Term Information

Effective Term	Spring 2025
Previous Value	*Spring 2024*

Course Change Information

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

Request to create online version of existing course.

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

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

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

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

NA

Is approval of the requrest 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	3000
Course Title	Writing for Social Change
Transcript Abbreviation	Writing SocChange
Course Description	In this course we will use academic writing and research practices across various forms of media to investigate the role of citizenship historically and currently, exploring the ways that we as citizens can work towards a more just and diverse society. We will develop a definition of citizenship that emphasizes a citizen's relationship to their local, national, and global environments.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Previous Value	*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   Prereq: 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, Junior, Senior

Requirement/Elective Designation

General Education course:
    Citizenship for a Diverse and Just World

Course Details

Course goals or learning objectives/outcomes
- Identify features of effective communication for social change and diversity. Describe key features of citizenship in social movements and social change.Define the rhetorical strategies used by activists.

Content Topic List
- • Citizenship
  - Rhetoric
  - Writing
  - Diversity, Equity, Inclusion
  - Social Change
  - Social Protest

Sought Concurrence   No

Attachments

- ENGL 3000- Model Weekly Overview for DL Approval.pdf

  (Other Supporting Documentation. Owner: Ramsey,Mary Katherine)

- English 3000 Syllabus and Schedule Spring 2024.docx (1).pdf

  (Syllabus. Owner: Ramsey,Mary Katherine)

- Revised English 3000 Syllabus and Schedule for DL Approval.pdf

  (Syllabus. Owner: Ramsey,Mary Katherine)

- Signed English 3000 DL Cover Sheet.pdf

  (Other Supporting Documentation. Owner: Ramsey,Mary Katherine)

- FINAL DL SYLLABUS_English 3000.docx: Syllabus (8/28/2024)

  (Syllabus. Owner: Hewitt,Elizabeth A)

- FINAL_ModelWeeklyOverview_ENGL 3000.docx: Weekly Overview (8/28/2024)

  (Other Supporting Documentation. Owner: Hewitt,Elizabeth A)

Comments

- Hi Michael, I can't delete the files, but I have uploaded the updated versions of the syllabus and Weekly Overview. If it's possible to ignore the others that would be lovely. The course has been approved by Jeremie and the uploaded coversheet is there. *(by Hewitt,Elizabeth A on 08/28/2024 12:33 PM)*

- Hi MaryKatherine,

  I was going through the syllabi provided and I am not entirely sure which syllabus is the one meant for review. It seems that, perhaps, the one labeled "revised" is the original syllabus provided for review? However, the other syllabus is labeled as for SP2024, which leads me to believe that this syllabus is the older one? Please clarify which syllabus we should be reviewing and remove any older documents.

  Thank you!

  Michael *(by Hilty,Michael on 08/28/2024 11:19 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Ramsey,Mary Katherine	03/04/2024 01:51 PM	Submitted for Approval
Approved	Hewitt,Elizabeth A	03/04/2024 07:00 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	03/07/2024 12:57 PM	College Approval
Revision Requested	Hilty,Michael	04/02/2024 04:32 PM	ASCCAO Approval
Submitted	Ramsey,Mary Katherine	04/03/2024 10:03 AM	Submitted for Approval
Approved	Hewitt,Elizabeth A	08/27/2024 11:51 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/27/2024 05:40 PM	College Approval
Revision Requested	Hilty,Michael	08/28/2024 11:19 AM	ASCCAO Approval
Submitted	Hewitt,Elizabeth A	08/28/2024 12:33 PM	Submitted for Approval
Approved	Hewitt,Elizabeth A	08/28/2024 12:33 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/29/2024 09:38 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/29/2024 09:38 AM	ASCCAO Approval

Syllabus

ENGL 3000 Writing for Social Change

Course Theme: "Citizenship, Advocacy, and Civic Engagement"

Fall 2024, 3 Credit Hours

Online Asynchronous: 3 hours per week direct instruction (reading, recorded lessons); 6 hours per week homework (writing, research, quizzes, discussion boards, etc.)

New GE: Themes—Citizenship for a Diverse and Just World

Prerequisite: New GE foundational writing and information literacy course

Course overview

Instructor:

Rebecca Thacker: thacker.150@osu.edu

Office Hours: Zoom Drop-ins-Wednesdays from 10am-12pm
　　　　　　　By appointment-T/TH between 9am-5pm
Zoom Link:

Course description:

The **Themes** topics are broad, interdisciplinary and respond to questions and concerns reflecting the 21st century context informing it from historical, current, and futuristic approaches. A major goal of the Themes GE requirement is to provide students with the opportunity to examine a complex topic through multiple perspectives and disciplinary lenses.

In this course, we will engage in the study of rhetoric, the art of effective communication, by exploring the ways citizen-writers use composition to work towards a more equitable and just society. To accomplish this, we first will develop definitions of civic engagement that emphasize a citizen's relationship to their local, national, and global environments as well as a citizen's

active engagement in social change. Next, will be investigating the work individual changemakers are doing as active and engaged citizens to bring about social change in the communities we care about. Then we'll analyze and critique our changemakers' activist writings through the lens of the theme citizenship for a just and diverse world. Finally, we'll wrap up the course by practicing our own writing for social change in the new media.

Assignments are designed so that you engage in critical and logical thinking and undertake an in-depth exploration of the material. You will make connections across academic disciplines and relate scholarly knowledge to your lived experiences. As you engage in critical and creative work, you will develop your sense of yourself as a writer and change advocate.

In this three-hour writing course, you will develop and refine your skills in analysis, research, and composition. This course emphasizes persuasive and researched writing, revision, and composing 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.

Ultimately, we will explore together how intercultural competence as a global citizen and performing citizenship through writing for social change has lasting implications for issues of diversity, equity, and inclusion.

Course topic:

Advocacy refers to the purposeful efforts individuals and groups take to cause structural changes in society. Publicly advocacy come in all shapes and sizes: it can be personal or collective, written, spoken, or performed. Advocacy is often rooted in the political or social; in private or public; in the local, national, or global.

My goal is for you to move toward social change in ways that matter most to you. In order to accomplish the learning objectives of the Citizenship for a Diverse and Just World, through a collective exploration of diverse texts and genres (testimony, narrative nonfiction, fiction, theory, song, academic writing, speechmaking, etc.) produced by a wide range of voices, we will examine how individual and communal performances of citizenship shape social action, with writing as a fundamental performance. Together, we will address the following questions:

- How does writing use a sense of self and community, of individual and social identity, to move and motivate audiences to engage in social change?

- What makes one voice or point of view powerful enough to incite a community to social action?
- How do individuals and organizations use rhetoric to perform citizenship?
- What rhetorical techniques combine into that elusive thing we call "voice," and how can we deploy or critique these techniques to advance *our* agency as citizens?

We will engage these questions through research and writing in multiple genres including definition, rhetorical analysis, argumentation, and digital composition and literacy.

Citizenship for a Diverse and Just World Goals and ELOs:

English 3000 is in partial fulfillment of the GEN Theme: Citizenship for a Just and Diverse World GE requirement. This course is designed to prepare students to be able to do the following:

Goals:

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

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

3. Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.

4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

Expected Learning Outcomes:

Successful students are able to:

1.1. Engage in critical and logical thinking about the topic or idea of the theme.

1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.

2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.

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.

3.1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.

4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.

4.2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

To do so, this semester you **first** will **select one issue of concern** impacting you personally. **Next**, you will **choose a "changemaker"—** an individual or an organization using the art of effective communication ("rhetoric") to advocate for social change related to the issue you've chosen. Through research and writing, we will develop your critical analytical skills while considering the multitude forms of communication your changemaker and your classmates' changemakers are using to advocate for social change, a form of civic engagement/citizenship.

How this online course works

Mode of delivery:

This course is 100% online. There are no required sessions when the entire class must be logged in to Carmen at a scheduled time. You may attend optional weekly drop-in office hours held in Zoom. Each student is required to attend one 15-minute individual mid-term progress meeting in Zoom.

Pace of online activities:

Students can expect to devote *3 hours* to direct instruction and *6 hours* to homework per week.

Each week starts on Monday and ends Sunday at 11:59pm. In Canvas→ Modules each weekly overview provides guidance on how to pace each week's content lessons and assignments. In

general, you should read the weekly announcement each Monday, watch the weekly lesson video by Wednesday, respond to the discussion board topic by Thursday, and complete all additional content lessons, reading, and assignments by Sunday at 11:59pm.

Credit hours, pacing, 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 at least a (C) average.

You must compose a substantial amount and variety of work to demonstrate that you have met the learning outcomes for ENGL 3000 courses. In 3000 you will engage in both writing-to-learn and learning-to-write activities. To that end, at minimum, you will:

- Compose a variety of texts with opportunities for revision and response.
- Produce a minimum of 5000 total words of text (including a research project) that have been revised and copyedited for applicable rhetorical situations. Multimodal texts may be included as part of the overall body of work students produce in the course.
- Complete frequent low-stakes or writing-to-learn activities such as single-draft reading responses, peer reviews, discussion board posts, brainstorming activities, and discovery drafts.

Academic engagement:

Our goal is to learn about social change in a way that is thought-provoking and generative. We will read, write, and discuss a wide range of topics that you may or may not be initially interested or invested in and may or may not feel comfortable discussing. My expectation is that everyone will be respectful of the readings and each other's opinions. Writing and learning are messy endeavors that require lots of time, energy, and labor. I ask that, through your participation in this course, you demonstrate your *academic engagement*.

Participation requirements:

Because this is an online course, your attendance is based on your online activity and participation. Although this course has no scheduled whole-class meetings, students who routinely engage with me, the professor and with the course materials are more successful

than those who don't. So, for asynchronous courses consider acts of engagement as your "attendance." Engagement can include but is not limited to:

- Logging into the Canvas course page several times a week and engaging with the content
- Reading weekly announcement posts
- Budgeting time to complete research, reading, and writing into your weekly calendar
- Watching the weekly lesson videos
- Completing assigned readings
- Interacting with classmates via the discussion board
- Emailing me, the professor, when you have questions or need assistance
- Attending help sessions and writing workshop days
- Reading peer review posts and the feedback I post in the comments for your submitted assignments
- Reaching out to me if you will be unable to meet a deadline
- Responding to classmate's discussion board posts and peer review drafts thoroughly, earnestly, and thoughtfully
- Reviewing posted model essays
- Using the provided writing resources (Purdue OWL, writing and grammar mini-lessons, video tutorials, etc.)
- Taking advantage of OSU support services (the Writing Center, Thompson Library research tutors, student athlete support, Dennis Learning Center, etc.)
- Arriving prepared and on time for your midterm conference

I strive to be flexible within the limits of the OSU semester calendar for extenuating circumstances for students who contact me promptly to arrange an accommodation. 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.

Course Communication Guidelines:

Our virtual "classroom" is comprised of people with a rich variety of backgrounds and perspectives. We should all be committed to building an atmosphere of learning that respects and appreciates a range of beliefs and identities. Our course may bring up conflicting opinions and delve into sensitive material. 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. While working together to build this classroom atmosphere, we are all

tasked with, at minimum: being open to the views of others; being respectful of each other's identities and experiences; maintaining personal and professional confidentiality; and referring to every member of the course by their preferred names and pronouns.

Course materials

Required Texts:

- Kurt Schick and Laura Miller's *So What? The Writer's Argument*, ISBN 13: 9780197537183. Be sure to get the third edition.

- *Choosing & Using Sources: A Guide to Academic Research* 2015 by Teaching &Learning, Ohio State University Libraries — a free open-source book.

- All other required course readings, including selections from *Who Says? The Writer's Research*, are provided on our Canvas course page.

Optional Texts:

- I suggest Maggie Sokolik's *Writing for Social Justice: Journal and Workbook* (ISBN: 1687616086). You can find copies of this book at: Amazon (print or e-book) or the OSU bookstore.

Course technologies

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:

For this course, you will need to be able to navigate Carmen as well as other technologies such as PowerPoint and Microsoft Word. It may also be useful for you to be familiar with digital content programs such as iMovie, Canva, and YouTube.

- 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 can always connect to Carmen, 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
Major Project #1	23%
Major Project #2	33%
Major Project #3	17%
Discussion Board	17%
Formative Assignments	10%
Total	**100%**

Description of major course assignments:

Below are brief descriptions of each of our Major Projects (MP). You can find more details on Carmen, and we I spend time talking about each in Canvas→ Modules and on our weekly lesson videos. If you have any questions about assignments, please do not hesitate to ask me.

Please note that it is critical to complete the preparatory lessons in the modules prior to submitting Canvas assignments. These lessons provide the content and background lessons that are needed to successfully complete the evaluated assignments. *A student who skips over the module and attempts to complete an assignment after only reading the assignment's instructions rarely succeeds.*

Assignments and Grading

Below are brief descriptions of each of our Major Projects (MP). You can find more details on Carmen, and we spend time talking about each in Canvas→ Modules and on our weekly lesson videos (posted in Canvas→ Module→ Weekly Overviews). If you have any questions about assignments, please do not hesitate to ask me.

Please note that it is critical to complete the preparatory lessons in the modules prior to submitting Canvas assignments. These lessons provide the content and background lessons that are needed to successfully complete the evaluated assignments. *A student who skips over the module and attempts to complete an assignment after only reading the assignment's instructions rarely succeeds.*

MP 1 —Text Analysis Essay and Peer Feedback Memo: For this project, you will focus on a social change movement and changemaker of your own choice. You will choose one substantial, argumentative text created by your changemaker to address an issue of concern affecting a community that you care about. In this essay, you will explore how the changemaker argues and presents his or her ideas: you will analyze and evaluate how the changemaker uses rhetorical strategies in the text to help the text achieve its purpose. 750 words/3 pages minimum.

MP 2 — Source-Based Argument Essay and Peer Feedback Memo: (200 points/33% of semester average) For this project, you will continue your focus on the social change movement and changemaker of your own choice, building upon and extending the knowledge you've gained through researching, writing about, and critically analyzing this topic throughout the semester. 1750 words/7 pages minimum.

The Changemaker *Profile*

For your changemaker profile essay, you will conduct an analysis and evaluation of a "changemaker" (a local, national, or global individual activist or organization). You will describe the presence and influence of your activist/organization in both public and academic spheres by identifying and analyzing the rhetorical strategies they use to accomplish social change.

For example, you might investigate the changemaker Masih Alinejad, founder of My Stealthy Freedom, an online movement opposed to the mandatory dress code. Your changemaker profile would investigate the way Alinejad uses rhetoric to effect social change in the global responses to the women's rights issues currently being protested in Iran. Or your project could analyze how the Children's Hunger Alliance rhetorically addresses food insecurity in the Columbus area.

Ultimately, the research question you are answering in this project is, "How is my changemaker demonstrating their civic engagement by using writing to enact social change?" In other words, you should articulate a researched, original argument concerning the role of writing in your changemaker's performance of citizenship/civic engagement that leads to social change.

As you craft your thesis and support it with reasoning and evidence, be sure to draw upon the work you've done in your definition essay, in class discussions, and your text analysis. Consider those projects as pre-writing designed to help you complete this culminating project.

As pre-writing for this major project, you will produce several formative assignments throughout the semester (10-50 points each):

- **Defining civic engagement:** You will introduce your own working definition of civic engagement. You should elaborate upon, explain, and provide the rationale for your definition and provide evidence and examples to support your positions.

Writing for social change is a form of civic engagement used by citizen changemakers around the world. Of course, the dictionary offers basic definitions of "civic" and "engagement." But this is a complex, multi-faceted concept, one it's important for you to define yourself as you begin your semester-long research. In fact, the way we define terms can have far-reaching consequences for individuals as well as larger communities, because definitions establish the way in which people communicate ideas.

- **Contextual background research:** On your chosen issue of concern and your changemaker.
- **Discussion Board Posts**: Throughout the semester you will post answers to the discussion board prompts and respond to classmates' posts four times.
- **Peer Feedback Memos:** As noted above, for both MP 1 and 2, you will write a 250+ word peer feedback memo and post it using the Canvas peer review function. New to Canvas peer review? This helpful video will introduce you to the process: Peer Review — Canvas Video Tutorial. For MP 3, we will not complete Canvas peer review, but you will have the opportunity to get feedback from classmates via our discussion board.
- **A progress review:** You have the option to meet me to discuss your progress on your changemaker profile during a 15-minute Zoom meeting or in person meeting. While the plans we discuss may change, you should strive to offer as detailed an account of your ideas as possible (identify your initial thesis, possible secondary sources, etc.). — this meeting will provide you an opportunity to get assistance and feedback from me as you revise and submit your professor's evaluation draft of MP 2.
- **MP2 final project:** Your final MLA or APA-formatted research project will take the form of a 6+ page paper (not including the works cited list). Your paper should engage with at least 3 primary sources (texts published by your changemaker as a form of civic engagement regarding your chosen issue of concern) and 4 secondary sources (scholarly/expert research that engages with your changemaker's texts and/or with the issue of concern). Your source-based argument essay will be an analysis of your chosen changemaker's rhetorical strategies in acts of civic engagement as a performance of citizenship. 7+ pages.

This project will go through a process of invention/brainstorming, planning, drafting, workshopping/editing, and revising.

MP 3— New Media Post and Rationale Essay: For this assignment, you will create a new media protest/advocacy post connected to your chosen issue of concern (an infographic, website

page, social media post, *Tik Tok* video, blog post, for example). First choose an organization that is doing changemaking work related to your issue of concern. Your job is to design a new media text that would be posted to one or more of that organization's accounts (website, social media). The new media post you create should be intended to support the organization's mission and spur social change. For example, you might design an infographic for an advocacy organization, create a website page to post on a charitable organization's website, design a video to motivate individuals to get involved with a cause, create a post for an already existing social media campaign, or any other idea you come up with. You will also compose a 2+-page/500-word reflective rationale explaining your design and rhetorical decisions. In this reflection, you will consider some of the following questions: What change is your post seeking? Who is the intended audience and what do you want them to know and to do after consuming your new media post? How does your design meet the needs of the target audience and achieve the intended purpose? How does your design demonstrate civic engagement as an act of citizenship? Additionally, you will have the opportunity to peer review your redesigned text with others in the class via a discussion board, incorporating their feedback into your design and reflective statement.

Discussion Board Posts: These posts give you a chance to do some preliminary thinking about the concepts we are covering in class and the details of the assigned texts. Most weeks you will be *posting* in response to a prompt/prompts on our discussion board and *meaningfully responding* to at least two classmates' posts. Please post your response to the discussion board prompt each week by *Thursday at 11:59 pm* to give time for everyone to read your post and engage with your ideas. Post two thoughtful responses to classmates' posts each week by *Sunday at 11:*59*pm*. To elicit the most helpful comments, I recommend that you also take advantage of the collaborative nature of the discussion board posts by asking questions if you need feedback on particular issues.

My hope is that our discussion board in at least a small way can replace the discussions we'd have if this were an in-person course. You may find that the writing you do for these posts and the interactions you have with classmate's posts and comments are helpful brainstorming for one or all your major projects. The goal of our responses to classmates' posts is to provide feedback and suggestions that will help our colleagues move forward with and engage in meaningful ways with their investigations into their chosen communities, issues of concern, and changemakers. While working together to build this classroom atmosphere, we are all tasked with, at minimum: being open to the views of others; being respectful of each other's identities and experiences; directing commentary toward ideas and not individuals themselves; maintaining personal and professional confidentiality; and referring to every member of the course by their preferred names and pronouns.

Grading and Revision

In this class, I will grade you on the work you put into researching, reading, writing, offering feedback, and revising. For low-stakes Formative Assignments, you will receive a thoughtful completion grade: your work is either complete or incomplete. For Major Projects, you will receive a grade based on completeness, timeliness, and quality. On CarmenCanvas, I will give you feedback on your writing and assess how well you are meeting the goals of each assignment. Your grade, however, will be based on whether you meet the assignment's specifications and on evidence of substantive revision.

This is not to say I don't expect high quality work from you in the drafting stages, nor that I expect your skills to stay static throughout this semester. Rather, when it comes to grading writing, I think it's easier for you to learn and improve if you're secure in the knowledge that first drafts don't have to be perfect. This system will also give you the freedom to do something that you did not see as a possibility but is essential to your learning: the freedom to fail. I want you to take risks, experiment, and find your voice without fearing that your grade will suffer if you do. See individual major project overview handouts for a detailed list of project specifications.

Grading Scale:

For grade calculation purposes, the following scale will be used. Each assignment grade will be calculated as the nearest whole-number percentage in its given range, and the according number of points will be awarded.

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%	

Late assignments:

Course assignments are divided into weekly modules. Most assignments for each week will be submitted no later than 11:59pm each Sunday. Student work should be completed and submitted on time. For most assignments, late work will be accepted between 12:00am Monday —11:59pm Wednesday but will result in a drop of one full letter grade (for example, from B to C or A- to B-).

I make every effort to provide detailed and timely feedback on all students' writing. My feedback is intended to support your revisions and progress as a writer. **Turning in your work late makes it difficult for me to provide you with timely, quality feedback and may inhibit you from moving on to the next assignment in a timely manner.** Please help me to help you by turning in your work by the due dates listed in the syllabus. You will find that each assignment includes an on-time due date and a late penalty cutoff date. Please communicate with me as soon as possible if you need an extension so that we can discuss appropriate options.

One Exception: For Major Projects 1 and 2, you will participate in a peer feedback activity using the Canvas peer review function. Due to the time sensitive nature of **Peer Feedback Drafts**, these **cannot be accepted late**. If you do not submit a peer feedback draft on time, you receive a zero for the draft, and you will not be paired with a peer review partner, so you will receive a zero for the peer review assignment too. New to Canvas peer review? This helpful video will introduce you to the process: Peer Review — Canvas Video Tutorial.

If for any reason you find yourself unable to meet a deadline, contact me in advance of the deadline (except, of course, in the case of extreme emergencies), and I will work with you, within the parameters of the OSU schedule, to get your work completed once you're able. *The following chart explains my late assignment grading policies.*

Is the Assignment On Time, Late, Missing, or Ignored?			
ON TIME	LATE	MISSING	IGNORED
Deadline	Deadline + 24:00-48:00	After that assignment's grades are posted	All work must be submitted by the final class date on the regular OSU schedule (before exam week starts).
If you submit before or at the deadline, your work is	If you submit after the deadline but before the late work cutoff, your work is considered late.	If you don't submit until after I have finished grading the assignment	

considered on time. You will get feedback and no automatic penalty on your grade.	You're now subject to late penalties. For Major Projects, this is 1 full letter grade off your project. Drafts of Major Projects are not accepted late without a pre-approved extension.	and returned the graded work, your work is considered missing. Missing major assignments don't receive feedback, can't be revised, and lose 30% of the grade. Formative assignments are not accepted after the late assignment cutoff.	If they are not submitted by that date, they are considered ignored and receive no credit.

Instructor feedback and response time:

Research in composition studies suggests that our best work comes from producing multiple drafts, writing iterative revisions, and having conversations with real writers and audiences. Throughout the course, I will aim to provide you with substantive feedback on your writing. You will have multiple opportunities to revise your work in response to feedback. The following outlines my intended commitment to providing feedback on your work:

- For the **Peer Feedback Draft** of major projects, you should receive feedback from your peer reviewer in time to revise your work before the Professor's Feedback Draft is due. I will confirm that you have attempted each of the assignment minimum requirements on this draft and give full credit for thoughtful completion. If you want to review the essay with me to get feedback for revision, you must attend office hours.

- For the **Professor's Evaluation Draft** of major projects, you can expect feedback before the Professor's Evaluation Draft of your next project is due. Please keep in mind that I teach composition to 85 students — I want to give each essay the time and attention it deserves. Even if I only spend 15 minutes on each essay, that equals more than 20 solid hours of grading time for each project!
- For minor assignments, you will receive feedback and a thoughtful completion grade usually within one week from the time of submission.

THE OHIO STATE UNIVERSITY

Academic policies and values

Academic integrity policy:

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.

Office of Academic Affairs' statement on artificial intelligence and academic integrity: https://oaa.osu.edu/artificial-intelligence-and-academic-integrity.

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.

Students at The Ohio State University are accountable for the integrity of the work they submit. Therefore, you should be familiar with the guidelines provided by the Committee on Academic Misconduct (COAM) and Section A of Ohio State's Code of Student Conduct in order to meet the academic expectations concerning appropriate documentation of sources. In addition, Ohio State has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your papers to Turnitin from Carmen. When grading your work, I will interpret the originality report, following Section A of Ohio State's Code of Student Conduct as appropriate. For more information about Turnitin, please see the vendor's guide for students. Note that submitted final papers become part of the Ohio State database.

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)

Formatting requirements:

All assignments should follow either MLA 9th edition style or APA 7th edition style for formatting and to cite the ideas and words of your research sources. An excellent resource is the Purdue OWL webpage, which has the most up to date information about MLA and APA citations.

Copyright for instructional materials:

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX:

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu.

Commitment to a diverse and inclusive learning environment:

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

Land acknowledgement:

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 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.

Content advisory:

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. Please take any necessary steps to take care of yourself while watching/reading this material (debriefing with a friend, Counseling and Consultation Services at 614-292-5766, and contacting the instructor).

Religious accommodations:

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 for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

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 Office of Institutional Equity.

Policy: Religious Holidays, Holy Days and Observances

Requesting accommodations for students with disabilities:

- The university 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.

COVID:

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

University Resources

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/.

Writing Tutors:

The Writing Center offers free help with writing at any stage of the writing process for any member of the university community. You may schedule an appointment for an in-person or online consultation by visiting cstw.osu.edu/writing-center or by calling (614) 688-4291. You do not have to submit a piece of writing to schedule a writing center appointment; students report that some of their most productive session entail simply talking through ideas.

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 and use the contact information there to call, email, or chat with a reference team member (please let them know you are taking English 3000).

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.

The Student Advocacy Center:

The SAC 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, or visit their website: https://advocacy.osu.edu/.

The Younkin Success Center:

The YSC 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.

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 3000, your contact is Dr. Beverly J. Moss (moss.1@osu.edu).
3. Consult the Director of Undergraduate Studies, Dr. Elizabeth Hewitt (hewitt.33@osu.edu).

Course Schedule

The course schedule is subject to change at my discretion. I will notify you of any changes through email and/or Canvas Announcement. Additionally, I will upload an updated copy of this syllabus to our Canvas page. Note: "Texts" on this schedule (and in the course) refer to readings, videos, recordings, etc. that you will engage with. Texts should be read, viewed, or listened to in during the week in which they are listed.

Week 1: Introduction — What's the Connection Between Citizenship and Writing?	
Texts: ▪ Schick and Miller: *So What? The Writer's Argument*— Chapter One "What's the Purpose of Scholarly Writing?" ▪ Chavis and Lee: "What is Community Anyway?" **Lessons:** ▪ Course overview ▪ The purpose of scholarly writing ▪ The rhetorical situation ▪ Prewriting strategies: brainstorming — communities and issues of concern (*So What?* Page 12, #1)	**Due:** ▪ Discussion Board W1 ▪ Get required texts ▪ Review syllabus and Canvas course materials

Week 2: Unit One — Defining Civic Engagement and Responsibility

Texts: • Schick and Miller: *So What?* Chapter Two "How Do Scholars Read and Write?" • Reed: "Memorial: Reflections on September 11" • Hayes: "Cake and Punctuation: A Definition of Happiness" **Lessons:** • Defining citizenship and civic responsibility • Essays of definition—genre conventions • MP 1 project overview • Prewriting strategies: researching as brainstorming	**Due:** ▪ Discussion Board W2

Week 3: Unit One — Defining Civic Engagement and Responsibility	
Texts: ▪ Purdue OWL or Excelsior OWL MLA and APA Tutorials ▪ Schick and Miller: *So What?* Appendix A "How to Benefit from Peer Review and Collaboration" **Lessons:** ▪ The writing process: essay writing ▪ What does a definition essay look like? ▪ Citation and attribution	**Due:** ▪ Discussion board W3 ▪ Peer Feedback Draft of MP 1—Definition Essay is due

Week 4: Unit Conclusion — Peer Workshopping and Revision	
Texts: ▪ Ashoka Changemakers: "More than Simply Doing Good: A Definition of Changemaker" **Lessons:** ▪ Modelling good peer review strategies ▪ Effective essay revision ▪ Research Strategies: Informational source searches	**Due:** ▪ Peer feedback of partner's MP—1 draft is due ▪ Professor's Evaluation Draft of MP 1—Definition Essay is due

Week 5: Unit Two – Changemakers' Texts in Action	
Texts: ▪ Schick and Miller: *So What?* — Chapters Three and Four "How Do We Select and Use Sources Responsibly?" ▪ Handout: "What Counts as a Text?" ▪ Nordquist: "Definition and Examples of Text in Language Studies" ▪ Hoermann: "Argumentation and Persuasion" **Lessons:** ▪ Rhetoric: What counts as a text? ▪ Argument and persuasion ▪ MP 2 project overview ▪ Text analysis essays—genre conventions ▪ Analytical reading strategies: active reading, reader's purpose, previewing	**Due:** ▪ Discussion board W5 ▪ Changemaker Preliminary Research is due

Week 6: Unit Two – Changemakers' Texts in Action

Texts: ▪ Holdstein and Aquiline: Who *Says? The Writer's Research* Chapter 2 "Says Who? The Writer's Authority, The Writer's Voice" ▪ Mairs: "Disability" ▪ K. L.: Rhetorical Analysis of Nancy Mairs' Essay "Disability" ▪ Brown: "The Power of Vulnerability" -or- Khan: "How AI Could Save (Not Destroy) Education" **Lessons:** ▪ What does a text analysis essay look like? ▪ Rhetorical techniques ▪ Using rhetoric to build and defend an argument ▪ Practice text analysis: TED Talks	**Due:** ▪ Discussion board W6

Week 7: Unit Two – Changemakers' Texts in Action

Texts ▪ Schick and Miller: *So What*? Chapter Four "How Do Arguments Work?" ▪ Friedersdorf: "Crass Frat Boys at Old Dominion" ▪ *Weird History*: "How George Carlin's '7 Words' Caused a Landmark Supreme Court Decision" ▪ A digital or print copy of a substantial argumentative text that was published by your changemaker **Lessons:** ▪ Analytical reading strategies: notetaking and annotating ▪ Summary writing ▪ Text analysis outlining	**Due:** ▪ Discussion board W7 ▪ Changemaker's Text— Summary is due

Week 8: Oct. 9-15: Unit Two — Changemakers' Texts in Action

Texts: - Schick and Miller: *So What?* Chapter Five "How Do We Analyze Arguments?" - Holdstein and Aquiline: *Who Says?* Chapter 7 "Yours, Mine, or Ours? Integrating Resources" **Lessons:** - Integrating source material into your argument	**Due:** - Peer Feedback Draft of MP 2—Text Analysis is due

Week 9: Unit Conclusion — Peer Workshopping and Revision	
Texts: - Schick and Miller: *So What?* Chapter Six "How Can We Create a Compelling Thesis?" **Lessons:** - Research questions and answers— "How is my changemaker demonstrating their civic engagement by using writing to enact social change?" - MP 3 project overview - The source-based argument: genre conventions	**Due:** - Peer feedback of partner's MP—2 draft is due - Professor's Evaluation Draft MP 2—Text Analysis is due

Week 10: Unit Three — Leading with Language: The Changemaker Profile	
Texts: - Schick and Miller: *So What?* Chapter Seven "How Do We Organize and Develop Arguments?" and Chapter 8 "How Do We Support Arguments?" - Schick and Miller: *So What?* Appendix B: "Template for Organizing Arguments" - Norton: "The Research Writing Process: Checklist" **Lessons:**	**Due:** - Discussion Board W10

▪ What does a source-based argument essay look like? ▪ Research Strategies: peer-reviewed source searches ▪ Prewriting strategies: the annotated bibliography	

Week 11: Unit Three — Leading with Language: The Changemaker Profile	
Texts: 　▪ Model source-based argument essays 　▪ Yanis: "How to Read a Paper Quickly and Effectively" 　▪ Martinez: "Broken" **Lessons:** ▪ Analytical reading strategies: academic journal articles ▪ The annotated bibliography ▪ Outlining source-based argument essays	**Due:** ▪ Discussion Board W11

Week 12: Unit Three — Leading with Language: The Changemaker Profile	
▪ **Activity: Project Progress Reports** **Individual Research Conferences with Professor Thacker (Wednesday-Friday). Schedule via Google Docs** **(to be posted in Canvas announcements)**	**Due:** ▪ Discussion Board W12 ▪ Annotated bibliography is due

Week 13: Unit Three — Leading with Language: The Changemaker Profile, Peer Workshopping	
Texts: ▪ Factsheet: "What Synthesizing Means" ▪ USC Library: "Research Synthesis" ▪ Davis: "Synthesis Matrix Tutorial" **Lessons:** ▪ How to synthesize sources to build and defend your claims	**Due:** ▪ Peer feedback draft of MP 3 (introduction, thesis, works cited) is due ▪ Peer feedback of partner's MP—3 introduction is due

Week 14: Nov. 20-26: Unit Conclusion — Revision and Writing	
Texts: ▪ Movember Student Ambassadors: "We Need You" ▪ Pohl: "In Writing for Social Change, Students Learn They Can Shape the World" **Lessons:** ▪ Self-editing and revision strategies ▪ MP 4—New Media Post and Rationale project overview and genre conventions	**Due:** ▪ Professor's evaluation draft of MP 3 — Source-Based Argument is due Wednesday, November 29.

Week 15: Nov. 27-Dec. 3: Unit Four— New Media and Social Change

Texts: ▪ Bell: "12 Principles of Multimedia Learning" ▪ Naga Pokala: "Dangers of Data Collection" ▪ Campaign for the Abolition of the Death Penalty: "The Challenge: Justice, not Revenge" ▪ Conservation International: "Nature is Speaking" **Lessons:** ▪ Writing for social change in multimodal forms ▪ Principles of multimedia design	**Due:** ▪ Discussion Board Week 15 ▪ SEI is due

Week 16: Dec. 4-10 -and- Exam Week: Dec. 11-14 Unit Four Conclusion— New Media and Social Change

Texts: ▪ NAACP: *The Crisis Magazine*: 50th anniversary of the Voting Rights Act issue cover page ▪ Moonshot Pirates: "How to Make the Impossible Possible" ▪ "Secure Your Future with the University of Cincinnati" **Lessons:** ▪ Principles of visual design No assignments can be accepted after the final late assignment cut-off—Thursday, December 14 at 11:59pm	**Due:** ▪ MP—4: New Media Post and Rationale, Professor's Evaluation Draft is due

Weekly Direct Instruction for DL ENGL 3000 Students

- Weekly announcements
- Unit introductions
- Descriptions of assignments and learning activities (project overview handouts, weekly overviews)
- Weekly lesson videos (professor-generated- 1 hour per week)
- Additional video tutorials, lessons
- Assignment models
- Academic feedback

ENGL 3000— Model Weekly Overview

Students can expect to devote 3 hours to direct instruction and 6 hours to homework per week

Welcome to Week Two

How wonderful it is that nobody need wait a single moment before starting to improve the world. - Anne Frank

Last week, I asked you to begin thinking about **potential communities and issues of concern** that might become the focus of your research and writing this semester.
This week, you'll be sharing your initial brainstorming with your colleagues via the discussion board. You have a couple of weeks until you need to have selected your community and issue of concern. Later, once you've selected the issue you want to focus your work on this semester, you'll be choosing a member of that community, an individual (or a group) who uses "rhetoric" to practice "**civic engagement**." Your goal this semester is to analyze and critique how that changemaker's writing for social change.

But what exactly is **civic engagement**? And what does it mean to be a good citizen? Of course, you'll find basic definitions in the dictionary, but these are complex, subjective concepts. If we polled 100 OSU students, we'd probably get 100 different answers to these questions!
So, before you take a deep dive into your chosen issue of concern, you'll need to define "civic engagement" for yourself. The definition you create (and defend in your first major project) will become the foundation for your analysis. We can't connect rhetoric and writing to civic engagement until we decide what counts as civic engagement. To accomplish this, you'll be writing an **Essay of Definition** as your **Major Project 1 (MP 1).**

To learn the genre conventions of **Definition Essays**, this week you'll be reading some published examples written by citizens who are weighing in on citizenship, patriotism, and other concepts connected to civic engagement. You'll also be working through several lessons on reading and writing that will help prepare you to meaningfully engage with your changemaker's writing in

future projects. If you'd like to get ahead, the "Keep Going" section below will help you get started.

Remember, you probably don't know exactly who your community changemaker will be yet, and that's okay! We'll work on that next week. First thing's first— deciding what community and issue of concern excites you and defining civic engagement.

This Week's Reading Materials
- Schick and Miller, Chapter Two in *So What? The Writer's Argument*
- Model Definition Essays (linked below)
- MP 1— The Definition Essay Overview-3.docx

Video or Interactive Lesson
- Weekly Lesson Video:
    - Argumentation, Rhetoric, Rhetorical Situation: Week Two Lesson Video: ENGL 3000 (45 mins) Posted via Mediasite
    - "The Rhetorical Situation": Dr. Steve Klein (10 mins): https://www.youtube.com/watch?v=vuXszEw27xs

Task Checklist for This Week

This week you will:
- Get and give feedback on your brainstorming: Which potential communities that might become the focus of your upcoming semester-long research?
- Explore when, why, and how scholars engage with sources.
- Learn the conventions of the definition essay genre of writing.
- Critique model definition essays.
- Begin to develop your own definition of civic engagement.

Monday, August 28
- Read the weekly announcement (Canvas course page left navigation bar→ Announcements)

By Thursday, August 31 at 11:59pm
- Participate in this linked discussion: Discussion Board Post Week 2- Issues of Concern
- Read *So What? The Writer's Argument* Chapter Two — "How do Scholars Read and Write?"
- Watch the weekly lesson video.

By Sunday, September 3 at 11:59pm
- Respond thoughtfully to two colleagues' discussion posts.
- Review the Major Project One Assignment Overview handout and reach out with questions.

- Watch this helpful tutorial lesson: [What Does a Definition Essay Look Like?](#)
- Read these model definition essays:
  - [Definition Essay Model- Memorial Reflections.pdf](#)
  - [Model Definition Essay- Happiness.pdf](#)
- Late assignments submitted between Monday, Sept. 4 and Weds., Sept. 6 will be accepted for reduced credit.

English Refresher Lessons

This is an advanced writing course, so I'm expecting that you have completed 1110 or an equivalent course and have learned the basics of citation, drafting, paragraphing, and revising. If you need refresher lessons on formatting, grammar, citation, and the like, check out these tutorials, attend office hours or a writer's workshop day, and/or make an appointment with a helpful, friendly OSU writing center tutor.

- [APA Guidelines](#)
- [MLA Guidelines](#)
- [Writing, Research, and Citation Mini-Lessons](#)
- [Make an Appointment: OSU Writing Center](#)
- [Choosing and Using Sources: A Guide to Academic Research](#)

Keep Going

- Have questions or need support? Attend weekly Zoom hours; email me at thacker.150@osu.edu; post on the [Course Q&A](#).
- Want to go deeper? [Chapter 1- Thinking Critically About Research.pdf,](#) Excelsior Online Writing Lab [Prewriting Strategies.](#)
- Want to get ahead? These texts may give you ideas as you are developing your definition of civic engagement.
  - [Essential Civic Competencies and Skills.pdf](#)
  - [Defining Civic Responsibility.docx](#)

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.

THE OHIO STATE UNIVERSITY

☐ 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):

THE OHIO STATE UNIVERSITY

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.

THE OHIO STATE UNIVERSITY

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.

THE OHIO STATE UNIVERSITY

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.

THE OHIO STATE UNIVERSITY

☐ 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.

THE OHIO STATE UNIVERSITY

I've completed and signed off on the preliminary distance learning review for the ***English 3000 Writing for Social Change*** approval proposal. This syllabus provides a clear and transparent overview of the course expectations. I have provided feedback comments on the Cover Sheet (and copied below) and signed it. The instructor and the department have the *option to revise* the syllabus in response to feedback before submitting to the ASCC faculty review committee.

I have a few substantive *recommendations* that I think will improve the course design, add clarity to the syllabus, or support a successful review by the faculty curriculum committee.

- This being an asynchronous course, the ASCC panel that reviews the course will want specific indications of meeting the required 3 hours of required weekly Direct Instruction for the class. In the *Workload Estimation* section of the DL Cover Sheet, the statement "Please see attached weekly overview outline." But I could not find that document. I recommend specifying a weekly breakdown of estimated student time engaged in various activities with emphasis on what constitutes direct instruction for this course. I believe there are a lot of different ways in which instructors are providing direct instruction in asynchronous courses and strongly suspect you are doing plenty of direct instruction, you just need to specify this for the faculty panel. I like this succinct resource for exploring how to describe this: https://www.apsu.edu/academic-course-and-program-development/course-credit-hour-review/direct-indirect-instruction.php).

-
- The DL Syllabus Template includes a chart under "*How your grade is calculated*" under the Grading and Instructor Response subheading. This chart usually shows the assignments categories and relative grade value. I recommend placing this above the assignment descriptions, listing in the same order, to improve transparency and clarity for students. Note this is not a comment related to the plan for accepting revisions and course policies on accepting late assignments, both of which are clear. My confusion is about how much each activity is contributing toward the final grade.

- Students see a very wide range of expectations from instructors in discussion assignments and are often confused. Other instructors have reported that specifying a weekly rhythm with separate due dates for initial posts and replies to peers is very helpful in improving the quality of these asynchronous discussions. For example, an initial post (or response to an instructor prompt) is due by Wednesday at 11:59 pm each week and 2 peer responses by Sunday at 11:59 pm. This way you are more directly facilitating student interaction by establishing a post and reply rhythm (otherwise there may be a deluge of posts/responses written immediately before the due date and thus not much substantive student interaction).

- The plan for administering and student expectations for the peer review component of the Research project in an asynchronous course design is unclear. At one point in the syllabus assignment descriptions, it says students can get peer reviews, "with others in the class via an optional discussion board" and later in the late assignment section it says, "If you do not submit a peer feedback draft on time, you receive a zero for the draft, and you will not be paired with a peer review partner, so you will receive a zero for the peer review assignment too"

  I think adding the assignment grade value chart will help some with this ambiguity but I also recommend clarifying how the peer review assignment will be administered and how it will be assessed ,to improve course transparency and student metacognition. The TLRC has a good guide on implementing Peer Reviews that you may find useful: https://teaching.resources.osu.edu/teaching-topics/implementing-peer-review-your

- Writing assignments are a substantial portion of the graded component of the course. The DL Cover Sheet mentioned a plan for using Turnitin for writing assignment submissions to improve academic integrity in the course. I recommend mentioning this in the course syllabus.