Term Information

Effective Term	Spring 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	2195
Course Title	American Literature and the US Civic Tradition
Transcript Abbreviation	AmLitUSCivTrad
Course Description	This class covers all the required texts of American Civic Literacy Course, as well as other important American literary texts that analyze the theories, practices, and tensions between the founding ideals of liberalism (individual rights and liberties) and republicanism (civic virtue and the common good).
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.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

Literary, Visual and Performing Arts

Course Details

Course goals or learning objectives/outcomes	• Read, analyze, and understand foundational documents of the American civic tradition and the American economic system that meet the requirements of ORC 3345.011
	• Understand importance of print media and spoken word to the civic tradition in the United States
	• Read and understand literature that has played critical roles in establishing the institutions and narratives the define American democracy and American economic liberalism
	• Incorporate close reading and critical analysis into formal and informal writing projects and understand the importance of rhetorical arguments and textual evidence
	• Analyze literature and/or media across numerous genres, attending to details of language, vocabulary, voice, syntax, etc.
Content Topic List	• American literature
	• US Civics
	• History of American governing documents
	• Print media's role in the founding of the United States
Sought Concurrence	Yes

Attachments

• CivicLiteracy_DL_Syllabus.docx: Syllabus

  (Syllabus. Owner: Higginbotham,Jennifer K)

• English 2195 Reviewed [92].pdf: ODE Reviewed DL Cover Sheet

  (Other Supporting Documentation. Owner: Higginbotham,Jennifer K)

• FW: CIVICLL Program Learning Objectives--Drafted Confidential Please do not circulate.pdf: Concurrence from Chase

  (Concurrence. Owner: Higginbotham,Jennifer K)

• FW: Concurrence 2.pdf: Concurrence from Philosophy

  (Concurrence. Owner: Higginbotham,Jennifer K)

• Concurrence History.pdf: Concurrence from History

  (Concurrence. Owner: Higginbotham,Jennifer K)

• FW: Concurrence Poli Sci.pdf: Concurrence from Political Science

  (Concurrence. Owner: Higginbotham,Jennifer K)

• LVPA-Foundation-Worksheet.pdf: LVPA Foundation Sheet

  (Other Supporting Documentation. Owner: Higginbotham,Jennifer K)

• CurricularMapMajor2025.docx: Curricular Map

  (Other Supporting Documentation. Owner: Higginbotham,Jennifer K)

Comments

- English is proposing a new course that would fulfill the new Civics Literacy requirement and the GE foundation category Literary, Visual, and Performing Arts. ODE has reviewed the course for online delivery, and a signed DL cover sheet is included along with concurrence from History, Philosophy, Political Science, and the Chase Center. We also plan to allow it to count towards the major, so a major map is included. *(by Higginbotham,Jennifer K on 09/08/2025 07:32 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Higginbotham,Jennifer K	09/08/2025 07:32 PM	Submitted for Approval
Approved	Higginbotham,Jennifer K	09/08/2025 07:32 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/08/2025 09:01 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	09/08/2025 09:01 PM	ASCCAO Approval

SYLLABUS | ENGLISH 2195

American Literature and the US Civic Tradition

Spring 2026
Online (3 credit hours)
Instructor: Professor Elizabeth Hewitt

Schedule appointments or office hours:
https://outlook.office365.com/book/ProfessorHewittsOfficeHours@buckeyemail.osu.edu/?ismsaljsauthenabled=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

The United States was founded in print. Protests against British colonial rule were printed in American newspapers, magazines, and pamphlets. The nation's founding documents—the Declaration of Independence and the Constitution—were printed and circulated in the same media. And for 250 years, robust debates about freedom and democracy have been critical subjects in American literature—from Benjamin Franklin to Ada Limón, the U.S.'s current Poet Laureate. In this class, we will read and study the wide variety of literature—across numerous genres—that has both described and shaped the ideals of American civic life.

Our reading will include all the required texts of American Civic Literacy Course, as well as other important American literary texts that analyze the theories, practices, and tensions between the founding ideals of liberalism (individual rights and liberties) and republicanism (civic virtue and the common good). We will investigate how different kinds of literary forms, rhetorical structures, and genres were called into action to support different kinds of political arguments and analyses. And we will learn the ways that *belles lettres* have shaped the ongoing project of American cultural and national identity.

Expected Course Learning Outcomes

By the end of this course, students should be able to:
- Read, analyze, and understand foundational documents of the American civic tradition and the American economic system that meet the requirements of ORC 3345.011.
- Understand importance of print media and spoken word to the civic tradition in the United States.
- Read and understand literature that has played critical roles in establishing the institutions and narratives the define American democracy and American economic liberalism.
- Incorporate close reading and critical analysis into formal and informal writing projects and understand the importance of rhetorical arguments and textual evidence.
- Analyze literature and/or media across numerous genres, attending to details of language, vocabulary, voice, syntax, etc.

General Education Goals and Expected Learning Outcomes

As part of the Literary, Visual and Performing Arts Foundation category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

Goals and Expected Learning Outcomes:
1. Analyze, interpret and evaluate major forms of human thought, cultures and expression, and demonstrate capacities for aesthetic and culturally informed understanding.
   Successful students will be able to:
   1. Analyze and interpret significant works of visual, spatial, literary and/or performing arts and design.
   2. Describe and explain how cultures identify, evaluate, shape and value works of literature, art and design.
   3. Examine how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.
   4. Evaluate social and ethical implications in literature, visual and performing arts, and design.

2. Experience the arts and reflect on that experience critically and creatively.
   Successful students will be able to:
   1. Engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.
   2. Critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

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 synchronous online class discussions for students who have questions or want to discuss texts and concepts with me and others. You will be able to schedule individual meetings with me 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.
- Regularly check Carmen site and Carmen messages for updates from me.

I will offer additional office hours and/or synchronous sessions, but these are not required. I will schedule synchronous sessions (on Zoom or Teams) once I have a sense of time availability for participants.

Course materials and technologies

Texts
Hannah Webster Foster, *The Coquette* (Dover | 978-0486796192)
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, 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 anissue 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.

Class Calendar

Week & Date	Course Topic	Required Reading and Viewing	Required Assignment Submissions
Week 1 1/12-18	**The Self-Made Man**	• Benjamin Franklin, from *Autobiography* (1791) Short Video Lectures: • Calvinism, individualism, and capitalism • Early US print & nation of letters • Franklin's legacy	• Icebreaker Discussion Post • Quiz on syllabus ELO: 1.1, 1.3, 1.4, 2.1, 2.2
Week 2 1/19-25	**"What is an American?"**	• J. Hector St. John de Crèvecoeur, from *Letters from an American Farmer* (1782) • Spencer J. Pack, "Slavery, Adam Smith's Economic Vision and the Invisible Hand" (1996) Short Video Lectures: • The origins of the 'melting pot' • American regionalism • Physiocracy, Smith, and the economic critique of slavery	• Discussion post & response • Annotation 1 (Crèvecouer's Letter 9) • ELO: 1.1; 1.2, 1.3, 2.1, 2.2
Module 3 1/26-2/1	**Declaring Independence**	• Original and final draft of the Declaration of Independence (1776) • Alexander Hamilton, "A Full Vindication of the Measures of the Congress" (1774) • Tom Paine, "The American Crisis 1" (1776) Short Video Lectures: • Textual drafting and political compromise • Metaphors of independence	• Discussion post & response ELO: 1.1, 1.2, 2.1, 2.2

Module 4 2/2-8	**Poetry and Independence**	• Selected poetry by Phillis Wheatley (1773) • Selected poetry by Philip Freneau (1775–1787) Short Video Lectures: • Poetry and Politics • Slavery and the Revolution • Literacy and Freedom	• Discussion post & response • Annotation 2 (Wheatley, "To the Right Honorable Earl of Dartmouth") ELO: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2
Module 5 2/9-15	**"We the People"** **Part 1**	• The Constitution of the United States, Preamble (1787) • Federalist 1, 9, 10, 15, and 78 (1787) • George Mason, "Objections to the Constitution of Government" (1787) • Cato 1 and 2 (1787) • Brutus 1 (1787) Short Video Lectures: • Writing, printing, and circulation of *Federalist Papers* • Print, newspapers, and imagined communities	• Discussion post & response • (Modules 4-5) • Final Assignment: Part 1 ELO: 1.1, 1.3, 2.1, 2.2
Module 6 2/16-22	**"We the People"** **Part 2**	• The Constitution of the United States (especially Articles I, IV and V, and Amendments 1, 2, 9, and 10) • Jefferson, "Opinion on the Constitutionality of the Bill for Establishing the National Bank" (1791) • Hamilton, "Opinion as to the Constitutionality of the Bank of the US" (1791) Short Video Lectures:	• Discussion post & response • Annotation 3 (Article I, section 8 of the Constitution) ELO: 1.1, 1.2, 1.4, 2.1, 2.2

		• The Constitution as literary text (drafting, editing, annotating) • American finance and the birth of partisan politics	
Module 7 2/23–3/1	**"The People are Clarissa"**	• Letters between John Adams and Abigail Adams (1776) • Letter from John Adams to William Cunningham (1809) • Hannah Webster Foster, *The Coquette* (1797) Short video lectures: • The novel and early American politics • Epistolary writing and American democracy	• Midterm Exam ELO: 1.1, 1.2, 1.3, 1.4, 2.1
Module 8 3/2–8	**"Who reads an American book?"**	• Sydney Smith, "Who reads an American Book" (1820) • Washington Irving, from *The Sketch Book* (1819) • Alexis de Tocqueville, "In What Spirit the Americans Cultivate the Arts" and "Why Americans Erect both Insignificant Monuments and Others which are Very Grand" (1832) • Herman Melville, from "Hawthorne and His Mosses" (1850) Short video lectures: • The American cultural inferiority complex • Irving, Melville, and the founding of 'an American Literature'	• Discussion post & response ELO: 1.1, 1.2, 2.1, 2.2

| Module 9

3/9–15	The United States' Myth of the Vanishing Indian	• Willliam Apess, "An Indian's Looking-Glass for the White Man" (1830) • Memorials of the Cherokee Nation (1829) • William Cullen Bryant, "The Prairies" (1833) Short video lectures: • The Jeremiad • Poetry and policy • Memorials, political action, and sovereignty	• Discussion post & response • Annotation 4 (Apess, "An Indian's Looking-Glass") ELO: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2
3/16– 22	Spring break		
Module 10

3/23–29 | American Transcendentalism & its critics | • Ralph Waldo Emerson, "The American Scholar" (1837)
• Henry David Thoreau, from *Walden* (1854)
• Margaret Fuller, from *Woman in the Nineteenth Century* (1843)
• Nathaniel Hawthorne, "Earth's Holocaust" (1844)

Short video lectures:
• American Transcendentalist movement and philosophy
• The ambiguities of American liberalism | • Discussion post & response
• Part II, Final project

ELO: 1.1, 1.3, 2.1, 2.2 |
| Module 11

3/30– 4/5 | The Gospel of Wealth | • Adam Smith, from *Wealth of Nations* (1776)
• Rebecca Harding Davis, "Life in the Iron-Mills" (1861)
• Andrew Carnegie, "The Gospel of Wealth" (1889)

Short video lectures:
• Economic liberalism and wages
• Sentimentalism and American realism
• The literature of economic reform in the US | • Discussion post & response
• Annotation 5 (Davis, "Life in the Iron-Mills")

ELO: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2 |

Module 12 4/6-12	**Slavery and Constitutionalism in the US**	• David Walker from *Appeal to the Coloured Citizens of the World* (1830) • Frederick Douglass, "What to a Slave is the Fourth of July" (1852) • Henry Lloyd Garrison, "No Compromise with Slavery" (1854) Short video lectures: • American abolitionism & its literature • The Constitution and slavery	• Discussion post & response • Final Project Part III ELO: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2
Module 13 4/13–19	**Literature of the Civil War**	• Abraham Lincoln, "The Gettysburg Address" (1863) • Lincoln, "The Emancipation Proclamation" (1863) • Herman Melville, selected poems from *Battle Pieces* (1866) • Walt Whitman, "When Lilacs Last in the Dooryard Bloom'd" (1865) Short video lectures: • Poetry and Politics • National violence, national elegies	• Discussion post & response • Annotation 5 (Lincoln, "The Gettysburg Address") • ELO: 1.1, 1.2, 2.1, 2.2
Module 14 4/20–26	**American Protest and its Literary Form**	• Henry David Thoreau, from "Essay on Civil Disobedience" (1849) • Thoreau, "A Plea for John Brown" (1859) • Martin Luther King, Jr. "Letter from Birmingham Jail" (1963) • James Baldwin, "Everybody's Protest Novel" (1949) Short video lectures: • The literature of civil disobedience	• Discussion post & response ELO: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2

		• The politics of sentiment and anger in the American literary tradition	
5/1			Final Exam
5/6			Final Project

How your grade is calculated

Assignment percentages	
Assignment Category	**Percentage of Final Grade**
Quiz on syllabus	0
Discussion posts & responses	20
Hypothesis Annotations	20
Midterm Exam	15

Final Project
    Part 1
    Part 2
    Part 3
    Part 4
	30
	        7
	        7
	        7
	        9

Final Exam	15
Total	100

Course Assignments
Quiz on Syllabus
To make sure that every starts off understanding course expectations, you are required to take a quiz testing your knowledge of the syllabus. Once you receive a 90% on quiz (in which you may consult the syllabus), the course modules will become available.

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 20% of your final grade. Fulfills 1.1, 2.1, 2.2

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 with 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. Fulfills 1.1, 2.1, 2.2

Final Project: "We the People"

The phrase, "We the people" comes from the Preamble of the U.S. Constitution, which also includes other iconic phrases: "more perfect Union," "domestic Tranquility," "common defence," "general Welfare," "Blessings of Liberty."

This final project asks you to investigate the literary and political nuances of one or more of these key terms. For example: *who is the "we" and how has the antecedent to the pronoun changed or not changed? What does a "perfect union" entail and what would constitute "more" perfection? What are the boundaries of the "domestic" and how has "Tranquility" been defined in different times and places? Who is the "common, what are the resonances of the word, and what actions fall inside or outside the definition of "defence"? What constitutes "general welfare" and who defines its criteria? What happens if the "Blessings of Liberty" conflict with "general welfare" or "domestic Tranquility"?* These are only examples, and you are welcome to focus on any particular phrase from the Preamble.

In answering your question, you will make use of any of the texts we have read together in this class, and at least one other primary and one other secondary text. You will present your analysis and answer to your question in any one of the literary forms we have read: persuasive essay, autobiography, poem, travel narrative, jeremiad, letter (formal or familiar), memorial, declaration, fiction, speech/sermon, critical essay, or manifesto.

Late assignments for each part will receive a half-letter grade reduction for each 24-hour period it is late. The entire project will be worth 25% of your grade.

The assignment has 4 parts.
1. **Identify your question and other resources**. Write a short (500 word) explanation of how you came to choose your question and how you want to approach it: Why did this particular issue interest you? What are some texts we have read thus far that might be useful to your analysis? What are some genres that you might want to use to present your work in the final assignment? Do some genres seem better suited to what you want investigate and argue? The assignment is due 1I1:59 PM on February 15 and will be worth 7% of the assignment. Fulfills 1.1, 1.3, 1.4, 2.2
2. **What generative AI does not capture**. This project allows you to understand the capacities and limits of AI writing. Using one of the OSU-authorized large language model generative AI programs, Microsoft Copilot or Google Gemini, write a prompt to generate an answer to your question. You can also prompt AI to write its response in the form (or forms) you are considering using in your final assignment. Please feel free to refine the prompt once or twice to improve output. Paste the output in a .docx file and use the comment feature to annotate what you thought 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 was useful and less useful about the output. The assignment is due 11:59 PM on March 15 and will be worth 7% of the assignment. Fulfills 2.2
3. **First draft**. Write a first draft of the final assignment and include a bibliography of the primary texts and secondary text(s) that you will use. Highlight (in yellow) the sentences that articulate main arguments and claims. Your project should be approximately 1000 words unless you are writing a poem (in which case please confer with me as to length). The assignment is due 11:59 PM on April 12 and will be worth 7% of the assignment. Fulfills 1.1, 1.3, 1.4, 2.2
4. **Final draft of letter**. Write a final draft of the project in which your argument is more clearly articulated. This draft should correct all mechanical errors (spelling and grammar) and should include concrete evidence and detailed analysis of textual evidence. The assignment is due 11:59 PM on May 6 and will be worth 9% of the assignment. Fulfills 1.1, 1.3, 1.4

Midterm and Final Examinations
The course will include both a midterm and final examination consisting of short answers, multiple choice, and short analysis essays. The Midterm will test your knowledge of materials from Weeks 1–7, will be due **March 1** at 11:59pm. The Final Examination will test your knowledge of materials from Weeks 8–14 and will be due **May 1** at 11:59pm. Each fulfills 1.1, 1.2, 1.3, 1.4

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.

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

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

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

Counseling and Consultation Services

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.

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

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. 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.

Course Subject & Number: _____

GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. *(50-700 words)*

GE Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

Distance Approval Cover Sheet

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

Course Number and Title:

Carmen Use

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

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

If no, why not?

Syllabus

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

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

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

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

Additional comments (optional).

THE OHIO STATE UNIVERSITY

Instructor Presence

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

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

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

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

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

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

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

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

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

THE OHIO STATE UNIVERSITY

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the Quality Matters rubric. For information about Ohio State learning technologies: Toolsets.

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

☐ Course tools promote learner engagement and active learning.

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

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

Additional technology comments:

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

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

THE OHIO STATE UNIVERSITY

Workload Estimation

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

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

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

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

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

Accessibility

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

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

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

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

Additional comments (optional):

Academic Integrity

For more information: Promoting Academic Integrity.

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

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

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: Designing Assessments for Students.

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

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

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

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

THE OHIO STATE UNIVERSITY

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

Community Building

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

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

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

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

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

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

Transparency and Metacognitive Explanations

For more information: Increasing Transparency and Metacognition

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

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

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

THE OHIO STATE UNIVERSITY

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

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

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

☐ Opportunities for students to provide feedback on the course.

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

Additional Considerations

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

THE OHIO STATE UNIVERSITY

Syllabus and cover sheet reviewed by *Bob Mick* on *8/5/25*

Reviewer Comments:

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

THE OHIO STATE UNIVERSITY

Attachment from ODE/Bob Mick

English 2195 – American Literature and the U.S. Civic Tradition

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
The syllabus and cover sheet state Hypothesis will be used. The use of this technology should also be included in the syllabus under Course Materials and Technology. When using Hypothesis an additional specific statement should be included in the syllabus:

"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."

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.

Subject: FW: Concurrence & LVPA Foundation worksheet
Date: Thursday, September 4, 2025 at 12:40:04 PM Eastern Daylight Time
From: Higginbotham, Jennifer <higginbotham.37@osu.edu>
Attachments: image001.png

From: Levi, Scott <levi.18@osu.edu>
Date: Thursday, August 21, 2025 at 4:44 PM
To: Hewitt, Elizabeth <hewitt.33@osu.edu>, Samuels, Richard <samuels.58@osu.edu>, Kurtz, Marcus <kurtz.61@osu.edu>
Subject: Re: Concurrence

Hi Beth,
We've reviewed and we're happy to offer concurrence.
Thanks!
Scott

From: Hewitt, Elizabeth <hewitt.33@osu.edu>
Date: Thursday, August 21, 2025 at 11:00 AM
To: Levi, Scott <levi.18@osu.edu>, Samuels, Richard <samuels.58@osu.edu>, Kurtz, Marcus <kurtz.61@osu.edu>
Subject: Concurrence

Dear Scott, Richard, and Marcus,

My sympathies and solidarity to all of you at the beginning of the tsunami of this new year. And my apologies for adding even a droplet of water to the deluge.

English wants to submit a new course that will fulfill the new Civic Literacy requirement mandated by state law. Since I'm the person who does early national and 19th century US literature in the department, I designed the syllabus, which I enclose here. Andrew Martin told me that I should get concurrence from History, Philosophy, Political Science, and the Chase Center because you all had approved courses for the requirement.

The Department of English requests your concurrence for our English 2195: American Literature and the US Civic Tradition. We are also requesting that this course fulfill the LVPA Foundation of the new GE. I wrote Brian Schoen at the Chase Center separately – I hope you do not mind that I am writing you all together.

I'd be happy to answer any questions about the class, and I sincerely wish you the best,
Beth

Elizabeth Hewitt (she/her)
Professor and Chair
The Ohio State University
Department of English
530 Denney Hall
164 Annie and John Glenn Avenue, Columbus, OH 43210
hewitt.33@osu.edu

Subject: FW: CIVICLL Program Learning Objectives--Drafted Confidential Please do not circulate
Date: Monday, August 25, 2025 at 11:03:38 PM Eastern Daylight Time
From: Hewitt, Elizabeth <hewitt.33@osu.edu>
To: Higginbotham, Jennifer <higginbotham.37@osu.edu>

Hi Jen,
Got concurrence from Chase, so I think we've got all the documents in order. Thanks,
Eth

From: Schoen, Brian <schoen.110@osu.edu>
Date: Monday, August 25, 2025 at 7:46 PM
To: Hewitt, Elizabeth <hewitt.33@osu.edu>, Gardner, Jared <gardner.236@osu.edu>
Cc: Fortier, Jeremy <fortier.28@osu.edu>
Subject: Re: CIVICLL Program Learning Objectives--Drafted Confidential Please do not circulate

Dear Beth,

Thank you for this. I am very happy to provide Chase's concurrence to your class. There is, of course, obvious topic overlap to our own, but that is the nature of the Civicl Literacy requirement.

The class looks interesting in approach and design.

In some ways it brought me back to my first seminar in grad school readings which included, David Reynold's American Rennaissance and Jay Fliegaman,'s Declaring Independence. One of the instructors, Ed Ayers, was trained in American Studies and liked books with an interdisciplinary approach.

I would love to catch up with you and Jared when the early semester dust settles.

Sincerely,
Brian

Brian Schoen

Associate Director, Salmon P. Chase Center for Civics, Culture, and Society

The Ohio State University

614-247-0672 | (c) 740-517-6967

Faculty and Associate Director for Academic Affairs

Settling Ohio: First Peoples and Beyond, National Book Festival, Allen G. Noble Book Award

Continent in Crisis: The Civil War in North America

The Ohio State University

614-247-0672 | (c) 740-517-6967

Faculty and Associate Director for Academic Affairs

Settling Ohio: First Peoples and Beyond, National Book Festival, Allen G. Noble Book Award

Continent in Crisis: The Civil War in North America

Subject:	FW: Concurrence
Date:	Monday, August 25, 2025 at 12:24:34 PM Eastern Daylight Time
From:	Hewitt, Elizabeth <hewitt.33@osu.edu>
To:	Higginbotham, Jennifer <higginbotham.37@osu.edu>
Attachments:	image001.png

Concurrence from Philosophy. Just waiting for Chase now . . .

From: Samuels, Richard <samuels.58@osu.edu>
Date: Monday, August 25, 2025 at 11:18 AM
To: Hewitt, Elizabeth <hewitt.33@osu.edu>
Subject: Re: Concurrence

Dear Beth,

Looks like a super-interesting course! Philosophy grants concurrence.

Good luck with the start of semester and see you at the chairs and directors meeting!

Best wishes,

Richard

From: Hewitt, Elizabeth <hewitt.33@osu.edu>
Date: Thursday, August 21, 2025 at 11:00 AM
To: Levi, Scott <levi.18@osu.edu>, Samuels, Richard <samuels.58@osu.edu>, Kurtz,
Marcus <kurtz.61@osu.edu>
Subject: Concurrence

Dear Scott, Richard, and Marcus,

My sympathies and solidarity to all of you at the beginning of the tsunami of this new year. And my apologies for adding even a droplet of water to the deluge.

English wants to submit a new course that will fulfill the new Civic Literacy requirement mandated by state law. Since I'm the person who does early national and 19th century US literature in the department, I designed the syllabus, which I enclose here. Andrew Martin told me that I should get concurrence from History, Philosophy, Political Science, and the Chase Center because you all had approved courses for the requirement.

The Department of English requests your concurrence for our English 2195: American Literature and the US Civic Tradition. We are also requesting that this course fulfill the LVPA Foundation of the

new GE. I wrote Brian Schoen at the Chase Center separately – I hope you do not mind that I am writing you all together.

I'd be happy to answer any questions about the class, and I sincerely wish you the best,
Beth

THE OHIO STATE UNIVERSITY

Elizabeth Hewitt (she/her)
Professor and Chair
The Ohio State University
Department of English
530 Denney Hall
164 Annie and John Glenn Avenue, Columbus, OH 43210
hewitt.33@osu.edu

Subject:	FW: Concurrence
Date:	Thursday, August 21, 2025 at 12:56:48 PM Eastern Daylight Time
From:	Hewitt, Elizabeth <hewitt.33@osu.edu>
To:	Higginbotham, Jennifer <higginbotham.37@osu.edu>, Ramsey, MaryKatherine <ramsey.240@osu.edu>
Attachments:	image001.png

This is concurrence from political science. I'll send the others along as I receive them.
Beth

From: Kurtz, Marcus <kurtz.61@osu.edu>
Date: Thursday, August 21, 2025 at 11:50 AM
To: Hewitt, Elizabeth <hewitt.33@osu.edu>
Subject: RE: Concurrence

Dear Elizabeth,
  Political Science is happy to concur; none of this overlaps any of our offerings.
Good Luck!
Marcus.

Marcus J. Kurtz, chair.
ASC Distinguished Professor of Political Science
Ohio State University
website
+1.614.292.0952

From: Hewitt, Elizabeth <hewitt.33@osu.edu>
Sent: Thursday, August 21, 2025 11:00 AM
To: Levi, Scott <levi.18@osu.edu>; Samuels, Richard <samuels.58@osu.edu>; Kurtz, Marcus <kurtz.61@osu.edu>
Subject: Concurrence

Dear Scott, Richard, and Marcus,

My sympathies and solidarity to all of you at the beginning of the tsunami of this new year. And my apologies for adding even a droplet of water to the deluge.

English wants to submit a new course that will fulfill the new Civic Literacy requirement mandated by state law. Since I'm the person who does early national and 19th century US literature in the department, I designed the syllabus, which I enclose here. Andrew Martin told me that I should get concurrence from History, Philosophy, Political Science, and the Chase Center because you all had approved courses for the requirement.

The Department of English requests your concurrence for our English 2195: American Literature and the US Civic Tradition. We are also requesting that this course fulfill the LVPA Foundation of the new GE. I wrote Brian Schoen at the Chase Center separately – I hope you do not mind that I am writing you all together.

I'd be happy to answer any questions about the class, and I sincerely wish you the best,
Beth

THE OHIO STATE UNIVERSITY

Elizabeth Hewitt (she/her)
Professor and Chair
The Ohio State University
Department of English
530 Denney Hall
164 Annie and John Glenn Avenue, Columbus, OH 43210
hewitt.33@osu.edu