

Term Information

Effective Term Spring 2025
Previous Value Autumn 2022

Course Change Information

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

We would like to offer DL versions of this course.

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

By offering the course as an asynchronous DL course, this GE in the Citizenship Theme will be available to more students.

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 3395
Course Title Literature and Leadership
Transcript Abbreviation LitandLeadershp
Course Description In this course students consider leadership as a component of national citizenship and literature as a mode of exploring and analyzing a range of perspectives on leadership. The course will encourage students to think about how responses to power are mediated by race, gender, and class and how literary study can help them reflect on and articulate their own leadership strengths and aspirations.
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	Completion of GE Foundation Writing and Information Literacy course
<i>Previous Value</i>	<i>Prereq: 1110.</i>
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

Citizenship for a Diverse and Just World

Course Details

Course goals or learning objectives/outcomes	<ul style="list-style-type: none">• Students learn how literature provides understanding of leadership as a form both of service and power, how responses to that authority are mediated by race, gender, class, among other factors, and the impact of leaders on families and communities.
Content Topic List	<ul style="list-style-type: none">• Representing Leadership in Literature• The Poet as Leader• Character and Leadership• Character and Leadership: Management• Character and Leadership: Vision and Dream• Character and Leadership: Charisma• Translational Leadership in Practice• Leadership in Practice: Literary scholars as leaders
Sought Concurrence	Yes

COURSE CHANGE REQUEST
3395 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/12/2024

Attachments

- Lit and leadership revised per ASC contingencies_.docx: Non-DL Syllabus
(Syllabus. Owner: Hewitt, Elizabeth A)
- Syllabus Template - English 3395 (Online).docx: DL Syllabus
(Syllabus. Owner: Hewitt, Elizabeth A)
- OAA Concurrence, English 3395.docx: Concurrence
(Concurrence. Owner: Hewitt, Elizabeth A)
- English 3395 ASC-distance-approval-cover-sheet-1.pdf: DL Approval coversheet
(Other Supporting Documentation. Owner: Hewitt, Elizabeth A)

Comments

- Jeremie's reviewed and signed DL coversheet has not been uploaded. *(by Vankeerbergen, Bernadette Chantal on 08/27/2024 05:44 PM)*
- The course has been reviewed by Jeremie Smith and the course's author has made all revisions. *(by Hewitt, Elizabeth A on 08/26/2024 10:12 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Hewitt, Elizabeth A	08/26/2024 10:12 PM	Submitted for Approval
Approved	Hewitt, Elizabeth A	08/26/2024 10:12 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/27/2024 05:44 PM	College Approval
Submitted	Hewitt, Elizabeth A	08/28/2024 08:51 AM	Submitted for Approval
Approved	Hewitt, Elizabeth A	08/28/2024 08:51 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/12/2024 09:46 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/12/2024 09:46 AM	ASCCAO Approval



Syllabus

English 3395

Literature and Leadership

Spring 2025

3 Credit Hours

Online

Course overview

Professor Information

- Dr. Shaun James Russell
- Russell.1131@osu.edu
- Virtual Office Hours: Tuesdays from 9:00 a.m. – 12:00 p.m. (noon)
- Zoom Meeting Link:
<https://osu.zoom.us/j/3211627548?pwd=Vlp5RG5ZamNfY1VZY1VpNC9xeExDdz09>

Note: My preferred method of contact is email.

Course description

Leadership is an intrinsic part of the human condition, and is often seen as a defining character trait. Someone can be a “born leader” or a “natural leader,” and when we think about real-world concerns like politics, social justice, and career development, we place a high value on “leadership skills,” broadly defined. It is often said that art imitates life, and the world of literature is full of stories of great leaders and conquering heroes who are much beloved by their followers. But not everyone is born to a leadership role, and the truth is that almost all of us have had to pivot from being supports to being leaders as situations require. Despite what we see in much historic literature, the human who does nothing but lead is a rare bird indeed. Instead, when most people take a leadership role, it is often



done reluctantly and out of necessity, with little thirst for the glory of command. This idea governs the theme of this course on Literature and Leadership: who are the reluctant leaders in literature and history, and how might we assess their character? Does one kind of “good leadership” easily transition to another? Can a group of people in a terrible predicament be a sort of leadership collective? Can traditional leadership roles persist in a changing world? Can a child ever lead, and if so, is it ethical for them to do so? All of these questions are directly connected to some of our readings.

Throughout this semester we will be thoughtfully interrogating many notions of leadership, particularly what it means to lead out of necessity rather than desire. As we read historical accounts and literature on this topic, we will also be considering what leadership means to us, and your own personal perspectives and experiences will be essential to our discussions.

Course expected learning outcomes

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

1. Identify and analyze various leadership styles in literary works
2. Connect examples of literary leadership to real-world leadership
3. Understand the relationship between leadership and citizenship
4. Recognize the impact of diverse lived experiences on leadership

General education goals and expected learning outcomes

As part of the Citizenship for a Just and Diverse World category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

1. Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.
 - a. Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.



- b. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.
2. Successful students will integrate approaches to understanding citizenship for a just and diverse world 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.
 - a. Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.
 - b. Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.
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.
 - a. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.
 - b. Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
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.
 - a. Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.
 - b. 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.

This course will fulfill the above goals and outcomes by thoughtfully engaging with several literary works that explore the nature of leadership in myriad ways. In Chinua Achebe's *Things Fall Apart* we will see how



traditional notions of leadership are forced to change in the face of colonialism. In Shakespeare's *Coriolanus* we will explore how one kind of leadership (military) is completely at odds with another (political). In Sarah Bradford's account of Harriet Tubman's life, we will see how leaders often emerge out of necessity to combat injustice. And in Orson Scott Card's *Ender's Game*, we will investigate whether a *child* can be a leader (and the important corollary of if they *should*). These and other literary readings should help provide a highly nuanced perspective of what leadership is, has been, and perhaps what it *should* be, while the various assignments such as leadership reflections, active reading responses, reading quizzes, and a mid-term and final paper, will reinforce each of the core learning outcomes iterated above.

How this online course works

Mode of delivery

This course is 100% online and asynchronous. There are no required sessions when you must be logged in to Carmen at a scheduled time.

Pace of online activities

This course is structured into weekly modules with a consistent deadline. Each module will open at 12:00 a.m. (Midnight) on Saturdays, and close at 11:59 p.m. on Thursdays, giving you six days per week to complete all work for each module. Most readings and viewings will be available from the start of the semester, so it is possible to do *some* work ahead of time if necessary or desired, though I would encourage you to keep that to a minimum, as my weekly video lectures (released with each module) will help contextualize the readings for the week to follow.

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 9 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week. Note that for most weeks, the majority of the suggested



engagement hours will be for readings, though there will also be some weeks with writing assignments and quizzes.

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

Despite this being an asynchronous, online course, weekly participation is essential. Each week will have discussion boards, reading quizzes, or other assignments, and all must be completed in a timely fashion. Likewise, watching the weekly video lecture is essential, as it will both recap the prior week's reading (and your Active Reading Responses, when applicable) and foreground the current week's readings and assignments. Lecture engagement statistics will also be monitored.

Office hours and live sessions (optional)

There will be no live sessions in this course, and visiting during office hours (listed above) is completely optional.

Course communication guidelines

I have a very liberal communication policy in that I strongly encourage students to email me with any legitimate course-related questions, comments, and concerns. I firmly believe that open communication between students and professors is always beneficial to both. In other words, don't hesitate to reach out via email (russell.1131@osu.edu or through Carmen), and I'll typically respond within minutes, hours, or a day at most. You are free to address me as Professor Russell, Dr. Russell, or simply Shaun—whatever you are most comfortable with.

Writing style

Different kinds of writing require different styles. For the Leadership Reflections and Active Reading Responses, a more personal style is fine. Contractions, informal language, and unadorned prose is allowed. The



final comparative analysis paper should be in more elevated academic writing, however, requiring research (including proper citations), analysis, argument (via a central thesis), and generally formal, academic language (e.g. no contractions, limited personal pronouns etc.). More information on these expectations will be provided via an assignment sheet at least three weeks before this final paper is due.

Tone and civility

In communications between students and the professor (me), as well as between students, I am perfectly fine with a loose, casual, and unaffected tone. There should always be a course-related *reason* for any student-to-professor correspondence, but you are encouraged to speak plainly. That being said, in your correspondence with both me and your fellow students, you should always keep in mind that we are all in the academic context of a university course, and having a fundamental professional respect at the core of your communication is essential.

Citing your sources

Whenever you bring a primary or secondary source into your writing, it must be properly cited. In more informal writing like active reading responses, this might simply be providing proper quotations and page numbers for shared texts. In more formal work, such as the final paper, this will require a works cited/bibliography as well as in-text citations. Formatting style can be either MLA or Chicago.

Protecting and saving your work

Since this is an online course, technical mishaps are always possible. As such, I encourage you to compose your assignments on your own computers/tablets and save them accordingly so that you have backups if one of these technical mishaps occurs. In the digital environment, doing so is simply an ideal practice.



Course materials and technologies

Books

Required

- Chinua Achebe, *Things Fall Apart* (Book/eBook for purchase)
- Orson Scott Card, *Ender's Game* (Book/eBook for purchase)
- George Orwell, *Animal Farm* (Book/eBook for purchase)
- William Shakespeare, *Coriolanus* (Book/eBook for purchase)
- John Steinbeck, *The Moon is Down* (Book/eBook for purchase)
- Sarah Bradford, *Scenes in the Life of Harriet Tubman* (Carmen)
- William Faulkner, "Barn Burning" (Carmen)
- Greta Gerwig, dir., *Little Women* (2019) (Carmen)

Recommended (optional)

- Janet E. Gardner and Joanne Diaz, *Reading and Writing About Literature*, 5th ed.

The required texts consist of two novels, two novellas, and a play. The recommended text is an excellent, easy-to-understand primer on how to read and write about literature, including examples of common assignments, useful terminology, advice on how to approach close-reading and analysis, and much more. It is not a requirement, but for students new to literary study, I strongly encourage its use. The preferred editions of all of the above texts are available at the Campus Bookstore (<https://ohiostate.bncollege.com>), though I encourage you to shop around for the cheapest price and whatever medium (book or eBook) you prefer.



Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available [at it.osu.edu/help](https://it.osu.edu/help), and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- 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
Syllabus Quiz	5%
Active Reading Responses (5)	15%
Reading Quizzes (5)	15%
Leadership Reflection 1	10%
Leadership Reflection 2	10%
Mid-term Exam	20%



Assignment Category	Points and/or Percentage
Comparative Analysis Paper	25%
Total	100%

Description of major course assignments

Leadership Reflection 1 & 2

- **Description**

These two assignments will require you to provide personal reflections on the nature of leadership. The first reflection will have you consider what kind of leader *you* are, and provide personal examples in support. The second reflection will have you consider what makes for a good leader overall, incorporating what you have learned through the lectures, readings, and other assignments.

- **Academic integrity and collaboration guidelines**

Each Leadership Reflection will be approximately 600 words in length, and will be based on your own thoughtful consideration of the topic. Leadership Reflection 1 will be fundamentally personal and will not require external sources. Leadership Reflection 2 will allow you to make reference to other leaders and leadership styles, ideally (but not exclusively) drawing from course readings. In both cases, I will comment extensively on your reflection, typically to weigh in on how your reflection dovetails with the central course theme. As with all uses of primary and secondary sources, you will need to provide proper citations. Because these are personal reflections, no consultation of generative AI will be permitted.



Active Reading Responses (x5)

- **Description**

In five separate weeks of the semester, you will be expected to write an Active Reading Response to the week's reading(s). You will be provided with at least two prompts to choose from, and will be expected to answer with your own informed thoughts.

- **Academic integrity and collaboration guidelines**

Each Active Reading Response will need to be approximately 150 words, and will need to make direct reference to the week's reading(s) via in-text citations. You can expect several sentences of my individualized commentary on your responses, often reflecting on your insights or providing constructive counterpoints. Additionally, students will be encouraged to read and comment upon one another's responses. Up to five points of extra credit will be provided at the end of the course—one for each substantive (greater than 50 words) comment made, and no more than one per week. These points will be tallied and added to your final total grade after all other assignments are completed and graded. As a professor, I learn a great deal from student responses, and I expect the same will be true for most of you as well. Since these posts will be your own informed responses based on your own interpretation of the prompt and analysis of the text(s), no consultation of generative AI will be permitted.

Reading Quizzes (x5)

- **Description**

In addition to the Active Reading Responses outlined above, you will also have five reading quizzes designed to test your knowledge of basic facts about the text(s). These quizzes will be brief, consisting of only six multiple-choice questions related to the week's reading, and are meant to be somewhere between easy and moderate difficulty. You will have ten minutes to complete each



quiz. In most cases, so long as you have done the week's reading, you should do well on these quizzes. Note: there will never be an Active Reading Response and a Reading Quiz on the same week.

- **Academic integrity and collaboration guidelines**

While these quizzes will technically be “open book,” due to the online nature of the course, they will be brief enough that you will not be able to find all answers through use of search functions—you will have to read the text(s) to have familiarity with the answers. Note that there may be times where hints to some answers will be found in the weekly video lectures.

Mid-term Exam

- **Description**

The mid-term exam will be administered online during Week 7, and will consist of a blend of multiple choice questions, single-sentence answers, and a multi-paragraph response. Questions will draw from all readings and video lectures through the first six weeks of the course.

- **Academic integrity and collaboration guidelines**

You will have approximately 75 minutes to complete the mid-term exam online, though most students should be able to complete it in much less time. This exam will technically be “open book,” due to the online nature of the course, though over half of your grade will be dependent on your own synthesis of the readings and lectures. No consultation of generative AI will be permitted

Comparative Analysis Paper

- **Description**

This final paper is fundamentally an analytical research paper, meaning that you will need to have a solid thesis, analysis of primary sources, and scholarly research. A thorough assignment sheet will be provided at least three weeks before the paper is due, but the main elements are as follows: the paper will be



approximately 2000 words (roughly 6-7 pages in MLA or Chicago format), and will require you to take TWO of the readings/viewings from the semester and put them into conversation with each other according to one of several provided prompts. You will need to incorporate a minimum of three scholarly secondary sources, which typically means peer-reviewed journal articles or academic books on a related topic, found through library databases. Your thesis will have to be original, specific, and arguable, though it can draw from what you have learned during video lectures and active reading responses.

- **Academic integrity and collaboration guidelines**

By their nature, analytical research papers are fundamentally your own work, deriving from your own process of analysis and your own original argument. Assessment will largely revolve around how you engage with the prompt; what *you* have to say is far more interesting and useful than what others have said, though secondary sources can and should be brought in as ways to support or complicate your main claims. Since your own analytical process is vital, no consultation of generative AI will be permitted.

Late assignments

Late work is strongly discouraged for any reason, especially given that there are only three papers in this course beyond the Reading Quizzes and Active Reading Responses. As such, submitting late work will result in a full letter grade being taken off the assignment grade for each day it is late. **Quizzes, Active Reading Responses, and the Mid-term Exam cannot be taken late.**

Grading Scale

We will be using a standard grading scale as follows, but note that if you find yourself within .5% of the next highest grade (e.g. 92.5%) at the end of the course, I will round up. Because of this lenient grading policy, grades are not negotiable.

- 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

Grading and feedback

Grading for all assignments will typically be completed within a week of submission. Likewise, all assignments that require feedback (e.g. reflections, mid-term, responses, final paper) will always receive several sentences of personalized commentary. Additionally, each major assignment will have an assignment sheet that provides all important details about assignment expectations. These assignment sheets will always be provided at least two weeks before the assignment due date.

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.

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.

Accessibility accommodations for students with disabilities

Requesting accommodations

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.

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.

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](#)



THE OHIO STATE UNIVERSITY

College of Arts & Sciences
Department of English



Course Schedule

All assignments, readings, and video lectures will be clearly displayed on each weekly module on our course's Carmen page, but the following lays out weekly expectations. NOTE: Each module will unlock at 12:00 a.m. on Saturday (midnight), then lock on Thursday at 11:59 p.m. All listed readings and assignments should be completed by the end of each Thursday.

Week	Date	Topics/Readings/Assignments
1	Jan 6 th -9 th	<p><u>Topic:</u> Course Overview/Icebreakers</p> <p><u>Reading:</u> None</p> <p><u>Assignments:</u> Icebreakers (Active Reading Response 1); Syllabus Quiz</p>
<u>UNIT 1: CHILDREN AS LEADERS</u>		
2	Jan 11 th -16 th	<p><u>Topic:</u> Coming of age</p> <p><u>Reading:</u> William Faulkner, "Barn Burning" (available on Carmen)</p> <p><u>Assignment:</u> Reading Quiz 1</p>
3	Jan 18 th -23 rd	<p><u>Topic:</u> Children in adult situations</p> <p><u>Reading:</u> Orson Scott Card, <i>Ender's Game</i>, chapters 1-9</p> <p><u>Assignment:</u> Active Reading Response 2</p>
4	Jan 25 th -30 th	<p><u>Topic:</u> Children as leaders</p>



Week	Date	Topics/Readings/Assignments
		<u>Reading:</u> Orson Scott Card, <i>Ender's Game</i> , chapters 10-15 <u>Assignment:</u> Reading Quiz 2
5	Feb 1 st -6 th	<u>Topic:</u> Children, leadership, and family dynamics <u>Viewing:</u> <i>Little Women</i> (2019 film, dir. Greta Gerwig) <u>Assignment:</u> Leadership Reflection 1
<u>CIVIL RIGHTS INTERLUDE</u>		
6	Feb 8 th -13 th	<u>Topic:</u> Leadership for social change <u>Reading:</u> Sarah Bradford, <i>Scenes in the Life of Harriet Tubman</i> (Carmen) <u>Assignment:</u> Active Reading Response 3
7	Feb 15 th -20 th	<u>Topic:</u> MID-TERM EXAM <u>Reading:</u> NONE <u>Assignment:</u> MID-TERM EXAM
<u>UNIT 2: POLITICS, TRADITION, AND COLONIALISM</u>		
8	Feb 22 nd -27 th	<u>Topic:</u> Leadership and tradition <u>Readings:</u> Chinua Achebe, <i>Things Fall Apart</i> chapters 1-12



Week	Date	Topics/Readings/Assignments
		<u>Assignment:</u> Reading Quiz 3
9	Mar. 1 st -6 th	<p><u>Topic:</u> Colonialism and cultural attrition</p> <p><u>Reading:</u> Chinua Achebe, <i>Things Fall Apart</i> chapters 13-25</p> <p><u>Assignment:</u> Active Reading Response 4</p>
 <u>SPRING BREAK: NO CLASS!</u> 		
10	Mar 15 th -20 th	<p><u>Topic:</u> Political allegory</p> <p><u>Reading:</u> George Orwell, <i>Animal Farm</i></p> <p><u>Assignment:</u> Reading Quiz 4</p>
<u>UNIT 3: WAR AND LEADERSHIP</u>		
11	Mar 22 nd -27 th	<p><u>Topic:</u> Leadership in the face of invasion</p> <p><u>Reading:</u> John Steinbeck, <i>The Moon is Down</i> chapters 1-4</p> <p><u>Assignment:</u> Active Reading Response 5</p>
12	Mar 29 th -Apr 3 rd	<p><u>Topic:</u> Leadership by committee</p> <p><u>Reading:</u> John Steinbeck, <i>The Moon is Down</i> chapters 5-8</p> <p><u>Assignment:</u> Leadership Reflection 2</p>



Week	Date	Topics/Readings/Assignments
13	Apr 5 th -10 th	<u>Topic:</u> Varieties of leadership <u>Reading:</u> Shakespeare, <i>Coriolanus</i> Acts 1-3 <u>Assignment:</u> Reading Quiz 5
14	Apr 12 th -17 th	<u>Topic:</u> Leadership and compromise <u>Reading:</u> Shakespeare, <i>Coriolanus</i> Acts 4-5 <u>Assignment:</u> Active Reading Response 6 (OPTIONAL: 3% Extra Credit Opportunity)
15	Apr 19 th -21 st	<u>Topic:</u> Course recap, final paper prep <u>Reading:</u> None <u>Assignment:</u> None
Finals	Apr 25 th	Final Paper Due Thursday, April 25th at 11:59 p.m.

English 3395: Literature and Leadership

Rationale for new course:

According to a recent [survey](#) by the National Association of College and Employers (NACE), 55.9% of employers consider “leadership” an essential career readiness competency, but report that only 32.2% of the graduates they hire are proficient in this competency (Fig. 44). In recent years, Ohio State has worked to address this competency both through experiential learning and curricular offerings. For example, the STEP program has identified leadership as one of its [“signature project” areas](#), and the College of Food, Agricultural, and Environmental Sciences coordinates an interdisciplinary [leadership studies minor](#). This minor includes courses offered by six arts and sciences departments (communication, economics, philosophy, political science, psychology, sociology). A gap in Ohio State’s curricular offerings in this area, within the English department and within the university, is the study of leadership through literature.

The proposed course will address this gap. Using literary texts in multiple genres as its object of study, it helps students grasp the various ways in which leaders and leadership are represented through character, theme, and figurative language. It focuses on both negative and positive examples, with a particular interest in how responses to power are mediated by race, gender, class, among other factors. The course also provides case studies of how literature is used in non-academic settings to reflect on leadership as well as of literary scholars who have become academic leaders. It demonstrates that practicing literary analysis can be beneficial to a leader, particularly in terms of learning to anticipate and account for multiple points of view.

This course also aligns with the General Education category “Citizenship for a Just and Diverse World.” The course emphasizes an awareness of diverse approaches to leadership and the need for social justice through their representation in literary texts; developing arguments through close analysis; and writing critically and persuasively.

Current tenured faculty interested in teaching the course are Susan Williams, Andrea Williams, Norman Jones, and Simone Drake. In addition to being literary scholars, all four of these faculty have also had significant leadership experience as vice provost for academic policy and faculty resources, ASC vice dean, and English chair; director of the Women’s Place; dean and director of OSU-Mansfield; and AAAS chair and director of the AAAS Community Extension Center.

English 3395: Literature and Leadership (3 credit hours)

Fall 20~~xx~~22

W and F, 12:45 pm-2:05 pm, Denney Hall 245

Professor Susan Williams

Office Hours: R 1:00-3:00 p.m.

and by appointment

Denney Hall 544

614-688-2341 (o)

williams.488@osu.edu; <http://carmen.osu.edu>

Course description: This lecture course will consider leadership as a component of national citizenship and literature as a mode of exploring and analyzing a range of perspectives on leadership. We will examine literary texts that represent, construct, and respond to various models of leadership and will use these texts to apply the knowledge, skills and dispositions that constitute citizenship. We will read works of poetry, fiction and drama in order to understand how different literary genres explore leadership at both the individual and the cultural level, with a focus on the relationship between leadership and social justice. We will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies within the US. The course will also encourage students to think about how literary study can help them reflect on and articulate their own leadership strengths and aspirations.

Credit hours and work expectations: This is a three-credit hour, graded course that meets twice a week for one hour and twenty minutes. According to Ohio State rules, one credit hour translates to three hours per week of the average student's time. In this course, students should expect three hours per week spent on direct instruction (class sessions, instructor content, and Carmen activities, for example) and up to six additional hours completing reading and assignments, as outlined below.

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Theme: Citizenship for a Just and Diverse World		
Goals	Expected Learning Outcomes	Related Course Content
GOAL 1: Citizenship: Successful students will explore and analyze a range of perspectives on citizenship, across local, national, and global, and apply the knowledge, skills, and dispositions that constitute it.	Successful students are able to ... 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, global, and/or historical communities.	In this course, students will Study poetry, fiction and drama that considers leadership from a variety of historical and cultural perspectives
	1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	Explore and reflect on how literature has been used in shaping public policy and by leaders in higher education and corporate settings

GOAL 2: Just and Diverse World: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies.	2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and a variety of lived experiences.	Consider how diverse literary accounts of leadership represent the impact of leaders on families and communities across a variety of lived experiences
	2.2 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.	Consider literary accounts of "servant" and "charismatic" leadership, with a particular emphasis on the social change of the Civil Rights era

Specific Course Goals: Successful students will:

- Engage in an advanced, in-depth scholarly exploration of the ways in which literary texts in multiple genres and from a variety of historical and cultural perspectives represent leaders and leadership through character, theme, and figurative language
- Appreciate how literature provides an avenue for understanding leadership as a form both of service and of power, and how responses to that authority are mediated by race, gender, class, among other factors. Students will specifically consider literary accounts of "servant" and "charismatic" leadership, with a particular emphasis on the social change of the Civil Rights era.
- Engage in critical and logical thinking to connect literary texts to contemporary debates about definitions of successful leaders and to identify, describe, and synthesize other disciplinary approaches or individual experiences as they apply to the topic of leadership as a component of citizenship.
- Consider how diverse literary accounts of leadership represent the impact of leaders on families and communities across a variety of lived experiences.
- Describe and reflect on the transferable critical thinking skills that come from connecting literature and leadership. This will enable students to demonstrate a developing sense of self as a learner through reflection, building on prior experiences to respond to an understanding of leadership through the lens of literature.

Texts:

Arthur Miller, *Death of a Salesman* (Drama Play) (ISBN 9780822202905)

Toni Morrison, *Love* (Vintage) (ISBN 9781400078479)

Readings on Carmen (marked by *)

Schedule of Readings and Due Dates:

Introduction: Representing Leadership in Literature

Class 1 (W): *Wallace Stevens, "The Snow Man"; *Langston Hughes, "Dreams"

Class 2 (F) *George Orwell, "Shooting an Elephant"; *Drew Gilpin Faust, ["To Be 'A Speaker of Words and a Doer of Deeds:' Literature and Leadership."](#)

The Poet as Leader

Class 3 (W): Poet as prophet: *Ralph Waldo Emerson, “The Poet”

Class 4 (F): Mapping leadership and gender: *Robert Frost, “The Road Not Taken”; *Adrienne Rich, “Dreamwood”

Class 5 (W): Poet as servant: *Robert Frost, “The Oven Bird”; “Directive”; *Robert Greenleaf, “The Inward Journey” (discussion of “Directive” in ch. XI of *Servant Leadership*)

Class 6 (F): Project 1 due: Contribution to class composite bibliography of poems about leadership

Character and Leadership 1: “The Novel Responsibility of Command”

Class 7 (W): *Joseph Conrad, “The Secret Sharer”

Class 8 (F): Applying Conrad to Executive Leadership: *Joseph Badaracco, Ch. 5 of *Questions of Character: Illuminating the Heart of Leadership Through Literature*

Character and Leadership 2: Management

Class 9 (W): *Herman Melville, “Bartleby the Scrivener”

Class 10 (F): *Melville, “Bartleby the Scrivener,” concluded; Reading Quiz 1

Character and Leadership 2: Vision and Dream

Class 11 (W): Arthur Miller, *Death of a Salesman*

Class 12 (F): *Death of a Salesman*, continued; Reading Quiz 2

Class 13: (W): *Death of a Salesman* on stage (clips from Broadway Theatre Archive production)

Class 14: (F): *Death of a Salesman* on stage, concluded

Character and Leadership 3: Charisma

Class 15 (W): *Erica Edwards, “Restaging the Charismatic Scenario: Fictions of African American Leadership” (Ch. 1 of *Charisma and the Fictions of Black Leadership*)

Fall Break

Class 16 (W): Toni Morrison, *Love*

Class 17: (F): *Love*, continued

Class 18 (W): *Love*, continued

Class 19: (F) *Love*, concluded. Reading Quiz 3.

Translational Leadership in Practice 1: Reader Response

Class 20 (W): *Roland Barthes, “The Death of the Author”; *Excerpt from Maureen Chiquet, *Beyond the Label: Women, Leadership, and Success on Our Own Terms* (pp. 26-41—discussion of Barthes’ essay in connection with her role as CEO of Chanel)

Class 21 (F): Workshop: Using Literary Examples to Illuminate Career Readiness Competencies (Guest: representative from ASC Center for Career and Professional Success). Background reading: “[The Most Important Leadership Competencies According to Leaders Around the World](#)” from *Harvard Business Review*

Class 22 (W): Common Readings in Corporate and Higher Education Settings. *Clare Proctor, “Some of Region’s Universities Drop Common Reading Lists,” *Columbus Dispatch* (June 22, 2019); *Meagan Frank, [The CEO Book Club](#): Why and What They Read”

Class 23 (F): Interdisciplinary Case Study: Using Literature to Inform Public Policy. *Nathaniel Hawthorne, “The Birth Mark”

Class 24 (W): Case Study continued: *[Transcript](#) of “Science and the Pursuit of Perfection,” discussion of “The Birth Mark” in the meeting of the President’s Council on Bioethics, January 2, 2002.

Class 25: (F): Project due: Common Book choices at U.S. universities

****Thanksgiving Break****

Leadership in Practice 2: Literary scholars as leaders

Class 26 (W): *William Chace (modern British literature scholar; President of Wesleyan and Emory Universities), “The Discipline of Literature,” “Exchanging Reflection for Action,” and “The Puzzle of Leadership,” from *One Hundred Semesters: My Adventures as Student, Professor, and University President, and What I Learned Along the Way*

Class 27 (F): Guest lecture: Valerie Lee. *Valerie Lee (African American literature scholar; former Vice President and Vice Provost at Ohio State), *"Pearl was shittin' worms and I was supposed to play rang-around-the-rosie?": An African American Woman's Response to the Politics of Labor" in *Over Ten Million Served: Gendered Service in Language and Literature Workplaces*, ed. Michelle A. Massé and Katie J. Hogan

Conclusions and Takeaways

Class 28 (W): *Atul Gawande, [“Personal Best”](#) (from *The New Yorker*, 2011)

Exam week: Final papers due

Assignments:

- Attendance and participation in class discussions, workshops, and activities. More than two unexcused absences will reduce your participation grade by one whole letter grade (see “Attendance” under Additional Information below)
- Reading quizzes (3 across the semester—see listing in schedule above; each worth 10% of final grade). These quizzes will be administered in class and will test your comprehension of three key texts: Melville’s “Bartleby the Scrivener”; Miller’s *Death of a Salesman*; and Morrison’s *Love*. Each 30-minute quiz will assess your comprehension of the readings through 5 short answer questions about character, setting and plot (fill-in-the-blank; multiple choice and true/false) and ask you to write a commentary on one passage from each text. This commentary will ask you to 1) describe a key image, concept, or idea about leadership within the passage; and 2) to connect that image, concept or idea to at least one other aspect of the text. We will practice these close readings as a group in class before each quiz. You will have a choice of 3 passages. The short answers will be worth 50% of the grade and the commentary will be worth 50%.
- Two brief research projects, due in Class 6 and in Class 25
 - Research project #1 (Class 6): (10% of final grade) Contribution to class composite bibliography of poems about leadership. This project will expand on our class poetry readings and has three components: 1) identify a poem that you think speaks to the topic of leadership, using your own reading, an internet search, or the American and English Literature poetry databases through the OSU Libraries; 2) provide a link to the poem on the collaborative class Carmen page for this assignment; and 3) write a 4-5 sentence annotation explaining why you chose the poem and what aspect of leadership you think the poem touches on
 - Research project #2 (Class 25): (10% of final grade) Trends in common book readings in universities. Corporate, governmental and educational institutions frequently assign common books as a component of leadership retreats, community building, and exploration of shared values. A 2017 study found that 40% of colleges and universities incorporate a common reading program into their orientations of new students, though OSU has in recent years discontinued this program on the Columbus campus. (Some regional campuses have continued the practice.) For this project, you will investigate the book choices of two colleges or universities and then write a 1-2 double-spaced page summary of your findings. This summary will include: 1) a brief description of each book, based on publishers’ descriptions or on-line information provided by the school; 2) a summary of the values/topics/shared understandings that seem to underlie the choice of the book, based on your research (including information about public programming associated with the book); and 3) a paragraph providing your assessment of why you would or would not recommend that Ohio State resinitute its practice of a common reading for first year students.

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- ~~(poetry about leadership; trends in literature used in common book readings in universities)~~

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A 5-8 page final paper. ~~For this paper, you will choose one of the literary texts we have discussed in class and write a paper that describes how you would lead a discussion of that text in -that 1) gives a plan for using one or more of the assigned texts to lead a discussion of leadership in a student-run book club-university,- or other community, corporate or school group,-or corporate focused on leadership development-setting. (If you choose a poem, you can draw from those included in our class composite bibliography as well as from those assigned on the syllabus). This paper will contain three parts: 1) an overview of the main topics you would include in leading this discussion and why you would choose them; 2) a detailed plan of a 2-3 questions you would ask and specific passages you would point to in leading the discussion; and 3) a reflection on how the reading does or does not intersect with your understanding of your own values, interests, and skills as a leader. -and 2) provides an individual reflection on how the course has influenced your understanding and articulation of your own leadership, both to yourself and others.~~

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Grading:

- Attendance and participation: 20%
- Quizzes: 30%
- Projects: 20%
- Final paper: 30%

Additional Information:

Attendance: We will use class time to discuss the readings, gain context, test out and advance ideas, and practice close reading skills. I expect students to attend class sessions, to be on time, and to be attentive in class. This includes using technology to advance your learning but not in a way that is [distracting to your fellow students](#).

In general, I will excuse absences for illness with a doctor's note or other form of official documentation, and I will excuse one-time conflicts if you contact me in advance of class. Please notify me of absences due to religious observance or university activities as soon as you can. More than two unexcused absences will lower your participation grade by one whole letter grade. *More than six unexcused absences will lead to failure of the course.*

Discussions: In our structured and unstructured discussions, we will explore some challenging, high-stakes issues and increase our understandings of different perspectives. Our conversations may not always be easy, and sometimes we will need patience or courage, among other qualities, to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others as we deepen our understandings of multiple perspectives.

Class Cancellation Guidelines: In the unlikely event of class cancellation due to emergency, I will contact you via e-mail and request that classroom services place a note on the door of our classroom to indicate class has been cancelled. In addition, I will contact you by e-mail and through Carmen announcements as soon as possible following the cancellation to let you know what will be expected of you for our next class.

Plagiarism and Academic Misconduct: 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](#).

Documented disability Services disabilities: The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue. Students with documented disabilities who have registered with the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. SLDS is located in 098 Baker Hall, 113 W. 12th Ave; Tel.: 614-292-3307; VRS: 614-429-1334; Email: slds@osu.edu; Web: slds.osu.edu

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Counseling and consultation services: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other

concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (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 through the 24/7 National Prevention Hotline at 1-(800)-273-TALK or at suicidepreventionlifeline.org.

Title IX: All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu. Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit equity.osu.edu or email equity@osu.edu.

Copyright: 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.

RE: Proposal for New GE Course, English 3559 Literature and Leadership

Reed, Katie <reed.901@osu.edu>

Thu 4/8/2021 12:35 PM

To:

Lowry, Debra <lowry.40@osu.edu>

Deb,

Randy reviewed the syllabus and he has no concerns.

Please let me know if you need anything else.

Thanks,
Katie

From: Lowry, Debra <lowry.40@osu.edu>

Sent: Friday, April 2, 2021 12:32 PM

To: Smith, Randy <smith.70@osu.edu>

Cc: Reed, Katie <reed.901@osu.edu>

Subject: Proposal for New GE Course, English 3559 Literature and Leadership

Hello Randy,

Susan Williams has proposed the attached course for the new GE and I've been made aware that review and concurrence from OAA is required for courses dealing with Leadership. May I ask you to review the course syllabus and GE Submission Form and provide feedback or approval so that we may move forward with submission?

Many thanks,

Deb



Debra Lowry

Associate Director, Curriculum & Assessment

Department of English

The Ohio State University

441 Denney Hall

167 West Annie & John Glenn Avenue

Columbus, Ohio 43210

Phone: 614-292-3812

Fax: 614-292-7816

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences
(Updated 2-1-24)

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. See [Carmen: Common Sense Best Practices](#) and [Carmen Fast Facts for Instructors](#) for more on using CarmenCanvas

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

If no, why not?

Syllabus

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

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

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

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

Additional comments (optional).

Instructor Presence

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

For more on Regular and Substantive Interaction: [Regular Substantive Interaction \(RSI\) Guidance](#)

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

- Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (**required**).

- Regular instructor communications with the class via announcements or weekly check-ins.
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

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

Delivery Well-Suited to DL/DH Environment

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

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery (**required**)? (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:

Workload Estimation

For more information about estimating student workload, see [Workload Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

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

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

Accessibility

See [Creating an Accessible Course](#) for more information. For tools and training on accessibility: [Digital Accessibility Services](#).

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

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

Additional comments (optional):

Academic Integrity

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

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

Additional comments (optional):

Frequent, Varied Assignments/Assessments

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

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

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

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

Community Building

For more information: [Student Interaction Online](#) and [Creating Community on Your Online Course](#)

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: [Increasing Transparency and Metacognition](#)

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

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

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

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

Additional Considerations

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

Syllabus and cover sheet reviewed by *Jeremie Smith* on 8/24/2023

Reviewer Comments:

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

Colleagues,

I know you have been waiting much longer than normal for the preliminary DL course review of your online class, so that it can be moved on to the ASC Faculty Curriculum Committee for approval.

I have been completing these DL reviews for the past 3 years, since the launching of the ASC Office of Distance Education (ASC ODE). I transitioned from my role as the ASC Distance Education Coordinator in early June to a new position in the Department of East Asian Languages and Literatures. However, the College recently asked me to complete a few additional DL reviews to support departments' efforts to develop great online courses and minimize delays as ASC ODE identifies my successor. I am copying ASC ODE to this message to note this DL review has now been completed.

I completed the preliminary distance learning review for the **English 3395: Literature and Leadership** course approval proposal (see signed Cover Sheet attached). The course is ready to be submitted for review by the ASC Faculty Curriculum Committee. The department and instructor may choose to revise the course syllabi in response to my feedback or not, as they decide would be best for their course.

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

- This course includes consistent, weekly deadlines for all assignments (Thursdays). In the quiz section of the assignment descriptions, I recommend adding more information about the administering of the asynchronous quizzes. For example, when will the window for completing the quiz open and how long will students have to complete the quiz once started?
- Since a significant part of the Regular and Substantive Interaction (RSI) of the course is focused on individual student feedback to assignments like the Active Reading Responses, augmented by weekly 20 min. lecture recordings, I recommend spelling out this intended instructor-student interaction in the syllabus. 1-2 additional sentences in the descriptions of the Active Reading Response and Leadership Reflection assignments about the type and depth of instructor feedback students can anticipate would highlight the plans for RSI and provide additional context to students regarding expectations for the course.
- One aspect of the course design that I recommend considering further is the facilitation of peer interactions. Asynchronous courses often requires overt structures in the course design to support student interactions. In this course, students are invited to read their peers active reading responses, but not required to do so or directly encouraged to respond to peers. I have seen three strategies for this from courses with a similar overall design that may be worth considering:
 - o The active reading assignment could perhaps achieve its pedagogical goals and also provide a fertile ground for student discussion if it required each student to provide substantive feedback or response to 1-2 peers active reading post. This would work best if two separate deadlines were established each week in which active reading responses were due, one for the students to post their response, and another a few days later to post a response to a peer's posting.
 - o A well-structured peer review requirement for the leadership reflections and/or comparative analysis assignments would provide another opportunity for students to interact and have opportunities to hear from their peers.

- Being a course focused on textual analysis and reflection, it seems well suited for social annotation assignments. I can imagine the active reading response assignments reformulated around social annotation of the text, or excerpts of parts of the text, surrounded by instructor provided reflection questions and provoking student conversation around parts of the text and themes. The College of Arts and Sciences, supports the [Hypothesis](#) tool, and there are instructional designers in the Office of Distance Education available to support the integration of this tool in your Carmen course.

The ASC Office of Distance Education strives to be a valuable resource to instructors and departments in the College of Arts and Sciences. In addition to managing the [DL course review](#) process, [hosting ASC Teaching Forums](#), and developing an ever-expanding catalog of [instructor support resources](#), they also provide one-on-one instructional design consultation to ASC instructors interested in redesigning any aspect of their online course. If your department or any of your individual instructors wish to [meet with one of their instructional designers](#) to discuss how they can provide advice, assistance, and support, please do let them know.