

## Term Information

Effective Term Spring 2024  
[Previous Value](#) Spring 2018

## Course Change Information

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

The course will have a new title and will fulfill the Goals and ELOs of the GEN Health & Well-being Theme.

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

The new title better reflects the learning goals associated with the Health & Well-being Theme. The course's focus on disability and writing already corresponded with many of the educational objectives of the Health & Well-being Theme, but the syllabus was revised for even better alliance with the theme's learning goals.

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

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

None

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

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area English  
Fiscal Unit/Academic Org English - D0537  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2367.06  
Course Title Writing about Disability  
[Previous Value](#) *Composing Disability in the U.S.*  
Transcript Abbreviation Writing Disability  
[Previous Value](#) *CompDisabilityU.S.*  
Course Description Students will critically examine writing about disability, health, and wellness from a variety of genres (scholarly essays, personal essays, documentaries, comics, music, film) and use their findings to produce creative, scholarly, and professional documents appealing to multiple audiences and rhetorical situations.  
[Previous Value](#) *Extends & refines expository writing & analytical reading skills, emphasizing recognition of intertextuality & reflection on compositional strategies on topics pertaining to education & pop culture in America. Only one decimal subdivision of English 2367 may be taken for credit.*  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 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

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<b>Grade Roster Component</b>	Lecture
<b>Credit Available by Exam</b>	No
<b>Admission Condition Course</b>	No
<b>Off Campus</b>	Never
<b>Campus of Offering</b>	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<b>Previous Value</b>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

## Prerequisites and Exclusions

<b>Prerequisites/Corequisites</b>	Completion of GE Foundation Writing and Information Literacy course <i>Prereq: English 1110; and Soph standing, or a declared major in English.</i>
<b>Exclusions</b>	
<b>Electronically Enforced</b>	Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

<b>Subject/CIP Code</b>	23.0101
<b>Subsidy Level</b>	Baccalaureate Course
<b>Intended Rank</b>	Freshman, Sophomore

## Requirement/Elective Designation

General Education course:  
Level 2 (2367); Social Diversity in the United States; Health and Well-being  
The course is an elective (for this or other units) or is a service course for other units

*Previous Value*

*General Education course:  
Level 2 (2367); Social Diversity in the United States  
The course is an elective (for this or other units) or is a service course for other units*

## Course Details

<b>Course goals or learning objectives/outcomes</b>	<ul style="list-style-type: none"><li>English 2367.06 helps students attain a deeper understanding of how reading, writing, and research can better position them to engage in nuanced conversations about disability within their personal, professional, and scholarly lives.</li><li><i>The disability-studies version of English 2367 has the same course objectives as all other English 2367 sections; it assumes that writing is a mode of learning. This section uses disability studies as a topic and primary lens for critical analysis.</i></li></ul>
<b>Previous Value</b>	

**Content Topic List**

- Disability, disability studies, disability visibility
- Health and well-being, bodies, health justice, health rights
- Rhetoric of wellness and disease, health and illness
- Personal narratives of disability
- Access and embodiment

**Previous Value**

- *Terms: disability, disability studies, analysis, rhetoric*
- *Disability: Language, meaning and "documentary"*
- *The rhetoric of "normal"*
- *Claiming disability and disability identity*
- *Visual rhetorics of disability*
- *Personal narratives of disability*
- *Access and embodiment: rhetorical choices in/of space*
- *Ethos and exhibit*

**Sought Concurrence**

No

**Attachments**

- ENGL2367\_06\_SampleSyllabus.docx: Syllabus  
*(Syllabus. Owner: Hewitt,Elizabeth A)*
- English 2367\_06\_HWB Theme Form.pdf: Theme Form  
*(Other Supporting Documentation. Owner: Hewitt,Elizabeth A)*

**Comments**

- The form references a change of title (in the box at the top), but the actual title and the transcript abbreviation have not been changed on the form. *(by Vankeerbergen,Bernadette Chantal on 05/01/2023 11:13 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Hewitt,Elizabeth A	04/26/2023 03:30 PM	Submitted for Approval
Approved	Hewitt,Elizabeth A	04/26/2023 03:30 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	05/01/2023 11:13 AM	College Approval
Submitted	Hewitt,Elizabeth A	05/01/2023 03:30 PM	Submitted for Approval
Approved	Hewitt,Elizabeth A	05/01/2023 03:31 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/08/2023 11:30 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/08/2023 11:30 AM	ASCCAO Approval

# English 2367.06: Writing About Disability

GE Theme: Health and Wellbeing | Credit Hours: 3

Format: In-Person; Lecture | Course Coordinator: Beverly Moss (moss.1@osu.edu)

## Course and Instructor Information

**Instructor:** Melissa Guadrón

**Email:** guadron.1@osu.edu

**Office hours:** M+W, 11:00am-12:00pm

**Days + Time:** W+F, 12:45pm-2:10pm

**Classroom:** Denney Hall 206

**Office:** Denney Hall 513



*[Image Description: A black and white drawing of a group of people gathered in front of flowers, hills and waterfalls as well as a sign that reads "We Move Together for Disability Justice." The border of the images contains the words "Anti-capitalist," "Anti-fascist," "Abolitionism," and "interdependent." The art is credited to Judy Kuo (2021).]*

## Syllabus Table of Contents

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## Course Description

In English 2367.06, you will develop and refine your skills in analysis, research, and writing. This 3-credit hour course emphasizes persuasive and researched writing, revision, and writing in various forms and media. In addition, you will build upon and improve your mastery of academic writing with and from sources; refine your ability to synthesize information; create arguments about a variety of discursive, visual, and/or cultural artifacts; and become more proficient with and sophisticated in your research strategies and employment of the conventions of standard academic discourses.

Throughout this course, we will analyze representations of disability in pop culture, moving through genres such as music videos, film and television, comics, documentaries, short stories, and essays. We will ask questions about authorship, audience, intent, composition, and meaning. We will consider issues of body autonomy, accessibility, assistive technologies; how scientific, political, and activist discourses offer conflicting framings of disability; and how the ways we communicate about disability rhetorically shape the lives of disabled people. Finally, this course will require us to think beyond the binary of “good” representations and “bad” representations to rhetorically analyze each text; that is, to ask “what is this text trying to *persuade* me to believe, and *how*?” and “what is the *effect* of thinking about disability, ourselves, and the larger world in this way?”

## Course Learning Outcomes

As a General Education course, this class meets the expected learning outcomes for the Health and Wellbeing (Theme) category.

Theme: Health and Wellbeing		
Goals	Expected Learning Outcomes	Related Course Content
<p><b>Goal 1:</b> Successful students will analyze health and well-being at a more advanced and deeper level than in the Foundations component.</p>	<p><b>Successful students are able to...</b></p> <p>1.1 Engage in critical and logical thinking about the topic or idea of health and well-being.</p>	<p><b>In this course, students will...</b></p> <p>1.1 Engage in critical and logical thinking about disability within policy, medical texts, and pop culture representations.</p> <p>Examples texts: “Citizen” and “Eugenics” from <i>Keyword for Disability Studies</i>, “Code of the Freaks.”</p>

	1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and well-being.	1.2 Undertake research projects, using primary and secondary sources, to attain an advanced understanding of specific aspects of disability.  Example assignments: composing accessibility and final research project.
<p><b>Goal 2:</b> Successful students will integrate approaches to health and well-being by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.</p>	2.1 Identify, describe and synthesize approaches or experiences as they apply to health and well-being.	2.1 Build upon previous knowledge and experiences with disability gained prior to the course by engaging with texts from various genres such as documentaries (“Fixed”), essays (“The Isolation of Being Deaf in Prison”), and music videos (“Catch Me”) that focus on nuanced experiences of disability.  Example assignments: reflective journals and discussion board posts (prompt: what representations of disability have you noted in previous experiences in class and in various communities).
	2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.	2.2 Use creative and scholarly writing as a tool for learning and reflecting on learning as they adapt research to a variety of rhetorical situations.  Example assignments: study group work (weekly discussions and charter document), discussion board posts, and final project.

<b>Goal 3:</b> Students will explore and analyze health and well-being through attention to at least two dimensions of well-being. (e.g., physical, mental, emotional, career, environmental, spiritual, intellectual, creative, financial, etc.)	3.1 Explore and analyze health and well-being from theoretical, socio-economic, scientific, historical, cultural, technological, policy and/or personal perspectives.	3.1 Explore and analyze disability from theoretical, socio-economic, scientific, historical, cultural, technological, policy and/or personal perspectives using readings from <i>Keywords for Disability Studies</i> and <i>Disability Visibility</i> as well as projects such as the composing accessibility assignments and the final project. Take care to consider disability as both a physical and/or mental experience with material and emotional effects.
	3.2 Identify, reflect on, or apply strategies for promoting health and well-being.	3.2 Identify, reflect on, or apply strategies for promoting disability rights and disability justice.  Example assignments: reflective journals, composing accessibility, and final project.

### GE Theme: Health and Wellbeing

As a Health and Wellbeing course, English 2367.06 helps students attain a deeper understanding of how their reading/research/writing practices can better position them to engage in nuanced conversations about disability within their personal, professional, and scholarly lives. To do so, this course asks students to critically examine writing about disability from a variety of genres, and to use their findings to produce creative, scholarly, and professional documents appealing to multiple audiences and rhetorical situations. Among the genres students may engage with are academic book chapters, personal essays, documentaries, music, film, and comic books, etc. Furthermore, students will produce writing in genres such as reflective journals, academic essays, accessibility audits, captions, audio and image descriptions, and more.

### Assignments and Grading

The following assignment descriptions are purposefully short; more details will be shared and discussed in class. You can also find more information on the Carmen Assignment pages. For final grade calculation purposes, the following scale will be used. Each letter will be calculated as the highest whole-number percentage in its given range, and the according number of points awarded. This course is out of a total of 100 points.

A 100% - 93%	A- < 93% - 90%	B+ < 90% - 87%
B < 87% - 83%	B- < 83% - 80%	C+ < 80% - 77%



C < 77% - 73%	C- < 73% - 70%	D+ < 70% - 67%
D < 67% - 60%	E < 60%	

**Discussion Posts (20 points):** You are required to participate in 8/12 discussion boards as well as the initial introductions discussion board. Each discussion will contain different prompts based on the texts/media and assignments for the week. Make sure to post before class. Posts should be at least 300 words; you are free to write more than 300 words, but don't go under.

**Study Group (12 points):** At the beginning of the semester, you will be placed in a study group of 3-4 students. As a group, you should decide the best way to touch base each week, whether that be through group text, Google doc, emails or Zoom meetings. With these peers, you will complete short group assignments such as mind-mapping activities and flash presentations as well as weekly discussions focused on writing practices and revision. Additionally, there will be four brief check-in assignments due throughout the semester. Like with discussion boards, each check-in will have different prompts. For your first check-in, you will produce a charter document that will serve as your group's "road map" for the semester; in this document your group will outline personal as well as group goals and what you will do both individually and collectively to achieve these goals. Throughout the semester you will return to this document to perform accountability checks and to mark off accomplishments. This document will also help you to compose your remaining group check-ins.

**Reflective Journals (20 points):** At 5 points throughout the semester, you will write short informal journal entries (2-3 pages) in which you reflect on the readings from the class, your own learning, and any question you have. These reflections will be guided by prompts as well as your own topics of choice.

**Composing Accessibility (18 points):** In order to explore the relationship of writing to disability, technology and accessibility, you will complete a Captioning/Audio Description and Image Description activity as well as a Website/App Accessibility Audit.

**Final Project (30 points):** For your final project, you will demonstrate your understanding of two of the keywords of disability theory. You will use your skills gained in rhetoric, writing and research to show how these keywords are used as lens to construct and deconstruct disability representations. This scaffolded research project will consist of 5 parts:

- *A one-page proposal* outlining the goals, medium, and major thesis of the project with at least 3 secondary sources you will use to build your argument. I must approve your proposal before you can move forward with your project.
- *A first draft of the project* that follows the plan outlined in your approved proposal.
- *A one-on-one conference with me* in which we discuss your draft and continued plans for the project.
- *A 5–7-minute multimodal presentation* that presents a condensed version of your project to your peers. You will also use the presentation as an opportunity to get feedback from your peers.





- A *final project* that represents the culmination of your research and revision as well as the development of your understanding of the topic/thesis.

## Statements and Resources

### Course Statements and Resources

**Academic Misconduct:** Plagiarism is the unauthorized use of the words or ideas of another person. It is a serious academic offense that can result in referral to the Committee on Academic Misconduct. Please remember that at no point during the writing process should the work of others be presented as your own. 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](#).

**Attendance:** I am always willing to make exceptions for circumstances comprising an excused absence. Excused absences will be granted to students who need to miss class or who are not able to participate or submit an assignment due to their physical or mental health, exposure to the coronavirus, care for people exposed to the coronavirus, personal emergencies, situations covered by Title IX, participation in athletic events, or any other reason who contact me to arrange for accommodation. More than three *unexcused* absences will result in the loss of 1/3 of a letter grade for each subsequent unexcused absence. It is your responsibility to contact me if you miss class or deadlines. Students requiring specific or long-term accommodation should seek support from appropriate university offices including but not limited to: Student Advocacy, Student Life Disability Services, and the Office of Institutional Equity.

**Content Warning:** At times throughout the semester, I may share some materials that might have some content that has the potential to upset you. I will make every effort to alert you to this by posting a content warning. My philosophy with content warnings is that we don't know each other's experiences and it's a good idea to give people a sense of what they're getting themselves into. When I post something with potentially upsetting content, I am not trying to exclude anyone. My hope in attaching a content warning is that you will still choose to engage with the material after mentally and emotionally preparing yourself. However, if you choose not to engage with that particular text, then I completely understand, and I won't hold it against you in any way. You and I can work together to find a substitute text that still fills the basic requirements of the reading/film/assignment.

**COVID Policy:** Ohio State continues to respond to changes in public health guidance. Ohio State's guidance on face masks was last updated April 19, 2022. Masks are optional in most settings on all Ohio State campuses, including general-purpose buildings, residence halls, dining facilities, classrooms, offices, the Ohio Union, and on public transportation. Masks are also optional outdoors. (Read guidance for individuals for specific circumstances) Masks are required

in clinical health care settings (including at the Wexner Medical Center), COVID-19 testing locations and childcare centers. Public events, such as those that take place at the Schottenstein Center and the Covelli Center, are mask optional, effective March 8, 2022. Read more on the [Safe and Healthy Buckeyes website](#).

**Course Readings:** For this course, you will need a copy of Lisa Ede's *The Academic Writer: A Brief Rhetoric* (5<sup>th</sup> ed.). You can find copies of this book at:

- [Barnes + Noble: The Ohio State University Book Store](#)
- [Macmillan Learning](#)
- [Vital Source](#) (eTextbook)
- [Half-Priced Books](#) (used copies)
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Additionally, you will need a copy of *Keywords for Disability Studies*, edited by Rachel Adams, Benjamin Reiss, and David Serlin. You can find copies of this book at:

- [Barnes + Noble: The Ohio State University Book Store](#)
- [NYU Press](#) (here, selected essays are open-access)
- [NYU Press](#) (to purchase the full book)
- [Half-Priced Books](#) (used copies)

All other readings will be made available via Carmen. To view and read comics, you will need to download a free comic book reader. I recommend Simple Comic, though you may choose another program you're more comfortable with.

- [Simple Comic for Mac](#)
- [Simple Comic for PC](#)

**Course Technologies:** This online course requires use of Carmen (Ohio State's learning management system), Microsoft Office, and other online communication and multimedia tools that will support streaming capabilities and comic reading.

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help> and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)



- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

If you need additional services to use these technologies, please request accommodations through me and/or through SLDS. Links to further accessibility information:

- [Carmen \(Canvas\) accessibility](#)
- [Kanopy accessibility](#)

#### University Resources and Statements

**Buckeye Food Alliance:** While the university does its part to ensure students who live on campus have a meal plan, some of those students still lack reliable access to affordable, nutritious food. Anyone with a BuckID can use the pantry, which is located at Lincoln Tower, Suite 150, 1800 Cannon Drive, Columbus, OH, 43210. You can contact the pantry at (614) 688-2508 and learn more at their website: <https://www.buckeyefoodalliance.org/>.

**Disability Statement:** 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; 098 Baker Hall, 113 W. 12th Avenue. In addition, if you have an undocumented disability, there is an open invitation to talk to me about how we can better accommodate your needs in the classroom. Sometimes there are barriers to acquiring official disability accommodations; I will do my best to accommodate you, regardless of official disability status.

**Land Acknowledgement:** The land that OSU was built on used to belong to the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. OSU

is on land ceded from the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. If we are ever to fix the mistakes of the past, and if we are ever to help restore the power of self-determination to these harmed populations, we need to acknowledge that some wrong has been done here. Knowing history gives us much needed context, and it can be the beginning of greater compassion and advocacy. I honor and respect the diverse Indigenous peoples connected to this territory on which we gather. To learn more, you can read [the English Department's webpage on Land Acknowledgements](#) and [Selena Mill's "What are Land Acknowledgements and Why Do They Matter?"](#) You can also use this [Native Land Map](#) to learn who occupied the land you now live on.

**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 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](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.

**Research Tutors:** If you need additional help with your research for this class, including finding articles, organizing your research, or citing your sources, you can visit the reference desk on the first floor of Thompson Library. You can also visit [libanswers.osu.edu](https://libanswers.osu.edu) and use the contact information there to call, email, or chat with a reference team member (please let them know you are taking English 3030).

**Student Advocacy Center** is committed to helping students navigate Ohio State's structure and to resolving issues that they encounter at the university. Its purpose is to empower students to overcome obstacles to their growth both inside and outside the classroom, and to help them maximize their educational experience. The SAC is open Monday-Friday from 8:00 AM – 5:00 pm. You can visit them in person at 001 Drackett Tower, call at (614) 292-1111, email [advocacy@osu.edu](mailto:advocacy@osu.edu), or visit their website: <https://advocacy.osu.edu/>.

**Student Legal Services:** Student Legal Services provides confidential, legal advice and representation for a wide range of legal issues that Ohio State students typically encounter. Their services are free and cover the following areas of law: civil matters, criminal and traffic, and immigration. They are located at 20 E. 11th Ave and can be reached by phone at 614-247-5853. Visit their website <https://studentlegal.osu.edu/> to schedule an appointment.

**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

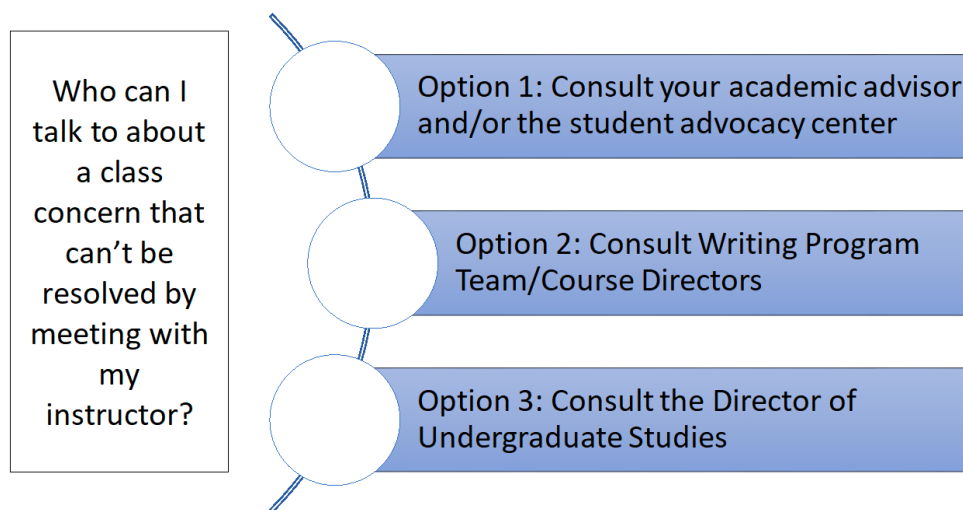
applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).

**Writing Center** offers free help with writing at any stage of the writing process for any member of the university community. During our sessions, consultants can work with you on anything from research papers to lab reports, from dissertations to résumés, from proposals to application materials. Appointments are available in-person at 4120 Smith Lab, as well as for online sessions. You may schedule an in-person or online appointment by visiting WOnline or by calling 614-688-4291. You do not have to bring in a piece of writing in order to schedule a writing center appointment. Many students report that some of their most productive sessions entail simply talking through ideas.

**Writing Program Student Concerns:** If possible, students should first consult their instructor with course-related concerns. However, students who would like to discuss their concerns with someone other than their instructor have 3 options:

1. Consult your [academic advisor](#) and/or the [student advocacy center](#).
2. Consult Writing Program Team/Course Directors. For ENG 3030, your contact is Dr. Beverly J. Moss ([moss.1@osu.edu](mailto:moss.1@osu.edu)).
3. Consult the Director of Undergraduate Studies, Dr. Elizabeth Hewitt ([hewitt.33@osu.edu](mailto:hewitt.33@osu.edu)).

## Writing Program Student Concerns



*[Image Description: "Writing Program Student Concerns" diagram. On the left is the question "Who can I talk to about a class concern that can't be resolved by meeting with my instructor?", and on the right there are 3 options: (1) academic advisor or student advocacy, (2) the writing program directors, or (3) the director of undergraduate studies.]*

**Younkin Success Center:** The Younkin Success Center is a hub for all kinds of services, such as the Dennis Learning Center (DLC), Career Counseling and Support Services, University Center for

the Advancement of Teaching (UCAT), Buckeye Careers, Student-Athlete Support Services Office (SASSO), and Counseling and Consultation Service (CCS). They also have free Tutoring Services, Veteran Tutoring Services, space reservations, commuter lockers, and student study spaces.

## Course Schedule

The following calendar includes required readings and viewings. I recommend you take notes while you read/watch so that you are prepared for class and study group discussions. Make sure that you are always consulting this course calendar in addition to your Carmen calendar. As instructor, I reserve the right to make minor adjustments to this schedule; if I do, I will notify you of any changes made.

### WEEK 1: INTRODUCING DISABILITY STUDIES + THINKING ANALYTICALLY

WEDNESDAY	<p>Reading Due:</p> <ul style="list-style-type: none"> <li>▪ <i>Writing Analytically: "The Analytical Frame of Mind"</i></li> <li>▪ <i>Keywords for Disability Studies: "Disability" + "Representation"</i></li> </ul> <p>Assignment Due:</p> <ul style="list-style-type: none"> <li>▪ Introductions Discussion Board</li> </ul>
FRIDAY	<p>Reading Due:</p> <ul style="list-style-type: none"> <li>▪ Comics (CHOOSE 1 CHARACTER) <ul style="list-style-type: none"> <li>○ Ben Grimm/The Thing: <i>The Fantastic Four</i>, Vol. 1, Is. 8 + 51</li> <li>○ Matt Murdock/Daredevil: <i>Daredevil</i>, Vol. 3, Is. 1 + 7</li> <li>○ Barbara Gordon/Oracle: <i>The Batman Chronicles</i>, Vol. 1, Is. 5 + <i>Birds of Prey</i>, Vol. 1, Is. 1</li> </ul> </li> </ul> <p>Assignment Due:</p> <ul style="list-style-type: none"> <li>▪ Journal 1</li> </ul>

### WEEK 2: READING RHETORICALLY + ANALYZING NARRATIVES OF INSPIRATION

WEDNESDAY	<p>Reading Due:</p> <ul style="list-style-type: none"> <li>▪ <i>The Academic Writer: "Reading Rhetorically"</i></li> <li>▪ <i>Keywords for Disability Studies: "Narrative" + "Normal"</i></li> </ul>
FRIDAY	<p>Viewing Due:</p> <ul style="list-style-type: none"> <li>▪ News Segment: WMAR-2 News, "Prom Queen with Down Syndrome is Breaking Down Barriers for People with Disabilities" (2016)</li> <li>▪ TED Talk: Stella Young, "I am Not Your Inspiration" (2014)</li> </ul> <p>Assignment Due:</p> <ul style="list-style-type: none"> <li>▪ Discussion Board 1</li> </ul>

### WEEK 3: CONTINUING TO READ RHETORICALLY + THE TROPES OF HOLLYWOOD

WEDNESDAY	Reading Due: <ul style="list-style-type: none"> <li>▪ <i>The Academic Writer</i>: “Reading Rhetorically”</li> <li>▪ <i>Keywords for Disability Studies</i>: “Identity” + “Race”</li> </ul> Assignment Due: <ul style="list-style-type: none"> <li>▪ Study Group Check-in 1: Charter Document</li> </ul>
FRIDAY	Viewing Due: <ul style="list-style-type: none"> <li>▪ Documentary: <i>Code of the Freaks</i> (2020)</li> </ul> Assignment Due: <ul style="list-style-type: none"> <li>▪ Discussion Board 2</li> </ul>

#### WEEK 4: CONDUCTING RESEARCH + DECODING MESSAGES IN MUSIC

WEDNESDAY	Reading Due: <ul style="list-style-type: none"> <li>▪ <i>The Academic Writer</i>: “Doing Research: Joining the Scholarly Conversation”</li> <li>▪ <i>Keywords for Disability Studies</i>: “Gender” + “Visuality”</li> </ul> Assignment Due: <ul style="list-style-type: none"> <li>▪ Journal 2</li> </ul>
FRIDAY	Viewing Due: <ul style="list-style-type: none"> <li>▪ Music Videos (CHOOSE 2)             <ul style="list-style-type: none"> <li>○ Ava Max, “Sweet but Psycho” (2020)</li> <li>○ Lionel Richie, “Hello” (1983)</li> <li>○ Sia, “Together” (2020)</li> <li>○ Metallica, “One” (1998)</li> </ul> </li> </ul> Assignment Due: <ul style="list-style-type: none"> <li>▪ Discussion Board 3</li> </ul>

#### WEEK 5: JUSTIFYING ARGUMENTS + OTHERING THE OUTCAST

WEDNESDAY	Reading Due: <ul style="list-style-type: none"> <li>▪ <i>The Academic Writer</i>: “Making and Supporting Claims”</li> <li>▪ <i>Keywords for Disability Studies</i>: “Aesthetics” + “Freak”</li> </ul> Assignment Due: <ul style="list-style-type: none"> <li>▪ Project Proposal</li> </ul>
FRIDAY	Viewing Due: <ul style="list-style-type: none"> <li>▪ Films (CHOOSE 1)             <ul style="list-style-type: none"> <li>○ <i>Joker</i> (2019)</li> <li>○ <i>Freaks</i> (1932)</li> </ul> </li> </ul> Assignment Due: <ul style="list-style-type: none"> <li>▪ Discussion Board 4</li> </ul>

#### WEEK 6: REFERENCING RESEARCH + CONSIDERING POSSIBILITY

WEDNESDAY	<p>Reading Due:</p> <ul style="list-style-type: none"> <li>▪ <i>The Academic Writer</i>: “Synthesizing, Writing, and Citing”</li> <li>▪ <i>Keywords for Disability Studies</i>: “Dependency” + “Eugenics”</li> </ul> <p>Assignment Due:</p> <ul style="list-style-type: none"> <li>▪ Journal 3</li> </ul>
FRIDAY	<p>Viewing Due:</p> <ul style="list-style-type: none"> <li>▪ Films (CHOOSE 1) <ul style="list-style-type: none"> <li>○ <i>Gattaca</i> (1997)</li> <li>○ <i>The Theory of Everything</i> (2014)</li> </ul> </li> </ul> <p>Assignment Due:</p> <ul style="list-style-type: none"> <li>▪ Discussion Board 5</li> </ul>

### WEEK 7: PERFORMING ACADEMIC ANALYSIS + INVISIBLE DISABILITY

WEDNESDAY	<p>Reading Due:</p> <ul style="list-style-type: none"> <li>▪ <i>The Academic Writer</i>: “Putting Theory into Practice: Academic Analysis in Action”</li> <li>▪ <i>Keywords for Disability Studies</i>: “Illness” + “Pain”</li> </ul> <p>Assignment Due:</p> <ul style="list-style-type: none"> <li>▪ Captioning</li> </ul>
FRIDAY	<p>Reading Due:</p> <ul style="list-style-type: none"> <li>▪ Short Stories (CHOOSE 2) <ul style="list-style-type: none"> <li>○ Eula Biss, “The Pain Scale” (2007)</li> <li>○ Joan Didion, “In Bed” (1979)</li> <li>○ Hillenbrand, “A Sudden Illness” (2003)</li> <li>○ Miserandino, “The Spoon Theory” (2003)</li> </ul> </li> </ul> <p>Assignment Due:</p> <ul style="list-style-type: none"> <li>▪ Discussion Board 6</li> </ul>

### WEEK 8: WRITING COLLABORATIVELY + ROMANTICIZING DISABILITY

WEDNESDAY	<p>Reading Due:</p> <ul style="list-style-type: none"> <li>▪ <i>Understanding Rhetoric</i>: “Issue 5: Composing Together”</li> <li>▪ <i>Keywords for Disability Studies</i>: “Medicalization” + “Passing”</li> </ul> <p>Assignment Due:</p> <ul style="list-style-type: none"> <li>▪ Study Group Check-in 2</li> </ul>
FRIDAY	<p>Reading Due:</p> <ul style="list-style-type: none"> <li>▪ Graphic Novel (CHOOSE 1) <ul style="list-style-type: none"> <li>○ Cece Bell, <i>El Deafo</i> (2014)</li> <li>○ Ellen Forney, <i>Marbles: Mania, Depression, Michelangelo, and Me</i> (2012)</li> </ul> </li> </ul> <p>Assignment Due:</p> <ul style="list-style-type: none"> <li>▪ Discussion Board 7</li> </ul>



**WEEK 9: PUTTING DISABILITY FRONT AND CENTER**

WEDNESDAY	Reading Due: <ul style="list-style-type: none"> <li>▪ <i>Keywords for Disability Studies: “Communication” + “Sexuality”</i></li> </ul> Assignment Due: <ul style="list-style-type: none"> <li>▪ Final Project Draft 1</li> </ul> In-Class Activity: <ul style="list-style-type: none"> <li>▪ Draft 1 Peer Review</li> </ul>
FRIDAY	Viewing Due: <ul style="list-style-type: none"> <li>▪ Music Videos (CHOOSE 2)             <ul style="list-style-type: none"> <li>○ Viktoria Modesta, “Prototype” (2016)</li> <li>○ BRÅVES, “Catch Me” (2017)</li> <li>○ Janelle Monáe feat. Big Boi, “Tightrope” (2012)</li> <li>○ Ariana Grande “7 rings”   ASL VERSION with Nyle DiMarco (2019)</li> </ul> </li> </ul> Assignment Due: <ul style="list-style-type: none"> <li>▪ Discussion Board 8</li> </ul>

**WEEK 10: MULTIMODAL COMPOSING + IMAGINED FUTURES**

WEDNESDAY	Reading Due: <ul style="list-style-type: none"> <li>▪ <i>The Academic Writer: “Strategies for Multimodal Composing”</i></li> <li>▪ <i>Keywords for Disability Studies: “Technology” + “Genetics”</i></li> </ul> Assignment Due: <ul style="list-style-type: none"> <li>▪ Accessibility Audit</li> </ul>
FRIDAY	Viewing Due: <ul style="list-style-type: none"> <li>▪ Documentary: <i>Fixed: The Science/Fiction of Human Enhancement</i> (2013)</li> </ul> Assignment Due: <ul style="list-style-type: none"> <li>▪ Discussion Board 9</li> </ul>

**WEEK 11: CONFERENCES**

WEDNESDAY	In-class activity: <ul style="list-style-type: none"> <li>▪ Student-Teacher Conferences</li> <li>▪ Image + Audio Descriptions</li> </ul>
FRIDAY	In-class activity: <ul style="list-style-type: none"> <li>▪ Student-Teacher Conferences</li> <li>▪ Image + Audio Descriptions</li> </ul>

**WEEK 12: PUBLISHING WRITING + DISABILITY AESTHETICS**

WEDNESDAY	Reading Due: <ul style="list-style-type: none"> <li>▪ <i>Understanding Rhetoric: “Issue 8: Going Public”</i></li> <li>▪ <i>Keywords for Disability Studies: “Performance” + “Stigma”</i></li> </ul> Assignment Due: <ul style="list-style-type: none"> <li>▪ Study Group Check-In 3</li> </ul>
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FRIDAY	Viewing Due: <ul style="list-style-type: none"> <li>▪ Documentary: <i>Sins Invalid: An unashamed look at sex, beauty and disability</i> (2013)</li> </ul> Assignment Due: <ul style="list-style-type: none"> <li>▪ Discussion Board 10</li> </ul>
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### WEEK 13: REVISION + NOTHING ABOUT US WITHOUT US

WEDNESDAY	Reading Due: <ul style="list-style-type: none"> <li>▪ <i>The Academic Writer: "Strategies for Revising, Editing, and Proofreading"</i></li> <li>▪ <i>Keywords for Disability Studies: "Ethics" + "Vulnerability"</i></li> </ul>
FRIDAY	Reading Due: <ul style="list-style-type: none"> <li>▪ Selected <i>Disability Visibility</i> (2020) Essays (CHOOSE 2):             <ul style="list-style-type: none"> <li>○ Diana Cejas, "Taking Charge of My Story as a Cancer Patient at the Hospital Where I Work"</li> <li>○ Haben Gima, "Guide Dogs Don't Lead Blind People. We Wander as One."</li> <li>○ Harriet McBryde Johnson, "Unspeakable Conversations"</li> <li>○ Liz Moore, "I'm Tired of Chasing a Cure"</li> <li>○ Jeremy Wood, "The Isolation of Being Deaf in Prison"</li> </ul> </li> </ul> Assignment Due: <ul style="list-style-type: none"> <li>▪ Journal 4</li> </ul>

### WEEK 14: PRESENTATIONS

WEDNESDAY	In-Class Activity: <ul style="list-style-type: none"> <li>▪ Presentations + Written Feedback</li> </ul>
FRIDAY	In-Class Activity: <ul style="list-style-type: none"> <li>▪ Presentations +Written Feedback</li> </ul>

### WEEK 15: DISABILITY JUSTICE + REVISITING THE SUPERCRIP

WEDNESDAY	Reading Due: <ul style="list-style-type: none"> <li>▪ <i>Keywords for Disability Studies: "Activism" + "Citizenship"</i></li> </ul> Assignment Due: <ul style="list-style-type: none"> <li>▪ Study Group Check-In 4</li> </ul>
FRIDAY	Reading Due: <ul style="list-style-type: none"> <li>▪ Comics (CHOOSE 1 STORY ARC)             <ul style="list-style-type: none"> <li>○ <i>Legends of the Dark Knight, Vol. 1, Is. 65, 66, 67, + 68</i></li> <li>○ <i>Daredevil, Vol. 2, Is. 9, 10, 11, 13, 14 + 15</i></li> </ul> </li> </ul> Assignment Due: <ul style="list-style-type: none"> <li>▪ Discussion Board 12</li> </ul>



**WEEK 16: REFLECTIONS ON A SEMESTER**

WEDNESDAY	Assignment Due: <ul style="list-style-type: none"><li>▪ Journal 5</li></ul>
FRIDAY	Assignment Due: <ul style="list-style-type: none"><li>▪ Final Paper</li></ul>

# GE Theme course submission worksheet: Health & Wellbeing

## Overview

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

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

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

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

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

*(enter text here)*

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

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

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

**Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
<b>ELO 1.1</b> Engage in critical and logical thinking.	
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
<b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.	
<b>ELO 2.2</b> Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	

## Goals and ELOs unique to Health & Wellbeing

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

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

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