

## Term Information

Effective Term Autumn 2024  
*Previous Value* *Spring 2024*

## Course Change Information

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

The course will be offered online, in addition to in-person.

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

On-line delivery will allow more students access to the course.

**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
Transcript Abbreviation	Writing Disability
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.
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
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

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## Prerequisites and Exclusions

<b>Prerequisites/Corequisites</b>	Completion of GE Foundation Writing and Information Literacy course
<b>Previous Value</b>	<i>Prereq: English 1110.xx, or GE foundation writing and info literacy course.</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

## 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></ul>
<b>Content Topic List</b>	<ul style="list-style-type: none"><li>• Disability, disability studies, disability visibility</li><li>• Health and well-being, bodies, health justice, health rights</li><li>• Rhetoric of wellness and disease, health and illness</li><li>• Personal narratives of disability</li><li>• Access and embodiment</li></ul>
<b>Sought Concurrence</b>	No

## Attachments

- ENGL2367\_06\_SampleSyllabus.docx: Syllabus In-person  
*(Syllabus. Owner: Hewitt, Elizabeth A)*
- 2367.06 Distance Approval Cover Sheet.pdf: DL Approval sheet  
*(Other Supporting Documentation. Owner: Hewitt, Elizabeth A)*
- 2367.06 Distance Learning Proposal Syllabus.docx: Syllabus DL  
*(Syllabus. Owner: Hewitt, Elizabeth A)*

**COURSE CHANGE REQUEST**  
2367.06 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
02/15/2024

**Comments**

- Please see feedback email sent 2/6/24. *(by Neff, Jennifer on 02/06/2024 01:34 PM)*
- The cover sheet has now been signed by Jeremie *(by Hewitt, Elizabeth A on 01/18/2024 11:04 AM)*
- The version of the DL approved approval sheet was not signed off by Jeremie Smith. The subcommittee will want to see the version as signed off by Jeremie with his comments. *(by Vankeerbergen, Bernadette Chantal on 01/17/2024 01:55 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Hewitt, Elizabeth A	01/12/2024 02:20 PM	Submitted for Approval
Approved	Hewitt, Elizabeth A	01/12/2024 02:23 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/17/2024 01:56 PM	College Approval
Submitted	Hewitt, Elizabeth A	01/18/2024 11:04 AM	Submitted for Approval
Approved	Hewitt, Elizabeth A	01/18/2024 11:05 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/18/2024 11:31 AM	College Approval
Revision Requested	Neff, Jennifer	02/06/2024 01:34 PM	ASCCAO Approval
Submitted	Hewitt, Elizabeth A	02/15/2024 03:31 PM	Submitted for Approval
Approved	Hewitt, Elizabeth A	02/15/2024 03:31 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/15/2024 03:45 PM	College Approval
Pending Approval	Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay	02/15/2024 03:45 PM	ASCCAO Approval



# Syllabus

## English 2367.06

Writing About Disability

Spring 2023

3 Credit Hours

Online (asynchronous)

## Course overview

### Instructor

- Beverly J. Moss
- Moss.1@osu.edu
- 614-292-6065
- Office Hours Tu/Th 2:30PM – 4:00PM ET or by appointment
  - TBD Zoom Link

**Note:** My preferred method of contact is email.

### 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 expected learning outcomes

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

- Analyze representations of disability in pop culture through genres such as music videos, film and television, comics, documentaries, short stories, and essays.
- Write academically at an advanced level about disability in relation to its historical and cultural contexts.
- Locate and identify relevant secondary source material, interrogate its credibility, and utilize it effectively in their own writing.

## General education (GEN) goals and expected learning outcomes

As part of the Theme: Health and Wellbeing category of the General Education curriculum, this course is designed to prepare students to be able to do the following:



- Successful students will analyze health and well-being at a more advanced and deeper level than in the Foundations component.
- Engage in critical and logical thinking about the topic or idea of health and well-being.
- Engage in an advanced, in-depth, scholarly exploration of the topic or idea of health and well-being.
- 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.
- Identify, describe and synthesize approaches or experiences as they apply to health and well-being.
- 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.
- 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.)
- Explore and analyze health and well-being from theoretical, socio-economic, scientific, historical, cultural, technological, policy and/or personal perspectives.
- Identify, reflect on, or apply strategies for promoting health and well-being.

## GEL (General Education Legacy) Goals and Learning Outcomes

English 2367.06 fulfills the university's general education legacy writing and communication and social diversity requirements. As stated below, English 2367.06 will engage students in reading, thinking, researching, and writing about issues related to representations of disability in the United States. You will be expected to demonstrate, in your writing and speaking, critical thinking by engaging in scholarly conversations about the course theme. Disability is an important axis of social diversity that often is undertheorized and rendered invisible in discussions of social diversity. However, with growing activist disability communities and



growing attention to the intersections of disability, race, gender, queerness, and other axes of difference, disability voices and issues are more prominent. The writing you do in the class will contribute to that prominence while fulfilling your GE writing and communication and social diversity requirement.

### **GE Writing and Communication-Level 2**

Goals: Students are skilled in written communication and expression, reading, critical thinking, oral expression, and visual expression.

Expected Learning Outcomes:

- - Through critical analysis, discussion, and writing, students demonstrate the ability to read carefully and express ideas effectively.
  - Students apply written, oral, and visual communication skills and conventions of academic discourse to the challenges of a specific discipline.
  - Students access and use information critically and analytically.

### **GE Diversity-Social Diversity in the United States**

Goals: Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

- - Students describe and evaluate the roles of such categories as race, gender and sexuality, disability, class, ethnicity, and religion in the pluralistic institutions and cultures of the United States.
  - Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

### **Learning Outcomes**



1. Rhetorical Knowledge
2. Critical Thinking, Reading, and Writing
3. Knowledge of Composing Processes
4. Knowledge of Conventions

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.

## How this online course works

### Mode of delivery

This course is considered an online, asynchronous class, meaning it is 100% online. There are no required sessions when you must be logged in to Carmen or Zoom at a scheduled time.

### Pace of online activities

The online nature of this course means that you will complete a variety of activities each week: Posting to discussion forums, taking online quizzes, viewing lectures online, and/or reading and responding to the textbook. Carmen serves as our course content site, providing you access to our syllabus, all course assignments, instructional videos, links to readings, and weekly checklists. Our Carmen site and course structure will be organized





in weekly modules, outlined on the schedule at the end of this syllabus. For more detailed information on and specific requirements for each week's materials and assignments, see the "Weekly Summary" pages at the top of each module.

## 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.

## Participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

### Participating in online activities

**Log in** at least three times per week. To engage adequately with the course material, be sure you are logging in to the course in Carmen several times each week to work your way through the weekly modules at a steady pace, including weeks with holidays or weeks with minimal online course activity. If you have a situation that might cause you to miss an entire week of class, discuss it with your instructor as soon as possible.

**Post to discussion forums** at least three times per week. As your participation grade, each week you can expect to post at least three times (preferably more) to our Carmen discussion boards as part of our substantive class discussion on the week's topics. The topics will change weekly, but your posts should average 150-200 words each and will be evaluated by: demonstrating familiarity with the course material; showing engagement, effort, and critical analysis in response to the



topic; and using appropriate academic writing conventions (citing sources, topic sentences for paragraphs, complete sentences, etc.). See deadlines in assignment descriptions below.

### **Office hours and live sessions (optional)**

All live, scheduled events for the course, including my office hours, are optional. Live presentations will be recorded and made available on Carmen. Office hour appointments will be schedule via Zoom on an individual, as-needed basis.

## **Course communication guidelines**

Because this course is online and asynchronous, your communication with your instructor and peers will be fully online. Reach out to me by email any time with questions about your grades, your assignments, the course in general, or any other questions or concerns that arise. We can schedule a Zoom meeting if you'd like to discuss anything in more detail. Respond to the weekly discussion boards with questions about that specific week's material or assignments. Respond to your peers' thoughts and questions about the course material via the weekly discussion board and introduce yourself to your peers or ask questions about non-course-related topics on the Q&A board.

### **Tone and civility**

Keep in mind that while our communication for this course is online, it is not anonymous, and all communications should adhere to our classroom's mutual respect policy. We are all tasked with building an atmosphere of learning that respects and appreciates the range of beliefs and identities that compromises our online classroom. While it is acceptable and expected that we may disagree with one another, all debate and discussion should be conducted in a civil and mutually respectful manner. This means: reading your peers' posts with consideration and care; expressing disagreements thoughtfully by anchoring your posts in the course material and avoiding aggressive



language; using “I” statements rather than “you” statements; and maintaining personal and professional confidentiality. I reserve the right to temporarily or permanently hide any discussion posts that violate this policy, at which time I will reach out to discuss the situation with you further.

## Writing style

As this is an advanced writing course, you should aim to adhere to the standards of academic writing in all your written assignments and communications. We will discuss what I mean by “academic writing” further in our first module, but some basic rules are: avoid “chatspeak”; write in complete sentences with appropriate punctuation; capitalize proper nouns and first words of sentences; italicize or put into quotation marks the titles of texts; and use appropriate citations for outside sources (as described below). Your writing style will factor into your grade for your discussion posts and formal written assignments.

## Citing your sources

As per the plagiarism policy implemented by the University, all work that is not your own should be cited. This includes direct quotations, partial quotations, quotations with their phrasing changed, ideas borrowed from or inspired by other works, etc. For your formal written assignments you will be asked to provide an MLA- or APA-formatted Works Cited page and use appropriate in-text citations. For your discussion posts, if using one of our course texts provide the author name and page number as an in-text citation, and if using an outside text provide the author name and page number as an in-text citation AND include a link to the source (if online) or complete bibliographic information for the source (if in print). We’ll discuss MLA citation styles and in-text citations more in our first module.

## Protecting and saving your work



Though the majority of your writing will be posted to Carmen, consider writing out your work first in another word processing tool, like Word. That way you can save incomplete work in the event that you lose internet connection or accidentally refresh a webpage, and you have access to more complex spelling and grammar checkers than the typical webpage provides.

## Course materials and technologies

### Textbooks

#### Required

1. 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)
2. *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)
3. All other readings will be made available via Carmen.

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

- Self-Service and Chat support: [it.osu.edu/help](https://it.osu.edu/help)
- Phone: 614-688-4357(HELP)
- Email: [8help@osu.edu](mailto:8help@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))

### Required Equipment

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

### Required software

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

### How your grade is calculated

Assignment Category	Points and/or Percentage
Discussion Posts	20%
Composing Accessibility Project	15%
Final Project: Proposal	15%
Final Project: Draft	5%



Assignment Category	Points and/or Percentage
Final Project: Peer Review of Draft	10%
Final Project: Presentation of Research	10%
Final Project: Final Draft	25%
<b>Total</b>	<b>100%</b>

## Description of major course assignments

See Carmen for more detailed assignment descriptions, templates, and other resources.

### Discussion Posts (20%)

- **Description:** Each week, post at least three times to our Carmen discussion boards as part of our substantive class discussion on the week's topics. The topics will change weekly, but your posts should average 150-200 words each and will be evaluated by: demonstrating familiarity with the course material; showing engagement, effort, and critical analysis in response to the topic; and using appropriate academic writing conventions (citing sources, topic sentences for paragraphs, complete sentences, etc.). Your posts for each week should include at least one original post and one reply to a peer. Your original post is due each Monday no later than 9 a.m., and your reply to a classmate's post should be posted no later than each Wednesday by 11:59 a.m. Your third weekly post can be an



original post or reply to another classmate's post and should be posted on Wednesdays by 11:59 a.m.

- **Academic integrity and collaboration guidelines:** Though discussion posts are less formal than your other writing assignments for this course, you will still be expected to adhere to the citation guidelines for the course (above) and to generate your own original content. Even when responding to or agreeing with peers, do not simply copy or repeat their ideas, but continue the conversation by adding your own ideas or opinions and credit their ideas when you reference or build off them.

### Composing Accessibility Project (15%)

- **Description:** 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. This will involve captioning a 5-10 minute video of your choosing with subtitles and writing an audio/image description for the video. You will then select an app or website and write a 1 page accessibility audit, describing the ways it is and is not appropriately accessible for a range of disabilities. After these activities you will write a 2-3 page reflection paper on what you considered and prioritized while undertaking these tasks, what choices you made and why, and what difficulties you encountered.
- **Academic integrity and collaboration guidelines:** This project will be individual and should not be completed in collaboration with any peers. All work should be original without consulting outside sources. If your reflection paper makes use of the theories discussed in our course materials, cite them according to MLA style guides. Your reflection paper will go through Carmen's plagiarism checker upon submission.

### Final Project: Proposal (15%)





- **Description:** As the first step of your final project you will complete a 3 page proposal outlining the topic you plan to consider and how you would like to approach it. You will also annotate at least 4 sources you are considering using for your final project. With my feedback and approval, you will move from your proposal to drafting your final project.
- **Academic integrity and collaboration guidelines:** This project will be individual and should not be completed in collaboration with any peers. Use of outside sources should adhere to the course citation guidelines (above). Your proposal will go through Carmen's plagiarism checker upon submission.

### Final Project: Draft (5%)

- **Description:** As part of our course's focus on revision, you will submit a draft of your final project to review on your own, with me, and with your peers. While your draft does not have to be (and should not be) the final version of your project, it should demonstrate significant effort towards researching and composing a complete project. After submitting your draft, you will attend a one-on-one conference with me at a time of your choosing to discuss your project.
- **Academic integrity and collaboration guidelines:** This project will be individual and should not be completed in collaboration with any peers. Use of outside sources should adhere to the course citation guidelines (above). Be prepared to have your draft shared with your peers as part of the following week's peer review assignment. Any written elements of your draft will go through Carmen's plagiarism checker upon submission.

### Final Project: Peer Review of Draft (10%)

- **Description:** You will read and respond to two of your peers' drafts of their final project. Your response should provide



substantive feedback with both positive and critical comments, giving your peer ways to improve and suggestions for further research. Your response should total at least 300 words. I will assign peer groups of three (so that each writer receives feedback from multiple readers); you will respond to the two writers in your peer group, and they will respond to your draft.

- **Academic integrity and collaboration guidelines:** While you are responding to your peers, you are tasked with confidentiality. Do not share your peers' work or ideas with others or use them in your own work without crediting your peer. Your response to your peer should be your original work, not in collaboration with anyone else or using any outside sources.

### Final Project: Presentation of Research (10%)

- **Description:** You will post a 5-minute presentation of your research for your final project to the Presentation Discussion Board. Your presentation should concisely summarize your work so far, what your plans are for your final project, and any questions you have about how you should move forward. Your presentation should include a visual element like a PowerPoint and a voiceover of some kind. Make sure links to your projects are accessible by your peers. You will also be responsible for viewing your peers' presentations and responding to at least 4 of them with substantive comments and/or answers to their questions.
- **Academic integrity and collaboration guidelines:** This project will be individual and should not be completed in collaboration with any peers. Use of outside sources should adhere to the course citation guidelines (above).

### Final Project: Final Draft (25%)



- **Description:** 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. The final project should be 7-10 pages of academic writing or a multimodal project of equivalent substantive work.
- **Academic integrity and collaboration guidelines:** This project will be individual and should not be completed in collaboration with any peers outside of your discussions with them during the peer review process. Use of outside sources should adhere to the course citation guidelines (above). Any written elements of your project will go through Carmen's plagiarism checker upon submission.

## Late assignments

Assignments should be posted to Carmen by the listed due day and time. You are responsible for checking your submission and making sure it has properly uploaded and is accessible. Late work will result in a drop of one full letter grade (for example, from B to C or A- to B-) for that assignment for each full day late. If for any reason you see yourself unable to meet a deadline, contact me at least 24 hours in advance (except in the case of emergencies), and I will work with you to get your work completed once you're able.

## Grading Scale

- 93-100: A
- 90-92: A-
- 87-89: B+
- 83-86: B
- 80-82: B-



- 77-79: C+
- 73-76: C
- 70-72: C–
- 67-69: D+
- 60-66: D
- Under 60: E

## **Instructor feedback and response time**

Every written assignment you submit (with the exception of your discussion posts) will receive extensive feedback via Carmen. The goal of my feedback is to help you improve, not criticize you or make you feel you've done poorly. I will never take points off for things that are not included in the resources on Carmen, the course books, or my feedback on your previous work. With that said, if I have to leave the same comment on more than one of your assignments, I will take more points off each time. Look for both annotated feedback within your document and general comments in the comment box. You will receive a percentage grade out of 100% for each assignment.

### **Grading and feedback**

For every assignment in this course, you can expect your grade and feedback within 7 business days. Shorter assignments like your proposal and presentation will get feedback within 3 business days, while longer assignments like your final draft of your final project will take the full 7.

### **Preferred contact method**

If you have any questions or concerns about your grades or any comments left on your work, please reach out to me via email. You can expect to hear back within 1 business day.

## **Academic 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.

## **Religious accommodation statement**

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief. Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

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

## **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; 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## Course Schedule

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

Week	Date	Topics/Readings/Assignments	Assessments Due
1	August 22 <sup>nd</sup> – 25 <sup>th</sup>	<p>INTRODUCING DISABILITY STUDIES + THINKING ANALYTICALLY</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>▪ The Syllabus</li> <li>▪ “Module 1” on Carmen</li> <li>▪ <i>Writing Analytically</i>: “The Analytical Frame of Mind”</li> <li>▪ <i>Keywords for Disability Studies</i>: “Disability” + “Representation”</li> <li>▪ Comics: Choose one of the following <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> </ul> </li> </ul>	<p>Weekly Discussion Posts <b>Mondays (original post) and Wednesdays (responses) each week</b></p>



Week	Date	Topics/Readings/Assignments	Assessments Due
		<ul style="list-style-type: none"><li>◦ Barbara Gordon/Oracle: <i>The Batman Chronicles</i>, Vol. 1, Is. 5 + <i>Birds of Prey</i>, Vol. 1, Is. 1</li></ul>	
2	August 28 <sup>th</sup> – September 1 <sup>st</sup>	<p>READING RHETORICALLY + ANALYZING NARRATIVES OF INSPIRATION</p> <p>Readings:</p> <ul style="list-style-type: none"><li>▪ “Module 2” on Carmen</li><li>▪ <i>The Academic Writer</i>: “Reading Rhetorically”</li><li>▪ <i>Keywords for Disability Studies</i>: “Narrative” + “Normal”</li></ul> <p>Viewings:</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>	Weekly Discussion Posts



Week	Date	Topics/Readings/Assignments	Assessments Due
3	September 4 <sup>th</sup> – 8 <sup>th</sup>	<p>CONTINUING TO READ RHETORICALLY + THE TROPES OF HOLLYWOOD</p> <p>Readings:</p> <ul style="list-style-type: none"><li>▪ “Module 3” on Carmen</li><li>▪ <i>The Academic Writer</i>: “Reading Rhetorically”</li><li>▪ <i>Keywords for Disability Studies</i>: “Identity” + “Race”</li></ul> <p>Viewings:</p> <ul style="list-style-type: none"><li>▪ Documentary: <i>Code of the Freaks</i> (2020)</li></ul>	Weekly Discussion Posts
4	September 11 <sup>th</sup> – 15 <sup>th</sup>	<p>CONDUCTING RESEARCH + DECODING MESSAGES IN MUSIC</p> <p>Readings:</p> <ul style="list-style-type: none"><li>▪ “Module 4” on Carmen</li><li>▪ <i>The Academic Writer</i>: “Doing Research: Joining the Scholarly Conversation”</li><li>▪ <i>Keywords for Disability Studies</i>: “Gender” + “Visuality”</li></ul>	Weekly Discussion Posts  Composing Accessibility Project due Friday 11:59PM ET



Week	Date	Topics/Readings/Assignments	Assessments Due
		<p>Viewings:</p> <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>	
5	September 18 <sup>th</sup> – 22 <sup>nd</sup>	<p>JUSTIFYING ARGUMENTS + OTHERING THE OUTCAST</p> <p>Readings:</p> <ul style="list-style-type: none"><li>▪ “Module 5” on Carmen</li><li>▪ <i>The Academic Writer</i>: “Making and Supporting Claims”</li><li>▪ <i>Keywords for Disability Studies</i>: “Aesthetics” + “Freak”</li></ul> <p>Viewings:</p> <ul style="list-style-type: none"><li>▪ <i>Joker</i> (2019)</li><li>▪ <i>Freaks</i> (1932)</li></ul>	Weekly Discussion Posts
6	September 25 <sup>th</sup> – 29 <sup>th</sup>	<p>REFERENCING RESEARCH + CONSIDERING POSSIBILITY</p> <p>Readings:</p> <ul style="list-style-type: none"><li>▪ “Module 6” on Carmen</li></ul>	Weekly Discussion Posts  Final Project: Proposal due Friday 11:59PM ET



Week	Date	Topics/Readings/Assignments	Assessments Due
		<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> Viewings: <ul style="list-style-type: none"><li>▪ Gattaca (1997)</li><li>▪ The Theory of Everything (2014)</li></ul>	
7	October 2 <sup>nd</sup> – 6 <sup>th</sup>	PERFORMING ACADEMIC ANALYSIS + INVISIBLE DISABILITY  Readings: <ul style="list-style-type: none"><li>▪ “Module 7” on Carmen</li><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><li>▪ Eula Biss, “The Pain Scale” (2007)</li><li>▪ Joan Didion, “In Bed” (1979)</li></ul>	Weekly Discussion Posts



Week	Date	Topics/Readings/Assignments	Assessments Due
		<ul style="list-style-type: none"><li>▪ Hillenbrand, "A Sudden Illness" (2003)</li><li>▪ Miserandino, "The Spoon Theory" (2003)</li></ul>	
8	October 9 <sup>th</sup> – 13 <sup>th</sup>	<p>WRITING COLLABORATIVELY + ROMANTICIZING DISABILITY</p> <p>Readings:</p> <ul style="list-style-type: none"><li>▪ "Module 8" on Carmen</li><li>▪ <i>Understanding Rhetoric: "Issue 5: Composing Together"</i></li><li>▪ <i>Keywords for Disability Studies: "Medicalization" + "Passing"</i></li><li>▪ Cece Bell, <i>El Deafo</i> (2014)</li><li>▪ Ellen Forney, <i>Marbles: Mania, Depression, Michelangelo, and Me</i> (2012)</li></ul>	Weekly Discussion Posts



Week	Date	Topics/Readings/Assignments	Assessments Due
9	October 16 <sup>th</sup> – 20 <sup>th</sup>	<p>PUTTING DISABILITY FRONT AND CENTER</p> <p>Readings:</p> <ul style="list-style-type: none"><li>▪ “Module 9” on Carmen</li><li>▪ <i>Keywords for Disability Studies</i>: “Communication” + “Sexuality”</li></ul> <p>Viewings:</p> <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>	Weekly Discussion Posts
10	October 23 <sup>rd</sup> – 27 <sup>th</sup>	<p>MULTIMODAL COMPOSING + IMAGINED FUTURES</p> <p>Readings:</p> <ul style="list-style-type: none"><li>▪ “Module 10” on Carmen</li><li>▪ <i>The Academic Writer</i>: “Strategies for Multimodal Composing”</li></ul>	Weekly Discussion Posts  Final Project: Draft due Friday 11:59PM ET



Week	Date	Topics/Readings/Assignments	Assessments Due
		<ul style="list-style-type: none"> <li>▪ <i>Keywords for Disability Studies: “Technology” + “Genetics”</i></li> </ul> <p>Viewings:</p> <ul style="list-style-type: none"> <li>▪ Documentary: <i>Fixed: The Science/Fiction of Human Enhancement</i> (2013)</li> </ul>	
11	October 30 <sup>th</sup> – November 3 <sup>rd</sup>	<p>CONFERENCES</p> <p>In lieu of other activities this week, we will meet one-on-one to discuss your progress on the final project. I will have sign-up times available throughout the week.</p>	<p>Preparation for our conference</p> <p>Final Project: Peer Review of Draft due Friday 11:59PM ET</p>
12	November 6 <sup>th</sup> – 10 <sup>th</sup>	<p>PUBLISHING WRITING + DISABILITY AESTHETICS</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>▪ “Module 12” on Carmen</li> <li>▪ <i>Understanding Rhetoric: “Issue 8: Going Public”</i></li> <li>▪ <i>Keywords for Disability Studies: “Performance” + “Stigma”</i></li> </ul> <p>Viewings:</p>	<p>Weekly Discussion Posts</p>





Week	Date	Topics/Readings/Assignments	Assessments Due
		<ul style="list-style-type: none"><li>▪ Documentary: <i>Sins Invalid: An unashamed look at sex, beauty and disability</i> (2013)</li></ul>	
13	November 13 <sup>th</sup> – 17 <sup>th</sup>  No class next week: Fall Break	REVISION + NOTHING ABOUT US WITHOUT US  Readings: <ul style="list-style-type: none"><li>▪ “Module 13” on Carmen</li><li>▪ <i>The Academic Writer</i>: “Strategies for Revising, Editing, and Proofreading”</li><li>▪ <i>Keywords for Disability Studies</i>: “Ethics” + “Vulnerability”</li><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></ul>	Weekly Discussion Posts



Week	Date	Topics/Readings/Assignments	Assessments Due
		<ul style="list-style-type: none"><li>▪ Jeremy Wood, “The Isolation of Being Deaf in Prison”</li></ul>	
14	November 27 <sup>th</sup> – December 1 <sup>st</sup>	<p>PRESENTATIONS</p> <p>In lieu of other activities this week, you will view your peers’ presentations and give a brief response to at least four of them.</p>	Final Project: Presentation of Research
15	December 4 <sup>th</sup> – 8 <sup>th</sup>	<p>DISABILITY JUSTICE + REVISITING THE SUPERCRIP</p> <p>Readings:</p> <ul style="list-style-type: none"><li>▪ “Module 15” on Carmen</li><li>▪ <i>Keywords for Disability Studies</i>: “Activism” + “Citizenship”</li><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>	Weekly Discussion Posts  Discursive Evaluations



Week	Date	Topics/Readings/Assignments	Assessments Due
Finals	December 10 <sup>th</sup>		Final Project: Final Draft

# 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)
- 

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

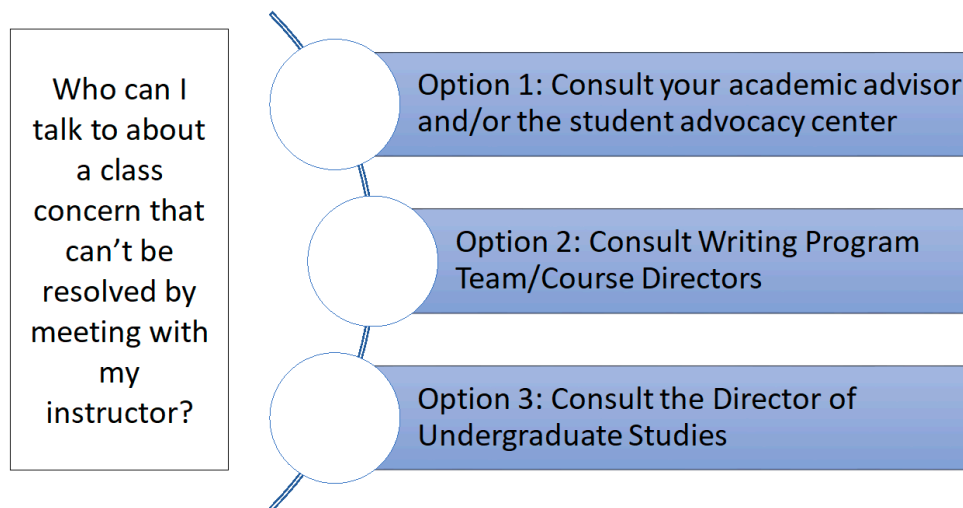
applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).

**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	<p>Reading Due:</p> <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> <p>Assignment Due:</p> <ul style="list-style-type: none"> <li>▪ Study Group Check-in 1: Charter Document</li> </ul>
FRIDAY	<p>Viewing Due:</p> <ul style="list-style-type: none"> <li>▪ Documentary: <i>Code of the Freaks</i> (2020)</li> </ul> <p>Assignment Due:</p> <ul style="list-style-type: none"> <li>▪ Discussion Board 2</li> </ul>

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

WEDNESDAY	<p>Reading Due:</p> <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> <p>Assignment Due:</p> <ul style="list-style-type: none"> <li>▪ Journal 2</li> </ul>
FRIDAY	<p>Viewing Due:</p> <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> <p>Assignment Due:</p> <ul style="list-style-type: none"> <li>▪ Discussion Board 3</li> </ul>

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

WEDNESDAY	<p>Reading Due:</p> <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> <p>Assignment Due:</p> <ul style="list-style-type: none"> <li>▪ Project Proposal</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>Joker</i> (2019)</li> <li>○ <i>Freaks</i> (1932)</li> </ul> </li> </ul> <p>Assignment Due:</p> <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>

# Distance Approval Cover Sheet

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

Course Number and Title:

### Carmen Use

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

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

If no, why not?

### Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

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

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

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

Additional comments (optional):

### Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

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

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

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



- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

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

## **Delivery Well-Suited to DL/DH Environment**

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

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

Additional technology comments (optional):

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

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

## Workload Estimation

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

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

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

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

## Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

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

Additional comments (optional):

## Academic Integrity

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

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

## Frequent, Varied Assignments/Assessments

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

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

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

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

## Community Building

For more information: [Student Interaction Online](#).

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

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

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

## Transparency and Metacognitive Explanations

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

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

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



- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

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

## **Additional Considerations**

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

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Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

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