
Term Information

Effective Term Spring 2026

General Information

Course Bulletin Listing/Subject Area Psychology
Fiscal Unit/Academic Org Psychology - D0766
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2750S
Course Title Empowering Minds: The Science and Politics of Reading
Transcript Abbreviation SCI & POLI READING
Course Description Equitable access to literacy is critical to being an active citizen. We introduce an overview of reading as a cognitive process and socio-political act. We aim to provide students with the tools necessary to advocate for evidence-based literacy policies. Students will participate in community literacy programs.
Semester Credit Hours/Units Fixed: 4

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? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture, Field Experience
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 Social and Behavioral Sciences course.
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 42.0101
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Citizenship for a Diverse and Just World; Service-Learning

Course Details

Course goals or learning objectives/outcomes

- Successful students will be able to describe key findings in reading science
- Successful students will critically analyze educational policies in terms of reading sciences best practices
- Successful students will examine the role of literacy in active citizenship
- Successful students will understand diverse needs in reading learning
- Successful students will actively advocate for equitable literacy practices

Content Topic List

- Citizenship
- Science of reading: Scientific methods, Word decoding, the role of experience, scientific model of reading skill, dyslexia
- Science communication
- Culture of science vs. culture of education
- Reading education

Sought Concurrence

No

Attachments

- GE Theme Course Submission-doc-citizenship.pdf: GE Theme Course Submission
(Other Supporting Documentation. Owner: Paulsen, Alisa Marie)
- Psych 2750S-service-learning-inventory.pdf: Service Learning Inventory
(Other Supporting Documentation. Owner: Paulsen, Alisa Marie)
- Psychology Major Learning Objectives-Oct 2024-np.docx: Curriculum Map
(Other Supporting Documentation. Owner: Paulsen, Alisa Marie)
- Concurrence communication-Psych 2750S.pdf: Concurrence communication
(Concurrence. Owner: Paulsen, Alisa Marie)
- Psych 2750S Cover Letter.docx: Cover letter
(Cover Letter. Owner: Paulsen, Alisa Marie)
- Psych2750.S_Reading_Syllabus_Patson revised July 2025.docx: Revised Syllabus
(Syllabus. Owner: Paulsen, Alisa Marie)
- Psych 2750S revisions cover letter July 2025.docx: Revisions Cover Letter
(Cover Letter. Owner: Paulsen, Alisa Marie)

Comments

- Please see Subcommittee feedback email sent 04/04/2025. (by Hilty,Michael on 04/04/2025 09:34 AM)
- Please see Subcommittee feedback email sent 1/30/25. (by Neff,Jennifer on 01/30/2025 03:45 PM)
- 1/8/25 Concurrence communication with EHE has been uploaded. After initial email to and reply from EHE on 10/21/24, and a follow up email on 12/18/24, no response was given. Therefore, concurrence is assumed. (by Paulsen,Alisa Marie on 01/08/2025 05:04 PM)
- Please request concurrence from the College of Education and Human Ecology (by Vankeerbergen,Bernadette Chantal on 10/16/2024 04:01 PM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Paulsen,Alisa Marie	10/09/2024 02:59 PM	Submitted for Approval
Approved	Paulsen,Alisa Marie	10/09/2024 02:59 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/16/2024 04:03 PM	College Approval
Submitted	Paulsen,Alisa Marie	01/08/2025 05:04 PM	Submitted for Approval
Approved	Paulsen,Alisa Marie	01/08/2025 05:05 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	01/22/2025 02:25 AM	College Approval
Revision Requested	Neff,Jennifer	01/30/2025 03:45 PM	ASCCAO Approval
Submitted	Paulsen,Alisa Marie	02/11/2025 12:04 PM	Submitted for Approval
Approved	Paulsen,Alisa Marie	02/11/2025 12:04 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/11/2025 12:44 PM	College Approval
Revision Requested	Hilty,Michael	04/04/2025 09:34 AM	ASCCAO Approval
Submitted	Paulsen,Alisa Marie	07/31/2025 04:12 PM	Submitted for Approval
Approved	Paulsen,Alisa Marie	07/31/2025 04:13 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/26/2025 12:42 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	08/26/2025 12:42 PM	ASCCAO Approval



July 30, 2025

Dear Themes II Subcommittee of the ASC Curriculum Committee,

Thank you for your feedback. In response, I have made the following changes to my syllabus in order to make the service and contact hours clearer to students:

1. I have corrected the meeting time for the course. This was a mistake in the original.
2. I have included information (highlighted) about the preparation assignments students will need to do each week for their service activities. Templates for the assignments are attached to the last pages of the syllabus.
3. I have added a column to the schedule that includes information about the service activities (highlighted).
4. I have included a description of the contact hour requirements on the first page of the syllabus (highlighted).
5. Background checks are not required for service at either site because both organizations are committed to making sure all students are allowed to take this course. At no time will any OSUM student be left unsupervised with any of the children taking part in the activities. This is stated in the syllabus (highlighted). All of the training that students will need will take place during course time.

Sincerely,

Nikole D. Patson, Ph.D.

Professor

The Ohio State University

Arts and Sciences

Psychology

PSY 2750.S: Empowering Minds: The Science and Politics of Reading

Spring, 20xx Monday & Wednesday, 10:40 AM -12:30 PM

224 MR

4-credit hours

Instructor: Dr. Nikole Patson

Office hours: Mondays, 12:30-1:30 PM, or by appointment

Office: 170 G Morrill Hall

Office phone: 740-725-6244

Email: patson.3@osu.edu (preferred contact method)

Welcome to Empowering Minds: The Science and Politics of Reading! I hope that you will enjoy this course! I am here to help you, so please consider me a resource. If I do not know the answer to your question, I will try to direct you to someone who can help. Below is an outline of what you can expect from this class and from me, and what your responsibilities are as a student. ***Please keep the syllabus handy because you will need to refer to it throughout the semester.***

Contacting me: If you need to reach me for any reason you can stop by my office, send me an email, or call my office. You should allow at least 48 hours to be sure that you will get a response, especially prior to exams. If there is a personal issue that you would like to discuss with me, please see me after class to set up an appointment.

Contact hours: This is a 4-credit course. According to the University, one credit hour shall be assigned for each three hours per week of the average student's time, including class hours, required to earn the average grade of "C" in this course. For a 4-credit course, that works out to 12 hours a week. As such, this course meets for a longer period than a 3-credit course. Because this is a service learning course, in addition to the time you spend on course readings and assignments, you will spend an additional 2 hours of service to our community partners. One of those hours will be spent at a service site each week, the other hour will be spent preparing for that service work. All of this is described in more detail below.

Required readings

Seidenberg, M. (2017). *Language at the speed of sight: How we read, why so many can't, and what can be done about it*. Basic Books: New York, New York.

Wagner, L., & McKee, C. (2023). How to talk language science with everyone. (selected chapters)

Additional articles as listed on the syllabus schedule

COURSE WEBSITE

This course has a page on Carmen. Please check the course web site regularly for announcements and other important information. Any course announcements will be posted on Carmen. Please ask for help if you have any problems accessing the site.

A. Course Objective

In this course, we explore the multifaceted dimensions of reading as both a cognitive process and a socio-political act. We will delve into the scientific underpinnings of reading, examining the psychological mechanisms behind decoding, comprehension, and retention. Simultaneously, we address the political implications of literacy, considering how educational policies, resource access, and cultural narratives shape reading instruction and perception in society. Beyond mere functionality, literacy is intertwined with active citizenship, critical thinking, and understanding diverse perspectives. Effective citizenship historically requires functional literacy and critical thinking skills, enabling participation in social decision-making. Literacy extends beyond reading and writing—it encompasses speaking, listening, and creating, shaping our ability to engage with civic life. Equitable access to evidence-based literacy education then, is a prerequisite to equitable access to civic participation. As a service-learning course, we also engage in civic initiatives promoting literacy and social justice.

B. Service-Learning:

The service work is a critical component for allowing students to understand how the lessons presented in class are related to real life outcomes. To get a true sense of psychology as a science, it is important for students to immerse themselves in the experience and become familiar with how our thoughts and behaviors are a manifestation of several personal and social elements. Before beginning their service hours, students will be introduced to a representative of the organization and receive an orientation to service learning as a teaching pedagogy.

This experience should provide a more meaningful understanding of the course material, allowing for more personal and informative in-class discussions, a deeper degree of contemplation for course assignments, and a more lasting impact on character development as you work to transition into civically engaged and responsible adults.

Service learning is not an internship or simply volunteering – it is a pedagogical model that will deepen your understanding of the course material by exposing you first-hand to the ethical issues we discuss in class. You will perform service work that aids our local community, and that service work will advance your thinking about ethics and education.

Our community partners this semester are:



LET'S READ 20 is dedicated to building a community of readers by encouraging everyone to read to a child for at least 20 minutes each day from birth through elementary school. Website: <https://www.letsread20.org/>



Peace and Freedom Committee

The Peace and Freedom Committee promotes racial equity by empowering, educating, and fostering understanding of the diverse cultures, backgrounds, and experiences within Marion to build a stronger, thriving community. Website:

<https://www.boomohio.info/organizations/peace-and-freedom-committee/>

Each week you will spend an hour working at Peace and Freedom or at the Marion Public Library in service to our community partners. You would schedule this time independently based on their needs. Because you will be directly supervised by staff at either site, neither organization requires a background check to work with children.

C. Course Description

This course addresses the expected learning outcomes for the **Citizenship for a Just and Diverse World** theme in the General Education curriculum.

D. Course objectives

Upon successful completion of this course, students will:

- Understand the cognitive processes involved in reading and the factors that influence reading proficiency.
- Analyze the role of reading in individual and societal development, with a focus on educational equity and literacy advocacy.
- Evaluate the impact of political decisions on reading education and literacy rates across different demographics.
- Evaluate community focused efforts to improve equal access to literacy-promoting resources.

E. Goals and outcomes for general education curriculum

This course addresses the expected learning outcomes for the **Citizenship for a Just and Diverse World** theme in the General Education curriculum.

Students successfully completing this course will achieve the following goals and outcomes:

Goals	Expected Learning Outcomes
Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.	ELO 1.1 Engage in critical and logical thinking. <i>This course will build skills needed to engage in critical and logical thinking about the science of reading and literacy policy through: Weekly reading responses which require students to synthesize and critically</i>

	<i>evaluate cutting-edge scholarship on the science of reading; Engagement in class-based discussion on literacy-related topics using evidence-based logical reasoning to evaluate policy positions. Throughout the semester students will consider the diverse ways in which children learn how to read, either due to individual differences, or political education policy. Students will critically explore how these differences shape individuals' ability to participate equally as citizens of a complex society. Finally, students will critically evaluate programs designed to address systemic differences in literacy achievement and promote justice.</i> ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme. <i>Completion of a research project which builds skills in analyzing empirical data while integrating best practices in science communication. The project will ask students to explore the diverse ways in which children learn how to read and promote initiatives and approaches that address systemic issues related to literacy development and restore justice. Projects will provide students the opportunity to engage in civic life by advocating for evidence-based literacy initiatives that promote justice.</i>
Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.	ELO 2.1 Identify, describe, and synthesize approaches or experiences. <i>Students will engage in advance exploration of each module topic through a combination of readings, discussions, and service activities.</i> <u>Readings</u> <i>The text and readings for this course provide background information on each topic. Students will take some control of their own learning by choosing their own research project topic for which they will select the readings.</i> <u>Discussion</u>

	<i>The class will be structured around group discussion. Students will work in small groups to allow flexibility in their topic choices to allow them to take some control over their education. During discussion they will be asked to synthesize what they've read with their hands on service activities as well as their own experiences with literacy.</i> <u><i>Service activities</i></u> <i>Students will have the opportunity to engage with the community in supporting evidence-based literacy promotion activities designed to address systemic issues related to literacy development and to promote justice.</i> ELO 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. <i>As a service-learning course, reflective writing will be used frequently throughout the semester to give students the opportunity to reflect on their own learning especially related to their deepening understanding of the concepts of citizenship, literacy, diversity, and how these intersect.</i>
GOAL 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.	ELO 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. <i>Literacy is not just a functional tool; it is intertwined with active citizenship, critical thinking, and understanding diverse perspectives. Historically, effective citizenship has required functional literacy skills as well as critical thinking skills which enable individuals to participate in social decision-making processes. Literacy extends beyond reading and writing. It encompasses how we interact with the world, communicate, and articulate our experiences. While reading is a critical component, literacy also involves</i>

	<i>speaking, listening, and creating. It shapes our ability to engage with civic life and declare our presence.</i> <i>Throughout the class students will be required to engage with questions about literacy education and policy and how it differs across contexts and how these differences shape individuals' ability to actively engage in civic life. Week 1 will introduce students to this idea by having them read and discuss the "literacy privilege checklist" which highlights how low levels of reading ability can dramatically reduce an individuals' ability to participate in civic life. In Weeks 2 and 3, students will hear from leaders at our community partners who will share information about how literacy rates differ across contexts and how their organizations are structures to address concerns. Three reflection assignments and three papers will give students the opportunity to reflect on how literacy and citizenship are intertwined.</i>
	ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen. <i>This course supports the cultivation of "intercultural competence as a global citizen" through rigorous and sustained study of the science of reading and literacy-related policies and practices. Students will engage in weekly readings and service-activities and reflect on them in in-class discussions and three written reflection assignments. Students will apply their emergent intercultural competencies in their service activities, research project, and paper #3.</i>
GOAL 4: 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, both within the US and/or around the world.	ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences. <i>The Science and Politics of Reading will offer students various opportunities to examine, critique, and evaluate various expressions</i>

	<i>and implications of diversity, equity, and inclusion, as well as a variety of lived experiences. Students will consider individual differences in reading ability and how that impacts reading development and civic participation. Students will also consider how race, class, and other social factors contribute to equal access to evidence-based literacy policies and practices. Students will also examine the cultures of science and education to evaluate the implications of those cultures on educational policy and its impact individual's lived experiences. Finally, our service activities will give students the opportunity to engage in two different literacy-based initiatives.</i> <i>In their weekly reflection posts, class discussions, and other written assignments, students are invited to analyze the implications of different literacy development strategies for questions of diversity, equity, and inclusion. They do so not in a simplistic sense of assessing which approach is "right" or "best" but in considering how different possible outcomes might shape the concrete lived experience of different social groups in different ways. The goal is not to determine which way of doing things is best, but to understand why different populations manage these questions in different ways and how their various expressions might lead to different outcomes in terms of diversity and inclusion.</i> ELO 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. <i>Students in PSYCH 3XXX will assess the role of science and science communication for enacting justice, managing difference, and constructing citizenship. This goal is met through course readings, class discussions,</i>
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	<i>community service work, and written assignments. For example, throughout the semester, students will have the opportunity to reflect on education policies and practices related to literacy and consider how those practices/policies incorporate evidence-based strategies. They will consider the implications of those policies and practices and how it relates to equal access to high quality reading instruction and access to civic participation. In their third paper, students will take a stance on a specific policy and write a paper in the form of a letter to the editor or a school board testimony and advocate for a policy designed to enact justice using evidence-based reasoning. Additionally, in their final reflection paper, students will be asked to reflect on how the issues they've learned about might shape their own advocacy for social change in the future.</i>
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F. Course requirements

Assignment	% of Final Grade
Attendance & Participation (including service work)	25%
Reading Responses	10%
Written Reflections	20%
Papers	15%
Research Project	30%
NOTE: Students must complete all course requirements listed above in order to pass this class; a final grade cannot be calculated if coursework is incomplete.	

G. Course assignments

1. Reading responses

For each assigned reading you are expected to write a reading response. In your response, you should answer the following questions:

1. What was the main point of the reading? (Summarize in 3-5 sentences)
2. How does this reading contribute to your understanding of reading?
3. How does this reading contribute to your understanding of citizenship?
4. How were diverse perspectives considered (or not) in this reading?

5. How does this reading inform the work you are doing in the community?

In class we will develop guidelines for the reading responses together and our class discussions will be informed by your assignments.

2. Reflection Assignments

Reflection is a critical component of service-learning pedagogies and thus will be the primary way your learning is assessed this semester. You will have 3 reflection assignments in which you will be asked to connect the course readings to the activities you are doing in the community.

Pre-Reflection

As we begin our journey exploring the science and politics of reading, it's important to reflect on our current understanding and perspectives on key issues that will be central to our discussions and service-learning activities. This pre-reflection paper is an opportunity for you to articulate your thoughts and beliefs about diversity, citizenship, justice, and literacy before we delve deeper into these topics throughout the course. Your pre-reflection should be 3 double-spaced pages.

1. **Diversity:** What does diversity mean to you in the context of literacy and reading practices? Reflect on your personal experiences and observations. How do you see diversity represented in literacy practices within your community, and what impact do you think it has on access to reading and educational opportunities?
2. **Citizenship:** How do you define citizenship, particularly in relation to literacy? Consider both the legal and social aspects. What responsibilities and rights do you associate with being a literate citizen, and how do you see these playing out in your daily life and in the broader society?
3. **Justice:** What is your understanding of justice in the realm of literacy and education? Think about different dimensions of justice, such as social, economic, and legal. How do you perceive justice being upheld or challenged in literacy practices and educational systems in your community and beyond?
4. **Interconnections:** How do you think diversity, citizenship, justice, and literacy are interconnected? Provide examples from your own experiences or from current events that illustrate these connections.
5. **Expectations and Goals:** What do you hope to learn and achieve in this course regarding these issues? How do you think engaging with these topics through a service-learning approach will impact your understanding and actions?

Please write a 2-3 page reflection addressing the questions above. Be honest and thoughtful in your responses, as this will help us create a foundation for our discussions and activities throughout the semester. Your reflections will not be graded on your opinions but on the depth of your engagement with the questions.

Midpoint Reflection

As we reach the midpoint of our course on the science and politics of reading, it's important to take a moment to reflect on your learning journey so far. This midpoint reflection paper is an opportunity for you to assess your current understanding and perspectives on diversity, citizenship, justice, and literacy, and to consider how your views have started to evolve. Your midpoint reflection should be 5 double-spaced pages.

1. Current Understanding of Diversity: How has your understanding of diversity in the context of literacy and reading practices developed so far? Reflect on specific experiences, readings, or discussions that have influenced your perspective. How do you see diversity represented in literacy practices within your community at this point in the course?

2. Citizenship and Literacy: How has your definition of citizenship, particularly in relation to literacy, evolved up to this point? Consider both the legal and social aspects. What new responsibilities and rights do you associate with being a literate citizen, and how have these ideas been shaped by the course so far?

3. Justice in Literacy and Education: How has your understanding of justice in the realm of literacy and education developed so far? Think about different dimensions of justice, such as social, economic, and legal. How do you perceive justice being upheld or challenged in literacy practices and educational systems at this stage?

4. Science of Reading: What is your current understanding of the science of reading? How has scientific research on reading influenced your views on literacy practices and policies up to this point? Provide examples from the course that illustrate these changes.

5. Interconnections: How has your understanding of the interconnections between diversity, citizenship, justice, and literacy deepened so far? Provide examples from your experiences in the course or from current events that illustrate these connections.

6. Impact of Service-Learning: How has engaging with these topics through a service-learning approach impacted your understanding and actions so far? Reflect on specific service-learning activities that have been particularly meaningful to you and how they have influenced your views.

7. Goals for the Remainder of the Course: Based on your reflections so far, what are your goals for the remainder of the course? How do you plan to further develop your understanding of diversity, citizenship, justice, and literacy, and what actions do you hope to take?

Final Reflection

As we conclude our exploration of the science and politics of reading, it's important to reflect on how your understanding and perspectives on key issues have evolved. This final reflection paper is an opportunity for you to articulate the changes in your thinking about diversity, citizenship, justice, and literacy, and to consider the impact of our course discussions and service-learning activities on your views. Your final reflection should be 8 double-spaced pages.

1. Evolving Understanding of Diversity: How has your understanding of diversity in the context of literacy and reading practices changed over the course? Reflect on specific experiences, readings, or discussions that have influenced your perspective. How do you now see

diversity represented in literacy practices within your community? Where do you see room for improvement?

2. Citizenship and Literacy: How has your definition of citizenship, particularly in relation to literacy, evolved? Consider both the legal and social aspects. What new responsibilities and rights do you associate with being a literate citizen, and how have these ideas been shaped by the course?

3. Justice in Literacy and Education: How has your understanding of justice in the realm of literacy and education developed? Think about different dimensions of justice, such as social, economic, and legal. How do you now perceive justice being upheld or challenged in literacy practices and educational systems?

4. Science of Reading: How has your understanding of the science of reading evolved? Reflect on how scientific research on reading has influenced your views on literacy practices and policies. Provide examples from the course that illustrate these changes.

5. Interconnections: How has your understanding of the interconnections between diversity, citizenship, justice, and literacy deepened? Provide examples from your experiences in the course or from current events that illustrate these connections.

6. Impact of Service-Learning: How has engaging with these topics through a service-learning approach impacted your understanding and actions? Reflect on specific service-learning activities that were particularly meaningful to you and how they have influenced your views.

7. Future Goals and Actions: Based on what you have learned in this course, what are your future goals and actions regarding these issues? How do you plan to apply your new understanding of diversity, citizenship, justice, and literacy in your personal, academic, or professional life?

3. Papers

To delve deeper into the political aspects of literacy development, you will write three papers on topics related to literacy in civic life.

Literacy Narrative

Reflect on your own literacy development journey. How has your ability to read and write influenced your participation in civic life and your role as an active citizen? Consider specific experiences, such as engaging with community issues, voting, or participating in public discourse. Additionally, think about how your cultural background, language, and unique experiences have shaped your literacy skills. How do you think these factors have empowered or limited your involvement in civic activities and your ability to contribute to a diverse society? Your literacy narrative should be 2 double-spaced pages.

Book bans

Write a 5 double-spaced page critical analysis paper on the politics of book bans. In your paper, address the following points:

1. **Context:** Provide an overview of the current culture of book bans. Discuss notable instances and the socio-political contexts in which they've occurred.
2. **Political Motivations:** Analyze the political motivations behind book bans. Consider the roles of government, educational institutions, and other organizations in these decisions.
3. **Impact on Diversity and Citizenship:** Examine how book bans affect diversity in literature. Discuss the implications for authors and readers from diverse backgrounds, including marginalized communities. How does this censorship impact an individuals' sense of belonging and citizenship?
4. **Case Studies:** Include at least two case studies of specific book bans. Analyze the reasons for the bans and the reactions from various stakeholders, such as authors, educators, students, and the public.
5. **Personal Reflection:** Reflect on your own experiences with literature and censorship. How have book bans influenced your access to diverse perspectives and your understanding of different cultures?
6. **Conclusions and Justice Actions:** Summarize your findings and provide your perspective on the future of book bans in a diverse society. Offer recommendations for promoting inclusive and diverse literature in the face of censorship.

LTE or School Board

For your third paper, you will write either a letter to the editor of a newspaper or a testimony prepared for a school board meeting. Your task is to take an evidence-based position on a literacy-related topic and argue for a specific policy change. Follow these steps:

1. **Choose a Topic:** Select a literacy-related issue that you are passionate about. This could be anything from early childhood reading programs to digital literacy in schools. Consider how this issue intersects with justice and diversity.
2. **Research:** Gather evidence from credible sources to support your position. This may include academic articles, reports, statistics, and expert opinions. Pay special attention to how the issue affects diverse communities and contributes to or mitigates injustices.
3. **Formulate Your Position:** Clearly state your position on the issue. Explain why this issue is important, particularly in terms of justice and diversity, and why a policy change is necessary.

4. Propose a Policy Change: Suggest a specific policy change that addresses the issue. Be clear and concise about what you are advocating for, and ensure your proposal promotes justice and inclusivity.

5. Support Your Argument: Use the evidence you have gathered to back up your position and policy proposal. Make sure to address potential counterarguments and explain why your proposed change is the best solution for fostering a just and diverse educational environment.

6. Format:

- Letter to the Editor: Should be concise, typically 200-300 words.
- School Board Testimony: Should be more detailed, typically 500-700 words.

4. Service Activities

By participating in these service activities, including Storytime at the library and the Book Buddies program with the Peace and Freedom Committee, you will not only contribute to the literacy development of Black youth in Marion and the broader community but also gain a deeper understanding of the intersection between education, culture, and politics. This hands-on experience will be invaluable in developing your skills and perspectives as future educators, policymakers, advocates, and leaders in their communities. **You will spend an hour in service at one of our community partners each week and additional one hour of preparation time will be required each week.** You will serve at both service sites, but in alternate weeks.

Let's Read 20: Storytime

As part of this course, you will engage in service-learning activities by leading Storytime sessions at the Marion Public Library. These activities are designed to provide practical experience in promoting literacy and understanding the social and political dimensions of reading.

Objectives:

- Foster a love of reading among young children.
- Develop students' skills in public speaking, storytelling, and community engagement.
- Explore the impact of literacy on individual and community development.

Activities:

1. Story Selection and Preparation:

- You will work with the librarians to select age-appropriate books that reflect diverse cultures and perspectives.

- You will prepare engaging reading plans, including interactive elements such as questions, songs, and related activities.

2. *Leading Storytime Sessions:*

- You will lead multiple Storytime sessions, reading aloud to children and facilitating interaction.
- You will use expressive reading techniques to capture the children's interest and imagination.

3. *Reflection and Discussion:*

- After each session, you will reflect on their experiences, discussing what worked well and what could be improved.
- They will also explore the broader implications of their service, considering how access to reading materials and literacy programs can influence social equity and community well-being.

4. *Preparation*

-Prior to each Storytime session you lead, you will need to turn in a Storytime plan which includes the books you will be reading, how they relate to your theme, and the songs you will have the kids sing. You will use the template provided by the librarians.

Book buddies at Peace and Freedom

In addition, we will be implementing an evidence-based Book Buddies program in collaboration with the Peace and Freedom Committee, which supports Black youth in Marion, Ohio. These activities aim to enhance literacy skills and foster a love of reading among young participants while providing you with practical experience in educational outreach and community engagement.

Objectives:

- Improve reading skills and literacy rates among Black youth in Marion.
- Enhance your skills and confidence with mentoring and community service.
- Understand the social and political factors influencing literacy and education.

Activities:

1. *Training and Preparation:*

- You will receive training from the librarians on evidence-based literacy strategies and culturally responsive practices.
- You will work with members of the Peace and Freedom committee to prepare reading materials and activities tailored to the needs and interests of the participating youth.

2. *Pairing with Book Buddies:*

- Each student will be paired with a young reader from the Peace and Freedom Committee.
- Pairs will meet regularly for one-on-one reading sessions, focusing on building reading fluency, comprehension, and confidence.

3. *Reading Sessions:*

- During each session, you will guide your Book Buddy through selected texts, using interactive reading techniques to engage and support the young readers.
- Sessions will include discussions, questions, and activities that reinforce the reading material and promote critical thinking.

4. *Cultural and Community Engagement:*

- We will incorporate books that reflect the cultural backgrounds and experiences of the participants, fostering a sense of identity and belonging.
- As a class we will also contribute to a family literacy night at the Peace and Freedom committee's space, to involve parents and caregivers in the literacy development process. You and your book buddy will be writing book reviews to hang in Peace and Freedom's library during the family literacy night.

5. *Reflection and Evaluation:*

- You will maintain reflective journals to document their experiences, challenges, and successes.
- They will participate in group discussions to share insights and strategies, and evaluate the impact of the program on their Book Buddies' reading skills and attitudes towards reading.

6. *Preparation:*

-After each Book Buddy meeting you will develop a Reading Plan for your next session. This plan will include the book/s you plan to read at the next session, questions you plan to discuss, and how all of this relates to the goals you and your Reading Buddy set out at the beginning of the semester. You will complete the plan independently, however, you should spend some of your time with your Reading Buddy picking out the books you will read. You will use the template provided on Carmen.

5. Sharing Reading Science Research Project

As part of this course, students will engage in a research project in collaboration with Let's Read 20 and the Peace and Freedom Committee. This project will involve creating an informative

video that shares key insights about the science of reading with the community, with a focus on cultural awareness and inclusivity.

Project Description:

Students will work in teams to research various aspects of reading science, including cognitive processes, effective teaching strategies, and the impact of literacy on individual and community well-being. They will then collaborate with Let's Read 20 and the Peace and Freedom Committee to create a video that presents this information in an engaging and accessible format, ensuring it resonates with diverse audiences.

Activities:

1. Research and Content Development:

- Conduct thorough research on assigned topics related to reading science.
- Develop a script and storyboard for the video, ensuring the content is accurate, informative, and engaging.
- Incorporate culturally relevant materials and perspectives to reflect the experiences of the Black youth in Marion.

2. Collaboration with Let's Read 20 and the Peace and Freedom Committee:

- Work closely with Let's Read 20 to align the video content with the organization's goals and target audience.
- Engage with the Peace and Freedom Committee to ensure the video is culturally sensitive and inclusive.
- Incorporate feedback from both organizations to refine the video script and presentation.

3. Video Production:

- Utilize multimedia tools and techniques to produce a high-quality video.
- Include visuals, animations, and interviews to enhance the video's appeal and effectiveness.
- Highlight stories and voices from the Black community to ensure representation and relevance.

4. Presentation and Dissemination:

- Present the final video to the class and representatives from Let's Read 20 and the Peace and Freedom Committee.
- Share the video through various platforms to reach a wider audience and maximize its impact.

RP 1: Topic Selection/Group agreement

RP 2: Annotated Reference List with feedback from PFC & LR20

RP 3: Draft 1: Script and Storyboard

RP 4: Peer Review

RP 5: Final Draft and Reflection

H. Course policies

Late Assignments: *You may not turn in late reading responses.* All other assignments are due at 9:30 AM on the due date. There is a ***two-day (48 hour) grace period*** on each assignment – no questions asked. If, at the end of that period, your work is not in the Dropbox, you must meet with me within ***three days of the original due date*** to discuss the situation and set a schedule for completion.

Grade	Percent	Grade	Percent
A	100 – 93	C	76 – 73
A-	92 – 90	C-	72 – 70
B+	89 – 87	D+	69 – 67
B	86 – 83	D	66 – 60
B-	82 – 80	E	59 and below
C+	79 – 77		

Syllabus Statements and Policies

Academic Misconduct

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

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.

Artificial Intelligence and Academic Integrity

There has been a significant increase in the popularity and availability of a variety of generative artificial intelligence (AI) tools, including ChatGPT, Sudowrite and others. These tools will help shape the future of work, research and technology but when used in the wrong way, they can stand in conflict with academic integrity at Ohio State.

All students have important obligations under the [Code of Student Conduct](#) to complete all academic and scholarly activities with fairness and honesty. Our professional students also have the responsibility to uphold the professional and ethical standards found in their respective academic honor codes. Specifically, students are not to use unauthorized assistance in the laboratory, on field work, in scholarship or on a course assignment unless such assistance has been authorized specifically by the course instructor. In addition, students are not to submit their work without acknowledging any word-for-word use and/or paraphrasing of writing, ideas or other work that is not your own. These requirements apply to all students undergraduate, graduate, and professional.

To maintain a culture of integrity and respect, these generative AI tools should not be used in the completion of course assignments unless an instructor for a given course specifically authorizes their use. Some instructors may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual instructor, and then only in the ways allowed by the instructor.

Counseling and Consultation Services / Mental Health Statement

The Office of Counseling & Wellness: Services for students are available through tele-mental health appointments via Zoom. Mental health concerns or stressful events can lead to diminished academic performance or a reduction in the ability to function well. If you or a student you know is struggling with life on or off-campus, help is available by calling 740-725-6349 or emailing Leslie Beary (beary.4@osu.edu). If you are in crisis, call 9-1-1. To speak to someone outside of normal office hours, students can reach the Ohio State After-Hours Line at 614-292-5766. Help

is also available through the National Suicide Prevention Lifeline by calling 800-273-8255 or contacting Crisis Text Line by texting 4Hope to 741-741.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

Online reporting form at equity.osu.edu,

Call 614-247-5838 or TTY 614-688-8605,

Or Email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Disability Statement (with Accommodations for Illness)

The university strives to make all learning experiences accessible to all students. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let Julie Prince know immediately so that you can privately discuss options. To establish reasonable accommodations, register with the Office for Disability Services. After registration, make arrangements with Julie Prince as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. ODS contact information: marionds@osu.edu; 740-725-6247;

<https://osumarion.osu.edu/academics/academic-support-services/disability-services.html>; 128 Maynard Hall, 1461 Mount Vernon Avenue, Marion.

Diversity Statement

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

To learn more about diversity, equity, and inclusion and for opportunities to get involved, please visit:

<https://odi.osu.edu/>

<https://cbssc.osu.edu>

Grievances and Solving Problems

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. (Note: the procedures for grade grievances are explicitly covered in the faculty rules) Typically, a student is advised to resolve any dispute, disagreement, or grievance as directly as possible, engaging with the person or persons most closely involved. The faculty and staff of the departments and colleges are available to work with students in this regard. If this step does not produce acceptable results, the student should follow a logical stepwise progression to address the academic concerns.

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-8-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

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](#)

Date/Day	Topics	Readings	Assignment (Due before class unless on the date listed otherwise noted)	Service Expectation
Wed 8/21	Introduction	Syllabus & supplements		
Mon 8/26	Literacy privilege	Literacy privilege worksheet “You’re not going to believe what I’m about to tell you” a comic by The Oatmeal on social and physiological responses to uncomfortable ideas	Reading response	Read our community partners’ websites and prepare questions for next week’s introductions
Wed 8/28	Reading and Social Justice	Gibbons, K., & Pekel, K. (2021). Literacy as a social justice issue. <i>Illuminate Education</i> . Peters, S. (2020). Reading is a right. <i>Principal Magazine</i> .	Reading response	Questions for community partners due
Mon 9/2	Meet our community partner: Let’s Read 20	Toews, S. G., McQueston, J., & Kurth, J. A. (2021). Evaluation of the evidence base for shared reading to support literacy skill development for students with extensive support needs. <i>Research and Practice for Persons with Severe Disabilities</i> , 46(2), 77-93.	Reading response	Visit the Marion Public Library during the week to shadow Storytime
Wed 9/4	Meet our community partner: Peace	Charity, A. H., Scarborough, H. S., & Griffin, D. M. (2004).	Pre-reflection due by the end of the week	

	and Freedom Committee	Familiarity with school English in African American children and its relation to early reading achievement. <i>Child Development</i> , 75(5), 1340-1356.		
Mon 9/9	What is citizenship?	Procentese, F., & Gatti, F. (2022). Sense of responsible togetherness, sense of community, and civic engagement behaviours: Disentangling an active and engaged citizenship. <i>Journal of Community & Applied Social Psychology</i> , 32(2), 186-197.	Reading response	Visit the Peace and Freedom center during the week to meet the staff/children/ and get acquainted with the space.
Wed 9/11	Science vs. Education	Seidenberg Chapter 11	Reading response	
Mon 9/16	Science of Reading: Methods	Seidenberg Chapter 4	Reading response	Sign up for Storytime at the library during the week (see Carmen for schedule) Turn in your Storytime plan on Carmen prior to your session

Wed 9/18	Science of Reading: Word decoding	Seidenberg Chapter 5	Reading response	
Mon 9/23	Science of Reading: Reading experience	Seidenberg Chapter 6	Reading response	Sign up for Storytime at the library during the week (see Carmen for schedule) Turn in your Storytime plan on Carmen prior to your session
Wed 9/25	Science of Reading cont. and Service check ins			
Mon 9/30	Science of Reading: Scientific model of reading skill	Seidenberg Chapter 7	Reading response	Meet your P&F Reading Buddy this week. Turn in your Reading Plan after your meeting with your Reading Buddy
Wed 10/2	How literacy shapes citizenship	Robinson-Pant, A. (2023). Literacy: A lever for citizenship?. <i>International</i>	Reading response	

		<i>Review of Education</i> , 69(1), 15-30.		
Mon 10/7	Science of Reading: Dyslexia	Seidenberg Chapter 8 Snowling, M. J., Hulme, C., & Nation, K. (2020). Defining and understanding dyslexia: past, present and future. <i>Oxford Review of Education</i> , 46(4), 501-513.	Reading response	Sign up for Storytime or meet with your Reading Buddy. Make sure you turn in your Storytime Plan or Reading Plan on Carmen.
Wed 10/9	Science of Reading cont. and Service check ins		Paper 1: Literacy Narrative	
Mon 10/14	Research Project Discussion	Rayner, K., Foorman, B. R., Perfetti, C. A., Pesetsky, D., & Seidenberg, M. S. (2001). How psychological science informs the teaching of reading. <i>Psychological Science in the Public Interest</i> , 2(2), 31-74.	Midpoint reflection	Sign up for Storytime or meet with your Reading Buddy. Make sure you turn in your Storytime Plan or Reading Plan on Carmen.
Wed 10/16	Reading Education	Seidenberg Chapter 1	Reading response	
Mon 10/21	Reading Education	Seidenberg Chapter 10	Reading response	Sign up for Storytime or meet with your Reading Buddy. Make sure you turn in your

				Storytime Plan or Reading Plan on Carmen.
Wed 10/23	Politics of reading: Book bans	Lowery, R. M. (2023). But These Are Our Stories! Critical Conversations about Bans on Diverse Literature. <i>Research in the Teaching of English</i> , 58(1), 34-47.	RP 1	
Mon 10/28	Science communication	Wagner & McKee Chapter 1 & 2	Reading response	Sign up for Storytime or meet with your Reading Buddy. Make sure you turn in your Storytime Plan or Reading Plan on Carmen.
Wed 10/30	Research project		RP 2	
Mon 11/4	Science communication	Wagner & McKee Chapter 3-5	Reading response	Sign up for Storytime or meet with your Reading Buddy. Make sure you turn in your Storytime Plan or Reading Plan on Carmen.
Wed 11/6	Advocating for change	Castles, A., Rastle, K., & Nation, K. (2018). Ending	Paper 2: Book bans	

		the reading wars: Reading acquisition from novice to expert. <i>Psychological Science in the Public Interest</i> , 19(1), 5-51.		
Mon 11/11	Peer Review		RP 3 & RP 4	Sign up for Storytime or meet with your Reading Buddy. Make sure you turn in your Storytime Plan or Reading Plan on Carmen.
Wed 11/13	Advocating for change	Wagner & McKee Chapter 10	Reading response	
Mon 11/18	Advocating for change	Chang-Bacon, C. K. (2022). "We sort of dance around the race thing": Race-evasiveness in teacher education. <i>Journal of Teacher Education</i> , 73(1), 8-22.	Reading response	Sign up for Storytime or meet with your Reading Buddy. Make sure you turn in your Storytime Plan or Reading Plan on Carmen.
Wed 11/20	What needs to change?	Seidenberg Chapter 12	Reading response	
Mon 11/25	Research project	Recording and editing videos		Sign up for Storytime or meet with your Reading Buddy. Make sure you turn

				in your Storytime Plan or Reading Plan on Carmen.
Wed 11/27	Research project	Recording and editing videos	Paper 3: Advocating for change	Sign up for time in the recording studio
Mon 12/2	Research project	Recording and editing videos		Sign up for time in the recording studio
Wed 12/4	Service check-in and reflection		RP 5	
Final Exam Period: Community Celebration!			Final reflection due	

In-class discussion prompt examples

Topic: Literacy privilege

1. Defining Literacy Privilege: What does "literacy privilege" mean to you? How would you define it in your own words? Consider the ways in which literacy can provide access to resources, opportunities, and social mobility.
2. Personal Experiences: Reflect on your own experiences with literacy. How has being literate benefited you in your personal, academic, or professional life? Can you identify moments where your literacy skills have provided you with advantages that others might not have?
3. Observing Literacy Privilege: Think about your community or society at large. Where do you see literacy privilege manifesting? Consider areas such as education, employment, healthcare, and civic participation. How does literacy privilege affect individuals and groups differently?
4. Challenges and Barriers: What are some of the challenges and barriers faced by individuals who do not have the same level of literacy privilege? How do these challenges impact their daily lives and opportunities?

5. Addressing Literacy Inequities: What steps can be taken to address literacy inequities and reduce the impact of literacy privilege? Consider both individual actions and broader societal changes. How can we create more inclusive and equitable literacy practices and policies?
6. Interconnections with Diversity, Citizenship, and Justice: How does literacy privilege intersect with issues of diversity, citizenship, and justice?
7. Connections with community partners: How do our community partners acknowledge literacy privilege?

Topic: Science vs. Education

1. Defining Cultures: How would you define the "culture of science" and the "culture of education"? What are the key characteristics of each? How do these cultures address issues of justice and diversity? How do these different cultures impact literacy practices?
2. Goals and Objectives: What are the primary goals of science compared to the goals of education with respect to understanding reading and literacy? How do these goals influence the practices and priorities within each field, particularly in terms of promoting justice and diversity?
3. Methods and Approaches: Compare the methods and approaches used in scientific research on reading with those used in educational practice shaping how children learn how to read. How do these methods reflect the underlying values and assumptions of each culture?
4. Ethics and Responsibility: What ethical considerations are prominent in the cultures of science and education regarding reading and literacy practices? How do these considerations impact decision-making and policy in each field, especially in terms of justice and diversity?
5. Impact on Society: Reflect on the societal impacts of the disconnect between science and education in their approaches to understanding reading. How do the contributions of each field shape our world, and what responsibilities do scientists and educators have to promote justice and diversity?
6. Citizenship: Let's define citizenship as: a sense of belonging and active participation in a community, contributing to its well-being and development. How do science and education each impact an individual's sense of citizenship?
7. Interdisciplinary Connections: How can the cultures of science and education benefit from each other in promoting justice and diversity related to reading?

Storytime Preparation Template

1. Book Selection

- **Title:**
- **Author/Illustrator:**
- **Target Age Group:**
- **Why this book?**
(Consider themes, vocabulary, illustrations, cultural relevance, and developmental appropriateness)

2. Literacy Focus

- **Key Literacy Skills Addressed** (check all that apply):
 - ☐ Phonological Awareness
 - ☐ Print Awareness
 - ☐ Vocabulary Development
 - ☐ Narrative Skills
 - ☐ Letter Knowledge
 - ☐ Comprehension
- **Brief Explanation:**
(How does this book support the selected skills?)

3. Before Reading

- **Welcome & Introduction:**
 - Greeting and brief overview of the session.
- **Book Talk:**
 - Show the cover and ask prediction questions.
 - Introduce key vocabulary (2–3 words).
- **Engagement Strategy:**
 - ☐ Ask a question
 - ☐ Use a prop or puppet

- ☐ Sing a related song
- ☐ Do a movement activity

4. During Reading

- **Interactive Elements:**

- Planned questions or prompts (e.g., “What do you think will happen next?”)
- Opportunities for participation (e.g., repeating phrases, sound effects)

- **Reading Style:**

- ☐ Dialogic Reading
- ☐ Expressive Reading
- ☐ Shared Reading

5. After Reading

- **Discussion Questions:**

- 1–2 open-ended questions to check comprehension or connect to children’s experiences.

- **Extension Activity:**

- ☐ Craft
- ☐ Song or Fingerplay
- ☐ Movement Game
- ☐ Related Book or Poem
- ☐ Drawing or Writing Prompt
(Describe the activity and materials needed)

Reading Buddies Session Template

1. Session Overview

- Date:
- Student Name:
- Child's Name & Age:
- Session Number: (e.g., Week 1 of 8)

2. Goals for This Session

- ☐ Build rapport and trust
- ☐ Foster a love of reading
- ☐ Support specific literacy skills (check all that apply):
 - ☐ Phonological Awareness
 - ☐ Vocabulary Development
 - ☐ Print Concepts
 - ☐ Comprehension
 - ☐ Fluency
 - ☐ Motivation/Engagement

Brief Description of Goals:

(What do you hope to accomplish today?)

3. Book(s) Chosen

- **Title(s):**
- **Author(s):**
- **Reason for Selection:**
(Consider child's interests, reading level, cultural relevance, or skill focus)

4. Before Reading

- **Warm-Up Activity:**
 - ☐ Icebreaker or conversation starter

- ☐ Quick game or movement activity
- ☐ Review of previous session
- **Book Preview:**
 - Show cover, make predictions
 - Introduce 2–3 key vocabulary words

5. During Reading

- **Reading Approach:**
 - ☐ Student reads aloud
 - ☐ Child reads aloud
 - ☐ Shared reading
 - ☐ Echo or choral reading
- **Engagement Strategies:**
 - Ask open-ended questions
 - Encourage child to point to words or pictures
 - Use expression and gestures
 - Pause to discuss or clarify

6. After Reading

- **Discussion Questions:**
 - 1–2 questions to check comprehension or connect to child's life
- **Follow-Up Activity:**
 - ☐ Drawing or writing
 - ☐ Word game or puzzle
 - ☐ Retelling with props or puppets
 - ☐ Related craft or movement activity

7. Reflection

- What went well today?

- What challenges did you notice?
- How did the child respond to the book and activities?
- What literacy behaviors or progress did you observe?
- What would you plan differently next time?

GE Theme course submission worksheet: Citizenship for a Just & Diverse World

Overview

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

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

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

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

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

(enter text here)

Literacy allows individuals to engage with the world, articulate experiences, and declare their presence.

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

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

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

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

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	This course will build skills needed to engage in critical
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	Completion of a research project which builds skills in analyzing empirical data while integrating best practices in science communication. The project will ask students
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	ELO 2.1 Identify, describe, and synthesize approaches or experiences.
ELO 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.	As a service-learning course, reflective writing will be used frequently throughout the semester to give students the opportunity to reflect on their own learning especially related to their deepening understanding of the concepts of citizenship, literacy, diversity, and how

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
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	Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3) Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions. <u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas. <u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts. <u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others. Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.
ELO 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.	Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom. Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces

	<i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i> <i>The Vélodrome d'hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i> <i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i>
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Goals and ELOs unique to Citizenship for a Just & Diverse World

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

GOAL 3: 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.

GOAL 4: 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, both within the US and/or around the world.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.	Literacy is not just a functional tool; it is intertwined with active citizenship, critical thinking, and understanding diverse perspectives. Historically, effective citizenship
ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	This course supports the cultivation of "intercultural competence as a global citizen" through rigorous and sustained study of the
ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	The Science and Politics of Reading will offer students various opportunities to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, as
ELO 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.	Students in PSYCH 3XXX will assess the role of science and science communication for enacting justice, managing difference, and constructing citizenship. This goal is met

Example responses for proposals within “Citizenship” (Hist/Relig. Studies 3680, Music 3364; Soc 3200):

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural,	Citizenship could not be more central to a topic such as immigration/migration. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on local, national, and global citizenship.
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<i>national, global, and/or historical communities.</i>	<i>Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.</i> <i>The course content addresses citizenship questions at the global (see weeks #3 and #15 on refugees and open border debates), national (see weeks #5, 7-#14 on the U.S. case), and the local level (see week #6 on Columbus). Specific activities addressing different perspectives on citizenship include Assignment #1, where students produce a demographic profile of a U.S.-based immigrant group, including a profile of their citizenship statuses using U.S.-based regulatory definitions. In addition, Assignment #3, which has students connect their family origins to broader population-level immigration patterns, necessitates a discussion of citizenship. Finally, the critical reading responses have the students engage the literature on different perspectives of citizenship and reflect on what constitutes citizenship and how it varies across communities.</i>
ELO 3.2 <i>Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</i>	<i>This course supports the cultivation of "intercultural competence as a global citizen" through rigorous and sustained study of multiple forms of musical-political agency worldwide, from the grass-roots to the state-sponsored. Students identify varied cultural expressions of "musical citizenship" each week, through their reading and listening assignments, and reflect on them via online and in-class discussion. It is common for us to ask probing and programmatic questions about the musical-political subjects and cultures we study. What are the possibilities and constraints of this particular version of musical citizenship? What might we carry forward in our own lives and labors as musical citizens Further, students are encouraged to apply their emergent intercultural competencies as global, musical citizens in their midterm report and final project, in which weekly course topics inform student-led research and creative projects.</i>
ELO 4.1 <i>Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</i>	<i>Through the historical and contemporary case studies students examine in HIST/RS 3680, they have numerous opportunities to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, as well as a variety of lived experiences. The cases highlight the challenges of living in religiously diverse societies, examining a range of issues and their implications. They also consider the intersections of religious difference with other categories of difference, including race and gender. For example, during the unit on US religious freedom, students consider how incarcerated Black Americans and Native Americans have experienced questions of freedom and equality in dramatically different ways than white Protestants. In a weekly reflection post, they address this question directly. In the unit on marriage and sexuality, they consider different ways that different social groups have experienced the regulation of marriage in Israel and Malaysia in ways that do not correspond simplistically to gender (e.g. different women's groups with very different perspectives on the issues).</i> <i>In their weekly reflection posts and other written assignments, students are invited to analyze the implications of different regulatory models for questions of diversity, equity, and inclusion. They do so not in a simplistic sense of assessing which model is</i>

	<i>"right" or "best" but in considering how different possible outcomes might shape the concrete lived experience of different social groups in different ways. The goal is not to determine which way of doing things is best, but to understand why different societies manage these questions in different ways and how their various expressions might lead to different outcomes in terms of diversity and inclusion. They also consider how the different social and demographic conditions of different societies shape their approaches (e.g. a historic Catholic majority in France committed to laicite confronting a growing Muslim minority, or how pluralism *within* Israeli Judaism led to a fragile and contested status quo arrangement). Again, these goals are met most directly through weekly reflection posts and students' final projects, including one prompt that invites students to consider Israel's status quo arrangement from the perspective of different social groups, including liberal feminists, Orthodox and Reform religious leaders, LGBTQ communities, interfaith couples, and others.</i>
ELO 4.2 <i>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.</i>	<i>As students analyze specific case studies in HIST/RS 3680, they assess law's role in and capacity for enacting justice, managing difference, and constructing citizenship. This goal is met through lectures, course readings, discussion, and written assignments. For example, the unit on indigenous sovereignty and sacred space invites students to consider why liberal systems of law have rarely accommodated indigenous land claims and what this says about indigenous citizenship and justice. They also study examples of indigenous activism and resistance around these issues. At the conclusion of the unit, the neighborhood exploration assignment specifically asks students to take note of whether and how indigenous land claims are marked or acknowledged in the spaces they explore and what they learn from this about citizenship, difference, belonging, and power. In the unit on legal pluralism, marriage, and the law, students study the personal law systems in Israel and Malaysia. They consider the structures of power that privilege certain kinds of communities and identities and also encounter groups advocating for social change. In their final projects, students apply the insights they've gained to particular case studies. As they analyze their selected case studies, they are required to discuss how the cases reveal the different ways justice, difference, and citizenship intersect and how they are shaped by cultural traditions and structures of power in particular social contexts. They present their conclusions in an oral group presentation and in an individually written final paper. Finally, in their end of semester letter to professor, they reflect on how they issues might shape their own advocacy for social change in the future.</i>

Service-Learning Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Service-Learning Courses. It may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult the OSU Office of Service Learning as you develop your course and complete this inventory. You may also want to consult the Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Pedagogical Practices for Service-Learning

Course subject & number

PSY 2750S

Performance expectations set at appropriately high levels (e.g. Students engage in appropriately linked academic and experiential exploration of the community setting in which they study). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

The Science and Politics of Reading allows students to critically analyze the science of reading and how that science informs education and public policy around literacy. Weekly reading assignments and discussions from primary and secondary sources will be used to achieve this goal. Students will learn and apply best practices in science communication. The research project will be used to meet this goal. This project will be shared with the broader community.

The class is intentionally designed as a service-learning course, so that students have the opportunity to reflect on how communities are responding to the literacy needs of children. Partnering with two agencies gives the students the opportunity to reflect on diversity and the distribution of resources within the community. The

Significant investment of time and effort by students over an extended period of time (e.g. develop an increasing appreciation of the issues, resources, assets, and cultures of the community in which they are working). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

During the first weeks of class, students will meet with leadership from both community partners and tour the Peace and Freedom resource center and the Marion Public Library. Both partners will share information about literacy rates in Marion and their respective efforts to increase literacy rates in Marion. Beginning in week 4 of the semester, students will begin their service activities at both sites. Each week students will spend time either at the Marion Public Library helping with children's story time or they will be at Peace and Freedom working with their "reading buddy". Students will engage with both partners, but alternate weeks they are visiting each site. Finally, students will engage in a group research project that asks them to share information for the community about the science of reading. These videos will be shared on Let's Read 20's website and will be created in consultation with both Let's Read 20 and the Peace and Freedom committee to ensure the project represents diverse needs and perspectives.

Interactions with faculty, peers, and community partners about substantive matters including regular, meaningful faculty mentoring, peer support, and community partner interaction. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students will engage in weekly discussions about the science of reading and public reading policy with the faculty instructor and peers. Throughout the semester, they will engage in service activities with community partners and class discussions will give students the opportunity to connect those service activities with the broader goals of the course. During the first weeks of class, students will have the opportunity to engage with the leadership of Peace and Freedom and Let's Read 20 to learn more about the challenges in Marion regarding literacy and the strides each organization has made to address these challenges. At the end of the semester community celebration, students will have the opportunity to share what they've learned with faculty, peers, and community partners.

Students will get frequent, timely, and constructive feedback on their work from all appropriate sources, especially on their community awareness and engagement, and their experience with difficult differences. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Instructor: Students will get written weekly feedback from the instructor on their written reflections and verbal feedback during class discussions. The research assignment will be scaffolded across several smaller assignments on which students will receive critical feedback from the instructor in time for the next stage of the assignment.

Peers: Students will receive feedback on their ideas from their peers during in class discussions. For the research project assignment, students will get feedback from their peers during a peer review session.

Community partners: Students will receive feedback from community partner supervisors each time they visit their service site. Librarians will provide guidance about how to read to children during story time and provide feedback on students' performance. The director of Let's Read 20 will provide feedback on drafts of the research project. The directors of Peace and Freedom will provide feedback on

Periodic, structured opportunities to reflect and integrate learning (e. g. reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students reflect on and integrate their learning in a variety of formal and informal ways, including:

- periodic written reflections (in Carmen discussion forum) asking them to apply earlier readings to their service experiences;
- general in-class discussions prompting them to connect their engagement with community partners to the course themes;
- opportunities to talk about the impact of working with community partners during the public poster session and class presentation;
- written self-assessment of individual contributions to service learning component project;

Opportunities to discover relevance of learning through real-world applications (e.g., intentional connection between academic content and the community work in which they engage). Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students gain experience applying their research skills to a real community-based issue like literacy using best practices in science engagement. Science engagement practitioners discuss the need to consider the audiences needs when communicating science information. During their weeks serving community partners, students will be gaining an appreciation for the community which will inform their approach to developing their final research project. Their work at the Marion Public Library will give students an opportunity to participate in reading to children and reflect on how the story time practices relate to the science of reading. Finally, their work at Peace and Freedom will give students the opportunity to talk to students in the Marion community to learn about how they feel about literacy and to reflect on how educational practices may be reflected in those feelings.

Public Demonstration of competence in academic settings and, if possible, in the community engagement site. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students will present their final research projects at a community reception. At this reception, our community partners and the campus community, will be invited to see the students videos and to hear from students about their first hand experiences working with our community partners. The Community Reception event provides a setting for the public demonstration of how students understand the application of the science of reading to literacy practices.

Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students will have the opportunity to reflect on diversity in many different ways in this course.

First, early on in the semester, students will read about and discuss the cultural differences between science and education. This will allow them to develop an empathetic understanding around why education practice doesn't always align with scientific knowledge. This discussion will also inform their final research projects as a best practices in science communication require an understand of both the goals of science and education.

Second, students will read about and discuss individual differences in reading abilities. For example, we will consider how literacy development differs for D/deaf children or children with dyslexia and other reading impairments.

Third, students will read and discuss systemic issues regarding literacy. Readings will

Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, e.g. universal design principles, culturally responsible pedagogy. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

This course intentionally highlights the rich literacy practices that take place outside university boundaries in various professional and cultural settings. The course puts OSU students in conversations with people typically unaffiliated with the university, allowing students to explore how literacy functions outside of academic settings. Thus, our service activities will achieve the core components of culturally responsive pedagogy: acknowledging cultural diversity, inclusive content, and personal connections. Early in the semester we will discuss how to create a safe classroom space and throughout the semester's discussions we will be sensitive to ensuring that unique viewpoints are being welcomed. The students will be involved in setting up guidelines for those practices.

Universal design principles are an implicit part of the overall course outcomes and goals. Students in this course will have a flexible learning environment both in and out of the classroom that will allow them to accrue skills and fluencies, demonstrate knowledge, and ultimately succeed as student researchers in this course: formal and

Service-Learning Course Inventory

Clear plan to promote this course to get a wider enrollment of typically underserved populations. Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

The course includes culturally relevant content that should appeal to a broader range of students than may be typically served in a psychology course. The community connections again may appeal to students who are interested in how their education can be used to help their communities. I will work with the academic advisors to do targeted outreach to identify students who may be interested in the course.