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

Prerequisites and Exclusions

Prerequisites/Corequisites   Completion of GE Foundation Writing and Information Literacy course
Previous Value   *Prereq: English 1110.xx, or GE foundation writing and info literacy course.*
Exclusions
Electronically Enforced   Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code   23.0101
Subsidy Level   Baccalaureate Course
Intended Rank   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

Course goals or learning objectives/outcomes
- 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.

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

Sought Concurrence   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)

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:

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

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

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

-
  o 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.
  o 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), 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* (5th 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, and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 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)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required Equipment

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

Required software

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

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are

able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- 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%
Total	**100%**

Description of major course assignments

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

Discussion Posts (20%)

- o **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

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

- o **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%)

- o **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.

- o **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. <mark>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.</mark>

- o **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%)

- o **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.

- o **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%)

- o **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.

- o **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)
- Ten Suggestions for Preserving Academic Integrity (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

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head f for assistance.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Civil Rights Compliance Office. (Policy: Religious Holidays, Holy Days and Observances)

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Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

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Accessibility accommodations for students with disabilities

Requesting accommodations

Tuniversity strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Course Schedule

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

Week	Date	Topics/Readings/Assignments	Assessments Due
1	August 22nd – 25th	**INTRODUCING DISABILITY STUDIES + THINKING ANALYTICALLY** Readings: ▪ The Syllabus ▪ "Module 1" on Carmen ▪ *Writing Analytically:* "The Analytical Frame of Mind" ▪ *Keywords for Disability Studies:* "Disability" + "Representation" ▪ Comics: Choose one of the following ◦ Ben Grimm/The Thing: *The Fantastic Four,* Vol. 1, Is. 8 + 51 ◦ Matt Murdock/Daredevil: *Daredevil,* Vol. 3, Is. 1 + 7	Weekly Discussion Posts Mondays (original post) and Wednesdays (responses) each week

Week	Date	Topics/Readings/Assignments	Assessments Due
		○ Barbara Gordon/Oracle*: The Batman Chronicles,* Vol. 1, Is. 5 + *Birds of Prey,* Vol. 1, Is. 1	
2	August 28th – September 1st	READING RHETORICALLY + ANALYZING NARRATIVES OF INSPIRATION Readings: ▪ "Module 2" on Carmen ▪ *The Academic Writer:* "Reading Rhetorically" ▪ *Keywords for Disability Studies:* "Narrative" + "Normal" Viewings: ▪ News Segment: WMAR-2 News, "Prom Queen with Down Syndrome is Breaking Down Barriers for People with Disabilities" (2016) ▪ TED Talk: Stella Young, "I am Not Your Inspiration" (2014)	Weekly Discussion Posts

Week	Date	Topics/Readings/Assignments	Assessments Due
3	September 4th – 8th	**CONTINUING TO READ RHETORICALLY + THE TROPES OF HOLLYWOOD** Readings: ▪ "Module 3" on Carmen ▪ *The Academic Writer:* "Reading Rhetorically" ▪ *Keywords for Disability Studies:* "Identity" + "Race" Viewings: ▪ Documentary: *Code of the Freaks* (2020)	Weekly Discussion Posts
4	September 11th – 15th	**CONDUCTING RESEARCH + DECODING MESSAGES IN MUSIC** Readings: ▪ "Module 4" on Carmen ▪ *The Academic Writer:* "Doing Research: Joining the Scholarly Conversation" ▪ *Keywords for Disability Studies:* "Gender" + "Visuality"	Weekly Discussion Posts Composing Accessibility Project due Friday 11:59PM ET

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Week	Date	Topics/Readings/Assignments	Assessments Due
		Viewings: ◦ Ava Max, "Sweet but Psycho" (2020) ◦ Lionel Richie, "Hello" (1983) ◦ Sia, "Together" (2020) ◦ Metallica, "One" (1998)	
5	September 18th – 22nd	JUSTIFYING ARGUMENTS + OTHERING THE OUTCAST Readings: ▪ "Module 5" on Carmen ▪ *The Academic Writer:* "Making and Supporting Claims" ▪ *Keywords for Disability Studies:* "Aesthetics" + "Freak" Viewings: ▪ *Joker* (2019) ▪ *Freaks* (1932)	Weekly Discussion Posts
6	September 25th – 29th	REFERENCING RESEARCH + CONSIDERING POSSIBILITY Readings: ▪ "Module 6" on Carmen	Weekly Discussion Posts Final Project: Proposal due Friday 11:59PM ET

Week	Date	Topics/Readings/Assignments	Assessments Due
		▪ *The Academic Writer:* "Synthesizing, Writing, and Citing" ▪ *Keywords for Disability Studies:* "Dependency" + "Eugenics" Viewings: ▪ Gattaca (1997) ▪ The Theory of Everything (2014)	
7	October 2nd – 6th	PERFORMING ACADEMIC ANALYSIS + INVISIBLE DISABILITY Readings: ▪ "Module 7" on Carmen ▪ *The Academic Writer:* "Putting Theory into Practice: Academic Analysis in Action" ▪ *Keywords for Disability Studies*: "Illness" + "Pain" ▪ Eula Biss, "The Pain Scale" (2007) ▪ Joan Didion, "In Bed" (1979)	Weekly Discussion Posts

Week	Date	Topics/Readings/Assignments	Assessments Due
		▪ Hillenbrand, "A Sudden Illness" (2003) ▪ Miserandino, "The Spoon Theory" (2003)	
8	October 9th – 13th	WRITING COLLABORATIVELY + ROMANTICIZING DISABILITY Readings: ▪ "Module 8" on Carmen ▪ *Understanding Rhetoric:* "Issue 5: Composing Together" ▪ *Keywords for Disability Studies:* "Medicalization" + "Passing" ▪ Cece Bell, *El Deafo* (2014) ▪ Ellen Forney, *Marbles: Mania, Depression, Michelangelo, and Me* (2012)	Weekly Discussion Posts

Week	Date	Topics/Readings/Assignments	Assessments Due
9	October 16th – 20th	PUTTING DISABILITY FRONT AND CENTER Readings: ▪ "Module 9" on Carmen ▪ *Keywords for Disability Studies:* "Communication" + "Sexuality" Viewings: ▪ Viktoria Modesta, "Prototype" (2016) ▪ BRÅVES, "Catch Me" (2017) ▪ Janelle Monáe feat. Big Boi, "Tightrope" (2012) ▪ Ariana Grande "7 rings" | ASL VERSION with Nyle DiMarco (2019)	Weekly Discussion Posts
10	October 23rd – 27th	MULTIMODAL COMPOSING + IMAGINED FUTURES Readings: ▪ "Module 10" on Carmen ▪ *The Academic Writer:* "Strategies for Multimodal Composing"	Weekly Discussion Posts Final Project: Draft due Friday 11:59PM ET

Week	Date	Topics/Readings/Assignments	Assessments Due
		▪ *Keywords for Disability Studies:* "Technology" + "Genetics" Viewings: ▪ Documentary: *Fixed: The Science/Fiction of Human Enhancement* (2013)	
11	October 30th – November 3rd	CONFERENCES 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.	Preparation for our conference Final Project: Peer Review of Draft due Friday 11:59PM ET
12	November 6th – 10th	PUBLISHING WRITING + DISABILITY AESTHETICS Readings: ▪ "Module 12" on Carmen ▪ *Understanding Rhetoric:* "Issue 8: Going Public" ▪ *Keywords for Disability Studies:* "Performance" + "Stigma" Viewings:	Weekly Discussion Posts

Week	Date	Topics/Readings/Assignments	Assessments Due
		▪ Documentary: *Sins Invalid: An unashamed look at sex, beauty and disability (*2013)	
13	November 13th – 17th No class next week: Fall Break	REVISION + NOTHING ABOUT US WITHOUT US Readings: ▪ "Module 13" on Carmen ▪ *The Academic Writer:* "Strategies for Revising, Editing, and Proofreading" ▪ *Keywords for Disability Studies:* "Ethics" + "Vulnerability" ▪ Diana Cejas. "Taking Charge of My Story as a Cancer Patient at the Hospital Where I Work" ▪ Haben Gima, "Guide Dogs Don't Lead Blind People. We Wander as One." ▪ Harriet McBryde Johnson, "Unspeakable Conversations" ▪ Liz Moore, "I'm Tired of Chasing a Cure"	Weekly Discussion Posts

Week	Date	Topics/Readings/Assignments	Assessments Due
		▪ Jeremy Wood, "The Isolation of Being Deaf in Prison"	
14	November 27th – December 1st	PRESENTATIONS In lieu of other activities this week, you will view your peers' presentations and give a brief response to at least four of them.	Final Project: Presentation of Research
15	December 4th – 8th	DISABILITY JUSTICE + REVISITING THE SUPERCRIP Readings: ▪ "Module 15" on Carmen ▪ *Keywords for Disability Studies*: "Activism" + "Citizenship" ▪ *Legends of the Dark Knight, Vol. 1, Is. 65, 66, 67, + 68* ▪ *Daredevil*, Vol. 2, Is. 9, 10, 11, 13, 14 + 15	Weekly Discussion Posts Discursive Evaluations

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

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 an 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.

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☐ 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):

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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.

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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.

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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.

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☐ Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.

☐ Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.

☐ Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.

☐ Opportunities for students to provide feedback on the course.

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

Additional Considerations

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

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

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

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