

Term Information

Effective Term Spring 2026
Previous Value Autumn 2025

Course Change Information

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

We would like to offer a DL version of English 3310.

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

A DL version of the course will make it more accessible for some students.

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

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

none

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

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	English
Fiscal Unit/Academic Org	English - D0537
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3110
Course Title	Citizenship, Justice, and Diversity in Literatures, Cultures, and Media
Transcript Abbreviation	CtznshpLitCultMdia
Course Description	Since the beginning of the modern nation state, cultural texts (poems, novels, films, pamphlets, zines, short stories, advertisements, comics, etc.) have been the essential medium through which the discourse of citizenship has been developed, constructed, refined, and debated. In this course student examine a range of literary periods, genres, and media focused on citizenship and social justice.
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?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: English 1110.xx; or GE foundation writing and info literacy course.

Exclusions

Electronically Enforced

Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

23.0101

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Citizenship for a Diverse and Just World

Course Details

Course goals or learning objectives/outcomes

- Students theorize the relationship between aesthetic and political projects in literature, and analyze the competing and complementary perspectives of a variety of social reform movements to understand justice, difference, equity, and citizenship.

Content Topic List

- Literature (poems, novels, films, pamphlets, zines, short stories, advertisements, comics, etc.) as an essential medium through which the discourse of citizenship has been developed, constructed, refined, and debated.
- The fundamental sense of belonging, inclusion, and identity that inheres in the word "citizen."
- Creation of socio-political communities from shared words and stories.
- The history of cultural texts that has both foster and repress justice and diversity.

Sought Concurrence

No

Attachments

- 3110_DL_SyllabusFINAL.docx: DL Syllabus
(Syllabus. Owner: Hewitt,Elizabeth A)
- 3110_Autumn 2023_Hewitt.docx: in-person syllabus
(Syllabus. Owner: Hewitt,Elizabeth A)
- English 3110 Reviewed.pdf: DL review cover sheet
(Other Supporting Documentation. Owner: Hewitt,Elizabeth A)

Comments

- The uploaded syllabus has been edited to respond to all comments from ASCODE and Bob Mick. *(by Hewitt,Elizabeth A on 08/11/2025 12:02 PM)*

COURSE CHANGE REQUEST
3110 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
08/18/2025

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Hewitt, Elizabeth A	08/11/2025 12:02 PM	Submitted for Approval
Approved	Hewitt, Elizabeth A	08/11/2025 12:05 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/18/2025 01:37 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/18/2025 01:37 PM	ASCCAO Approval

SYLLABUS | ENGLISH 3110

Citizenship, Justice, and Diversity in Literature and Media

Spring 2026

Online (3 credit hours)

Instructor: Professor Elizabeth Hewitt

Schedule appointments or office hours:

<https://outlook.office365.com/book/ProfessorHewittsOfficeHours@buckeyemail.osu.edu/?ismsaljsauthenabed=true>

Contact: Hewitt.33@osu.edu. You can always email me with questions, and I will respond within 24 hours. I will strive to provide grades and comments to assignments before assignments for the following module are due.

Course Description

We will study a variety of literary texts (fictional, political, economic, sentimental, etc.) to learn how individuals and communities theorized, described, and practiced citizenship. One central focus will be to make sense of a political paradox: why did the birth of modern democratic governments and natural rights theory (beginning at the end of the 18th century) coincide with numerous social, economic, and political theories and policies that denied citizenship rights to large groups of people? We will learn to read complex texts with care and precision and to describe, analyze, and interpret this reading in our own prose.

Expected Course Learning Outcomes

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

- Analyze literature and/or media across numerous genres, attending to details of language, vocabulary, voice, syntax, etc. in addition to larger arguments about citizenship and justice in the modern Anglophone world.
- Incorporate literary analysis into both informal and formal writing projects.

General Education Goals and Expected Learning Outcomes

As part of the Citizenship and Justice category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

Goal 1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.

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

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

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

1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

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

1. Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.

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

1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.
2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

In this class, we will study and analyze historical literature from the Anglophone world that has theorized, defined, and described citizenship and justice at the local, national, and global levels. We will compare writing from different periods and perspectives to examine, analyze, and evaluate the ways that various writers, political groups, and communities have defined both citizenship and justice.

How this online course works

This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time. I will hold voluntary weekly office hours and class discussions for students who have questions or want to have synchronous discussions with me and others. You will be able to schedule these on Zoom, Teams, or in-person.

Pace of online activities

This course is divided into weekly modules accessible through Carmen. Each module will include: identification of the week's readings & links (if applicable); video lectures and other learning materials (PowerPoints, images, and links); weekly assignment instructions and links for submissions.

Because the course is asynchronous, you will be working on your weekly modules from Monday to Sunday. I recommend that you organize the tempo of your work according to the following schedule:

Monday-Wednesday: Read course materials and view course videos

Thursday-Sunday: Complete weekly assignments. All assignments are due Sunday by 5:00 PM (EST).

Credit hours and work expectations

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

Because this is an asynchronous online course delivered entirely through Carmen, your regular, timely, and focused engagement in course content, assignments, and activities is crucial to your success.

The following is a summary of your expected participation:

- Complete all course readings, videos, and assignments.
- Assignments must be completed by assigned due date.
- Engage in optional office hours and/or synchronous sessions. Synchronous sessions (on Zoom) will be scheduled once I have a sense of time availability for participants.
- Regularly check Carmen site and Carmen messages for updates from me.

Course materials and technologies

Books

Frances Ellen Watkins Harper, *Iola Leroy* (Penguin | ISBN 9780143106043)

Steven Crane, *Maggie: A Girl of the Streets* (Dover | ISBN 9780486831817)

Américo Paredes, *George Washington Gomez* (Arte Publico Press | 9781558850125)

All other texts will be found on our course Carmen site as .pdfs.

Course technology

Technology support

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

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- Hypothesis (<https://ascode.osu.edu/hypothesis-social-annotation-tool-your-carmen-course>) *This course requires the use of a digital social annotation tool called Hypothes.is. If you encounter an issue with access to this tool, please contact me (Hewitt.33@osu.edu) and/or ascode@osu.edu. Accommodation and assistance will be arranged for you to complete any work required with this tool free of penalty.*
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required Equipment

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

Required software

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

Carmen Access

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

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

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

Course Schedule

Table with course calendar

Week & Date	Course Topic	Required Reading and Viewing	Required Assignment Submissions
Module 1 1/12-18	Democratic Revolutions	<ul style="list-style-type: none"> Lecture on reading, and on American, French, and Haitian revolutions Thomas Jefferson, original draught of the Declaration of Independence (1776) Declaration of Rights of Man (1789) Haitian Constitution (1801) 	<ul style="list-style-type: none"> Icebreaker Discussion Post Quiz on syllabus and the reading in Module 1
Module 2 1/19-25	Declarations of Inequality	<ul style="list-style-type: none"> Lecture on reading and the “democratic paradox” Thomas Jefferson, from Notes on the State of Virginia James Forten, from Letters from a Man of Color (1813) David Walker, from Appeal to the Coloured Citizens of the World (1830) 	<ul style="list-style-type: none"> Discussion post & response Annotation 1 (David Walker <i>Appeal</i>)

Module 3 1/26-2/1	Declarations of Inequality II	<ul style="list-style-type: none"> • Lecture on reading and early feminism in the US • Abigail Adams to John Adams (1776) • Judith Sargent Murray, "On the Equality of the Sexes" (1790) • Declarations of Sentiments and Resolutions (1848) 	<ul style="list-style-type: none"> • Quiz on reading and lectures (Modules 2–3) • Critical Question 1 (about any texts from Modules 1–3)
Module 4 2/2-8	Nations within Nations	<ul style="list-style-type: none"> • Lecture on reading, the Jeremiad, and the Myth of the Vanishing Indian • William Apess, "An Indian's Looking-Glass for the White Man" (1830) • Cherokee Memorials (1830) • William Cullen Bryant, "The Prairies" (1832) 	<ul style="list-style-type: none"> • Discussion post & response • Annotation 2 (Apess, "An Indian's Looking-Glass")

Module 5 2/ 9-15	Revolution or Reform: Enslaved Labor	<ul style="list-style-type: none"> • Lecture on reading and American Abolitionism, • Frederick Douglass, “What to a Slave is the Fourth of July” (1854) • Henry Lloyd Garrison, “No Compromise with Slavery” (1854) • Henry David Thoreau, “A Plea for Captain John Brown” (1859) 	<ul style="list-style-type: none"> • Quiz on reading and lectures (Modules 4-5) • Critical Question 2 (any texts from Modules 4–5)
Module 6 2/16-22	Revolution or Reform: Free Labor	<ul style="list-style-type: none"> • Lecture on reading, Paine, Melville, Marx, and their theories of wage labor • Thomas Paine, from Agrarian Justice (1797) • Karl Marx, “Wage Labor and Capital” (1844) • Herman Melville, “The Paradise of Bachelors” and “The Tartarus of Maids” (1855) 	<ul style="list-style-type: none"> • Discussion post & response • Annotation 3 (Melville, “The Tartarus of Maids”)

Module 7 2/23– 3/1	Free Labor, Art, and Sentiment	<ul style="list-style-type: none"> Lecture on reading and the Adam Smith problem Rebecca Harding Davis, “Life in the Iron-Mills” (1861) 	<ul style="list-style-type: none"> Critical Question 3 (any text from Modules 6-7) Part I, Letter to a Representative
Module 8 3/2–8	Reconstruction and the Failures of Citizenship	<ul style="list-style-type: none"> Lecture on reading, Harper, and social reform novels Frances Harper, <i>Iola Leroy</i> (1892) 	<ul style="list-style-type: none"> Quiz on reading and lectures (Modules 6–8)
Module 9 3/9–15	Failures of Citizenship II	<ul style="list-style-type: none"> Lecture on Harper, Wells, and post-Reconstruction violence Iola Leroy (continued) Ida B. Wells, “Lynch Law in America” (1900) 	<ul style="list-style-type: none"> Discussion post & response Annotation 4 (Harper, <i>Iola Leroy</i>)
3/16– 22	Spring break		

Module 10 3/23–29	Immigration, Segregation, and the American City	<ul style="list-style-type: none"> Lecture on reading, Riis, American urban immigration Jacob Riis, from <i>How the Other Half Lives</i> Alice Rollins, from <i>Uncle Tom's Tenements</i> 	<ul style="list-style-type: none"> Quiz on reading and lectures (Modules 9–10) Part II, Letter to a Representative
Module 11 3/30– 4/5	Poverty, Sex, and the American City	<ul style="list-style-type: none"> Lecture on reading, Crane, realism, Goldman, and the 'sex question' Stephen Crane, <i>Maggie: A Girl of the Streets</i> Emma Goldman, "Anarchy and the Sex Question" 	<ul style="list-style-type: none"> Discussion post & response Annotation 5 (Crane, <i>Maggie</i>)
Module 12 4/6–12	Immigration and American Citizenship	<ul style="list-style-type: none"> Lecture on reading, Sui Sin Far, Asian immigration, and the New Woman Sui Sin Far, selected stories from <i>Mrs. Spring Fragrance</i> Saum Song Bo, "A Chinese View of the State of Liberty" 	<ul style="list-style-type: none"> Quiz on reading and lectures (Modules 11–12) Critical Question 4 (any text from Modules 8–12)

Module 13 4/13–19	American Borders	<ul style="list-style-type: none"> Lecture on reading, corridos, Paredes, and cultural stories Selected corridos about “Gregorio Cortez” Américo Paredes, <i>George Washington Gómez</i> 	<ul style="list-style-type: none"> Discussion post & response Letter to Representative, Part III
Module 14 4/20–26	American Borders	Américo Paredes, <i>George Washington Gómez</i>	Annotation 6 (Paredes, <i>George Washington Gómez</i>)
5/1			Letter to Representative, Part IV

How your grade is calculated

Assignment percentages	
Assignment Category	Percentage
Discussion posts & responses	10
Reading question process narratives	20
Quizzes	15
Hypothesis Annotations	20
Letter to Representative	35
Part I	6
Part II	7
Part III	10
Part IV	12
Total	100 points

Course Assignments

Discussion Posts

Discussion boards are an attempt to approximate classroom discussion in online classes, but they often feel like spaces where one writes a letter to no one. To try to foster a better discussion board experience, I will create smaller groups (5-6 students) and I also promise to read and respond to your posts. In designated weeks, you will be required to post a response to a prompt (or prompts) that I provide and also respond to 1 (or more) posts by others in your group. Your original post will be due 11:59 pm Wednesday in the week of the module; your response to another's post will be due 6:00 pm Sunday in the week of the module. Late posts will not be accepted, and the average grade will constitute 10% of your final grade.

Reading Question Process Narratives

This assignment is designed to improve your critical reading and analysis skills. In designated weeks, you will select one text that was assigned in selected modules and develop questions that will lead you into a more detailed and refined analysis of your selected text.

You will begin by asking one question about the text. This question can be about content (what does the author mean when they say x); it can be about theme (is this a theme and how does the author discuss it); it can be about narration (why does the author use a first-person narrator); it can be about grammar (why does the author use present tense); it can be about figurative language (why does the author use this particular simile); it can be about context (who was the intended audience?); etc. This first question is your portal into asking more questions about the text that allow you to refine and develop your inquiry and begin to articulate answers. Your assignment is to write a process narrative of how you came to ask the first question and all the subsequent refining questions. Your narrative should be at least 400 words but can be longer.

You are allowed to use an AI text generator, in which case your narrative must describe the prompts you provided, the output it generated, and your own responses to it. You may also use other materials (websites, essays, encyclopedias, materials from other classes you discover in searches). The important thing is that your process narrative identifies what you used and how it helped you in your analysis. Examples of process narratives can be found [here](#). Your assignment will be due 6:00 pm Sunday in the week of the module. Late assignments will receive a 10-point reduction for each 24 hours it is late. The average grade will constitute 20% of your grade.

Weekly Quizzes

To incentivize your participation with the course materials (reading and videos), there will be regular quizzes. These short quizzes will consist of short answer and multiple-choice questions drawn from reading and video lectures. These short quizzes (approximately 5-minutes) will ask very basic questions that will not require use of your books, notes, or powerpoints. They will also not afford you time to use these or other online sources (using generative AI or internet searches is not permitted). Each quiz will be due Sunday at 11:59 pm in the week of the module. Late quizzes will not be accepted. The average grade will constitute 15% of your grade.

Hypothesis Collaborative Annotation

Collaborative annotation is a way to share interpretations and questions about the texts we read. We will use the program Hypothesis as the platform for our cooperative annotation. For each text we annotate, you need to write at least 2 annotations and 1 reply to another person's annotation. Your annotations can do many kinds of interpretive tasks:

- You can ask a specific question about a passage. In response, you can try to help answer the question or refine the answer your classmate has provided.
- You can offer a paraphrase of a particular passage. In response, you can ask a question about the paraphrase your classmate has provided.
- You can draw a connection between a passage and something else—something we have read together, or some other passage in the same text, or something else entirely. In response, you can ask your classmate a question about the connection they made, or you can build further on it.
- You can help explicate a passage, word, or reference by providing historical, cultural, etymological, etc. contexts. In response, you can build on this context.
- You can offer a more detailed interpretation about the significance of a particular word choice, syntax, figure of speech, tone. In response, you can revise or build on the interpretation your classmate has provided.

You are allowed to make use of other sources—writing, internet sites, and even generative AI—but you must credit and cite your sources in your annotation. You are not, however, required to consult external sources. Be generous and collegial: this is not combat! We are trying to help each better understand our fascinating readings. Your annotations are due Sunday at 11:59 pm in the week of the module. Late annotations will not be accepted. The average grade will constitute 20% of your grade.

Letter to Politician: Show Your Work

Our reading and work throughout the semester will raise important questions about equality, liberty, and justice that still animate our contemporary lives. For this final assignment, you will choose one text we have read and explain how your understanding of the text has pertinence to a contemporary issue that raises similar

concerns. You will present your argument in the form of a letter to a real politician at any level and in any branch of government (eg. city mayor, Congressional representative, local judge, state district attorney, president of the United States, etc.) Your letter will explain how and why reading the historical text is useful to understanding the contemporary issue. Late assignments for each part will receive a half-letter grade reduction for each 24 hours it is late. The entire project will be worth 35% of your grade.

The written assignment has 4 parts.

1. **Select your primary text and addressee.** Write a short (500 word) explanation of why you are choosing the specific text, topic, and recipient. You can discuss other possible topics and why you rejected them, and you can explain why you made the decision that you did. What is it about this particular topic and text that made you want to spend more time with them? The assignment is due 11:59 PM on March 1 and will be worth 6% of the assignment.
2. **What does Generative AI not capture.** The Letter to a Representative assignment might seem like the kind of writing that could be easily produced by generative AI. But let's discover both the capacities and limits of AI writing. Using the OSU authorized large language model generative AI, Microsoft Copilot, ask it to write a letter about the importance of your chosen text to your selected subject. Paste the response in a .docx file and use the comment feature to explain what is valuable, deficient, and/or wrong about the generated text. You should make at least 10 different comments. Finally, write a brief paragraph (300-400 words) that summarizes what you thought was useful and less useful about the output. The assignment is due 11:59 PM on March 29 and will be worth 7% of the assignment.
3. **First draft of letter.** Write a first draft of the letter in which you focus especially on clearly identifying the argument or point you want your reader to take away and citing 3 specific clauses, sentences, or passages that you use as textual evidence to make your argument and point. Highlight (in yellow) the sentence or sentences that articulate your main argument and the 3 instances of textual citation. The assignment is due 11:59 PM on April 19 and will be worth 10% of the assignment.
4. **Final draft of letter.** Write a final draft of the letter in which your argument is more clearly articulated; that uses better and more efficient syntax and word choices; that fixes all mechanical errors (spelling and grammar); that is even more detailed and rigorous in its analysis of textual evidence. The assignment is due 11:59 PM on May 1 and will be worth 12% of the assignment.

Grading Scale

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

Important Information for Course

Academic Misconduct

The Committee on Academic Misconduct (COAM) recommends that every faculty member, instructor, and graduate teaching associate who is teaching a course prepare and distribute (or make available) to all students a course syllabus that contains a statement concerning "academic misconduct" or "academic integrity". The Ohio State University does not have a standardized statement on academic misconduct that instructors can use in their syllabi. Thus, COAM has prepared the following statement, which course instructors are free to use (with or without modification) for their syllabi: Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

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

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal

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

Accessibility accommodations for students with disabilities

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

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

Counseling and Consultation Services

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

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th floor of the Younkin Success Center and 10th floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24-hour emergency help is also available through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

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

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be

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

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at <http://civilrights.osu.edu/>,

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

Or Email equity@osu.edu

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

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

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 [Civil Rights Compliance Office](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

Your mental health

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

English 3110: Citizenship, Justice, and Diversity in Literature and Media
Tuesdays & Thursdays, 5:30–6:50 PM in Denney 206

Professor Elizabeth Hewitt (she/her)

My office: Denney Hall 530

Office Hours: Please schedule appointments at:

<https://outlook.office365.com/owa/calendar/ProfessorHewittsOfficeHours@buckeyemail.osu.edu/bookings/>

Email: hewitt.33@osu.edu

The nineteenth century was a period in United States history that saw an explosion of social reform projects – practical experiments and theoretical investigations designed to make the world happier, healthier, more equitable, and more just. But it was also a period in which chattel slavery was legal and in which many social inequities were magnified. We will read literature associated with 19th century social reform projects and literature that showcase the various ways the United States failed to live up to its founding premises. This course satisfies the GE Citizenship for a Just and Diverse World:

Theme: Citizenship for a Just and Diverse World		
Goals	Expected Learning Outcomes	Related Course Content
GOAL 1: <u>Citizenship</u> : Successful students will explore and analyze a range of perspectives on citizenship, across local, national, and global, and apply the knowledge, skills, and dispositions that constitute it.	Successful students are able to	In this course, students will
	1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, global, and/or historical communities.	1.1 Analyze historical literature to discover and analyze how citizenship has been theorized and defined across different locations and time.
GOAL 2: <u>Just and Diverse World</u> : Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies.	1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	1.2 Read writing by a variety of authors who provide various definitions and imaginations of citizenship—at the local, national, and global level.
	2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and a variety of lived experiences.	2.1 Examine imaginative, political, and economic writing that focuses on social justice and inequity.
	2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.	2.2 Compare imaginative and political writing from different perspectives (identities, time periods, geographic regions, social convictions) and analyze differences in key concepts related to citizenship: justice, equality, marginalization, solidarity, freedom, and inequity.

Class Schedule:

Three Revolutions

8/22: Introductions

8/24: Thomas Jefferson, original draught of the Declaration of Independence (1776);
Declaration of Rights of Man (1789); Haitian Constitution (1801)

8/29: Thomas Paine, from *Agrarian Justice* (1797); James Forten, from *Letters from a Man of Color* (1813)

8/31: Abigail Adams letter to John Adams (1776); Judith Sargent Murray, “On the Equality of the Sexes” (1790)

Commonplace Book 1 due 8/31

Violations of Declarations

9/5: David Walker, from *Appeal to the Coloured Citizens of the World* (1830); Thomas

Jefferson, from *Notes on the State of Virginia* (1785)

9/7: William Apress, "An Indian's Looking-Glass for the White Man" (1833); Cherokee Memorials (1830)

9/12: Elizabeth Cady Stanton and Lucretia Mott, "Declaration of Sentiments and Resolutions" (1848); Mary S. Gove, from *Solitary Vice* (1839)

9/14: Mary Gove Nichols, "Woman an Individual" (1854); Fanny Fern, selections from *Fern Leaves* (1853)

Commonplace Book 2 due 9/14

Moral Critique and Temperance

9/19: T.S. Arthur, from *Temperance Tales* (1848); Edgar Allan Poe, "The Black Cat" (1843)

9/21: Poe, "The Black Cat" (continued); William Alcott, from *Ways of Living on Small Means* (1837)

9/26: Elizabeth Palmer Peabody, "Plan of the West Rosbury Community" (1842); Louisa May Alcott, "Transcendental Wild Oats" (1873)

9/28: No class

Commonplace Book 3 due 9/28

Enslaved and "Free" Labor

10/3: "Transcendental Wild Oats" (continued); Henry Lloyd Garrison, "To the Public," *The Liberator* (1831); Frederick Douglass, "What to a Slave is the Fourth of July" (1854); Garrison, "No Compromise with Slavery" (1854)

10/5: Henry David Thoreau, "A Plea for Captain John Brown" (1859); Lydia Maria Child from *Correspondence* (1860), pp. 1- 18

10/10: Karl Marx, "Wage Labor and Capital" (1844)

10/12: No class

Commonplace Book 4 due 10/12

10/17: Marx, "Wage Labor and Capital" (continued); Herman Melville, "The Paradise of Bachelors" and "The Tartarus of Maids" (1855)

10/19: Melville, "Paradise" and "Tartarus" (continued)

Letter to Politician due 10/22

10/24: Rebecca Harding Davis, "Life in the Iron-Mills" (1861)

10/26: "Life in the Iron-Mills" (continued)

Commonplace Book 5 due 10/26

Social Uplift

10/31: Frances Harper, *Iola Leroy* (1892)

11/2: *Iola Leroy*

11/7: *Iola Leroy* (continued)

11/9: Ida B. Wells, "Lynch Law in America" (1900)

How the Other Half Lives

11/14: Jacob Riis, from *How the Other Half Lives* (1890); Stephen Crane, *Maggie: A Girl of the Streets* (1893)

11/16: *Maggie* (continued)

Commonplace Book 6 due 11/16

11/21: no class

11/22: no class

Marriage, Freedom, and New Women

11/28: Emma Goldman, "Anarchy and the Sex Question" (1896); Charlotte Perkins Gilman, "Yellow Wallpaper" (1892)

Sui Sin Far, "Mrs. Spring Fragrance" (1912)

11/30: Sui Sin Far, "In the Land of the Free" (1912)

12/5: Yeziarska, "The Lost Beautifulness" (1920)

12/7: Conclusions

Final Paper due 12/15

Required Books.

Frances Ellen Watkins Harper, *Iola Leroy* (Penguin | ISBN 9780143106043)

Stephen Crane, *Maggie: A Girl of the Streets* (Dover | ISBN 9780486831817)

All other texts will be found on our course Carmen site as .pdfs.

Required Assignments.

Commonplace Books. One of the most important skills that I want us to focus on this semester is engaged reading, and one of the best ways to do this is through the eighteenth-century practice of keeping a commonplace book. These were journals in which readers recorded particular passages and quotes from their reading that interested them. Each week, I would like you to record a couple of passages from our weekly reading that are particularly interesting or exciting to you. In a paragraph or two, explain why you chose these passages and what you thought was important, interesting, upsetting, wrong, etc. about them. You may use whatever media you prefer to keep your book: it can be a paper notebook, a digital document file, an audio or AV file, a PowerPoint, a blog (like u.osu.edu). You are also allowed to switch up your media: you don't need to keep the same format the entire semester. But you do need to submit your commonplace book to me every two weeks through Carmen and it will be due every other week by **Thursday, 11:59 pm**. Commonplace books that demonstrate thoughtful reflection will receive 10 points; less thoughtful or hastily written submissions will receive 7 or 8

points; and if you do not submit, you will receive 0 pts. The cumulative average will be worth 20% of your grade.

Quizzes. To incentivize your engaged reading, there will be unscheduled reading quizzes throughout the semester. Approximately every other week, we will begin class with a short quiz with basic questions about our most recent reading. If you miss the quiz, you will receive a 0. The cumulative average of the quizzes will be worth 20% of your grade, and I will drop your lowest score.

Letter to Politician. Our reading in the 19th century raises important political questions about equality, liberty, and justice that still animate our contemporary lives. For this writing project, choose one text we have read and explain how your understanding of this text has pertinence to a contemporary issue that raises similar concerns. Present your argument in the form of a letter to a real politician at any level and in any branch of governance (e.g. city mayor, Congressional representative, local judge, state district attorney, president of the United States, etc.) Your letter should explain *why* you think reading this text has been helpful to your own understanding of the contemporary issue. Use your letter as the occasion to teach the recipient *how* and *why* reading the historical text provides insight about 21st century citizenship. Your letter should be approximately 3-4 double-spaced pages (12-point font with standard, 1" margins) and will be worth 20% of your grade.

Participation. While talking in class can be somewhat nerve wracking, it is a very useful skill to develop and provides a different way to develop your adeptness at both reading and communication. I would therefore like everyone to become an engaged participant and come to each class meeting ready to ask questions, answer questions, pose preliminary arguments, and listen to your colleagues. I also encourage you to take notes (another useful skill). Students who participate regularly each week will receive an A; those who only occasionally participate (once every 2-3 weeks) will receive a B; those who do not participate but appear in engaged in classroom conversations will receive a C; and those who do not participate or take notes will receive a D. Your participation grade will be worth 20% of your grade.

Final Paper. Write a 6-8-page reflective essay in which you offer a detailed description of your encounter with 3-4 texts we have read this semester. Your task is to provide something like an autobiography or bildungsroman of what you have learned in the course through a close reading of some of the texts that have been most significant or meaningful to your intellectual development this semester. The assignment will be worth 20% of your grade.

Course Policies.

Attendance and Lateness policy. I want this class to cultivate your abilities in reading, analysis, writing, and argumentation. As such, your attendance and participation are crucial to your success. I will take attendance each day and if you are absent more than 3 times, your grade will be lowered one half grade for each class missed (over the 3). If you need to miss class because of illness or emergency, then please let me know so that we can make sure you can keep up with class activities. You must bring the text(s) we are discussing to class and come prepared with notes and questions on the readings for the day. If you need to arrive late or leave early, then please let me know.

Academic honesty. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>. While the COAM has not established a policy on AI-powered language generators, unless you credit the AI for its assistance, using it to create writing that you submit as your own constitutes academic misconduct. Additionally, while AI will yield mechanically well-written prose, it is not well-suited for the kind of detailed textual analysis that I will want from you in this class.

Students with disabilities. The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

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

Electronic media policy. Laptops and tablets are permitted, so long as they are being used for course-related activities. Please be courteous to your colleagues and me and do not browse. Mobile phones are not permitted. Violations of this policy will result in a E for your participation grade.

Distance Approval Cover Sheet

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

Course Number and Title:

Carmen Use

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

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

If no, why not?

Syllabus

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

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

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

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

Additional comments (optional).



Instructor Presence

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

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

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

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

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

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

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

Delivery Well-Suited to DL/DH Environment

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

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

Additional technology comments:

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

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

Workload Estimation

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

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

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

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

Accessibility

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

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

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



Additional comments (optional):

Academic Integrity

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

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

Additional comments (optional):

Frequent, Varied Assignments/Assessments

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

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

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

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

Community Building

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

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

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

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

Transparency and Metacognitive Explanations

For more information: [Increasing Transparency and Metacognition](#)

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

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

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

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

Additional Considerations

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

Syllabus and cover sheet reviewed by *Bob Mick* on *8/7/25*

Reviewer Comments:

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

Attachment from ODE/Bob Mick

English 3110 – Citizenship, Justice and Diversity in Literature and Media

I am returning the signed Distance Approval Cover Sheet after completing the review of the distance learning syllabus and cover sheet. Below are my comments regarding the syllabus.

1. Instructor Presence and Regular Substantiative Interaction (RSI):

Regular and substantiative interaction will exist on a regular weekly basis in the course between the instructor and students that includes:

- Direct instruction (weekly recorded lectures)
- Instructor assessing and providing feedback on student's course work and assignments
- Facilitating group discussion (required participation in discussion boards posts by students and responses to other students, all monitored by instructor with responses)
- Providing an interactive activity using Hypothesis (annotation software) for sharing interpretations and questions about texts read in course
- Instructor providing opportunities to ask questions on content of course through email, discussion boards and live/synchronous office hours

2. DL Syllabus Template

It doesn't appear to me that the DL syllabus template is being used because the proper headings are missing that are required for screen readers and accessibility. Also missing from the template is the section on Course Materials and Technologies.

3. Hypothesis & H5P

The syllabus and cover sheet state Hypothesis will be used and H5P is mentioned in the cover sheet. The use of these technologies should also be included in the syllabus under Course Materials and Technology. When using Hypothesis and H5P, an additional specific statement should be included in the syllabus for each:

"This course requires the use of a digital social annotation tool called Hypothes.is. If you encounter an issue with access to this tool, please contact your instructor at their name.#@osu.edu and ascode@osu.edu. Accommodation and assistance will be arranged for you to complete any work required with this tool free of penalty."

"This course uses H5P for interactive course content, should you experience difficulties with these accessible materials or have additional questions, please contact the College of Arts and Office of Distance Education at ascode@osu.edu."

<https://ascode.osu.edu/tools/tech-tools-course-syllabus-statements>

4. How this Online Course Works

This section provides clear direction for the students so they are aware of what they will be expected to complete each week and how they will interact with the instructor in this online course.

5. Credit hours and work expectations

The information in the syllabus and cover sheet state the total amount of time to be spent on this course with direct and indirect instruction is an average of 9 hours per week. This is correct for a 3 cr hr, 14-week course.

6. Description of Major Assignments

All major assignments are clearly explained.