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## **Term Information**

Effective Term Summer 2026

## **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 3306  
Course Title Reviewing, Editing, and Testing Technical Documents  
Transcript Abbreviation RevEdTestTechDoc  
Course Description This course focuses on the following technical communication practices: reviewing, editing, and testing. Students will learn about larger research issues in technical editing, what technical editors do, and what skills technical editors need to possess. This class will give students a chance to practice reviewing and/versus editing; editing at various levels.  
Semester Credit Hours/Units Fixed: 3

## **Offering Information**

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
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 English 1110.0x, WIL GE Foundation course or equivalent  
Exclusions  
Electronically Enforced Yes

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

Subject/CIP Code 23.0101  
Subsidy Level Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

## Course Details

Course goals or learning objectives/outcomes

- Understand and be able to explain the differences between reviewing and editing
- Practice comprehensive editing, copyediting, and proofreading
- Employ digital editing tools and practices
- Design and report on usability testing of technical documents

Content Topic List

- Reviewing, Editing, Testing, Technical Documents

Sought Concurrence

Yes

## Attachments

- Engl####\_ReviewingEditingTestingDocuments.pdf: Sample Syllabus  
*(Syllabus. Owner: Higginbotham, Jennifer K)*
- RevEdTestTechDoc\_DL Approval.pdf: DL Cover Sheet with Preliminary Approval  
*(Other Supporting Documentation. Owner: Higginbotham, Jennifer K)*
- RevEdTestTechDoc\_CurricularMapMajor2025.docx: Major Map  
*(Other Supporting Documentation. Owner: Higginbotham, Jennifer K)*
- Re: Concurrence for English 3306.pdf: Concurrence from Business  
*(Concurrence. Owner: Higginbotham, Jennifer K)*
- 2025\_english\_minor.docx: English Minor Advising Sheet  
*(Other Supporting Documentation. Owner: Higginbotham, Jennifer K)*
- RevEdTechDocuments\_CoverLetter\_Rationale.docx: Cover Letter and Rationale  
*(Cover Letter. Owner: Higginbotham, Jennifer K)*
- Re: Concurrence for Reviewing, Editing, and Testing Technical Documents.pdf: Concurrence from Engineering  
*(Concurrence. Owner: Higginbotham, Jennifer K)*

## Comments

- Attached is a cover letter/rationale for creating this course, a preliminary DL approval sheet, a sample syllabus, a Major Map, a Minor Advising Sheet, and concurrence from the Fisher College of Business..  
June 4, 2025: Concurrence has been received from Engineering. Documentation attached *(by Higginbotham, Jennifer K on 06/04/2025 03:50 PM)*
- Please see Subcommittee feedback email sent 05/14/2025. *(by Hilty, Michael on 05/14/2025 09:26 AM)*

**COURSE REQUEST**  
3306 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette  
Chantal  
06/06/2025

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Higginbotham,Jennifer K	04/16/2025 07:31 PM	Submitted for Approval
Approved	Higginbotham,Jennifer K	04/16/2025 07:31 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/17/2025 02:00 PM	College Approval
Revision Requested	Hilty,Michael	05/14/2025 09:26 AM	ASCCAO Approval
Submitted	Higginbotham,Jennifer K	06/04/2025 03:50 PM	Submitted for Approval
Approved	Higginbotham,Jennifer K	06/04/2025 03:51 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	06/06/2025 04:57 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	06/06/2025 04:57 PM	ASCCAO Approval



26 April 2025

Dear Arts and Sciences Curriculum Committee:

The Department of English proposes a new 3000-level course entitled Reviewing, Editing, and Testing Technical Documents. The sample syllabus included is for a 7-week, online, asynchronous option, but it would also work well as a standard 15-week, face-to-face offering. The course is designed as a 3 credit-hour course, regardless of modality. Course caps will be 21-24 students, which is in line with our other writing-intensive classes. As a prerequisite, it will have English 1110.0x or a GE foundation course in Writing and Information Literacy because it is designed to engage students in advanced writing assignments.

The course would count toward the degrees of our majors specializing in Writing, Rhetoric, and Literacy as one of the required courses under Writing and Writing Studies. Students from that specialization must take 3 credit hours from a selected group of classes in that field. It would also count as an option for the English Minor's required writing course. If approved, Yanar Hashlamon, Coordinator of the Minor in Professional Writing Program, has expressed interest in adding it as an option for that minor in the future.

We believe the course will appeal to a wide range of students interested in boosting their technical writing backgrounds. We currently have only one Technical Writing course on the books, which is English 3305. The emphasis in that class is on the style, organization, and conventions of technical and research reports, proposals, memoranda, professional correspondence and instructions. The proposed new course on Reviewing, Editing, and Testing Technical Documents focuses instead on larger research issues in technical editing, what technical editors do, and what skills technical editors need to possess. Students will practice reviewing and editing at various levels, specifically providing and responding to editorial comments, employing old and new editing technologies, and navigating workplace hierarchies that arise when editing. The differences between the two classes can be seen in the distinctions between their learning objects as listed below:

#### English 3305 Learning Objectives

- Describe how document organization, design, and delivery have different ethical consequences for various audiences;
- Draft, edit, and redesign written and visual content so that it is accessible, clear, precise, and readable to a wide range of users;
- Organize and distill discipline-specific visual and verbal content for non-expert readers;
- Collect actionable data about how readable or useful written and visual content is by using message testing (and/or user experience) methodologies;
- Leverage rhetorical tools (e.g. Toulmin's Model for Argumentation) when designing and interpreting visual and written content;



- Write collaboratively by employing project management tactics for planning, designing, editing, and revising written and visual content;
- Present qualifications and technical communication competencies in various employment genres.

#### English 3306 Learning Objectives

- Understand and be able to explain the differences between reviewing and editing
- Practice comprehensive editing, copyediting, and proofreading
- Employ digital editing tools and practices
- Design and report on usability testing of technical documents

Where English 3305 focuses on the production of technical documents, English 3306 will explore the writing and rewriting that takes place in response to documents as they are tested for efficacy and evaluated as their uses change over time. While both courses are designed to stand alone, we imagine students who take one class may also be interested in the other, as student demand for Technical Writing is high. For example, our Autumn 2025 sections of English 3305 are full as of April 2025, some with double digit waitlists.

Preliminary DL Approval has been obtained, and the signed DL Cover Letter is included. Feedback was incorporated before the syllabus was brought before the Undergraduate Studies Committee and the English Department Council, who have approved the proposal. We have sought concurrence from Fisher College of Business, which is included. Materials also include a Major map with the proposed course added as English 3306 under Concentration #2: Writing Rhetoric, and Literacy and a revised Minor Advising Sheet that adds it as an option for the required writing class.

Sincerely,  
Jennifer Higginbotham  
Director of Undergraduate Studies  
Department of English  
[higginbotham.37@osu.edu](mailto:higginbotham.37@osu.edu)

# SAMPLE SYLLABUS

**ENGL ##### (3000-LEVEL NUMBER TBD)**

Reviewing, Editing and Testing Technical Documents

3 credit hours | 7-week session

Distance Learning: No required scheduled meetings; all instruction occurs in Carmen each week

## COURSE OVERVIEW

Instructor: Dr. Christa Teston

Office: Denney Hall 402 (Reader Experience Lab)

Email address: [teston.2@osu.edu](mailto:teston.2@osu.edu)

Office hours: W/F 12:00-1:00 and by appointment

## Course description

This course focuses on the following technical communication practices when producing technical projects: reviewing, editing, and testing. Students will learn about larger research issues in technical editing, what technical editors do, and what skills technical editors need to possess. This class will give students a chance to practice reviewing and/or editing; editing at various levels; providing and responding to editorial comments; employing old and new editing technologies; navigating workplace hierarchies when editing; and documenting the results of usability testing.

## Learning outcomes

By the end of this course, students will

- Understand and be able to explain the differences between reviewing and editing
- Practice comprehensive editing, copyediting, and proofreading
- Employ digital editing tools and practices
- Design and report on usability testing of technical documents

## HOW THIS ONLINE COURSE WORKS

### Mode of delivery

This course is 100% online. All instruction will take place through Carmen, so there are no required class meetings.

## Pace/Content of online activities

This course is divided into **7 modules** that are released one week ahead of assignment due dates. The syllabus and other essential course materials, along with the first module, will be released a week before the academic term begins. Students are expected to keep pace with all deadlines but may schedule their efforts freely within those time frames.

Each module contains several different modes of learning: reading assignments (2-3 peer-reviewed articles) accompanied by written notes from the instructor and/or recorded presentations with transcripts; social annotations and/or prompts for students to respond to in discussion forums; a low stakes writing activity that gives students a chance to practice employing the module's concepts; and a formal writing activity in which students will be asked to further apply the week's material by drafting, reviewing, revising, and resubmitting a major module writing project that could be repurposed as a "writing sample" that would be legible to a potential employer.

A typical module will be organized around the following routine:

<b>Module Activity</b>	<b>Approx. time to complete</b>
Watch instructor's module introduction	15 minutes
Complete assigned readings	3 hours
Watch instructor's lectures that explicate module's main concepts, theories, and practices	1 hour (approx. two 30-minute videos or three 20-minute videos)
Respond thoughtfully to discussion board prompt about the module's main concepts, theories, and practices; respond to peers' posts	2 hours
Complete low stakes writing assignment	2 hours
Draft major module writing sample for peer review	3 hours
Conduct peer review of writing sample	3 hours
Revise and resubmit writing sample for instructor feedback and evaluation	3 hours
Watch instructor's wrap-up video that reports on generalizable feedback based on trends in students' writing samples	15 minutes
<b>Total (per module)</b>	<b>Approx. 18 hours</b>

## Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](https://go.osu.edu/credithours)), for an average 7-week class, students should expect approximately 6 hours per week of time spent

on direct instruction (instructor content and Carmen activities, for example) in addition to 12 hours of homework (reading and assignment preparation, for example) to successfully complete the course.

## Participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation. You will be expected to access, listen to, and read the assigned materials and then to turn in each required activity/assignment by the date specified in Carmen. If you cannot submit an assignment by the due date, notify your instructor in advance by email; if you experience technical issues with Carmen when turning in an assignment, email your instructor and attach the completed assignment. When the technical issues are resolved, turn in your assignment on Carmen.

## Course Communication Guidelines

The following are my expectations for how we should communicate as individuals in assignments, email exchanges, online discussion boards, and office hours. Above all, please remember to be respectful and thoughtful. **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.

## COURSE MATERIALS AND TECHNOLOGIES

All assigned readings will be available through Carmen and are free of charge to Ohio State students. Committed to using open educational resources, readings predominantly come from the following sources (never using more than 10% of a textbook, in accordance with fair use copyright practices):

- Baehr's (2024) *Agile Communicator* (4<sup>th</sup> edition)
- Baehr's (2025) *Information Experience: The Strategy and Tactics of Design Thinking*
- Flanagan & Albers's (2019) *Editing in the Modern Classroom*
- Kimball & Ross's (2025) *Document Design* (2<sup>nd</sup> edition)
- Lancaster, A., & King, C. S. (Eds.). (2024). *Amplifying voices in UX: Balancing design and user needs in technical communication*. State University of New York Press.
- McCullough, H., Peter, H. A. S. S., & Kimball, M. A. (Eds.). (2025). *Tactical Approaches to Technical Communication: Re-imagining Institutions, Transforming Society*. State University of New York Press.
- Ross's (2025) *The Routledge Handbook of Ethics in Technical and Professional Communication*
- Stephanidis & Salvendy's (2024) *Designing for Usability, Inclusion and Sustainability in Human-Computer Interaction*



- The following journals: *Communication Design Quarterly*; *IEEE Transactions on Professional Communication*; *Proceedings from ACM International Conference on Design of Communication*; *Intercom*; *Technical Communication Quarterly*

## Course technology

### Technology support

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

- **Self-Service and Chat support:** [it.osu.edu/help](https://it.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [8help@osu.edu](mailto: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](https://go.osu.edu/canvasstudent))
- Advisable: CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](https://go.osu.edu/zoom-meetings))

### Required equipment

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

### Required software

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

### Carmen access

You will need to use BuckeyePass ([buckeyepass.osu.edu](https://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](https://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. This will text you ten passcodes good for 365 days.
- Download the Duo Mobile application ([go.osu.edu/install-duo](https://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

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

## GRADING AND INSTRUCTOR RESPONSE

### How your grade is calculated

Each module, students may earn up to 50 points for completing the activities outlined below. At the end of the course, the number of points earned divided by 350 (total possible points) will determine the student's course grade.

Assignment Types	Points (per module)
Discussion Board Post and Replies (or Hypothesis Social Annotations)	10
Peer Review	10
Low Stakes Writing Activity	10
Writing Sample	20
<b>Total</b>	<b>50</b>

### Descriptions of course assignments

Students will submit low stakes learning activities, discussion posts, responses to drafts of peers' assignments, and their own module assignments for each of seven modules. Descriptions for all assignments will be released in Carmen along with the other components of each module.

#### Low Stakes Writing Activity

Each module provides students with an opportunity to practice writing (in 800 or fewer words) using the key concepts the module introduces. These are low stakes learning activities that scaffold into the module's major writing sample assignment.

## Discussion Posts

Each module includes responding (in 500 or fewer words) to a discussion post about the module's key themes. These prompts will ask students to synthesize information from the readings or reflect on their learning to that point in the course. Alternatively, students will be asked to learn collaboratively via Hypothesis's Social Annotations.

## Peer Reviews

Students will be placed in peer review groups of 3-4 students and will respond to two of their peers' drafts. The nature of the response will be determined by a) the specifics of the module assignment, and b) requests made by each student to reviewers via the comment feature in Carmen. Where applicable, rubrics will be provided to help generate useful feedback.

## Writing Samples

The major module writing sample assignments give students a chance to demonstrate that they've achieved the learning objectives for each module, but in a way that could potentially seed a writing sample that would be legible to an employer. Students will apply the theories and practices they've read about and practiced with during the semester. Rubrics will be made available for each writing sample assignment so that students have a sense of how to weigh the importance of each assignment component. Because the stakes are higher when preparing a potential writing sample, students will have a chance to revise and resubmit their work based on feedback from peers during peer review.

## Late assignments

All assignments are due by the date and time listed in Carmen for the assignment. Deliverables turned in late **without prior permission (or documentation that would excuse lateness)** are subject to the following penalties:

- Submitted 4 to 24 hours past the deadline: -10%
- Submitted 25 to 72 hours past the deadline: -30%
- Submitted more than 72 hours past the deadline: -50%

## 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

I am providing the following to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-4357(HELP)** at any time if you have a technical problem.)

- Except for writing samples, you can generally expect feedback within **3 business days**.
- For writing samples, you can expect feedback within **5 business days**.
- I will reply to emails within **24 hours on days when class is in session at the university**.

## ACADEMIC POLICIES

### Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

**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](https://go.osu.edu/coam))
- *Ten Suggestions for Preserving Academic Integrity* ([go.osu.edu/ten-suggestions](https://go.osu.edu/ten-suggestions))

## Disability Services

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

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

## Religious accommodations

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

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

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

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

## **Copyright for instructional materials**

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

## **Statement on title IX**

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

## **Commitment to a diverse and inclusive learning environment**

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/> or <https://cbsc.osu.edu>)*

## Land acknowledgement

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

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

## Your mental health

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

# COURSE SCHEDULE

Refer to Carmen for additional descriptions, updates, or revisions to this schedule.

## Module 1: Introduction to Editing

### Day 1: Read and Share

Instructions: Share your response to the following discussion board prompt based on your understanding of the three required readings listed below.

*Prompt: How do Schreiber, Baehr, and Mackiewicz conceive of editing as a practice? What are the defining features that they prioritize? In what ways are their suggestions about editing similar to or different from your own past editing experiences? Please limit your response to 800 or fewer words and be deliberate about paragraph breaks.*

Readings:

- Schreiber, J. (2024). What Is Technical About Technical Editing? *IEEE Transactions on Professional Communication*.
- Baehr (2024). *Agile Communicator* ch. 7, "Writing Content, Technical Style, and Editing"
- Mackiewicz, J. (2025). Ethics in Technical Editing. In *The Routledge Handbook of Ethics in Technical and Professional Communication* (pp. 230-240). Routledge.

### Day 2: Watch and Plan

Instructions: After watching two instructor videos, begin planning your approach to the writing sample assignment.

1. Video: Module introduction
  - a. Key concepts, theories, practices: technical editing, ethics, information integrity, usability
2. Video: Overview of writing activities
  - a. Low stakes writing activity: Draft a memo to the instructor that describes a recent editing project you were involved in. Describe your experiences with any and all aspects of that project, including the tools/technologies that were used, whether it was done collaboratively, etc. What hurdles and/or ethical considerations did you experience?
  - b. Writing sample assignment: Choose a recent editing project you participated in and compose a "Technical Editing Manual" that future editors could use in that situation.

### Day 3: Draft and Practice

Instructions: Begin drafting your major module writing sample assignment. Complete the low stakes writing activity in order to practice some of major goals of the writing sample.



### Day 4: Respond

Instructions: Respond meaningfully to at least three peers' discussion board posts. Continue drafting writing sample and submit to peer review assignment prompt in Carmen.

### Day 5: Review

Instructions: In your assigned peer review groups, provide feedback to two peers' writing sample drafts.

### Day 6: Revise

Instructions: Revise writing sample based on feedback from peers.

### Day 7: Resubmit

Instructions: Submit final draft of your writing sample for instructor feedback and assessment.

## Module 2: Comprehensive Editing for Human-Information Interaction

### Day 1: Read and Share

Instructions: Share your response to the following discussion board prompt based on your understanding of the three required readings listed below.

*Prompt: What methods do Meng, Boettger, and Paris, et al. employ in order to improve human-information interaction? Describe any experiences you've had with the authors' methods and/or the problems they investigate. Please limit your response to 800 or fewer words and be deliberate about paragraph breaks.*

Readings:

- Meng, M. (2023). Using eye tracking to study information selection and use in procedures. *IEEE Transactions on Professional Communication*, 66(1), 7-25.
- Boettger, R. K. (2019). "How Does That Make You Feel?": The Psychological Dimensions of Editorial Comments. In *Editing in the Modern Classroom* (pp. 47-65). Routledge.
- Paris, F., Casanova, R., Bergeonneau, M. L., & Mestre, D. (2024). Differences between Experts and Novices in the Use of Aircraft Maintenance Documentation: Evidence from Eye Tracking. *Applied Sciences*, 14(3), 1251.

### Day 2: Watch and Plan

Instructions: After watching three instructor videos, begin planning your approach to the writing sample assignment.

1. Video: Instructor's module 1 wrap-up video (offers generalizable feedback based on trends in students' writing samples)
2. Video: Module introduction

- a. Key concepts, theories, practices: eye-tracking; emotion; affect; expertise; instructions
- 3. Video: Overview of writing activities
  - a. Low stakes writing activity: In a memo written to one of your peers, inventory three recent sets of instructions (e.g., manuals or procedures) you or someone you know has encountered in their everyday lives. Richly describe the instructions and imagine how you might use the methods employed in this week's assigned readings to investigate their efficacy.
  - b. Writing sample assignment: In Carmen, you've been provided with three different fentanyl testing strip instructions. Using the template provided in Carmen, draft a research protocol that will enable you to assess how each instruction set fails and/or succeeds.

### **Day 3: Draft and Practice**

Instructions: Begin drafting your major module writing sample assignment. Complete the low stakes writing activity in order to practice some of major goals of the writing sample.

### **Day 4: Respond**

Instructions: Respond meaningfully to at least three peers' discussion board posts. Continue drafting writing sample and submit to peer review assignment prompt in Carmen.

### **Day 5: Review**

Instructions: In your assigned peer review groups, provide feedback to two peers' writing sample drafts.

### **Day 6: Revise**

Instructions: Revise writing sample based on feedback from peers.

### **Day 7: Resubmit**

Instructions: Submit final draft of your writing sample for instructor feedback and assessment.

## **Module 3: Skill Sets for Technical Editors**

### **Day 1: Read and Share**

Instructions: Share your response to the following discussion board prompt based on your understanding of the three required readings listed below.

*Prompt: What complexities emerge when inheriting others' writing with the expectation that you edit it? Describe an experience you've had that shed light on these complexities. How did you approach the editing task? What would you have done differently? Please limit your response to 800 or fewer words and be deliberate about paragraph breaks.*

Readings:

- Baker, H. (2023, October). Becoming a Technical Editor: A Practitioner's Transition toward Editing in the Technical Field. In *Proceedings of the 41st ACM International Conference on Design of Communication* (pp. 240-242).
- Lang, T. (2020). The intentional search for meaning: developing technical editing skills. *European Science Editing*, 46, e53691.
- McCullough, H., Peter, H. A. S. S., & Kimball, M. A. (Eds.). (2025). Chapter TBD, in *Tactical Approaches to Technical Communication: Re-imagining Institutions, Transforming Society*. State University of New York Press.

## Day 2: Watch and Plan

Instructions: After watching three instructor videos, begin planning your approach to the writing sample assignment.

1. Video: Instructor's module 2 wrap-up video (offers generalizable feedback based on trends in students' writing samples)
2. Video: Module introduction
  - a. Key concepts, theories, practices: audience; evidence-based editing; deliberative practice; publication conventions
3. Video: Overview of writing activities
  - a. Low stakes writing activity: In Carmen, you've been provided with an "inherited" memo drafted by another author who has asked you to edit it. Using Lang's recommendations and MS Word's track changes feature, edit the memo.
  - b. Writing sample assignment: Write a formal email to the original author of the memo from your low stakes writing activity that synthesizes the edits you've made and provides recommendations for the future. Attach your edits to the email.

## Day 3: Draft and Practice

Instructions: Begin drafting your major module writing sample assignment. Complete the low stakes writing activity in order to practice some of major goals of the writing sample.

## Day 4: Respond

Instructions: Respond meaningfully to at least three peers' discussion board posts. Continue drafting writing sample and submit to peer review assignment prompt in Carmen.

## Day 5: Review

Instructions: In your assigned peer review groups, provide feedback to two peers' writing sample drafts.

## Day 6: Revise

Instructions: Revise writing sample based on feedback from peers.

## Day 7: Resubmit

Instructions: Submit final draft of your writing sample for instructor feedback and assessment.

# Module 4: Visual Communication in Technical Editing

## Day 1: Read and Share

Instructions: Share your response to the following discussion board prompt based on your understanding of the three required readings listed below.

*Prompt: A recent example emerged in popular discourse about the effectiveness of instructions [link to news article]. How would Walker, et al. evaluate this situation? In what ways might your writing sample from Module 2 be improved based on Walker, et al.'s recommendations? Please limit your response to 800 or fewer words and be deliberate about paragraph breaks.*

Readings:

- Flanagan, S. (2019). The current state of technical editing research and the open questions. *In Editing in the modern classroom* (pp. 15-46). Routledge.
- Walker, S., Bravo, J., Edwards, A., Hart, J., & Little, G. (2022). Instructions for COVID-19 self-tests: What parts of the test are the most difficult to get right and how can information design help? *Information Design Journal*, 27(1), 126-139.
- Stephanidis & Salvendy (2024). Chapter TBD in *Designing for Usability, Inclusion and Sustainability in Human-Computer Interaction*.

## Day 2: Watch and Plan

Instructions: After watching three instructor videos, begin planning your approach to the writing sample assignment.

1. Video: Instructor's module 3 wrap-up video (offers generalizable feedback based on trends in students' writing samples)
2. Video: Module introduction
  - a. Key concepts, theories, practices: information design; instructions; visual rhetorics; user panels
3. Video: Overview of writing activities
  - a. Low stakes writing activity: Keeping in mind what you've learned during this module, design an online survey that will enable you to execute the research protocol you designed during Module 2.
  - b. Writing sample assignment: Informally pilot the research protocol you designed during Module 2 with three participants. Write up the results in a memo to your peers.

## Day 3: Draft and Practice

Instructions: Begin drafting your major module writing sample assignment. Complete the low stakes writing activity in order to practice some of major goals of the writing sample.

## Day 4: Respond

Instructions: Respond meaningfully to at least three peers' discussion board posts. Continue drafting writing sample and submit to peer review assignment prompt in Carmen.

### Day 5: Review

Instructions: In your assigned peer review groups, provide feedback to two peers' writing sample drafts.

### Day 6: Revise

Instructions: Revise writing sample based on feedback from peers.

### Day 7: Resubmit

Instructions: Submit final draft of your writing sample for instructor feedback and assessment.

## Module 5: Technologies for Technical Editing

### Day 1: Read and Share

Instructions: Share your response to the following discussion board prompt based on your understanding of the three required readings listed below.

*Prompt: What are the affordances and constraints of using large language models as part of our work as technical editors? Describe an experience you've had using artificial intelligence in your everyday writing work. What ethical questions emerged for you as a result of this experience? Please limit your response to 800 or fewer words and be deliberate about paragraph breaks.*

Readings:

- Mallette, J. C. (2024). Preparing Future Technical Editors for an Artificial Intelligence-enabled Workplace. *Journal of Business and Technical Communication*, 10506519241239950.
- Lanier, C. R. (2019). Concepts in Technical Editing Technologies: What's Important in Practice?. In *Editing in the modern classroom* (pp. 128-145). Routledge.
- Kimball & Ross (2025). Chapter TBD, in *Document Design* (2<sup>nd</sup> edition).

### Day 2: Watch and Plan

Instructions: After watching three instructor videos, begin planning your approach to the writing sample assignment.

1. Video: Instructor's module 4 wrap-up video (offers generalizable feedback based on trends in students' writing samples)
2. Video: Module introduction
  - a. Key concepts, theories, practices: generative artificial intelligence; user-centered communication; ethics; focus groups; version control;

3. Video: Overview of writing activities
  - a. Low stakes writing activity: Draft focus group questions that could be used as part of a usability test of revised fentanyl testing strip instructions from Module 2.
  - b. Writing sample assignment: With three people, informally pilot test your focus group questions designed in the low stakes writing activity. In a memo written to your peers, report findings from the focus group.

### Day 3: Draft and Practice

Instructions: Begin drafting your major module writing sample assignment. Complete the low stakes writing activity in order to practice some of major goals of the writing sample.

### Day 4: Respond

Instructions: Respond meaningfully to at least three peers' discussion board posts. Continue drafting writing sample and submit to peer review assignment prompt in Carmen.

### Day 5: Review

Instructions: In your assigned peer review groups, provide feedback to two peers' writing sample drafts.

### Day 6: Revise

Instructions: Revise writing sample based on feedback from peers.

### Day 7: Resubmit

Instructions: Submit final draft of your writing sample for instructor feedback and assessment.

## Module 6: Access and Equity in Technical Editing

### Day 1: Read and Share

Instructions: Share your response to the following discussion board prompt based on your understanding of the three required readings listed below.

*Prompt: Clem and Cheek employ "the 3Ps heuristic" in their article that you've read for this module. Choose an artifact written for the public and execute the 3Ps heuristic as a way to understand what could make the artifact more accessible and/or equitable. Please limit your response to 800 or fewer words and be deliberate about paragraph breaks. Please also include a photograph of the artifact you're analyzing.*

Readings:

- Clem, S., & Cheek, R. (2022). Unjust revisions: A social justice framework for technical editing. *IEEE Transactions on Professional Communication*, 65(1), 135-150.

- Hodges, A., & Ponce, T. (2022, July). Anti-Racism, Linguistic Diversity, and Technical Editing. In *2022 IEEE International Professional Communication Conference* (pp. 53-56).
- Benjamin, S., & Schreiber, J. (2021, October). Updating technical editing models for accessibility and advocacy. In *Proceedings of the 39th ACM International Conference on Design of Communication* (pp. 26-30).

## Day 2: Watch and Plan

Instructions: After watching three instructor videos, begin planning your approach to the writing sample assignment.

1. Video: Instructor's module 5 wrap-up video (offers generalizable feedback based on trends in students' writing samples)
2. Video: Module introduction
  - a. Key concepts, theories, practices: social justice; linguistic diversity; accessibility; plain language
3. Video: Overview of writing activities
  - a. Low stakes writing activity: Revisit the editing handbook you brainstormed from Module 1. Using MS Word's track changes feature, update the handbook to include explicit attention to matters of social justice, including linguistic diversity and accessibility.
  - b. Writing sample assignment: Design a flow chart that accounts for the steps you've outlined in your low stakes writing activity. Be sure to include alt text where necessary.

## Day 3: Draft and Practice

Instructions: Begin drafting your major module writing sample assignment. Complete the low stakes writing activity in order to practice some of major goals of the writing sample.

## Day 4: Respond

Instructions: Respond meaningfully to at least three peers' discussion board posts. Continue drafting writing sample and submit to peer review assignment prompt in Carmen.

## Day 5: Review

Instructions: In your assigned peer review groups, provide feedback to two peers' writing sample drafts.

## Day 6: Revise

Instructions: Revise writing sample based on feedback from peers.

## Day 7: Resubmit

Instructions: Submit final draft of your writing sample for instructor feedback and assessment.

# Module 7: Testing Technical Documents



## Day 1: Read and Share

Instructions: Share your response to the following discussion board prompt based on your understanding of the three required readings listed below.

*Prompt: Describe a recent example when you've encountered a terms of service document. Did you actually take the time to read it? Why or why not? Based on the three required readings for this module, how might you update and/or revise the terms of service? Please limit your response to 800 or fewer words and be deliberate about paragraph breaks. Please also include a photograph of or link to the terms of service you're analyzing.*

Readings:

- Redish, J. (2010). Technical communication and usability: Intertwined strands and mutual influences. *IEEE Transactions on Professional Communication*, 53(3), 191-201.
- Clemmensen, T. (2024). Usability and User Experience. In *Designing for Usability, Inclusion and Sustainability in Human-Computer Interaction* (pp. 1-25). CRC Press.
- Baehr, C. (2025). Chapter TBD, in *Information Experience: The Strategy and Tactics of Design Thinking*.

## Day 2: Watch and Plan

Instructions: After watching three instructor videos, begin planning your approach to the writing sample assignment.

1. Video: Instructor's module 6 wrap-up video (offers generalizable feedback based on trends in students' writing samples)
2. Video: Module introduction
  - a. Key concepts, theories, practices: UX; manuals; terms of service; plain language
3. Video: Overview of writing activities
  - a. Low stakes writing activity: Remediate the terms of service document you've chosen to focus on in this module so that it's an infographic.
  - b. Writing sample assignment: Pilot a UX test of the infographic you've designed from the low stakes writing activity. Using the template provided to you in Carmen, write a report of your findings from the UX test.

## Day 3: Draft and Practice

Instructions: Begin drafting your major module writing sample assignment. Complete the low stakes writing activity in order to practice some of major goals of the writing sample.

## Day 4: Respond

Instructions: Respond meaningfully to at least three peers' discussion board posts. Continue drafting writing sample and submit to peer review assignment prompt in Carmen.

## Day 5: Review

Instructions: In your assigned peer review groups, provide feedback to two peers' writing sample drafts.



**Day 6: Revise**

Instructions: Revise writing sample based on feedback from peers.

**Day 7: Resubmit**

Instructions: Submit final draft of your writing sample for instructor feedback and assessment.

**Subject:** Re: Concurrence for English 3306  
**Date:** Wednesday, April 16, 2025 at 7:04:14 PM Eastern Daylight Time  
**From:** Croxton, Keely <croxton.4@osu.edu>  
**To:** Higginbotham, Jennifer <higginbotham.37@osu.edu>  
**Attachments:** image001.png, image002.png

Jennifer,

You have concurrence from Fisher.

Keely



**Keely L. Croxton, PhD**

Associate Dean of Academic Programs

Prof. of Logistics

Fisher College of Business

[croxton.4@osu.edu](mailto:croxton.4@osu.edu)



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**From:** Higginbotham, Jennifer <[higginbotham.37@osu.edu](mailto:higginbotham.37@osu.edu)>  
**Date:** Wednesday, April 16, 2025 at 6:33 PM  
**To:** Croxton, Keely <[croxton.4@osu.edu](mailto:croxton.4@osu.edu)>  
**Subject:** Concurrence for English 3306

Dear Dean Croxton,

I'm writing to ask if Business would grant concurrence for a proposed English course entitled Reviewing, Editing, and Testing Technical Documents (proposed to be English 3306). Attached is a syllabus for your consideration.

All best,

Jennifer

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Jennifer Higginbotham (she/her/hers)  
Director of Undergraduate Studies  
Associate Professor of English  
Ohio State University  
[higginbotham.37@osu.edu](mailto:higginbotham.37@osu.edu)

Wednesday, June 4, 2025 at 3:47:06 PM Eastern Daylight Time

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**Subject:** Re: Concurrence for Reviewing, Editing, and Testing Technical Documents  
**Date:** Wednesday, June 4, 2025 at 3:45:34 PM Eastern Daylight Time  
**From:** Tomasko, David <tomasko.1@osu.edu>  
**To:** Higginbotham, Jennifer <higginbotham.37@osu.edu>  
**CC:** Hewitt, Elizabeth <hewitt.33@osu.edu>, Quinzon-Bonello, Rosario <quinzon-bonello.1@osu.edu>  
**Attachments:** Engl####\_ReviewingEditingTestingDocuments.pdf

Hi Jennifer,  
Engineering concurs with the development and offering of this course.

Sincerely,  
David

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David L. Tomasko  
Associate Dean for Academic Programs & Student Services  
Professor of Chemical & Biomolecular Engineering  
The Ohio State University  
If you have a zoom meeting scheduled with me: <https://osu.zoom.us/my/davidtomasko>

Executive Assistant: Winnie Sampson  
[sampson.38@osu.edu](mailto:sampson.38@osu.edu)  
614-688-4602

If one accepts that without deeply understanding and being a part of society then one cannot develop meaningful solutions to the problems it presents, then current demographic trends in engineering are an actual threat to the profession.

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**From:** Higginbotham, Jennifer <[higginbotham.37@osu.edu](mailto:higginbotham.37@osu.edu)>  
**Sent:** Wednesday, June 4, 2025 12:56 PM  
**To:** Tomasko, David <[tomasko.1@osu.edu](mailto:tomasko.1@osu.edu)>  
**Cc:** Hewitt, Elizabeth <hewitt.33@osu.edu>  
**Subject:** Fw: Concurrence for Reviewing, Editing, and Testing Technical Documents

Hi David,

I just wanted to follow up on this. I think you were out of town when I sent the message initially. There's no rush with the curricular committees on hiatus until fall semester, but I wanted to make sure it didn't fall off the radar.

All best,  
Jen

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Jennifer Higginbotham  
Director of Undergraduate Studies  
Associate Professor of English

Ohio State University  
[higginbotham.37@osu.edu](mailto:higginbotham.37@osu.edu)

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**From:** Higginbotham, Jennifer <[higginbotham.37@osu.edu](mailto:higginbotham.37@osu.edu)>  
**Sent:** Wednesday, May 14, 2025 11:48 AM  
**To:** Tomasko, David <[tomasko.1@osu.edu](mailto:tomasko.1@osu.edu)>  
**Cc:** Hewitt, Elizabeth <[hewitt.33@osu.edu](mailto:hewitt.33@osu.edu)>  
**Subject:** Concurrence for Reviewing, Editing, and Testing Technical Documents

Dear David,

English is writing to request concurrence on a new course called Reviewing, Editing, and Testing Technical Documents (English 3306), which will focus on the editing side of technical writing as a complement to our existing class English 3305: Technical Writing, where the focus is on producing technical documents. A syllabus is attached for your review.

All best,  
Jennifer

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Jennifer Higginbotham (she/her/hers)  
Director of Undergraduate Studies  
Associate Professor of English  
Ohio State University  
[higginbotham.37@osu.edu](mailto:higginbotham.37@osu.edu)

# Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

## Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

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

If no, why not?

## Syllabus

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

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

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

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

Additional comments (optional):

## Instructor Presence

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

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

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

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



- ☐ Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- ☐ Regular opportunities for students to receive personal instructor feedback on assignments.

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

## **Delivery Well-Suited to DL/DH Environment**

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

- ☐ The tools used in the course support the learning outcomes and competencies.
- ☐ Course tools promote learner engagement and active learning.
- ☐ Technologies required in the course are current and readily obtainable.
- ☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

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

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

## Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- ☐ Course credit hours align with estimated average weekly time to complete the course successfully.
- ☐ Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

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

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

## Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

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

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



Additional comments (optional):

## Academic Integrity

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

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

Additional comments (optional):

## Frequent, Varied Assignments/Assessments

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

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

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

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

## Community Building

For more information: [Student Interaction Online](#).

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

- ☐ Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- ☐ Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- ☐ Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

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

## Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

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

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

- ☐ 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):

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Syllabus and cover sheet reviewed by \_\_\_\_\_ on \_\_\_\_\_

Reviewer Comments:

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

## Attachment for Instructor Presence/Course Workload Sections

In a typical week, students will complete the following:

### Direct Instruction:

- Listen to/read introduction to the module: ~ 15 - 30 minutes
- View instructor presentations of key concepts from the readings (usually 3 or 4 15 to 20-minute presentations): ~ 45 – 80 minutes
- Listen to/read instructor introduction to the weekly discussion prompts and module assignments: ~ 30 minutes
- View annotated sample assignments: ~30 – 45 minutes
- Read and respond to instructor feedback on each week's assignment: ~30 – 45 minutes
- Interacting with instructor-generated in moderated discussion/Q & A sessions: ~ 60 minutes

### Indirect Instruction

- Complete course readings (textbook and assigned articles): ~ 2 - 3 hours
- Annotate, using Hypothesis, selections from the readings posted in Carmen: 1 hour
- Generate responses to initial reading discussion prompts and respond to peers online: 1 hour
- Complete weekly module assignments: ~ 2 – 4 hours
- Share assignments for review with their writing groups and review their peers' work before submitting for instructor evaluation: ~ 2 hours

These activities might be organized in a typical week as follows:

Day 1: Module Introduction; begin readings

Day 2: Finish readings; listen to instructor discussion of concepts/prompts/assignments. Annotate selections in Hypothesis (specified due date)

Day 3 - 4: Write discussion posts (specified due date) ; draft the week's writing assignments

Day 5: Post drafts of assignments into their review groups (specified due date) and review those of their peers

Day 6: Revise the module assignments

Day 7: Submit assignments on Carmen for instructor evaluation

This syllabus provides a clear and transparent overview of the course expectations. I have provided feedback comments on the Cover Sheet (and copied below) and signed it. The instructor and the department have the *option to revise* the syllabus in response to feedback before submitting to the ASCC faculty review committee.

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

- There are some required syllabus statements that need updated in the syllabus. You can find those here: <https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements>. We also keep the [ASC Distance Learning Syllabus Template](#) updated with current syllabus statements.
    - o Note: in addition to retrieving the current versions of outdated syllabus elements, I recommend adding the newly required Statement on Religious Accommodations
  - I recommend expounding on student expectations for the assignments. It is unclear what will be expected week to week of students for discussion forum assignments or the nature of the formal assignments. There are also student activities, such as peer reviews and assignment revisions, that are not listed as part of graded activities but seem essential to the instructional plan. These details about the structure and planned delivery of the course seem especially important in an accelerated asynchronous course.
  - The faculty curriculum committee has been adamant about expecting to see concrete plans for facilitating student interaction. This course has several avenues in which student interaction could happen but does not seem to be required or incentivized.
    - o I recommend structuring the discussion forum assignments in such a way that students are required to post and respond to peers. Other instructors have told me that setting up separate due dates for posts and peer replies supports a rhythm of posts and replies that facilitates more peer engagement.
    - o One area in which it seems that peer interaction is a very critical is in the assignment peer review groups. Is student participation in these groups required? If so, I recommend making it a graded course component, to facilitate that interaction and to highlight this part of the course plan to the faculty review committee.
  - The syllabus has a mix of font sizes and styles that may introduce some problems with digital accessibility. I recommend adapting the ASC Distance Learning Template or revise the syllabus for consistent font style (we recommend Georgia, Helvetica, and Arial for accessibility) and font size (12+).
- Jeremie Smith (ASC Distance Education Coordinator)

**The Ohio State University  
College of Arts and Sciences**

**English Minor (ENGLISH-MN)**

Contact: Rachael Speck (speck.61@osu.edu)

421 Denney Hall, 164 Annie & John Glenn Ave.  
614-292-6065  
english.osu.edu

Undergraduate Studies in English prepares students to think critically about texts; to construct sound arguments based on evidence; to write elegantly and persuasively; and to understand the historical and cultural contexts in which texts are produced, disseminated, and received. Through the Department of English, undergraduates have access to over 120 courses on topics ranging from Shakespeare to digital media studies, from Romanticism to popular culture, from 20<sup>th</sup>-century fiction to contemporary disability studies, from traditional grammar to literary publishing, from folklore to narrative theory, from creative nonfiction to business and professional writing, and from rhetoric to film analysis. Although minor programs are not required for graduation, students are encouraged to pursue them. Minors are especially useful to pre-professional students to indicate a breadth of interest that goes beyond narrow specialization. For further information and/or to have your English minor program approved, please schedule an appointment with the English Advisor listed above.

The minor in English consists of 12 hours at the 2000-level or above, which must include:

- One of the following writing courses: English 2367.05, 2367.07S, 3020, 3304, 3305, 3306, 3379, 3398, 3405, or 3467S. Since either English 3379 or 3398 is required of all English majors, English minors who wish to enroll in 3379 or 3398 must seek permission of the instructor or an English Advisor, who will sign the student into the course as space allows.
- At least one literature course [see attached list]
- At least 6 hours of coursework at the 3000-level or above.

For more information or to declare a minor:  
[go.osu.edu/engminors](http://go.osu.edu/engminors)

**English minor program guidelines**

The following guidelines govern this minor:

Credit hours required A minimum of 12 credit hours. 1000 level courses shall not be counted toward the minimum. At least 6 credit hours must be 3000-level courses or above.

Transfer and EM credit hours allowed A student is permitted to count up to 6 total hours of transfer credit and/or credit by examination.

Overlap with the GE A student is permitted to overlap up to 6 credit hours between the GE and the minor.

Overlap with the major and additional minor(s) • The minor must be in a different subject than the major. • The minor must contain a minimum of 12 hours distinct from the major and/or additional minor(s).

Grades required

- Minimum C- for a course to be counted on the minor.
- Minimum 2.00 cumulative GPA for all minor course work.
- Course work graded Pass/Non-Pass cannot count on the minor.
- No more than 3 credit hours of course work graded Satisfactory/Unsatisfactory may count toward the minor.

X193 credits No more than 3 credit hours.

Minor approval: The minor is complete if a student takes the above coursework and meets the requirements on this sheet. Meeting with an advisor in the academic unit offering the minor is not required.

Changing the minor Any changes must be approved by the college/school advisor.

College of Arts and Sciences  
Curriculum and Assessment Services 306  
Dulles Hall 230 Annie and John Glenn Ave  
<http://artsandsciences.osu.edu>

## Literature Courses for English Minor

2201(H): British Lit: Origins to 1800  
2202(H): British Lit: 1800 to Present  
2220(H): Intro to Shakespeare  
2221: Introduction to Shakespeare, Race, and Gender  
2281: Intro to African American Lit  
2290: Colonial & US Literature to 1865  
2291: US Lit: 1865–Present  
2381: Intro to the Black Atlantic  
2581: Intro to US Ethnic Literatures  
§ 3110: Citizenship, Justice, and Diversity in Literature  
§ 3264: Monsters Without and Within  
3273: Modernist Thought & Culture  
3331: Thinking Theoretically  
§ 3340: Reimagining Climate Change  
§ 3350: Time & Space Travel in SF  
§ 3360: Eco-poetics  
3361: Narrative & Medicine  
3364: Topics in Popular Culture  
3372: Topics in SF/Fantasy  
3378: Topics in Film & Lit.  
§ 3395: Literature & Leadership  
4321: Environmental Lit, Culture, and Media  
4400: Literary Locations  
4450: Lit & Culture of London  
4513: Intro to Medieval Lit.  
4514: Middle English Lit  
4515: Chaucer  
4520.01: Shakespeare  
4520.02: Topics in Shakespeare  
4521: Renaissance Drama  
4522: Renaissance Poetry  
4523: Topics in Ren. Lit & Culture  
4531: Restoration & 18<sup>th</sup> c. Lit  
4533: Early British Novel  
4535: Topics in 18<sup>th</sup> c. Lit/Culture  
4540: 19<sup>th</sup> c. British Poetry  
4541: 19<sup>th</sup> c. British Novel  
4547: 20<sup>th</sup> c. Poetry  
4550: Colonial & Early Nation Lit. of US  
4551(E): 19<sup>th</sup> c. US Lit  
4552: American Poetry through 1915  
4553: 20<sup>th</sup> c. US Fiction  
4559: Intro to Narrative & Narrative Theory  
4563: Contemporary Lit  
4564.01: Major Author, Med & Renaissance  
4564.02: Major Author, 18<sup>th</sup> & 19<sup>th</sup> c. British  
4564.03: Major Author in Am. Lit to 1900  
4564.04: Major Author in 20<sup>th</sup> c. Lit.  
4575: Special Topics in Lit Forms & Themes  
4578: Special Topics in Film  
4580: Special Topics in LGBTQ Lit & Culture  
4581: Special Topics in US Ethnic Lit  
4582: Special Topics in African American Lit  
4583: Special Topics in World Lit  
4586: Studies in American Indian Lit & Culture  
4587: Studies in Asian American Lit & Culture  
4588: Studies in Latino/a Lit & Culture  
4589: Studying the Margins: Language, Power, and Culture  
4592: Women in Literature & Culture  
4595: Literature & Law  
5664: Studies in Graphic Narrative  
5710: Intro to Old English Lang & Lit  
5720: Grad Studies in Shakespeare  
5721: Grad Studies in Renaissance Drama  
5722: Grad Studies in Renaissance Poetry  
5723: Grad Studies in Renaissance Lit & Cult

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

	Goal (1)	Goal (2)	Goal (3)	Goal (4)	Goal (5)
<b>Required Pre-1800 literature course</b> ( <i>choose 1 required for all concentrations</i> )					
English 2201(H): British Lit: Medieval to 1800	Beginning	Beginning		Beginning	
English 2220(H): Intro to Shakespeare	Beginning	Beginning		Beginning	
English 2221: Race, Ethnicity, Gender in Shakespeare	Beginning	Beginning	Beginning	Beginning	
English 2290: Colonial & US Literature to 1865	Beginning	Beginning	Beginning	Beginning	
English 4513: Intro to Medieval Lit	Advanced	Advanced		Advanced	Advanced
English 4514: Middle English Lit	Advanced	Advanced		Advanced	Advanced
English 4515: Chaucer	Advanced	Advanced		Advanced	Advanced
English 4520.01: Shakespeare	Advanced	Advanced		Advanced	Advanced
English 4520.02: Topics in Shakespeare	Advanced	Advanced		Advanced	Advanced
English 4521: Renaissance Drama	Advanced	Advanced		Advanced	Advanced
English 4523: Topics in Renaissance Lit/Culture	Advanced	Advanced		Advanced	Advanced
English 4531: Restoration & 18 <sup>th</sup> c. Lit	Advanced	Advanced		Advanced	Advanced
English 4533: Early British Novel: Origins to 1830	Advanced	Advanced		Advanced	Advanced
English 4535: Topics in Restoration & 18 <sup>th</sup> c. British Lit	Advanced	Advanced		Advanced	Advanced
English 4550: Topics in Colonial & Early National Lit	Advanced	Advanced		Advanced	Advanced
<b>Required Post-1800 literature course:</b> ( <i>choose 1 required for all concentrations</i> )					
English 2202(H): British Lit: 1800 to Present	Beginning	Beginning	Beginning	Beginning	
English 2281: Intro to African American Lit	Beginning	Beginning	Beginning	Beginning	
English 2381: Intro to the Black Atlantic	Beginning	Beginning	Beginning	Beginning	
English 2581: Intro to US Ethnic Literatures	Beginning	Beginning	Beginning	Beginning	
English 2291: US Lit: 1865–Present	Beginning	Beginning	Beginning	Beginning	
English 4540: 19 <sup>th</sup> c. British Poetry	Advanced	Advanced		Advanced	Advanced
English 4542: 19 <sup>th</sup> c. British Novel	Advanced	Advanced		Advanced	Advanced
English 4543: 20 <sup>th</sup> c. British Fiction	Advanced	Advanced		Advanced	Advanced
English 4547: 20 <sup>th</sup> c. Poetry	Advanced	Advanced		Advanced	Advanced
English 4549: Modern Drama	Advanced	Advanced		Advanced	Advanced



English 4551: Topics in 19 <sup>th</sup> c. US Lit	Advanced	Advanced		Advanced	Advanced
English 4552: Topics in American Poetry	Advanced	Advanced		Advanced	Advanced
English 4553: 20 <sup>th</sup> c. US Fiction	Advanced	Advanced		Advanced	Advanced
English 4563: Contemporary Lit	Advanced	Advanced		Advanced	Advanced
English 4581: Topics in US Ethnic Literatures	Advanced	Advanced	Advanced	Advanced	Advanced
English 4582: Topics in African American Lit	Advanced	Advanced	Advanced	Advanced	Advanced
English 4586: Studies in American Indian Lit	Advanced	Advanced	Advanced	Advanced	Advanced
English 4587: Studies in Asian American Lit	Advanced	Advanced	Advanced	Advanced	Advanced
English 4588: Studies in Latinx Li/Culture	Advanced	Advanced	Advanced	Advanced	Advanced
<b>Methods Course</b> ( <i>Required for each concentration</i> )					
English 3379 (WRL)		Intermediate	Beginning		Intermediate
English 3398 (Lit & CW & Pre-Education)	Intermediate	Intermediate	Beginning	Intermediate	Intermediate
<b>Diversity Course</b> ( <i>choose 1 required for all concentrations</i> )					
English 4581: Topics in US Ethnic Literatures	Advanced	Advanced	Advanced	Advanced	Advanced
English 4582: Topics in African American Lit	Advanced	Advanced	Advanced	Advanced	Advanced
English 4586: Studies in American Indian Lit	Advanced	Advanced	Advanced	Advanced	Advanced
English 4587: Studies in Asian American Lit	Advanced	Advanced	Advanced	Advanced	Advanced
English 4588: Studies in Latinx Li/Culture	Advanced	Advanced	Advanced	Advanced	Advanced

<b>Concentration I: Literature, Film, Folklore, &amp; Pop Culture</b>					
English 2201 (H): British Lit: Origins to 1800	Beginning	Beginning		Beginning	
English 2202 (H): British Lit: 1800 to Present	Beginning	Beginning	Beginning	Beginning	
English 2220 (H): Shakespeare	Beginning	Beginning		Beginning	Beginning
English 2221: Shakespeare, Race, and Gender	Beginning	Beginning	Beginning	Beginning	Beginning
English 2260 (H): Intro to Poetry	Beginning	Beginning		Beginning	Beginning
English 2261 (H): Intro to Fiction	Beginning	Beginning		Beginning	Beginning
English 2262 (H): Intro to Drama	Beginning	Beginning		Beginning	Beginning
English 2263: Intro to Film	Beginning	Beginning		Beginning	Beginning
English 2264: Intro to Popular Culture Studies	Beginning	Beginning	Beginning	Beginning	Beginning
English 2270 (H): Intro to Folklore	Beginning	Beginning	Beginning	Beginning	Beginning
English 2275: Thematic Approaches to Lit	Beginning	Beginning		Beginning	Beginning
English 2277: Intro to Disability Studies		Beginning	Beginning	Beginning	Beginning
English 2280 (H): English Bible	Beginning	Beginning		Beginning	Beginning
English 2281: Intro to African American Lit	Beginning	Beginning	Beginning	Beginning	Beginning
English 2290: Colonial & US Literature to 1865	Beginning	Beginning	Beginning	Beginning	
English 2291: US Lit: 1865–Present	Beginning	Beginning	Beginning	Beginning	
English 2381: Intro to Black Atlantic	Beginning	Beginning	Beginning	Beginning	Beginning
English 2463: Intro to Video Game Studies		Beginning	Beginning	Beginning	
English 2464: Intro to Comic Studies	Beginning	Beginning	Beginning	Beginning	Beginning
English 2581: Intro to Ethnic Lit	Beginning	Beginning	Beginning	Beginning	Beginning
English 3110: Citizenship, Justice, & Diversity in Lit	Intermediate	Intermediate	Beginning	Beginning	Intermediate
English 3260: Poetry and Transformation	Intermediate	Intermediate	Beginning	Beginning	Intermediate
English 3262: Adaptation Across Culture and Media	Intermediate	Intermediate	Beginning	Beginning	Intermediate
English 3264: Monsters Without and Within		Intermediate		Beginning	Intermediate
English 3265: Fictions of Creation		Intermediate	Beginning	Intermediate	Intermediate
English 3331: Thinking Theoretically		Intermediate	Beginning	Intermediate	Intermediate
English 3340: Reimagining Climate Change	Intermediate	Intermediate		Intermediate	Intermediate
English 3350: Time & Space Travel in SF	Intermediate	Intermediate		Intermediate	
English 3360: Ecopoetics	Intermediate	Intermediate		Intermediate	
English 3273: Modernist Thought & Culture	Intermediate	Intermediate		Intermediate	Intermediate
English 3361: Narrative and Medicine		Intermediate		Intermediate	Intermediate
English 3364: Special Topics in Pop Culture		Intermediate		Intermediate	Intermediate
English 3372: Special Topics in SF/Fantasy		Intermediate		Intermediate	Intermediate
English 3378: Special Topics in Film & Lit		Intermediate		Intermediate	Intermediate
English 3379: Cinema Revolutions		Intermediate		Intermediate	Intermediate
English 3395: Literature and Leadership	Intermediate	Intermediate		Intermediate	Intermediate

English 3495: Literature and Law	Intermediate	Intermediate		Intermediate	Intermediate
English 4321: Environmental Lit		Advanced		Advanced	Advanced
English 4400: Literary Locations	Intermediate			Advanced	Advanced
English 4450: Literature and Culture of London	Intermediate			Advanced	Advanced
English 4513: Intro to Medieval Lit	Advanced	Advanced		Advanced	Advanced
English 4514: Middle English Lit	Advanced	Advanced		Advanced	Advanced
English 4515: Chaucer	Advanced	Advanced		Advanced	Advanced
English 4520.01: Shakespeare	Advanced	Advanced		Advanced	Advanced
English 4520.02: Special Topics in Shakespeare	Advanced	Advanced		Advanced	Advanced
English 4521: Renaissance Drama	Advanced	Advanced		Advanced	Advanced
English 4522: Renaissance Poetry	Advanced	Advanced		Advanced	Advanced
English 4523: Special Topics in Renaissance Lit	Advanced	Advanced		Advanced	Advanced
English 4531: Restoration and 18 <sup>th</sup> c. Lit	Advanced	Advanced		Advanced	Advanced
English 4533: Early British Novel	Advanced	Advanced		Advanced	Advanced
English 4535: Special Topics in Restoration & 18 <sup>th</sup> c.	Advanced	Advanced		Advanced	Advanced
English 4540: 19 <sup>th</sup> century British Poetry	Advanced	Advanced		Advanced	Advanced
English 4542: 19 <sup>th</sup> century British Novel	Advanced	Advanced		Advanced	Advanced
English 4543: 20 <sup>th</sup> century British Fiction	Advanced	Advanced		Advanced	Advanced
English 4547: 20 <sup>th</sup> century Poetry	Advanced	Advanced		Advanced	Advanced
English 4549: Modern Drama	Advanced	Advanced		Advanced	Advanced
English 4550: Special Topics in US Colonial & Early	Advanced	Advanced		Advanced	Advanced
English 4551 (E): Special Topics in 19 <sup>th</sup> c. US Lit	Advanced	Advanced		Advanced	Advanced
English 4552: Special Topics in American Poetry	Advanced	Advanced		Advanced	Advanced
English 4553: 20 <sup>th</sup> century US Fiction	Advanced	Advanced		Advanced	Advanced
English 4559: Intro to Narrative and Narrative Theory		Advanced			Advanced
English 4560: Special Topics in Poetry	Advanced	Advanced		Advanced	Advanced
English 4563: Contemporary Literature	Advanced	Advanced		Advanced	Advanced
English 4564.01: Major Author in Med/Renaissance	Advanced	Advanced		Advanced	Advanced
English 4564.02: Major Author in 18 <sup>th</sup> /19 <sup>th</sup> century	Advanced	Advanced		Advanced	Advanced
English 4564.03: Major Author in American to 1900	Advanced	Advanced		Advanced	Advanced
English 4564.04: Major Author in 20 <sup>th</sup> century	Advanced	Advanced		Advanced	Advanced
English 4575: Special Topics in Lit. Forms & Themes	Advanced	Advanced		Advanced	Advanced
English 4575E: Special Topics in Lit. Forms & Themes	Advanced	Advanced		Advanced	Advanced
English 4576.01: History of Critical Theory	Advanced	Advanced		Advanced	Advanced
English 4577.01: Folklore I	Advanced	Advanced		Advanced	Advanced
English 4577.02: Folklore II	Advanced	Advanced		Advanced	Advanced
English 4577.03: Folklore III	Advanced	Advanced		Advanced	Advanced
English 4578: Special Topics in Film	Advanced	Advanced		Advanced	Advanced

English 4580: Special Topics in LGBTQ Lit	Advanced	Advanced	Advanced	Advanced	Advanced
English 4581: Special Topics in US Ethnic Lit	Advanced	Advanced	Advanced	Advanced	Advanced
English 4582: Special Topics in African American Lit	Advanced	Advanced	Advanced	Advanced	Advanced
English 4583: Special Topics in World Lit	Advanced	Advanced	Advanced	Advanced	Advanced
English 4586: Studies in American Indian Lit	Advanced	Advanced	Advanced	Advanced	Advanced
English 4587: Studies in Asian American Lit	Advanced	Advanced	Advanced	Advanced	Advanced
English 4588: Studies in Latino/a Lit	Advanced	Advanced	Advanced	Advanced	Advanced
English 4589: Studying the Margins	Advanced	Advanced	Advanced	Advanced	Advanced
English 4590.01H: The Middle Ages	Advanced	Advanced		Advanced	Advanced
English 4590.02H: The Renaissance	Advanced	Advanced		Advanced	Advanced
English 4590.03H: The Long 18 <sup>th</sup> century	Advanced	Advanced		Advanced	Advanced
English 4590.04H: Romanticism	Advanced	Advanced		Advanced	Advanced
English 4590.05H: The Later 19 <sup>th</sup> century	Advanced	Advanced		Advanced	Advanced
English 4590.06H: The Modern Period	Advanced	Advanced		Advanced	Advanced
English 4590.07H: Literature in English after 1945	Advanced	Advanced		Advanced	Advanced
English 4590.08H: US and Colonial Lit	Advanced	Advanced		Advanced	Advanced
English 4591.01H: Special Topics in CW	Advanced	Advanced		Advanced	Advanced
English 4592: Special Topics in Women in Lit	Advanced	Advanced	Advanced	Advanced	Advanced
English 4595: Literature & Law	Advanced	Advanced		Advanced	Advanced
English 4597.02: Regional Cultures in Transition		Advanced	Advanced	Advanced	Advanced
English 4597.04H: Approaches to Narrative		Advanced		Advanced	Advanced
English 5189: The Ohio Field School		Advanced		Advanced	Advanced
English 5612: The History of the Book in Modernity	Advanced			Advanced	Advanced
English 5664: Studies in Graphic Narrative	Advanced	Advanced		Advanced	Advanced
English 5710: Intro to Old English	Advanced	Advanced		Advanced	Advanced
English 5720: Graduate Studies in Shakespeare	Advanced	Advanced		Advanced	Advanced
English 5721: Graduate Studies in Renaissance Drama	Advanced	Advanced		Advanced	Advanced
English 5722: Graduate Studies in Renaissance Poetry	Advanced	Advanced		Advanced	Advanced
English 5723: Graduate Studies in Renaissance Lit	Advanced	Advanced		Advanced	Advanced
English 5797: Study at Foreign Institution	Advanced	Advanced		Advanced	Advanced
<b>Concentration II: Writing, Rhetoric, Literacy</b>					
English 2150: Career Preparation		Beginning			Beginning
English 2176: Rhetorics of Race, Ethnicity, and Gender		Beginning	Beginning		Beginning
English 2269: Digital Media Composing		Beginning			Beginning
English 2276: Arts of Persuasion		Beginning			Beginning
English 2367.01: Language, Identity, and Culture		Intermediate			Intermediate
English 2367.01E: Language, Identity, and Culture		Intermediate			Intermediate

English 2367.01H: Language, Identity, and Culture		Intermediate			Intermediate
English 2367.01S: Language, Identity, and Culture		Intermediate			Intermediate
English 2367.02: Lit in US Experience		Intermediate			Intermediate
English 2367.02H: Lit in US Experience		Intermediate			Intermediate
English 2367.03: Documentary in the US		Intermediate			Intermediate
English 2367.05: Writing about US Folk Experience		Intermediate			Intermediate
English 2367.06: Composing Disability		Intermediate	Intermediate		Intermediate
English 2367.07S: Literacy Narr. of Black Columbus		Intermediate	Intermediate		Intermediate
English 2367.08: Writing about Video Games		Intermediate			Intermediate
English 3011.01: Digital Activism		Advanced		Advanced	Intermediate
English 3011.02: Social Media Rhetoric		Advanced		Advanced	Intermediate
English 3020: Writing and Sustainability		Intermediate		Intermediate	Intermediate
English 3022: Sustainability and Media		Intermediate		Intermediate	Intermediate
English 3031: Rhetorics of Health, Wellness, Illness		Intermediate		Intermediate	Intermediate
English 3271: Structure of English Language		Advanced			Advanced
English 3304: Business & Professional Writing		Advanced			Advanced
English 3305: Technical Writing		Advanced			Advanced
English 3306*: Reviewing, Editing, Testing Tech Doc					
English 3405: Special Topics in Professional Comm		Advanced			Advanced
English 3467S: Issues in Tutoring Writing		Advanced			Advanced
English 4150: Cultures of Professional Writing		Advanced			Advanced
English 4189: Capstone Internship in PW				Advanced	Advanced
English 4554: English Studies & Global Human Rights		Advanced			Advanced
English 4555: Rhetoric and Legal Argumentation		Advanced			Advanced
English 4567S: Rhetoric and Community Service		Advanced	Advanced		Advanced
English 4569: Digital Media and English Studies		Advanced			Advanced
English 4571: Special Topics in English Linguistics		Advanced			Advanced
English 4572: English Grammar		Advanced			Advanced
English 4573.01 €: Rhetorical Theory & Criticism		Advanced			Advanced
English 4573.02: Rhetoric & Social Action		Advanced			Advanced
English 4574: History and Theories of Writing		Advanced			Advanced
English 4584: Special Topics in Literacy Studies		Advanced	Advanced		Advanced
English 4591.02H: Special Topics in Rhetoric		Advanced			Advanced
English 4597.01: Disability Experience		Advanced	Advanced	Advanced	Advanced
English 5804: Analyzing Language in Social Media		Advanced			Advanced
<b>Concentration III: Creative Writing</b>					
English 2265: Intro to Fiction Writing		Beginning		Beginning	Beginning

English 2266: Intro to Poetry Writing					
English 2267: Intro to Creative Writing		Beginning		Beginning	Beginning
English 2268: Intro to Creative Nonfiction		Beginning		Beginning	Beginning
English 3465: Special Topics in Intern Fiction		Intermediate		Intermediate	Intermediate
English 3466: Special Topics in Intern Poetry		Intermediate		Intermediate	Intermediate
English 3468: Special Topics in Intern Nonfiction		Intermediate		Intermediate	Intermediate
English 4565: Advanced Fiction Writing		Advanced		Advanced	Advanced
English 4566: Advanced Poetry Writing		Advanced		Advanced	Advanced
English 4568: Advanced Creative Nonfiction		Advanced		Advanced	Advanced
English 4591.01H: Special Topics in Creative Writing		Advanced		Advanced	Advanced
<b>Undergraduate Research</b>					
English 4998 (H): Undergraduate Research	Advanced	Advanced		Advanced	Advanced
English 4999 (H): Undergraduate Research Thesis	Advanced	Advanced		Advanced	Advanced
<b>Required Courses Outside the Unit for Pre-Ed Concentration:</b>					
EDTL 2389				Intermediate	Intermediate
EDTL 3356	Intermediate			Intermediate	
<b>General Elective Courses:</b>					
English 5191: Internship in English Studies		Advanced			
English 5193: Individual Studies	Advanced	Advanced		Advanced	Advanced
English 5194: Group Studies	Advanced	Advanced		Advanced	Advanced
<b>General Education Courses (GEN):</b>					
English 2176: Rhetorics of REGD		Beginning	Beginning		
English 2201(H): British Lit: Medieval to 1800	Beginning	Beginning			Beginning
English 2202 (H): British Lit: 1800 to Present	Beginning	Beginning			Beginning
English 2220 (H): Intro to Shakespeare	Beginning	Beginning			Beginning
English 2221: Shakespeare, Race, and Gender	Beginning	Beginning	Beginning		Beginning
English 2260 (H): Intro to Poetry	Beginning	Beginning		Beginning	Beginning
English 2261 (H): Intro to Fiction	Beginning	Beginning		Beginning	Beginning
English 2262: Intro to Drama	Beginning	Beginning		Beginning	Beginning
English 2263: Intro to Film	Beginning	Beginning		Beginning	Beginning
English 2264: Intro to Popular Culture	Beginning	Beginning	Beginning	Beginning	Beginning
English 2269: Digital Media Composing	Beginning	Beginning		Beginning	Beginning
English 2270 (H): Intro to Folklore	Beginning	Beginning	Beginning	Beginning	Beginning
English 2275: Thematic approaches to Lit	Beginning	Beginning		Beginning	Beginning

**GE Category**

REGD  
LVPA  
LVPA  
LVPA  
REGD  
LVPA  
LVPA  
LVPA  
LVPA, REGD  
LVPA  
HCS, REGD  
LVPA

English 2276: Arts of Persuasion		Beginning		Beginning	Beginning	Citizenship
English 2277: Intro to Disability Studies	Beginning			Beginning	Beginning	REGD
English 2280 (H): English Bible	Beginning	Beginning		Beginning	Beginning	LVPA
English 2281: Intro to African American Lit	Beginning	Beginning	Beginning	Beginning	Beginning	LVPA, REGD
English 2282: Intro to Queer Studies		Beginning	Beginning	Beginning	Beginning	LVPA, REGD
English 2290: US Lit: Colonial to 1865	Beginning	Beginning		Beginning	Beginning	LVPA
English 2291: US Lit: 1865 to Present	Beginning	Beginning		Beginning	Beginning	LVPA
English 2367.02 (H): Lit in the US Experience		Intermediate		Beginning	Intermediate	LVPA
English 2367.05: Writing about US Folk Experience		Intermediate			Intermediate	Lived Env.
English 2367.07S		Intermediate	Intermediate	Intermediate	Intermediate	Lived Env.
English 2381: Intro to the Black Atlantic	Beginning	Beginning	Beginning	Beginning	Beginning	REGD
English 2464: Intro to Comics Studies	Beginning		Beginning		Beginning	LVPA
English 2581: Intro to US Ethnic Lit	Beginning	Beginning	Beginning	Beginning	Beginning	REGD
English 3011.01: Digital Activism		Intermediate		Intermediate	Intermediate	Citizenship
English 3011.02: Social Medial Rhetoric		Intermediate		Intermediate	Intermediate	Citizenship
English 3020: Writing and Sustainability		Intermediate		Intermediate	Intermediate	Sustainability
English 3022: Sustainability & Media		Advanced		Intermediate	Intermediate	Sustainability
English 3031: Rhetorics of Health, Illness, Wellness		Intermediate	Beginning	Intermediate	Intermediate	Health
English 3110: Citizenship, Justice, & Diversity in Lit		Intermediate	Beginning	Intermediate	Intermediate	Citizenship
English 3260: Poetry and Transformation		Intermediate		Intermediate	Intermediate	TCT
English 3262: Adaptation Across Culture and Media		Intermediate		Intermediate	Intermediate	TCT
English 3264: Monsters Without and Within		Intermediate		Intermediate	Intermediate	Citizen, Health
English 3265*: Fictions of Creation		Intermediate	Beginning	Intermediate	Intermediate	Citizenship
English 3340: Reimagining Climate Change		Intermediate		Intermediate		Sustainability
English 3350: Time & Space Travel in SF		Intermediate		Intermediate		Lived Env.
English 3360: Ecopoetics		Intermediate		Intermediate		Lived Env.
English 3364: Special Topics in Popular Culture		Intermediate	Beginning	Intermediate		HCS, REGD
English 3372: Special Topics in SF/Fantasy		Intermediate		Intermediate	Intermediate	LVPA
English 3378: Special Topics in Film & Lit		Intermediate		Intermediate	Intermediate	LVPA
English 3379*: Cinema Revolutions		Intermediate		Intermediate	Intermediate	TCT
English 3395: Literature & Leadership		Intermediate		Intermediate		Citizenship

\* indicates courses in development as of April 2025