth</i> Act 1-Scene 3.2 Quiz 4
6	2/14-18	<i>Macbeth</i> Scene 3.3-Act 5 Quiz 5
7	2/21-26	Modern drama: Glaspell, <i>Trifles</i> Quiz 6
8	2/28-3/4	Samuel Beckett, <i>Waiting for Godot</i> Quiz 7
9	3/7-11	<i>Waiting for Godot</i> in criticism and culture / close reading 2 due No quiz this week
10	3/21-25	20 <sup>th</sup> century American drama: Williams, <i>A Streetcar Named Desire</i> Quiz 8
11	3/28-4/1	Hansberry, <i>A Raisin in the Sun</i> Quiz 9
12	4/4-8	<i>A Raisin in the Sun</i> in criticism and culture / Hudes and Miranda, <i>In the Heights</i> , Scenes 1-3 Quiz 10
13	4/11-15	21 <sup>st</sup> century musical theater: <i>In the Heights</i> Quiz 11
14	4/18-22	Focus on performance Watch your chosen film, group activity; no quiz this week
15	4/25	Endings: reflection and wrap-up End-of-semester reflection Take-home final (production analysis) due at our scheduled exam time (TBA)



**English 2262: Introduction to Drama**  
**MW 1:30-2:50 p.m.; Ovalwood 208**  
**Spring 2019**

**Professor Elizabeth Kolkovich**

**E-mail:** kolkovich.1@osu.edu

**Office:** Ovalwood 227; 419-755-4281

**Office Hours:** MW 3-4 p.m. and by appointment

**Course Description:** Drama is a unique kind of literature that combines literary text with live entertainment. It captures the human experience, affirms or challenges cultural norms, and engages our minds and emotions. This course introduces you to the way a literary critic approaches plays, and instead of trying to survey the entire history of Western drama from ancient Greek to the present, we will analyze nine important plays that represent four major dramatic movements: the ancient Greek theater, early English drama, the modern theater, and the contemporary American stage.

English 2262 gives you the tools you need to read, see, discuss, and write about drama with skill and pleasure. At the end of the course, you will be able to:

- Understand the plot, characters, and themes of specific plays, as well as certain movements within the history of Western drama from Greek antiquity to the present.
- Closely analyze dramatic texts as well as productions or adaptations of texts. More broadly, read better and think critically.
- Compare your own values, beliefs, and actions with those of others.
- Attend and read future plays with confidence.

English 2262 satisfies the General Education requirement for Literature. See appendix for details.

**Required Text:**

*The Norton Anthology of Drama*, shorter third edition. ISBN 978-0-393-28350-1. Retail price: \$80.

**Course Requirements:**

Participation and engagement	15%
Carmen post	5%
Tests (4 @ 7.5% each)	30%
Textual analysis essay	15%
Performance analysis essay	15%
Take-home final exam	20%

**Participation and engagement:** Like the theater, this course is a collaborative production; your active, thoughtful participation is essential to its success. There are many ways to participate and engage: prepare for class by reading the text beforehand, arrive on time, listen actively, ask questions, share reactions and beginning ideas that we can work through together, work together in small groups, show respect for classmates, visit office hours, contribute to online discussions,

complete ungraded homework assignments, and do small in-class writing tasks conscientiously. If you have difficulty talking in class, talk to me about other ways to earn participation points (e.g. submit extra online posts or email me your thoughts after class). I evaluate participation according to the following scale (including +/- grades):

**A** = Daily, thoughtful participation. Student attends regularly, comes to class prepared and with the text, comes to class on time and stays for the full class, stays alert and engaged, completes all homework effectively and on time, and visits my office hours for help when needed. Student ideally talks at least once a class but might alternately contribute in non-verbal or written ways.

**B** = Frequent to occasional participation. Student is partially engaged and alert but misses more classes and shows less dedication.

**C** = Participation only when called on, often distracted, some attendance problems.

**D** = Lack of preparation, refusal to participate even when called on, attendance problems.

**E** = No preparation for class, severe attendance problems.

**Tests:** There will be four tests, spread evenly throughout the semester. They will test reading comprehension, ability to analyze our plays, and concepts we discussed in class. I will provide a review sheet in advance of each test.

**Carmen posts:** To practice independent critical thinking, you will write a “discussion starter” that includes brief observations and questions on the day’s reading for the class to discuss. It will also include minor research on a playwright, particular production, or key word. You will sign up for a specific day.

**Essays:** To be able to read and watch plays with pleasure, you have to practice those skills. To do so, you will write two short essays (2-4 pages each). The first is a textual analysis that scrutinizes a passage in one play; the second is a production analysis that examines a filmed version of one of our plays.

**Take-home final exam:** The final exam in this course is a creative take-home project, in which you will design a production, perform a scene, or write an adaptation of one of our plays. In an accompanying essay, you will explain and analyze your choices, along with how this project helped you understand the play better or differently.

**Extra credit:** To apply what you learn in class to life outside of school, I recommend that you see a live play this semester if at all possible. You can earn extra credit by doing so. See the extra credit assignment, posted on our Carmen page, for more information.

## **COURSE POLICIES:**

**Come to class:** I allow **four** absences without penalty, and it is your responsibility to use these absences if and when you need them. **Each subsequent absence will lower your participation grade by 5%.** Exceptions to this policy include illness and emergency; email me about such situations that affect your attendance. It is also your responsibility to make up work after an absence. Get basic information from a classmate and then ask me any further questions.

- If you are more than 10 minutes late or leave more than 10 minutes early, you will be marked absent for half of a class.
- In the unlikely event that I need to cancel class, I will notify you via your OSU email account and request that a note be placed on our classroom door. I will also email you as soon as possible to let you know what will be expected of you for our next class meeting.

**Be prepared:** Read all assigned reading *before* class, take notes in the margins or in a notebook, look up unfamiliar words in the Oxford English Dictionary, bring the reading, and be prepared to discuss it. For every class, come with at least one question or passage to discuss.

**Do the work conscientiously and on time:** I expect good effort and attention to detail.

- **Carmen posts** must be submitted on time to earn full points; posts submitted late but before the next class earn 50% credit. No attachments for Carmen posts, please: they should be typed (or copied and pasted) directly into Carmen.
- For **essays**, I accept only typed ones. You may submit essays in hard copy in class (stapled if multiple pages) or via Carmen Assignments. I comment by hand on paper copies and respond to electronic submissions via Carmen. For electronic copies, I accept only Word files (.doc or .docx). No emailed essays unless it's an emergency. If you anticipate a problem meeting a deadline, talk to me about the possibility of an extension. I will consider granting extensions to students who have established credibility by attending and participating in class and by completing prior assignments on time. Without an extension, I deduct 1/3 letter grade for each day an assignment is late. A "B+" assignment due on Monday morning, for example, becomes a "B" assignment if submitted late Monday or Tuesday. Late papers might not be returned in a timely fashion.
- Always read assignments carefully, and proofread to eliminate careless mistakes.

**Don't be afraid to seek help:** I am happy to help with reading, writing, or other concerns. Visit my office hours, or make an appointment for another time. I also recommend you seek feedback at the Writing Center (<http://english.mansfield.ohio-state.edu/writing>), which provides free individual writing (and reading/analysis) consultation for students of all abilities. You can use its services on a walk-in basis or by appointment at the Conard Learning Center.

**Complete your work with integrity:** 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 are ever unsure when or how to cite something, just ask.

## CLASS SCHEDULE

Please note: Assignments and due dates are subject to change based on class needs. Page numbers are from the Norton Anthology of Drama, shorter third edition. "Carmen" means the text can be found on our course website at [carmen.osu.edu](http://carmen.osu.edu).

- M 1/7 Introduction to the course.  
W 1/9 "Introduction: Greek Theater" (1-12); Euripides, *Medea*, lines 1-650 (159-174).
- M 1/14 *Medea*, line 651-end (174-194).  
W 1/16 *Medea*. Writing exercise due.
- M 1/21 **No class meeting**—University holiday: Martin Luther King, Jr. Day.  
W 1/23 Aristophanes, *Lysistrata*, lines 1-76 (199-218).
- M 1/28 *Lysistrata*, line 77-end (218-232).  
W 1/30 *Lysistrata*. **Test 1.**
- M 2/4 "Introduction: Medieval European Theater" (25-30); Anonymous, *Mankind*,  
Scene 1 (Carmen).  
W 2/6 *Mankind*, Scenes 2-3 (Carmen).
- M 2/11 "Introduction: The Drama of Early Modern Europe" (36-42); William  
Shakespeare, *Twelfth Night*, Act 1 (429-444).  
W 2/13 *Twelfth Night*, Act 2 (444-459). **Essay 1 (textual analysis) due.**
- M 2/18 *Twelfth Night*, Act 3 (459-476).  
W 2/20 *Twelfth Night*, Acts 4-5 (476-492).
- M 2/25 *Twelfth Night*. **Test 2.**  
W 2/27 "Introduction: Modern Theater, 1880-1945" (59-64); Susan Glaspell, *Trifles* (765-  
774).
- M 3/4 Bertolt Brecht, *Threepenny Opera*, Act 1 (Carmen).  
W 3/6 *Threepenny Opera*, Acts 2-3 (Carmen).

## SPRING BREAK

- M 3/18 **No class meeting**—instructor at Renaissance Association of America meeting.  
Online discussion.  
W 3/20 Tennessee Williams, *A Streetcar Named Desire*, Scenes 1-5 (981-1016).
- M 3/25 *A Streetcar Named Desire*, Scenes 6-11 (1016-1046).  
W 3/27 *A Streetcar Named Desire*. **Test 3.**
- M 4/1 Lorraine Hansberry, *A Raisin in the Sun*, Act 1 (1198-1225).

W 4/3            *A Raisin in the Sun*, Acts 2-3 (1225-1261).

M 4/8            *A Raisin in the Sun*. **Essay 2 (performance analysis) due.**

W 4/10           *Angels in America*, Act 1 (1583-1606).

M 4/15           *Angels in America*, Act 2 (1606-1627).

W 4/17           *Angels in America*, Act 3 (1627-1646).

M 4/22           Course wrap-up. **Test 4.**

**Take-home final exam due to Carmen Assignments at 2:45 p.m. on Monday, April 29 or in person by arrangement 1-2:45 p.m. (NO LATE PAPERS ACCEPTED)**

## Appendix to the Syllabus

### (1) ENGLISH 2262 GRADING SCALE:

Grade ranges as percentages	Grades as percentages	Cut-off points
A = 93 – 100%	A = 94.5	92.5
A- = 90 – 92%	A- = 91	89.5
B+ = 87 – 89%	B+ = 88	86.5
B = 83 – 86%	B = 84.5	82.5
B- = 80 – 82%	B- = 81	79.5
C+ = 77 – 79%	C+ = 78	76.5
C = 73 – 76%	C = 74.5	72.5
C- = 70 – 72%	C- = 71	69.5
D+ = 67 – 69%	D+ = 68	66.5
D = 63 – 66%	D = 64.5	62.5
D- = 60 – 62%	D- = 61	59.5
E = less than 60%		

### (2) GENERAL EDUCATION GOALS AND EXPECTED LEARNING OUTCOMES:

As a GE course in Literature, English 2262 has these goals: students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing. It has these Expected Learning Outcomes: (1) Students analyze, interpret, and critique significant literary works. (2) Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures. The course helps students achieve these outcomes by (1) assigning significant works of literature and offering practical methods for analysis and (2) providing ample opportunity through classroom activities and assignments to compare our own culture to those of ancient Greece, medieval and Renaissance England, early 20<sup>th</sup>-century Germany, and mid-20<sup>th</sup>-century United States.

### (3) CAMPUS POLICIES:

#### Student Assistance with Difficulties

Any student who has difficulty affording books, academic needs, groceries, accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Michelle McGregor, Coordinator, Student Support Services, 419-755-4304, for support and information on emergency grant funding. Furthermore, please also notify the professor if you are comfortable doing so. The BLIC and Conard Learning Center often have copies of books available for student use or check-out.

### **Disability Service Statement**

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 (SLDS). 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: Michele McGregor, Coordinator, Disability Services, mcgregor.40@osu.edu; 419-755-4304; 279 Ovalwood Hall.

### **Drop/Withdrawal Statement**

It is the student's responsibility to know the deadlines for dropping a course or withdrawing from the University. Term drop & withdrawal deadlines can be found at registrar.osu.edu/registration (click on the current term under "Important Dates" and scroll down to ADD/DROP/WITHDRAW DEADLINES). There are different drop/withdrawal dates for the various shortened sessions and full semester classes. If you receive financial aid, you should always talk with a financial aid specialist prior to adjusting your schedule. If you stop attending a course but do not drop it, you risk receiving a failing grade which could negatively affect your GPA and your financial aid status. You can call 419-755-4317 to set up an appointment with an academic advisor or a financial aid specialist in 104 Riedl Hall.

### **Retention**

The Ohio State University-Mansfield is committed to the success of students. If you are having academic or personal difficulties, you can contact Darla Myers at 419-755-4036, Ovalwood 283; or your academic advisor for specific referral resources.

### **Mental Health Services**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University at Mansfield offers services to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the New Directions Student Assistance Program (SAP) by visiting [newdirectionsforlife.com](http://newdirectionsforlife.com) or calling 419-529-9941 (no cost to students). They see students on campus in Ovalwood Hall. Local crisis services are available by calling 419-522-4357. Ohio State also has an afterhours service available by calling **614-292-5766 and choosing option 2** after hours, which includes weekends and holidays.

### **Student Conduct**

The code of student conduct is established to foster and protect the core missions of the university, to foster the scholarly and civic development of the university's students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions. Students who violate faculty expectations may be subject to the code of conduct. For behavioral related concerns, contact Student Life at 419-755-4317 and ask for an appointment with Dr. Donna L. Hight, Assistant Dean, Student Life & Success. As a responsible community member, do not allow others to act inappropriately and impact the community.

### **Discrimination**

The Ohio State University at Mansfield is committed to providing a learning, working and living environment that promotes personal integrity, civility and mutual respect in an environment free of discrimination of any type. This includes students creating a hostile environment for other students. To

file a complaint, contact Student Life at 419-755-4317 and ask for an appointment with the Assistant Dean, Student Life & Success or Human Resources at 419-755-4047 and ask for an appointment with the Chief Human Resources Officer, who will connect you with the appropriate Columbus Offices.

### **Ohio State Mansfield Diversity Statement**

The Ohio State University at Mansfield is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The Ohio State University at Mansfield prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status. In addition to birth and/or other self-defined characteristics, we honor and value the lived experiences of all students as they add to constructive conversations about diversity, equity, and inclusion in the classroom. Faculty, staff, and students are encouraged to contact Dr. Donna L. Hight, Assistant Dean, Student Life & Success, 419-755-4317, regarding issues, concerns, or questions related to equity and diversity or report via Bias Assessment and Response Team: <https://studentlife.osu.edu/bias/>.

### **Ohio State Mansfield Identity Affirmation Statement**

It is our intent to honor your name and pronouns if they differ from your legal or academic record. Please advise any instructors of this change early in the semester so that we can update class rosters with your preferred name and your correct pronouns. Additionally, please advise us of any updates to your name and/or pronouns throughout the semester so that we can correct our rosters accordingly. A formal name change request can be made through Buckeyelink.

### **Title IX and Sexual Misconduct**

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 such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find more information and the appropriate resources at [titleix.osu.edu/](http://titleix.osu.edu/).

### **HOW TO REPORT**

Reports of sexual misconduct can be made to one of the following individuals:

Donna L. Hight, Ph.D.  
Assistant Dean, Student Life & Success  
419-755-4317  
[hight.6@osu.edu](mailto:hight.6@osu.edu)

Sgt. Jeff Hoffer  
Campus Police  
419-755-4210  
[hoffer.30@osu.edu](mailto:hoffer.30@osu.edu)

Sarah Metzger  
Campus Sexual Assault Advocate  
419-565-2489  
[smetzger@thedvshelter.com](mailto:smetzger@thedvshelter.com)



Notice of an incident to the officials listed above, other than the Campus Sexual Assault Advocate, is considered official notice to the university. You can expect reports received by these individuals to be investigated and properly resolved through administrative procedures. Information will be shared only as necessary with investigators, witnesses, and the accused individual. *The Campus Sexual Assault Advocate and the New Directions Student Assistance Program (SAP) staff are considered confidential resources.*

# Distance Approval Cover Sheet

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

Course Number and Title: **English 2262**

### Carmen Use

Please consider using [ASC's distance learning course template](https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices). 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.**  
Weekly modules will guide students through the course.

### 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. **Yes, and I included Mansfield-specific boilerplate language where appropriate.**

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. **Yes**

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):  
 At the beginning of each module (week) I will write overview posts that introduce the module and connect it to what came before. Most of these posts will include short lecture videos and performance clips I will curate. I will also interact with students in discussion forums, in weekly Zoom meetings, and through detailed individual feedback on assignments.

## 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:

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.)

For asynchronous delivery: instructor lectures, filmed performances of our plays, students' initial responses to reading (in discussion posts), administrative tasks like syllabus reading and assignment introductions, quizzes. For synchronous delivery: discussion of play texts, group work.

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

When I teach in person, I use roughly the equivalent of one class period each week to explain assignments, give quizzes, lecture, and show film clips for discussion. I have moved these components to asynchronous delivery (discussion posts, videos, Carmen pages) so that we can use our one synchronous Zoom session each week to focus on a rich discussion of the material. I plan to use a combination of Zoom chat, full-class discussions, and breakout rooms in these discussions.

## 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:

I will use Week 3 on my syllabus as an example:

In-class / direct instruction:

- Introductory overview post and short instructor lectures on *Everyman* and medieval drama (20 minutes)
- Participate in Carmen Discussions by reading classmates' posts and liking, responding (30 minutes)
- Zoom meeting (80 minutes)
- Quiz (20 minutes)
- TOTAL: 150 minutes

#### Out-of-class / indirect instruction:

- Read the play and related contextual material on Carmen (180 minutes)
- Watch filmed version of *Everyman* (50 minutes)
- Write discussion post (20 minutes)
- Prepare to be a "discussion-starter" in Zoom (60 minutes)
- TOTAL: 310 minutes

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

## 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. **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. I upload my lecture videos to YouTube so I can embed them in Carmen with YouTube's excellent captioning. I make my quizzes untimed so that students with time-based accommodations don't need special settings.

Additional comments:

## 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:

## 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 – if “real-world” can include creative expression

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

My course includes a variety of performance videos to help students understand and interpret the plays, and my assignments give students the options to write or present video, as they allow students to display knowledge in many different ways (multiple-choice quiz questions, short-answer questions, essays, presentation videos).

## 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):

Zoom meetings (including breakout rooms), Carmen Discussions, a course Q&A forum, group activities, and introductory videos by the students and instructors will all contribute to community-building.

## 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:

- 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):

Transparency is very important to me, so I explain the rationale or purpose behind each activity in the Assignment page. Reflection is also key in this course. I ask each student to set a personal goal or intention in the first week that they revisit later; each quiz includes two ungraded questions asking students what was the most important or interesting thing they learned that week and what ideas or activities caused them trouble; and I ask for a reflective post at the end of the course. I invite feedback about the course and my teaching through ungraded surveys twice in the semester. Students get to choose topics of interest as well as lead a Zoom meeting.

## Reviewer Comments:

This syllabus includes all required syllabus elements and provides an overview of the course expectations. I have a two *recommendations* that I think will improve the course design, add clarity to the syllabus, and support a successful review by the faculty curriculum committee:

- I recommend including New GE and Legacy GE Goals and ELOs as there will be students in your course in the next few years under both GE programs.
  - o New GE Goals & ELOs: <https://oaa.osu.edu/ohio-state-ge-program>
  - o Legacy GE Goals and ELOs: <https://asccas.osu.edu/legacy-general-education-gel-goals-and-elos>
- Two required syllabus elements were recently updated and approved by the College Faculty Curriculum committee, the **Statement on Disability Services & the Mental Health/CCS statement**. You can find both of these here: <https://asccas.osu.edu/curriculum/syllabus-elements>

**Syllabus and cover sheet reviewed by Jeremie Smith on 10/21/2022.**

*Jeremie Smith*