Term Information

Effective Term	Autumn 2025
Previous Value	*Summer 2012*

Course Change Information

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

Approval for online delivery

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

To provide a distance learning option for an upper level English class

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

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

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	English
Fiscal Unit/Academic Org	English - D0537
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	4573.02
Course Title	Rhetoric and Social Action
Transcript Abbreviation	Rhet & Soc Action
Course Description	Examination of persuasive strategies in social interaction, such as social movements, political protests, cultural trends, rituals and ceremonies, and everyday practices.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Previous Value	*No*
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites	Prereq: 6 cr hrs of English at 2000-3000 level, or permission of instructor. 3 cr hrs in 2367 in any subject is acceptable towards the 6 cr hrs.
Previous Value	*Prereq: 10 qtr cr hrs or 6 cr hrs of English at 2000-3000 level, or permission of instructor. 5 qtr cr hrs in 367 or 3 cr hrs in 2367 in any subject is acceptable towards the 6 cr hrs.*
Exclusions	
Previous Value	Not open to students with credit for 573.02.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	23.1304
Subsidy Level	Baccalaureate Course
Intended Rank	Sophomore, Junior, Senior

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	• Identify persuasive strategies used in the US women's suffrage campaign, by those advocating and by those opposing increased political rights for women. Recognize issues related to the 19th-century US women's rights movement (including beliefs aroun
Previous Value	
Content Topic List	• Issues and special topics in rhetoric • Rhetoric and social movements • History of rhetoric • Rhetorical theory
Sought Concurrence	No

Attachments

• English4573_reviewed.pdf

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

• DL Syllabus English 457302.docx

  (Syllabus. Owner: Ramsey,Mary Katherine)

• Curriculum Map Nov22.docx

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

• Syllabus English 457302 SP 2015 f2f.docx

  (Syllabus. Owner: Ramsey,Mary Katherine)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Ramsey,Mary Katherine	02/25/2025 03:34 PM	Submitted for Approval
Approved	Higginbotham,Jennifer K	03/21/2025 12:58 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	03/25/2025 05:03 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	03/25/2025 05:03 PM	ASCCAO Approval

Syllabus

English 4573.02

Rhetoric and Social Action
[Term]
3 Credit Hours
Online: Zoom meetings on Wednesdays, 11:10-12:30: [Course Zoom Link]

Instructor

- Dr. Carolyn Skinner
- Email: skinner.139@osu.edu
- Phone: 740 755 7792
- Office Hours: Mondays 11:00-12:30, Wednesdays 10:00-11:00, and by appointment: [Zoom Link]

Note: My preferred method of contact is email (skinner.139@osu.edu).

Course Overview

Course Description

The US Women's Suffrage Campaign

English 4573.02, Rhetoric and Social Action, examines persuasive strategies in social interaction, such as social movements, political protests, cultural trends, rituals and ceremonies, and everyday practices. In this class, we will study the rhetorical acts involved in the debate over women's right to vote, leading up to the passage of the 19th Amendment to the US Constitution ("The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex. Congress shall have power to enforce this article by appropriate

legislation.") in 1920. In studying the suffrage campaign (and its detractors), we will

- Learn about the arguments, appeals, and evidence used by advocates and opponents of votes for women.
- Read suffrage campaign speeches and essays, listen to suffrage songs, and view protest signs, clothing, and other forms of persuasion.
- Find and share primary texts from the debate over votes for women.
- Consider the "incomplete" work of the suffrage campaign in terms of race and class.

Over the course of the semester, you will each also locate and study additional speeches and texts using library resources. Together, we will identify the persuasive strategies historical women have used to navigate the sometimes-hostile situations they faced.

Course Goals and Expected Learning Outcomes

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

Identify persuasive strategies used in the US women's suffrage campaign, by those advocating and by those opposing increased political rights for women.
Recognize issues related to the 19th-century US women's rights movement (including beliefs around gender, race, immigration, class, and labor, as well as institutional factors such as education, legal processes, religion, and marriage) and discuss how they affected persuasive choices.
Locate and analyze primary texts related to the 19th-century women's rights movement.
Synthesize rhetorical patterns across primary texts.

Prerequisites

The successful completion of at least 10 quarter credit hours or 6 semester credit hours of English at the 2000 or 3000 level or permission from the instructor.

How This Online Course Works

Mode of Delivery

This course is 100% online. We will meet on Zoom each Wednesday from 11:10-12:30; all other work can be completed at times of your choosing.

Pace of Online Activities

Each week of this course will typically follow this pattern:

- Before noon on Monday: post initial responses to my prompts on the Carmen discussion board. You will need to complete the assigned reading before you can respond to the prompts.

- Before 11:10 on Wednesday: post responses to others' posts on the Carmen discussion board.

- 11:10-12:35 on Wednesday: synchronous Zoom class meeting. You will need to complete the assigned reading before we meet in order to be prepared for class discussion/activities.

- Before noon on Friday: post weekly wrap-up on Carmen.

Credit Hours and Work Expectations

This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 9 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.

In a typical week, you'll spend about 4 hours completing readings or watching videos (including weekly "introductions" to each week's theme and my responses to the class's Wrap-Up posts). Writing discussion board posts, reading posts by your classmates and by me, and responding to that conversation will take approximately 2.5 hours. Writing assignments spread throughout the semester will require additional time (including at least two individual meetings with me or a librarian). The weekly Zoom meeting will last for 80 minutes.

Participation Requirements

Because this is an online course with a substantial asynchronous component, your consistent, timely, and focused engagement in all course content, assignments, and activities is crucial to both your individual success and to the success of the class. The following is a summary of your expected participation.

Participating in Online Activities

Participation will be measured in two ways:
- Completion of assigned discussion board posts (expectations are outlined below).
- Attendance at weekly Zoom meetings. Although attendance itself is not part of your course grade, each class meeting will begin with a brief writing task to set the stage for that day's discussion; those tasks ("Preparations") will be graded credit/no credit. While they cannot be made up outside of class, they are weighted so that you can miss one or two class meetings without significantly affecting your grade.

Course Communication Guidelines

Discussion Posts

As part of the graded work for this course, you will submit at least four discussion board posts each week:

Two responses to prompts that I provide (I usually offer 3-4 prompts; you may choose which two to respond to), totaling at least 250 words.
At least one response to something that a classmate or I posted as part of the conversation.
A reflective weekly wrap-up post.

Writing Style for Discussion Board Posts

Because I want you to explore new ideas freely, I won't grade these posts based on their "correctness" in terms of either the content or the grammar, punctuation, etc. Instead, I'll grade them as complete or incomplete based on your having substantially engaged in the activity and meeting the minimum requirements (for number of posts and word count).

Even though writing quality will not factor into your grade for discussion posts, keep in mind that accuracy (in content) and correctness (in grammar, punctuation, spelling, etc.) will make your posts easier to understand.

Tone and Civility—on the Discussion Boards and on Zoom

We will collectively strive to maintain—and all play a role in creating and sustaining—a supportive learning community in which everyone can contribute meaningfully and discuss topics amicably, keeping course goals in mind. Above all, please remember to be respectful and thoughtful.

The course will include opportunities for online conversations and collaboration with your classmates. As you collaborate and respond to one another, please do so forthrightly but with a generosity of spirit. Credit others' ideas and work faithfully to represent their ideas. Refrain from being dismissive of and disrespectful toward others.

If a challenging or disruptive situation emerges that you cannot resolve on your own, please reach out to me. I will work with you and your classmates to address the situation.

Citing Your Sources

o **Discussion Board Posts**

Most of your discussion board posts will be in response to a prompt focused on a particular text that I identify. If that is the case, there is no need to provide a citation for your sources. If, however, you want to refer to an idea or a text that isn't part of our assigned readings, please provide basic citation information (a link is fine; identifying the author and title is sufficient, too) so that curious readers can investigate your reference.

Although you are not required to quote specific words or phrases from class readings on the discussion board, keep in mind that quotations can serve as evidence of what you're saying. Therefore, including quotations can improve the quality of your commentary on assigned readings. If you do quote from class readings, please provide page numbers in parentheses when possible.

o **Primary Source Projects and Introduction and Table of Contents**

In these major writing projects, you should use an MLA works cited or an APA references list to cite any sources that you refer to outside of class readings. Any quotations, summaries, or paraphrases (including of class readings) should be identified in text by writer and page number (if possible).

Protecting and Saving Your Work

I encourage you to compose and save your work, especially on major assignments, in a word processing program outside of Carmen. You can then upload those files (or copy and paste the discussion board posts) when they are ready for submission. Saving a copy of your work outside of Carmen will give you a backup in case of technical difficulties; it can also make it easier to locate an idea that you shared in a discussion without having to scroll through a lengthy discussion board conversation.

Course Materials and Technologies

Materials

Readings

All readings will be available through Carmen or the OSU libraries databases.

Software

Word processor with the ability to save files as .doc, .docx, .rtf, or .pdf. OSU students have access to Microsoft Office products free of charge. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Course Technology

Technology Support

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

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)

- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology Skills Needed for This Course

Basic computer and web-browsing skills
Navigating Carmen (go.osu.edu/canvasstudent)
Interacting through CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required Equipment

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

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass—Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

THE OHIO STATE UNIVERSITY

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading and Instructor Response

How Your Grade Is Calculated

Assignment Category	Percentage
Preparations	5%
Online Discussion	15%
Weekly Wrap-Ups	5%
Primary Source Project 1	20%
Primary Source Project 2	20%
Introduction and Table of Contents	35%
Total	**100%**

Description of Major Course Assignments

Preparations

Description: Respond to prompts provided near the beginning of each of our Zoom meetings.

Why are we doing this? To encourage you to come to class meetings ready to learn from the conversation among the instructor and classmates; to contribute to classmates' learning; to set the stage for the day's work.

<u>Why does this matter?</u> This is important because class discussion and
activities extend your learning beyond the independent reading that you do;
building knowledge through conversation and shared experiences models
how knowledge develops in many academic and professional fields; and
prepared attendance and collaboration are crucial components of many
classes and workplaces.

<u>What do I need to do?</u> Compose brief responses to prompts provided in
class. Responses will be written on most, but not all, class days.

<u>How will my work be evaluated?</u> Responses will be graded credit/no credit.
Show me that you've done the reading and can apply what you learned to
the prompt in some way, and you'll earn credit for that day's response.

- **Academic Integrity and Collaboration Guidelines**

Because the Preparations are meant to confirm that you have completed
and thought about the readings, they should be completed independently,
without referring to the texts, the internet, or generative AI programs.

Online Discussion

<u>Description</u>: Contribute to the discussion board on Carmen at least twice
each week.

<u>Why are we doing this?</u> We will read texts this semester that may be
unfamiliar to you, whether because they are scholarly or because they were
composed over 100 years ago. Through responding to the discussion board
prompts and through reading the conversation (including my
contributions) as it evolves online, the unfamiliar texts should begin to
make more sense to you. The prompts will also give you an opportunity to
practice identifying and analyzing persuasive strategies.

<u>Why does this matter?</u> Responding to the prompts and reading your
classmates' responses will offer you practice with and strategies for making
sense of unfamiliar texts, something that you will likely need to do in your

professional and personal lives. Learning to identify rhetorical strategies is also a useful skill, because it helps you see how others are trying to persuade you (and gives you ideas for how you might persuade others).

What do I need to do? Several prompts will be posted for each week; typically, I will instruct you to select two to respond to. You should write at least 250 words in response to the prompts and at least 100 words in response to something a classmate (or a couple of classmates, or I) said. Post your initial responses (to my prompts) by noon on Mondays and your follow-up responses by 11:10 (before our Zoom class meeting) on Wednesdays.

How will my work be evaluated? Because I want you to explore new ideas freely, I won't grade these posts based on their "correctness"; instead, I'll grade them as complete or incomplete based on your having met the minimum word counts while substantially engaging with the questions and the concepts relevant to the prompts.

- ○ **Academic Integrity and Collaboration Guidelines**

The work of creating discussion board posts should be completed independently, without the assistance of generative AI. The discussion board posts are a primary way that I get to know you and that I learn what is interesting, confusing, and new to you; they are also opportunities to learn from one another and to see other perspectives. Using generative AI to complete discussion board posts would undermine the quality of the class for everyone.

Weekly Wrap-Ups

Description: Write a discussion board post in which you reflect on the previous week's learning.

<u>Why are we doing this?</u> To give you an opportunity to reflect on each week's learning; to give me an opportunity to see what you understood and a chance to clarify any misunderstandings.

<u>Why does this matter?</u> Reflections are a form of meta-cognition, or thinking about your thinking. Meta-cognition is known to improve learning (Fiorella and Mayer).

<u>What do I need to do?</u> Each week, sometime after our class meeting on Wednesday, but before Friday at noon, post a brief note in which you describe two or three things you learned that week (or found most interesting or most want to remember) and ask one question about the week's material or identify something you would like to learn more about. Write as much for this as you want, but at least enough to cover those two points. You can present this as a bulleted list or in paragraph form.

<u>How will my work be evaluated?</u> Because I want you to explore new ideas freely, I won't grade these posts based on their "correctness"; instead, I'll grade them as complete or incomplete based on your having addressed both parts of the prompt thoughtfully.

- **Academic Integrity and Collaboration Guidelines**

The work of writing your Weekly Wrap-Ups should be completed independently, without the assistance of generative AI. The Wrap-Ups are meant to be an opportunity for you to reflect on what you're learning and ask questions. They are also a means for me to get to know you and to learn what is interesting, confusing, and new to you. Using generative AI to complete Weekly Wrap-Ups would limit this opportunity for learning and interaction.

Primary Source Project 1 and 2

<u>Description</u>: Locate your own primary sources related to the US woman suffrage movement and share them with the class.

<u>Why are we doing this?</u> To give you the opportunity to explore subjects of interest to you that are related to the US woman suffrage movement. To give you practice analyzing the rhetorical features of documents (including their historical contexts). To give you practice exploring the libraries' databases of historical documents.

<u>Why does this matter?</u> The rhetoric of the US woman suffrage movement drew from and contributed to a wide range of social issues; some of these connections are still relevant today. Learning to analyze the rhetorical and contextual features of arguments is a useful skill that you can apply to the messages that you receive on a daily basis. Researching in historical periodicals, diaries, etc. can give you a better sense of the rhetorical situation and the persuasive strategies at work than reading isolated texts (in textbooks or on Carmen) can.

<u>What do I need to do?</u> Meet with me and/or with a librarian at least once for each PSP (these meetings can be virtual or in-person). At that meeting, we'll discuss your interests and brainstorm ways of searching for texts that reflect those interests. Locate a primary source (something written 1776-1920 that participated in suffrage rhetoric—not a study done by a professional scholar looking back on the movement) for each PSP. Upload or post links to each document on Carmen along with a brief (at least 300 words) headnote like one you might find in an anthology. You should tell us about the writer/speaker, about the text's immediate rhetorical context, about how this text fit into its broader socio-historical context, about the argument the writer/speaker makes, and about its key rhetorical features. You will likely need to research the writer/speaker, the historical context, and the issue addressed. You will also lead a discussion of your text. (Full assignment instructions are posted on Carmen; due dates are listed on the schedule below and on Carmen.)

<u>How will my work be evaluated?</u> Your grade for each PSP will depend on meeting all deadlines, writing an informative headnote, and being prepared to lead class discussion with prompts that further our understanding of the rhetoric of the woman suffrage movement. (See the rubric associated with this assignment on Carmen for more specific details.)

○ **Academic Integrity and Collaboration Guidelines**

The PSP headnotes must be your own work. No one else may write, edit, revise, or rewrite your work. (This prohibition includes classmates, roommates, parents, and significant others.) In addition to your required meetings with me and/or a librarian, you may consult with staff in your campus's writing center about your work and they may guide you through idea-generating, drafting, revision, or editing processes.

Introduction and Table of Contents

Description: Organize our primary source readings this semester into a table of contents for an imaginary anthology of suffrage rhetoric. Write an introduction for your imaginary anthology that explains your organization decisions and identifies key themes and patterns in the texts presented in the table of contents.

Why are we doing this? To synthesize what you've learned over the course of the semester. To identify the significant features in US women's suffrage rhetoric (as an instance of social movement rhetoric). To note commonalities and differences among the rhetors and texts that we've studied.

Why does this matter? The ability to analyze (break things apart, notice the pieces) and to synthesize (draw things together; notice the whole) are important critical thinking skills, and this assignment involves both. This assignment will also give you a chance to "zoom out" and make connections across the texts that we've read and to solidify what you've learned about suffrage movement rhetoric.

What do I need to do? Organize the primary sources that we've read this semester (those I assigned as well as the primary sources located by members of the class) into a table of contents like you might see in an anthology. Then, write an introduction to the anthology highlighting the main issues addressed by the texts that you have included and any patterns

that you see in the rhetorical strategies used by the speakers/writers you have included. (Full assignment instructions are posted on Carmen.)

How will my work be evaluated? Your grade for this assignment will depend on the effectiveness of your TOC organization (groupings and headings) at helping potential readers understand general patterns in US women's suffrage rhetoric; how well the introduction synthesizes the texts included in the TOC, explains the rhetorical patterns you've observed, and uses evidence from the texts (and from assigned secondary sources) to justify those patterns; and your completion of process work (including participation in peer review). (See the rubric associated with this assignment on Carmen for more specific details.)

o **Academic Integrity and Collaboration Guidelines**

The Table of Contents and Introduction must be your own work. No one else may write, edit, revise, or rewrite your work. (This prohibition includes classmates, roommates, parents, and significant others.) However, you may brainstorm ideas with others (classmates, friends, family, etc.), and you should incorporate revision suggestions offered in peer review. Additionally, you may consult with staff in your campus's writing center about your work and they may guide you through idea-generating, drafting, revision, or editing processes.

Late Assignments

If circumstances arise that will keep you from submitting your work on time, contact me as soon as possible to make alternative arrangements. Please note that submitting some assignments (discussion board posts, responses, and Primary Source Projects) late will affect other students' experiences in the class.

- Discussion board posts and responses must be posted by the dates/times assigned to you to ensure that your classmates may read and reply by their deadlines. Posting or responding late (or not at all) will result in "no credit" for that post and/or response.

- PSP texts and headnotes need to be posted on time so that classmates can be prepared for class discussion. Plan ahead in case of last-minute issues. If something arises that will force you to submit late, contact me as soon as you can so that I can make adjustments to the schedule.
- The Table of Contents and Introduction are due at the time of the final exam for this course.
- I will honor any time accommodations for students registered with the Office of Disability Services and work with students to identify alternative timing for assignments.

Grading Scale

- 93-100: A
- 90-92: A−
- 87-89: B+
- 83-86: B
- 80-82: B−
- 77-79: C+
- 73-76: C
- 70-72: C−
- 67-69: D+
- 60-66: D
- Under 60: E

Instructor Feedback and Response time

The information below gives you an idea of my availability throughout the course. (Remember that you may call 614-688-4357 [HELP] at any time if you encounter technical issues.)

Feedback and Grading

You will generally receive feedback and grades on Discussion Board Posts, Responses, and Weekly Wrap-Ups within 2 working days.

You will generally receive feedback and grades on the PSPs within 5 working days.

Email Response Time

I will reply to emails by the next business day when classes are in session. I will respond to any emails received over weekends, holidays, or university breaks on the next business day.

Academic Policies

Academic Integrity Policy

See the **Descriptions of Major Course Assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: http://studentlife.osu.edu/csc/.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic

misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for Instructional Materials

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

Statement on Title IX

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

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.

OSU Newark resources/contacts:

- For students: John Davenport, Director of Student Life, davenport.285@osu.edu
- For confidential reporting: Office of Student Life Counseling Services, Warner Center 226
- Appointments: 740-364-9578

Students on other campuses should visit the Recommended Syllabus Statements and Policies Page to find the resources/contacts available on their campuses.

Commitment to a Diverse and Inclusive Learning Environment

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

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here: https://mcc.osu.edu/about-us/land-acknowledgement

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

Resources

Note: The contact information listed below refers to the services available on the Newark campus. If you are a student on a different campus, please see the Recommended Syllabus Statements and Policies page to locate those resources on your campus.

Your Mental Health

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

If you (or someone you know) are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling Services (https://newark.osu.edu/students/student-life/counseling-services/ or 740-755-7262). Twenty-four-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org. Accessibility accommodations for students with disabilities

Requesting Accommodations

Students who would like to request accommodations regarding disability must first register with Student Life Disability Services (SLDS). Stephanie Rowland or Tyler Guminski in Student Life Disability Services (SLDS) can assist with this process. Once SLDS registration is established, you and your instructors will receive an access letter outlining your accommodations. You do not need to disclose your disability to faculty. Although accommodations may be authorized at any time in a term, it is in your best interest to disclose your academic needs during the first week of class. SLDS is located in Warner Center 226.

Contact information:
- Email: nwk-studentlifedisabilityservices@mail.cotc.edu
- Phone: (740) 364-9578

Center for Student Success, Office of Retention & Student Success Initiatives

The staff in the Office of Retention and Student Success Initiatives are committed to ensuring all students have the necessary supports, both inside and outside of the classroom, to fully realize their academic and personal potential at Ohio State Newark. Whether you are seeking help with time management, study skills, and other academic-related topics, or needing support with navigating personal challenges, you can utilize our Academic

Success Coaches for support. An Academic Success Coach can work with you to create an individualized academic success plan that fits your unique needs. You can schedule an appointment with any of the Academic Success Coaches:

• Remote appointment: go.osu.edu/RSSIremote

• In-person appointment: go.osu.edu/RSSIinperson

Additionally, the office provides Student Success Workshops throughout the semester on a variety of topics including time management, test-taking strategies, note-taking, goal setting, financial and personal wellness, navigating your future career, and utilization of campus resources. These workshops are interactive and engaging, allowing you the opportunity to participate, ask questions, and collaborate with peers. To view a current schedule of these workshops, please visit go.osu.edu/studentsuccessworkshops.

At any time, you are welcome to contact the office by phone at 740-755-7881, by text at 740-675-0665, or by email at nwk-retention@osu.edu and the staff would be happy to assist you. There are also various resources and helpful information available anytime on their website at newark.osu.edu/success.

In addition, students are encouraged to take advantage of the academic and personal support services offered on campus, which are listed at https://newark.osu.edu/current-students.

Student Food Pantry

With tuition, fees, textbook costs, and living expenses, it has become increasingly difficult for students to juggle the costs of living with the costs of obtaining a degree, and thus many students are finding themselves choosing between essentials such as food and the costs of college. The food pantry was established to provide non-perishable food to those in need at Ohio State Newark. Only a student ID is required to utilize the Campus Corner. More information can be found at https://newark.osu.edu/current-students/campus-corner

Academic Conflict Resolution

Students who believe that they have received an incorrect grade should first try to address the issue directly with the faculty member. In the absence of an agreement, students should contact the ombudsperson. Students with concerns regarding professionalism, inclusion, or other issues may speak first to the faculty member but may also bring the complaint directly to the ombudsperson. In all cases, the ombudsperson will work with both the student and the faculty member to facilitate communication and to work toward resolution of the issue. If necessary, the ombudsperson will direct the student to additional resources for resolving the issue. More information can be found at https://newark.osu.edu/current-students/concerns

Academic Support Services

OSU Newark provides tutoring sessions in The Math Learning Center (Warner 206) and the Tutoring Center (anatomy, history, physics, Spanish and more; Warner 211). More information can be found at https://newark.osu.edu/current-students/student-success

The Writer's Studio

All writers benefit from a helpful reader. Peer Writing Consultants can help with any stage of the writing process, whether you have a complete draft or just the assignment prompt. They don't proofread your writing, but they do provide feedback and make suggestions. You can drop in (Warner 210) or make an appointment via phone (740-366-9411) or website: https://u.osu.edu/newarkwritersstudio/

Course Schedule

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

Week	Date	Topic	Readings/Preparation (posted in each week's module on Carmen)	Assignments Due
1	Monday	Introductions	"Welcome to English 4573.02"; Syllabus	Discussion Board Post
	Wednesday *Zoom meeting		Watch Part I of *The Vote* (113 minutes) • In class, I will introduce the Primary Source Project and the Introduction and Table of Contents	Discussion Board Response
	Friday			Weekly Wrap-Up
2	Monday	History/ Context	No Class	
	Wednesday *Zoom meeting		Weekly intro; watch Part II of *The Vote* (113 minutes); Review the "Woman Suffrage Timeline (1840-1920)" • In class, we will explore PSP resources with a librarian	
	Friday			Weekly Wrap-Up
3	Monday	Beginnings	Weekly intro; Campbell, Introduction to *Man Cannot Speak for Her* (1989); Maria W. Miller Stewart, "Why Sit Ye Here and Die?" (1832); The Declaration of Sentiments (1848)	Discussion Board Post
	Wednesday *Zoom meeting		Susan Zaeske, "The 'Promiscuous Audience' Controversy and the Emergence of the Early Woman's Rights Movement" (1995); Lucretia Mott, "Discourse on Woman" (1849)	Response
	Friday			Weekly Wrap-Up

4	Monday	Intersections	Weekly intro; Jacqueline Jones Royster "'Ain't I a Woman': Using Feminist Rhetorical Practices to Re-set the Terms of Scholarly Engagement for an Iconic Text" (2012); Sojourner Truth, "Ain't I a Woman?" (compare two spoken versions: Kerry Washington's based on Gage's transcription and ST's based on Robinson's transcription)	Discussion Board Post
	Wednesday *Zoom meeting		Shirley Wilson Logan, "Black Women on the Speaker's Platform, 1832-1900: An Overview"; Frances E. W. Harper, "We Are All Bound Up Together" (1866)	Responses
	Friday			Weekly Wrap-Up
5	Monday	Publications	Weekly intro; E. Claire Jerry, "The Role of Newspapers in the Nineteenth-Century Woman's Movement"; *Woman's Journal* June 2, 1900 [Skim/scan the whole issue to get the flavor of the newspaper; read a few articles; also read "New England Suffrage Festival" from the first page (continued on 171), "New England Annual Meeting" (pp. 170-171), and "Resolutions and Officers" (p. 171)]	Discussion Board Posts; PSP 1A
	Wednesday *Zoom meeting		PSP 1A (3-5 texts + headnotes)	Responses
	Friday			Weekly Wrap-Up
6	Monday	Women's Rhetorical Exigencies	Weekly intro; Carol Mattingly, "Telling Evidence: Rethinking What Counts in Rhetoric" (2002); Amelia Bloomer, "Woman's Right to the Ballot" (1895)	Discussion Board Posts; PSP 1B
	Wednesday *Zoom meeting		PSP 1B (3-5 texts + headnotes)	Responses
	Friday			Weekly Wrap-Up

7	Monday	Anti-Suffrage Rhetoric	Weekly intro; Leslie J. Harris, "'Whores' and 'Hottentot'": Protection of (White) Women and White Supremacy in Anti-Suffrage Rhetoric" (2020); Look through Anti-Suffrage Cartoons	Discussion Board Posts; PSP 1C
	Wednesday *Zoom meeting		PSP 1C (3-5 texts + headnotes)	Responses
	Friday			Weekly Wrap Up
8	Monday	Collaboration	Weekly intro; Lindal Buchanan, "Forging and Firing Thunderbolts: Collaboration and Women's Rhetoric" (2003); Elizabeth Cady Stanton and Susan B. Anthony, "Report on Educating the Sexes Together" (1856)	Discussion Board Posts; PSP 1D
	Wednesday *Zoom meeting		PSP 1D (3-5 texts + headnotes)	Responses
	Friday			Weekly Wrap-Up
9	Monday	Alternative Modes	Weekly intro; Carol Mattingly, "Friendly Dress: A Disciplined Use" (1999); Sophie Ewh, "Women's Equality Day: Music of the Suffragists" (2020) (read the article and listen to some of the songs listed at the bottom); The Library of Congress, "Women's Suffrage in Sheet Music"	Discussion Board Posts; PSP 1E
	Wednesday *Zoom meeting		PSP 1E (3-5 texts + headnotes)	Responses
	Friday			Weekly Wrap-Up
10	Monday	Related Movements	Weekly intro; Mary Putnam-Jacobi, *"Common Sense" Applied to Woman Suffrage*: Read Appendix (pp. 199-236) (1894)	Discussion Board Posts; PSP 2A
	Wednesday *Zoom meeting		PSP 2A (3-5 texts + headnotes)	Responses
	Friday			Weekly Wrap-Up

11	Monday	Related Movements	Weekly intro; Clara Lemlich, "Inside of a Shirtwaist Factory: An Appeal to Women Who Wear Choice and Beautiful Clothing" (1912); "The Marriage Contract of Lucy Stone and Henry Blackwell" (1855); Frances Willard, "A White Life for Two" (1890)	Discussion Board Posts: PSP 2B
	Wednesday *Zoom meeting		PSP 2B (3-5 texts + headnotes)	Responses
	Friday			Weekly Wrap-Up
12	Monday	Related Movements	Weekly intro; Charlotte Perkins Gilman, excerpts from *Women and Economics* (1898); Margaret Sanger, *Woman and the New Race* [Read TOC and "The Goal" (226-234) (1920)]	Discussion Board Posts; PSP 2C
	Wednesday *Zoom meeting		PSP 2C (3-5 texts + headnotes)	Responses
	Friday			Weekly Wrap-Up
13	Monday	The Unfinished Work of Suffrage	Weekly intro; Angela Davis, "Class and Race in the Early Women's Rights Campaign"; Fannie Barrier Williams, "The Intellectual Progress of the Colored Women of the United States Since the Emancipation Proclamation" (1893); Carrie Chapman Catt, "Presidential Address at the 6th IWSA Convention: Is Woman Suffrage Progressing?" (1911)	Discussion Board Posts; PSP 2D
	Wednesday *Zoom meeting		PSP 2D (3-5 texts + headnotes)	Responses
	Friday			Weekly Wrap-Up

14	Monday	The Unfinished Work of Suffrage	Weekly intro; Ida B. Wells-Barnett, "How Enfranchisement Stops Lynchings" (1910); Zitkala-Ša, "Plea is Made! Americanize the First American" (1921); Fannie Lou Hamer, "Testimony Before the Credentials Committee, Democratic National Convention" (1964)	Discussion Board Posts: PSP 2E
	Wednesday *Zoom meeting		PSP 2E (3-5 texts + headnotes)	Responses
	Friday			Weekly Wrap-Up
15	Monday	Wrapping Up	Weekly intro; Peers' Intro and TOC	Feedback on classmates' Intro and TOCs
	Wednesday		No Class	
	Friday			
Finals	[Date]			Final Intro and TOCs due

Rhetorical Theory and Analysis of Social Action   Dr. Carolyn Skinner

English 4573.02   skinner.139@osu.edu

Ohio State University   755-4039

Spring 2015   Ovalwood 225

MW 9:45-11:05   Office Hours: MW 2:00-3:00

Ovalwood 474   and by appointment

The Rhetoric of the United States Women's Rights Movement, 1776-1929.

In this class, we will read and analyze the speech and writing of prominent figures in the early women's rights movement, many of whom sought rights for women including the right to vote, to attend school, to pursue professional careers, to health, and to property. Over the course of the semester, we will also accumulate texts that are not "in the book": we will locate and study additional speeches and articles using library resources. Together, we will identify the persuasive strategies historical women have used to cope with the sometimes-hostile situations they faced.

Prerequisites:
You should have successfully completed at least 10 quarter credit hours or 6 semester credit hours of English at the 2000 or 3000 level or have received the permission of the instructor.

Required Materials:
Feminism: The Essential Historical Writings, edited by Miriam Schneir (1992).
Other readings will be available through Carmen.

Required Work:

Primary Source Projects (4)	80%
Introduction and Table of Contents	20%
Total	100%

Assignments:
1. Primary Source Project: Locate your own primary source from the early women's rights movement. Upload or post a link to the document on Carmen (see me if you have only a hard copy of your text) along with a brief (about 2 pages) headnote like one you might find in an anthology. You should tell us about the writer/speaker, about the text's immediate rhetorical context, about how this text fit into its broader socio-historical context, about the argument the writer/speaker makes, and about its key rhetorical features. You will also lead a discussion of your text.
2. Introduction and Table of Contents: Organize our readings this semester (texts I assigned as well as the primary sources located by the class) into a table of contents for an imaginary anthology of early women's rights rhetoric. You may organize the texts chronologically, thematically, or some other way that makes sense to you, but you should group the texts into sections with descriptive titles/headings. You may omit up to ten readings. You should also write an introduction to the anthology highlighting the main issues addressed by the texts you have included and any patterns you see in the rhetorical strategies used by the speakers/writers you have included.

Grading Scale:

A	93	B+	87	C+	77	D+	67
A-	90	B	83	C	73	D	60
		B-	80	C-	70		

Attendance:
The discussion-based, collaborative nature of this class makes attendance very important. Much of what you'll learn will grow out of class conversations or will be presented in class. Because attendance is important, we will adhere to the following attendance policy: once you accumulate 3 unexcused absences (only absences for documented illnesses, family tragedies, religious observances, or documented university-related travel will be excused), your final grade will be lowered by one-third of a letter grade (for example, from a B to a B-); each subsequent unexcused absence will lower your final grade by another third; if you accumulate 6 unexcused absences, you will fail the course. Even if your absence is excused, you are responsible for any work done or assignments made during that class.

Late Work Policy:
If circumstances arise that will keep you from submitting your work on time, contact me as soon as possible to make alternative arrangements. I will deduct one letter grade (10% of whatever the whole is worth) for each day any other assignment is late without a valid excuse.

Unless otherwise noted, all assignments are due at the beginning of class. If you hand an assignment to me any time after I've collected it from the class, I will count that assignment one day late. Plan ahead to avoid computer and printer problems.

Class Cancellation:
In the unlikely event of class cancellation due to a personal emergency or sickness, I will inform you via email or Carmen; I will also have a notice placed on the classroom door. In addition, I will contact you as soon as possible following the cancellation to let you know what work will be expected of you for our next class meeting.

Drop/Withdrawal Statement:
It is the **student's responsibility** to know the deadlines for dropping a course or withdrawing from the University. **Term drop & withdrawal deadlines can be found at:** *http://registrar.osu.edu/* (click on the current term under "Important Dates" and scroll down to ADD/DROP/WITHDRAW DEADLINES). **If you receive financial aid, you should always talk with a financial aid specialist prior to adjusting your schedule.** If you stop attending a course but do not drop it**,** you risk receiving a failing grade which could negatively affect your GPA and your financial aid status. You can call (419) 755-4317 to set up an appointment with an academic advisor or a financial aid specialist in 104 Riedl Hall.

Disability Service Statement:
Any student who needs an accommodation based on the impact of a disability should contact Rolanda Page at the Office for Disability Services, to discuss his or her specific needs privately. Please contact Rolanda by phone at (419) 755-4304, by e-mail at page.329@osu.edu , or stop by her office, C100G, located on the first floor of the Conard Learning Center.

Academic Misconduct Statement:
It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee. For additional information, see the Code of Student Conduct (*http://studentaffairs.osu.edu/resource_csc.asp*)

Academic or Personal Problems:
The Ohio State University at Mansfield is committed to the success and well-being of students. If you are having academic difficulties, please contact Darla Myers (myers.811) in the Conard Learning Center or make an appointment with your advisor at (419) 755-4317. If you are having personal difficulties, contact New Directions Student Assistance Program (SAP) at (419) 529-9941 to make an appointment.

Student Conduct:
The code of student conduct is established to foster and protect the core missions of the university, to foster the scholarly and civic development of the university's students in a safe and secure learning environment, and to protect the people, properties and processes that support the university and its missions (*http://studentaffairs.osu.edu/resource_csc.asp*). Students who violate faculty expectations may be subject to the code of conduct.

Discrimination and Sexual Misconduct:
The Ohio State University at Mansfield is committed to providing a learning, working and living environment that promotes personal integrity, civility and mutual respect in an environment free of sexual misconduct and discrimination of any type. To file a complaint, contact Student Life at (419) 755-4317 and ask for an appointment with the Chief Student Life and Retention Officer or Human Resources at (419) 755-4047 and ask for an appointment with the Chief Human Resources Officer; these two individuals serve as the campus Title IX Coordinators.

Writing Center:
The Writing Center provides free individual writing consultation for students of all writing abilities and in any course or field of study. The Writing Center assists students in the production of writing assignments and in the development of best writing practices. You are welcome to use Writing Center services on a walk-in basis or by appointment in Ovalwood 136. Visit the Writing Center's website:
http://english.mansfield.ohio-state.edu/writing/.

Daily Schedule
- Assignments are due the date on which they are listed.
- All readings come from *Feminism: The Essential Historical Writings* unless otherwise noted.
- I reserve the right to make changes to this schedule; significant changes will be provided in writing.

Week I
Monday, January 12—Introduction to the class; preview of 19th-century women's rhetorical strategies
Wednesday, January 14—Adams; Campbell (Carmen)

Week II
Monday, January 19—No Classes
Wednesday, January 21—Explore PSP Resources—meet in the library instruction classroom

Week III
Monday, January 26—Zaeske (Carmen); Wright
Wednesday, January 28—PSP 1 (pre-1840)

Week IV
Monday, February 2—PSP 1 (pre-1840)
Wednesday, February 4—PSP 1 (pre-1840)

Week V
Monday, February 9—Grimké; Robinson; Fuller
Wednesday, February 11—Logan (Carmen); Harper (Carmen)—"Woman's political future"

Week VI
Monday, February 16—Declaration of Sentiments; Truth (93-98); Mott
Wednesday, February 18—Stone; Stanton (110-121); Married Women's Property Act

Week VII
Monday, February 23—PSP 2 (1840-1860)
Wednesday, February 25—PSP 2 (1840-1860)

Week VIII
Monday, March 2—PSP 2 (1840-1860)
Wednesday, March –Rose; Truth (128-131); Anthony

Week IX
Monday, March 9—Cooper (Carmen); Williams (Carmen)
Wednesday, March 11—Mattingly (Chapter 3 [58-71] from *Well-Tempered Women*—e-book available
        through OSU library); Woodhull and Claflin

Week X
Monday, March 16—No Classes
Wednesday, March 18—No Classes

Week XI
Monday, March 23—Stanton; Hunt (Carmen: 45-49);
Wednesday, March 25—PSP 3 (1860-1895)

Week XII
Monday, March 30—PSP 3 (1860-1895)
Wednesday, April 1—PSP 3 (1860-1895)

Week XIII
Monday, April 6—Putnam Jacobi (Carmen: Appendix)
Wednesday, April 8—Gilman; Putnam

Week XIV
Monday, April 13—Goldman; Sanger
Wednesday, April 15—PSP 4 (1895-1920)

Week XV
Monday, April 20—PSP 4 (1895-1920)
Wednesday, April 22—PSP 4 (1895-1920)

Week XVI
Monday, April 27—Course wrap-up; course evaluations; workshop Introduction and Table of Contents

Finals Week TBA: Introduction and Table of Contents Due; present/share your work

Distance Approval Cover Sheet

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

Course Number and Title:

Carmen Use

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

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

If no, why not?

Syllabus

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

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

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

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

Additional comments (optional).

THE OHIO STATE UNIVERSITY

Instructor Presence

For more on instructor presence: About Online Instructor Presence.
For more on Regular and Substantive Interaction: Regular Substantive Interaction (RSI) Guidance

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

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

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

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

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

☐ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.

☐ Regular opportunities for students to receive personal instructor feedback on assignments.

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

THE OHIO STATE UNIVERSITY

Delivery Well-Suited to DL/DH Environment

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

☐ The tools used in the course support the learning outcomes and competencies.

☐ Course tools promote learner engagement and active learning.

☐ Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.

☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

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

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

THE OHIO STATE UNIVERSITY

Workload Estimation

For more information about estimating student workload, see Workload Estimation.

☐ Course credit hours align with estimated average weekly time to complete the course successfully.

☐ Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

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

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

Accessibility

See Creating an Accessible Course for more information. For tools and training on accessibility: Digital Accessibility Services.

☐ Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

☐ Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

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

THE OHIO STATE UNIVERSITY

Additional comments (optional):

Academic Integrity

For more information: Promoting Academic Integrity.

☐ The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

☐ Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: Designing Assessments for Students.

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

☐ Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.

☐ Variety of assignment formats to provide students with multiple means of demonstrating learning.

☐ Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

THE OHIO STATE UNIVERSITY

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

Community Building

For more information: Student Interaction Online and Creating Community on Your Online Course

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

☐ Opportunities for students to interact academically with classmates through regular class discussion or group assignments.

☐ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.

☐ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

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

Transparency and Metacognitive Explanations

For more information: Increasing Transparency and Metacognition

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

☐ Instructor explanations about the learning goals and overall design or organization of the course.

☐ Context or rationale to explain the purpose and relevance of major tasks and assignments.

THE OHIO STATE UNIVERSITY

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

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

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

☐ Opportunities for students to provide feedback on the course.

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

Additional Considerations

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

THE OHIO STATE UNIVERSITY

Syllabus and cover sheet reviewed by *Robert Mick* on   *2/21/2024*

Reviewer Comments:

Additional resources and examples can be found on ASC's Office of Distance Education website.

THE OHIO STATE UNIVERSITY

English 4573.02. Rhetoric and Social Action

I have signed off on the Distance Approval Cover Sheet after completing the initial review of the distance learning syllabus based on these findings:

1. Instructor Presence and Regular Substantiative Interaction (RSI):
    a. Regular and substantiative interaction exists between the instructor through these methods in this course:
        i. Synchronous weekly class sessions.
        ii. Instructor provides feedback on student coursework and assignments.
        iii. Instructor provides information and responds to questions about the content of the course through email, live sessions, discussion boards, or live office hours.
        iv. Instructor facilitates group discussion and work through the use of breakout rooms during synchronous class sessions.
        v. Instructor engages students with interactive activities curated by the instructor including; weekly preparations, readings and discussion posts, weekly wrap-ups
        vi. The instructor will hold at least two live sessions with each student in addition to being available for live office hours anytime as well as before and after each synchronous class session.
2. Credit hours and work expectations – the activities, assignments, class work average is correct for a 3-credit hour course.
3. Description of major assignments –a thorough explanation is provided that includes; why we are doing this, why does it matter, what do I need to do to complete it, and how will it be evaluated.
4. How this online course works- this is explained throughout the syllabus with a clear understanding for students.

I have no other comments or suggested changes for this syllabus.

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

Curriculum Map: B.A. English (Revised to include GEN courses)

	Goal (1)	Goal (2)	Goal (3)	Goal (4)	Goal (5)
Required English Surveys (Both)					
English 2201 or 2201H	Beginning			Beginning	
English 2202 or 2202H	Beginning			Beginning	
Students Select One Additional Survey					
English 2290	Beginning			Beginning	
English 2291	Beginning			Beginning	
Methods Course (One Required)					
English 2270 (Folklore)	Intermediate	Intermediate	Beginning	Intermediate	Intermediate
English 3379 (WRL)		Intermediate	Beginning		Intermediate
English 3398 (Lit & CW)	Intermediate	Intermediate	Beginning	Intermediate	Intermediate
Concentration I: Literature					
English 2201	Beginning			Beginning	
English 2201H	Beginning			Beginning	
English 2202	Beginning			Beginning	
English 2202H	Beginning			Beginning	
English 2220	Beginning	Beginning		Beginning	Beginning
English 2220H	Beginning	Beginning		Beginning	Beginning
English 2221	Beginning	Beginning		Beginning	Beginning
English 2260	Beginning	Beginning		Beginning	Beginning
English 2260H	Beginning	Beginning		Beginning	Beginning
English 2261	Beginning	Beginning		Beginning	Beginning
English 2261H	Beginning	Beginning		Beginning	Beginning
English 2262	Beginning	Beginning		Beginning	Beginning
English 2262H	Beginning	Beginning		Beginning	Beginning
English 2263	Beginning	Beginning		Beginning	Beginning
English 2264	Beginning	Beginning	Beginning	Beginning	Beginning
English 2270	Intermediate	Intermediate		Intermediate	Intermediate
English 2270H	Intermediate	Intermediate		Intermediate	Intermediate
English 2272	Beginning	Beginning		Beginning	Beginning
English 2275	Beginning	Beginning		Beginning	Beginning
English 2277	Beginning		Beginning		Beginning

Course					
English 2280	Beginning	Beginning		Beginning	Beginning
English 2280H	Beginning	Beginning		Beginning	Beginning
English 2281	Beginning	Beginning	Beginning	Beginning	Beginning
English 2290	Beginning			Beginning	
English 2291	Beginning			Beginning	
English 2296H	Beginning	Beginning		Beginning	Beginning
English 2381	Beginning	Beginning		Beginning	
English 2463	Beginning		Beginning		Beginning
English 2464	Beginning		Beginning		Beginning
English 2581	Beginning	Beginning		Beginning	
English 3110	Intermediate	Intermediate	Beginning		Intermediate
English 3264	Intermediate	Intermediate			
English 3340	Intermediate	Intermediate		Intermediate	
English 3350	Intermediate	Intermediate		Intermediate	
English 3360	Intermediate	Intermediate		Intermediate	
English 3273	Intermediate			Intermediate	Intermediate
English 3331		Intermediate		Intermediate	Intermediate
English 3361		Intermediate		Intermediate	Intermediate
English 3364				Intermediate	Intermediate
English 3372				Intermediate	Intermediate
English 3378				Intermediate	Intermediate
English 3395	Intermediate	Intermediate		Intermediate	
English 3398	Intermediate	Intermediate		Intermediate	Intermediate
English 4321	Advanced	Advanced		Advanced	Advanced
English 4400	Advanced	Advanced		Advanced	Advanced
English 4450	Advanced		Advanced		Advanced
English 4513	Advanced	Advanced		Advanced	Advanced
English 4514	Advanced	Advanced		Advanced	Advanced
English 4515	Advanced	Advanced		Advanced	Advanced
English 4520.01	Advanced	Advanced		Advanced	Advanced
English 4520.02	Advanced	Advanced		Advanced	Advanced
English 4521	Advanced	Advanced		Advanced	Advanced
English 4522	Advanced	Advanced		Advanced	Advanced
English 4523	Advanced	Advanced		Advanced	Advanced
English 4531	Advanced	Advanced		Advanced	Advanced
English 4533	Advanced	Advanced		Advanced	Advanced
English 4535	Advanced	Advanced		Advanced	Advanced
English 4540	Advanced	Advanced		Advanced	Advanced

English 4542	Advanced	Advanced		Advanced	Advanced
English 4543	Advanced	Advanced		Advanced	Advanced
English 4547	Advanced	Advanced		Advanced	Advanced
English 4549	Advanced	Advanced		Advanced	Advanced
English 4550	Advanced	Advanced		Advanced	Advanced
English 4551	Advanced	Advanced		Advanced	Advanced
English 4551E	Advanced	Advanced		Advanced	Advanced
English 4552	Advanced	Advanced		Advanced	Advanced
English 4553	Advanced	Advanced		Advanced	Advanced
English 4554		Advanced			Advanced
English 4559		Advanced			Advanced
English 4560	Advanced	Advanced		Advanced	Advanced
English 4563	Advanced	Advanced		Advanced	Advanced
English 4564.01	Advanced	Advanced		Advanced	Advanced
English 4564.02	Advanced	Advanced		Advanced	Advanced
English 4564.03	Advanced	Advanced		Advanced	Advanced
English 4564.04	Advanced	Advanced		Advanced	Advanced
English 4575	Advanced	Advanced		Advanced	Advanced
English 4575E	Advanced	Advanced		Advanced	Advanced
English 4576.01	Advanced	Advanced		Advanced	Advanced
English 4576.02	Advanced	Advanced		Advanced	Advanced
English 4576.03	Advanced	Advanced		Advanced	Advanced
English 4578	Advanced	Advanced		Advanced	Advanced
English 4578H	Advanced	Advanced		Advanced	Advanced
English 4579	Advanced	Advanced		Advanced	Advanced
English 4580	Advanced	Advanced	Advanced	Advanced	Advanced
English 4581	Advanced	Advanced	Advanced	Advanced	Advanced
English 4582	Advanced	Advanced	Advanced	Advanced	Advanced
English 4583	Advanced	Advanced	Advanced	Advanced	Advanced
English 4586	Advanced	Advanced	Advanced	Advanced	Advanced
English 4587	Advanced	Advanced	Advanced	Advanced	Advanced
English 4588	Advanced	Advanced	Advanced	Advanced	Advanced
English 4589	Advanced	Advanced	Advanced	Advanced	Advanced
English 4590.01H	Advanced	Advanced		Advanced	Advanced
English 4590.02H	Advanced	Advanced		Advanced	Advanced
English 4590.03H	Advanced	Advanced		Advanced	Advanced
English 4590.04H	Advanced	Advanced		Advanced	Advanced
English 4590.05H	Advanced	Advanced		Advanced	Advanced

Course					
English 4590.06H	Advanced	Advanced		Advanced	Advanced
English 4590.07H	Advanced	Advanced		Advanced	Advanced
English 4590.08H	Advanced	Advanced		Advanced	Advanced
English 4590.09H	Advanced	Advanced		Advanced	Advanced
English 4591.01H	Advanced	Advanced		Advanced	Advanced
English 4592	Advanced	Advanced	Advanced	Advanced	Advanced
English 4595	Advanced	Advanced		Advanced	Advanced
English 4597.01		Advanced	Advanced	Advanced	Advanced
English 4597.04H		Advanced		Advanced	Advanced
English 5612	Advanced			Advanced	
English 5710					Advanced
English 5711					Advanced
English 5720	Advanced	Advanced		Advanced	Advanced
English 5721	Advanced	Advanced		Advanced	Advanced
English 5722	Advanced	Advanced		Advanced	Advanced
English 5723	Advanced	Advanced		Advanced	Advanced
English 5797	Advanced	Advanced		Advanced	Advanced
English 5980	Advanced	Advanced			Advanced
Concentration II: Writing, Rhetoric, Literacy:					
English 2150		Intermediate			Intermediate
English 2176		Beginning			Beginning
English 2269		Beginning			Beginning
English 2276		Beginning			Beginning
English 2367.01		Intermediate			Intermediate
English 2367.01E		Intermediate			Intermediate
English 2367.01H		Intermediate			Intermediate
English 2367.01S		Intermediate	Intermediate		Intermediate
English 2367.02		Intermediate			Intermediate
English 2367.02H		Intermediate			Intermediate
English 2367.03H		Intermediate			Intermediate
English 2367.04		Intermediate			Intermediate
English 2367.04H		Intermediate			Intermediate
English 2367.05		Intermediate			Intermediate
English 2367.05H		Intermediate			Intermediate
English 2367.06		Intermediate	Intermediate		Intermediate
English 2367.07S		Intermediate	Intermediate		Intermediate
English 2367.08		Intermediate			Intermediate
English 3011.01		Advanced			Advanced

Course					
English 3011.02		Advanced			Advanced
English 3020		Advanced			Advanced
English 3022		Advanced			Intermediate
English 3031		Intermediate	Beginning	Intermediate	Beginning
English 3271		Advanced			Advanced
English 3304		Advanced			Advanced
English 3305		Advanced			Advanced
English 3362	Intermediate	Intermediate		Intermediate	
English 3379		Intermediate			Intermediate
English 3395	Intermediate	Intermediate		Intermediate	
English 3467S		Advanced			Advanced
English 4150		Advanced			Advanced
English 4555		Advanced			Advanced
English 4567S		Advanced	Advanced		Advanced
English 4569		Advanced			Advanced
English 4570		Advanced			Advanced
English 4571		Advanced			Advanced
English 4572		Advanced			Advanced
English 4573.01		Advanced			Advanced
English 4573.01E		Advanced			Advanced
English 4573.02		Advanced			Advanced
English 4574		Advanced			Advanced
English 4584		Advanced	Advanced		Advanced
English 4585		Advanced	Advanced		Advanced
English 4591.02H		Advanced			Advanced
English 5804		Advanced			Advanced
English 2265		Beginning		Beginning	Beginning
English 2266		Beginning		Beginning	Beginning
English 2267		Beginning		Beginning	Beginning
English 2268		Beginning		Beginning	Beginning
English 2298	Intermediate	Intermediate		Intermediate	intermediate
English 3465		Intermediate		Intermediate	Intermediate
English 3466		Intermediate		Intermediate	Intermediate
English 3468		Intermediate		Intermediate	Intermediate
English 3662		Intermediate		Intermediate	Intermediate
English 4565		Advanced		Advanced	Advanced
English 4566		Advanced		Advanced	Advanced
English 4566E					

English 4568		Advanced		Advanced	Advanced
English 4591.01H		Advanced		Advanced	Advanced
Folklore:					
English 2270	Intermediate	Intermediate		Intermediate	Intermediate
English 2270H	Intermediate	Intermediate		Intermediate	Intermediate
English 2367.05		Intermediate			Intermediate
English 2367.05H		Intermediate			Intermediate
English 4571		Advanced			Advanced
English 4590.04H		Advanced		Advanced	Advanced
English 4577.01	Advanced	Advanced		Advanced	Advanced
English 4577.02	Advanced	Advanced		Advanced	Advanced
English 4577.03	Advanced	Advanced		Advanced	Advanced
English 4597.02	Advanced	Advanced	Advanced	Advanced	Advanced
Undergraduate Research					
English 4998	Advanced	Advanced		Advanced	Advanced
English 4998H	Advanced	Advanced		Advanced	Advanced
English 4999	Advanced	Advanced		Advanced	Advanced
English 4999H	Advanced	Advanced		Advanced	Advanced
Required Courses Outside the Unit for Pre-Ed:					
EDTL 2389				Intermediate	Intermediate
EDTL 3356	Intermediate			Intermediate	
General Elective Courses:					
English 4189		Advanced			
English 5191		Advanced			
English 5193	Advanced	Advanced		Advanced	Advanced
English 5194	Advanced	Advanced		Advanced	Advanced
General Education Courses (GEL and GEN):					
English 2176		Beginning			Beginning
English 2201	Beginning			Beginning	

English 2201H	Beginning			Beginning	
English 2202	Beginning			Beginning	
English 2202H	Beginning			Beginning	
English 2220	Beginning	Beginning		Beginning	Beginning
English 2220H	Beginning	Beginning		Beginning	Beginning
English 2221	Beginning	Beginning		Beginning	Beginning
English 2260	Beginning	Beginning		Beginning	Beginning
English 2260H	Beginning	Beginning		Beginning	Beginning
English 2261	Beginning	Beginning		Beginning	Beginning
English 2261H	Beginning	Beginning		Beginning	Beginning
English 2262	Beginning	Beginning		Beginning	Beginning
English 2262H	Beginning	Beginning		Beginning	Beginning
English 2263	Beginning	Beginning		Beginning	Beginning
English 2264	Beginning	Beginning	Beginning	Beginning	Beginning
English 2269	Beginning	Beginning		Beginning	Beginning
English 2270	Intermediate	Intermediate		Intermediate	Intermediate
English 2270H	Intermediate	Intermediate		Intermediate	Intermediate
English 2272		Intermediate			Intermediate
English 2275	Beginning	Beginning		Beginning	Beginning
English 2276		Intermediate			Intermediate
English 2277	Beginning				Beginning
English 2280	Beginning	Beginning		Beginning	Beginning
English 2280H	Beginning	Beginning		Beginning	Beginning
English 2281	Beginning	Beginning		Beginning	Beginning
English 2282	Beginning			Beginning	
English 2290	Beginning			Beginning	
English 2291	Beginning			Beginning	
English 2367.01		Intermediate			Intermediate
English 2367.01H		Intermediate			Intermediate
English 2367.01S		Intermediate			Intermediate
English 2367.02		Intermediate			Intermediate
English 2367.02H		Intermediate			Intermediate
English 2367.03		Intermediate			Intermediate
English 2367.03H		Intermediate			Intermediate
English 2367.04		Intermediate			Intermediate
English 2367.04H		Intermediate			Intermediate
English 2367.05		Intermediate			Intermediate
English 2367.05H		Intermediate			Intermediate

Course					
English 2367.06		Intermediate	Intermediate		Intermediate
English 2367.07S		Intermediate	Intermediate		Intermediate
English 2381	Beginning	Beginning		Beginning	
English 2463		Intermediate		Intermediate	Intermediate
English 2464	Beginning		Beginning		Beginning
English 2581	Beginning	Beginning		Beginning	
English 3011.01		Advanced			Advanced
English 3011.02		Advanced			Advanced
English 3022		Advanced			Intermediate
English 3031		Intermediate	Beginning	Intermediate	Beginning
English 3110	Intermediate	Intermediate	Beginning		Intermediate
English 3264	Intermediate	Intermediate			
English 3340		Intermediate		Intermediate	
English 3350		Intermediate		Intermediate	
English 3360	Intermediate	Intermediate		Intermediate	
English 3362	Intermediate	Intermediate		Intermediate	
English 3361		Intermediate			Intermediate
English 3364				Intermediate	Intermediate
English 3372				Intermediate	Intermediate
English 3378				Intermediate	Intermediate
English 3597.03					Intermediate
English 4554		Advanced			Advanced
English 4597.02		Advanced	Advanced	Advanced	Advanced
English 4597.04H		Advanced		Advanced	Advanced