

Term Information

Effective Term Spring 2026
[Previous Value](#) [Autumn 2022](#)

Course Change Information

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

Adding a DL option

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

Students on our regional campuses will benefit from having access to English 1110.03 online, which would then be aligned with the two other versions of English 1110 currently offered online (.01 and .02).

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	1110.03
Course Title	First-Year English Composition
Transcript Abbreviation	First-Yr Engl Comp
Course Description	Intensive practice in fundamentals of expository writing illustrated in the student's own writing and essays of professional writers; offered in a small class setting and linked with an individual tutoring component in its concurrent course, 1193. This course is available for EM credit only through the AP program.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
Previous Value	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq: 1109, or English Placement Level 5 (Placement Level 4 allowed if student requests service).
Concur: 1193.

Exclusions

Not open to students with credit for 1110.01, 1110.01H, 1110.02, 1110.02H, 1167H, or equiv.

[Previous Value](#)

Not open to students with credit for 1110.01 (110.01), 1110.01H (110.01H), 1110.02 (110.02), 1110.02H (110.02H), 1167H (167H), or 110.03, or equiv.

Electronically Enforced

No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

23.1301

Subsidy Level

General Studies Course

Intended Rank

Freshman, Sophomore, Junior

Requirement/Elective Designation

General Education course:

Level 1 (1110); Writing and Information Literacy

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

Course Details

Course goals or learning objectives/outcomes

- Analytical writing

Content Topic List

- Analysis of print and non-print texts
- Rhetorical analysis
- Cultural analysis

Sought Concurrence

No

[Previous Value](#)

Attachments

- ASC_111003_disatnce approval_CoverLetter_final.pdf: ODE Reviewed Cover Sheet

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

- DL English 111003 Syllabus.docx: 1110.03 DL Syllabus

(Syllabus. Owner: Higginbotham, Jennifer K)

- F2F English 111003 Syllabus.docx: In-person 1110.03 Syllabus

(Syllabus. Owner: Higginbotham, Jennifer K)

- English1110.03_signedreviewfeedback.pdf: ODE Signed Cover Sheet

(Other Supporting Documentation. Owner: Neff, Jennifer)

Comments

COURSE CHANGE REQUEST
1110.03 - Status: PENDING

Last Updated: Neff, Jennifer
10/07/2025

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Higginbotham, Jennifer K	09/24/2025 07:55 AM	Submitted for Approval
Approved	Higginbotham, Jennifer K	09/24/2025 07:55 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/24/2025 10:19 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/24/2025 10:19 AM	ASCCAO Approval



Syllabus

ENGL 1110.03

Title of Course: First-Year English Composition

Spring 2026

3 Credit Hours 1110.03

Online Asynchronous

Course overview

Instructor

- Name: Scott DeWitt
- Email Address: dewitt.18@osu.edu
- Phone Number [XXX-XXX-XXXX]
- Course Zoom Link [_____]
- Office Hours (3 hours minimum): Denney 365 and on Zoom on Mondays and Wednesday from 1:30 – 3:00 and other times by appointment
 - Zoom Link [_____]
 - **Note:** My preferred method of contact is email.

Course description

Your work in English 1110.03 will help you develop your writing and information literacy skills by engaging with and participating in a research community. You will learn to ask critical questions, make connections among writers and ideas, contribute to your peers' understanding of a subject or issue, and reflect on your role as a writer and composer within your research community. Through a series of projects, you will gain experience locating, identifying, interpreting, and using objects within a collection of digital archives. Also, you will access a variety of databases to build a Worknet, a tool for researching and reading scholarly texts. You will learn responsible and ethical practices for accessing, using, and creating information. Finally, you will learn to make effective rhetorical choices while composing accessible print and multimodal texts.



General education goals and expected learning outcomes

English 1110 fulfills the Foundational Writing and Information Literacy General Education (GE) requirement for the New GE. Below are the Goals and Expected Learning Outcomes.

As part of the WIL-English 1110 curriculum, this course is designed to prepare students to be able to do the following:

GOAL 1: SUCCESSFUL STUDENTS WILL DEMONSTRATE SKILLS IN EFFECTIVE READING, AND WRITING, AS WELL AS ORAL, DIGITAL, AND/OR VISUAL COMMUNICATION FOR A RANGE OF PURPOSES, AUDIENCES, AND CONTEXT.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context.

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation.

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation.

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices.

GOAL 2: SUCCESSFUL STUDENTS WILL DEVELOP THE KNOWLEDGE, SKILLS, AND HABITS OF MIND NEEDED FOR INFORMATION LITERACY.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information.



Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies.

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources.

English 1110 fulfills Level One Writing and Communication requirement for the Legacy GE. Below are the Goal and Expected Learning Outcomes.

Goal: Students are skilled in written communication and expression, reading, critical thinking, oral expression and visual expression.

Expected Learning Outcomes

1. Students communicate using the conventions of academic discourse.
2. Students can read critically and analytically.

Students will complete three major multimodal projects that require evaluation of purpose, medium, and audience. Through research in the archives and databases, students will learn context appropriate search strategies and responsible practices for accessing and using information. Students will engage in discussion of civil and ethical practices in research and in writing through short reflections on their processes and through sharing their work with peers. Through studio tutorials and informal writing assignments, students will learn textual conventions appropriate to a range of rhetorical situations.

How this online course works

Mode of delivery

English 1110.03 is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time. However, you are expected to log on to our Carmen course multiple times per week and engage regularly in the course work and asynchronous class discussions and activities.

Every Sunday night, the upcoming week's module will be published on Carmen. In the module you will find the following content. You may complete the content at your own pace however, it's recommended to complete the following activities in the order they appear. Be mindful of the deadlines for each of these activities and assignments and the time you spend on them so that you don't miss part of the lessons that are building



upon each other. Smaller stakes assignments will be due the week their respective module is assigned. For Major Projects there is a grace period.

1. The Instructor's announcement on Sunday will introduce the topic, and activities and rationale for the week's work. (15 min)
2. The week's lecture content, delivered through a pre-recorded video by the instructor. (2 hr)
 - a. Any slides, handouts or presentation materials that accompany the lecture
 - b. Additional multimodal materials for the week (e.g. videos, audio recordings, charts, organizers) to facilitate the content
3. The week's readings (these will include excerpts from the assigned textbooks, outside sources provided as library links or pdfs, or through Hypothesis) (1.5 hours)
4. The activities and assignments for the week
 - a. Discussion board posts (DUE: Tues Night) and replying to peers (DUE: Weds) and Hypothesis annotations (2.5 hrs.)
 - i. Note: The instructor will participate in these discussions and frequently respond to posts with questions and comments.
5. Mid-week announcement reviewing content, addressing any class-wide concerns and explaining Activity (15 mins)
 - a. Activities/Studio (DUE: Sat) (2 hours)
6. End of week assessment (e.g. a reflection, learning log, exit ticket) (DUE: SUN) (30 min)

Non-Weekly Assignments;

You will not be given these assignments on a weekly basis, however they will periodically be assigned, or you will need to work on them across multiple weeks, and complete them as needed.

1. **Major Projects**



2. Reflections for MP
3. **Peer Review**
4. Revision Plans

Pace of online activities

Active engagement with our class is necessary to your and your classmate's success in this course. For that reason, you will need to login to Carmen several times a week and complete various activities and assignments by their respective deadlines. For instance, class discussion of the weekly texts will occur in Hypothesis and Discussion Boards. In order for your class check your OSU email every business day. This will help you not to miss assignments, important announcements, and the online discussions that make up our class interactions. For any illnesses or unforeseen emergencies that result on missed content or missed deadlines beyond the grace period of 24 hours, you will need to provide documentation that details how long you will be unable to work. For foreseeable absences, those due to university sponsored events (like athletics or clubs) or religious holidays, please let your instructor know prior to the absence. Please note, however, that failing to check email/Carmen for long periods of time without communication with your instructor may negatively impact your grade.

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.

Participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

Participating in online activities

Active engagement with our class is necessary to your success in this course. For that reason, you should check into Carmen several times a week and check your OSU email every business day. This will help you not to miss assignments,



important announcements, and the online discussions that make up our class interactions. Since this is a writing class, we will be analyzing and composing in different genres, practicing different writing/composing techniques, and learning to think rhetorically in weekly modules. Participation in this course is measured by your level of engagement in each weekly module and their subsequent activities on staggered deadlines (e.g. studios, discussions, peer reviews, and collaborations). The weekly modules will often include deadlines on Mon/Wed/Fri. This means that I am expecting you to sign into our course regularly and submit low stakes activities and respond to your classmates throughout the week on different days. For any illnesses or unforeseen emergencies that result on missed content or missed deadlines beyond the grace period of 24 hours, you will need to provide documentation that details how long you will be unable to work.

Office hours and live sessions (optional)

All live, scheduled events for the course, including my office hours, are optional.

Each week, I make myself available to students for at least 3 hours outside of class. These student meeting hours are an informal opportunity for you to stop by—with or without an appointment—and see me to chat about your experiences and needs in the class. For example, you can ask me questions about assignments or grading criteria, request additional feedback on your work, let me know about upcoming absences or other concerns, etc.

I am available each week in Denney 365 and on Zoom on Mondays and Wednesday from 1:30 – 3:00 and other times by appointment. If these hours don't work for you, please let me know so we can schedule an alternative.

Course communication guidelines

In order to succeed in the course, you will need to check your Carmen Inbox, OSU email, Announcements, and feedback on assignments and activities regularly. Pay attention to both the feedback I leave on your work and in “comment” section of the assignment page. I use the commenting feature (both written or audio) so that you and I can engage in dialogue (about assignments, support, check-ins, etc.) throughout the semester.

If you need to reach me, the best way to contact me is through email or Carmen. I usually take up to 24 hours to respond on weekdays, and 48 hours on weekends.



Writing style

When engaging with peers and your instructor, be professional and respectful. Be civil and kind in your interactions with others. Use sans serif fonts (e.g., Arial, Helvetica) with a point size of 12 or higher. Generally, when you respond/interact with classmates and the instructor, it's best to use complete sentences or pay attention to the way your linguistic choices are coming across. For instance, it can be easy to misunderstand tone and sarcasm through text, so consider how your words will be understood. Re-read your emails, posts, annotations, etc. to ensure you send the intended "message."

Tone and civility

This class will require a good deal of communication between peers and the instructor. And because it can be easy to misunderstand text, as mentioned above, students should be mindful about using ALL CAPS (yelling), sarcasm, and humor. Responses, including disagreements, should be related to the topic at hand and should be grounded in the course texts and credible research conducted for class.

Citing your sources

The curriculum for this course is designed to teach students how to ethically search, read, interpret and analyze secondary and primary sources. Students will be expected to document and cite sources in a number of ways depending on the genre they are composing in. We will be using APA and MLA style citations for some assignments and general citation work, but students should be documenting web links, articles, books, etc., when possible. Generally, documenting sources consists of providing content creators names, titles, publication and year.

Protecting and saving your work

You will be posting all your work to Carmen. However, you should compose and save all work in Word/One Drive (every student has access to Microsoft OneDrive) to ensure your work will be saved in case you encounter any issues with browser time-outs, failed submission attempts, or lack of internet connectivity. Naming your saved work is also important. Consider using a naming system that includes your name_date_assignmentname.



Course materials and technologies

Textbooks

Required

Ball, Cheryl E., Jennifer Sheppard, and Kristin L. Arola. *Writer/Designer: A Guide to Making Multimodal Projects*. 3rd Ed. Macmillan, 2022. ISBN: 978-1-319-24505-4

Ohio State students who use the designated portal on Carmen are able to access an e-book at a significantly reduced price. A print version of the book is available through the OSU bookstore or from Macmillan Learning.

Clary-Lemon, Jennifer, Derek Mueller, and Kate Pantelides. *Try This: Research Methods for Writers*. WAC Clearinghouse, 2022.

Try This is an open access textbook available for free at the link below:

<https://wac.colostate.edu/books/practice/try/>

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)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)



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

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.

Grading and instructor response

How your grade is calculated

In this class, I will grade you on the work you put into researching, reading, writing, and revising. For some assignments, you will receive a completion grade: your work is either complete or incomplete. For each Major Project, you will receive a grade. Below is a table that explains the specifications you'll need to meet for each of the above Major Projects in order to receive the corresponding grade. On Carmen, I will give you feedback on your writing and assess how well you are meeting the goals of each assignment. Your grade, however, will be based on whether you meet the assignment's specifications and evidence of your revision. This is not to say I don't expect high quality work from you, nor that I expect your skills to stay static throughout this semester. Rather, when it comes to grading writing, I think it's easier for you to learn and improve if you're secure in the knowledge that your sincere efforts will be rewarded. This system will also give you the freedom to do something that you did not see as a possibility but is actually essential to your learning: the freedom to fail. I want you to take risks, experiment, and find your voice without fearing that your grade will suffer if you do.

Writing and Information Literacy in the Department of English at The Ohio State University is committed to innovative teaching practices that expand opportunities for student learning and engagement. WIL in English endorses these grading policies that seek to employ equitable assessment practices and improve student writing.

The table below lists the grades you can receive on your Major Assignments for this class and the criteria that will be used. These grades do not reflect any potential late penalties, which may affect your grade.

Major Project Grading Scale, English 1110.03				
A (100)	B (85)	C (75)	D (65)	E (0 - 59)
All specifications met. Evidence of revision in final draft.	One specification not met. Evidence of revision in final draft.	Two specifications not met. Evidence of revision in final draft.	Three specifications not met. Evidence of revision in final draft.	Three specifications not met. Minimal or no evidence of revision



	***** All specifications met. Minimal or no evidence of revision in final draft.	***** One specification not met. Minimal or no evidence of revision in final draft.	***** Two specifications not met. Minimal or no evidence of revision in final draft.	***** Four or more specifications not met. ***** Does not respond to assignment prompt
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Assignment Category	Percentage of course grade
Major Project 1: Ask the Archives	10
Major Project 2: The Worknet Method	20
Major Project 3: The Research Showcase	25
Reflection (4)	15
Peer Review (3)	15
Low stakes writing	15
Total	100%



Description of major course assignments

In this class, you will complete three (3) major projects:

Major Project 1: Ask the Archives. You will work with digital archives to gain experience locating, identifying, interpreting, and using primary sources. The goal of your search is to choose three to five items from the archive that allow you to ask questions about your topic or theme. You will compose a 750-1000 word narrative with links and/or screenshots that tells the story of your work in the archives along with two or three research questions that will guide your future research in the class. (This assignment meets Expected Learning Outcomes 1.1, 2.1, 2.2)

- **Academic integrity and collaboration guidelines**

Students are expected to use their own words and ideas when completing assignments, unless otherwise instructed. As a general rule for the course, students should document sources whenever possible, including any primary sources found in archives. Students are also expected to cite/document classmate's ideas and words, including generative AI if applicable. We will go over citation styles for various genres, but even before that deliberate and explicit source documentation is expected. 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. See below for more on COAM.

Major Project 2: The Worknet Method. You will explore the academic databases available to you through the University Libraries in search of a Focal Article, a rich piece of scholarly writing that speaks to your research questions. You will delve deeply into that Focal Article using a research method called a Worknet that will help you see the connections and relationships involved in sourcework. Your 1500-2000 essay will be accompanied by a visual representation of the phases of the Worknet method. (Clary-Lemon, Mueller, and Pantelides. *Try This: Research Methods for Writers*.) (This assignment meets Expected Learning Outcomes 1.4, 2.2, 2.3)

- **Academic integrity and collaboration guidelines**

Students are expected to use their own words and ideas when completing assignments, unless otherwise instructed. As a general rule for the course, students should document sources for this assignment. This includes citing/documenting classmate's ideas and words, including generative AI if applicable. By this point, we will have begun discussing ethical citation usage, thus students will be expected to follow those guidelines. 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. See below for more on COAM.

Major Project 3: The Research Showcase. You will share your research in a 2200-2500-word multimodal project that brings together and extends your archival and Worknet research. In addition to your showcase, you will submit a 300-word proposal that must receive approval from your instructor, a 300- to 500-word researcher's statement that offers your audience a guiding contextual framework for your showcase, and a formatted bibliography/works cited that includes not only the archival materials you used in your research but also all sources that you cited or consulted for this project. (This assignment meets Expected Learning Outcomes 1.1, 1.2, 1.3, 2.1)

- **Academic integrity and collaboration guidelines**

Students are expected to use their own words and ideas when completing assignments, unless otherwise instructed. As a general rule for the course, students should document sources. At this point in the semester, students will choose a documentation style dependent on the genre of their projects. A thorough source list and acknowledgement of authors and creators is expected in this assignment. This includes citing/documenting classmate's ideas and words, including generative AI if applicable. 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. See below for more on COAM.

Reflection: At the start of the semester and after each Major Project, you will be asked to complete a reflection. You will be asked to reflect on the process of completing that Major project including what skills, resources and course content you applied to complete it and how you are thinking of each project as they build on one another. You will be asked what your strengths and areas of growth are in terms of your composition skills and your personal standards. These reflections are meant to give you an opportunity to think about and write about your writing and plans for revision. Reflections are generally 350 – 400 words.

Peer review: Peer Review asks students to share their writing with their classmates, to provide their peers with feedback on their writing, and to reflect on their own writing as a result of their experience. By encouraging students to have an asynchronous conversation about each other's drafts, peer review can help shift the focus from local, sentence level editing concerns to broader, more readerly conversations about students' writing.

Prior to the start of peer conferences, the instructor will assign peer conference groups in Carmen Discussion Boards. This allows students to upload their draft materials to a



Carmen discussion board so only other group members and the instructor can see them. Group members can then leave comments, annotate and interact on this discussion board. All students must upload their draft materials to their group's discussion board by Sunday **11:59pm**, to allow time for their fellow groups members to review, annotate and comment on their draft. Peer conference feedback is due by the following Saturday at 11:59pm. Students must have substantial annotations and comments posted on each of their group member's drafts to receive credit. In order to receive credit for and reflect on their peer review experience students must complete a Revision Plan after each peer review week. This will be a short write-up (300 words) that explains the kind of feedback they received, and how they will be moving forward with revisions.

Peer review doesn't replace instructor feedback on drafts. The instructor will be present in the discussion board as a facilitator, responding to any questions the students pose and prompting students to consider certain queries while engaging in peer review. Instructors can remind students of the guidelines, keep conversations on track, and offer a few suggestions, questions, critiques. However, instructors should also provide students with recorded (written or verbal) feedback on drafts. Instructors should encourage students to think about their purpose for providing feedback to their peers, and they should consider their audience, in this case, their classmates who need and want constructive yet generous feedback on their writing. Effective peer review can:

- Encourage students to complete drafts and share their work earlier in the writing process.
- Promote active and critical reading and responding.
- Foster a supportive classroom community.
- Allow students to respond to their peers' writing as authentic readers.
- Consider class conversations and contexts.
- Focus on particular parts or sections of a piece of writing.
- Become the subject of a future class discussion or workshop.
- Provide students a sense of ownership of the class.

Low Stakes Writing (15%). Low stakes writing is smaller writing assignments completed throughout the semester to develop your writing skills and give us an opportunity as a class to interact through our writing. These smaller writing assignments ensure you have consistent writing practice, and scaffold towards your larger major projects. Low stakes writing in this class includes discussion boards, replying to peers, Hypothesis annotations, studio activities, end-of week assessments.



1. Discussion

- a. **Hypothesis Annotations.** Some weeks, part of the reading will be provided through Hypothesis. Other weeks, the reading discussion will occur in discussion boards. Hypothesis is a collective annotation program embedded in Carmen. Students will be expected to highlight, annotate and interact with each other about the online text. Every student's annotations on Hypothesis are visible to the whole class, so students can comment on each other's annotations. Each student must make (at least) one annotation every two pages and reply to four other annotations per reading. Annotations and replies should be substantive and should not boil down to "I agree" or "I disagree" with no original contribution to the conversation. You are encouraged to post more often, and you can certainly post less substantive responses ("That was really smart. Thanks for that contribution!") as often as wish, but those will not count toward your discussion grade
- b. **Discussion Boards/ Hypothesis & Replying to Peers.** Some weeks, you will be asked to make a discussion board post in response to the prompt your instructor provides. This prompt will be based off the material for the week. You will be expected to make a brief but thorough response (between 150-250 words) to the prompt. Additional requirements may include citing class readings or materials, video lectures, listing additional examples or questions you have based on the discussion. As part of this requirement, you will also be expected to respond to your peers on the discussion board. These responses must be 50-100 words in length. You must respond to at least one peer every week. The discussion board posts should be substantive, at least 3-4 sentences and should not boil down to "I agree" or "I disagree" with no original contribution to the conversation. You are encouraged to post more often, and you can certainly post less substantive responses ("That was really smart. Thanks for that contribution!") as often as wish, but those will not count toward your discussion grade. This is one of the primary ways you will feel connected to your classmates and you should plan to read what they post as part of this activity. Most students feel motivated by ongoing conversations with their classmates.



2. **Activity/Studio.** Each week, there will be an activity that asks you to apply what you've learned from the content thus far. For example, in a week where you are discussing multimodal composition, you may be asked to compose a multimodal advertisement using an online design platform or you might be asked to analyze a multimodal advertisement. A major part of this course is composing and analyzing. We want to give you time to practice these multimodal analysis and composition skills that will be expected in your major projects.
3. **End of Week Exit Ticket.** Every week there will be an end of the week assessment or check in to evaluate what you've learned that week. This end-of-week assessment will take the form of a Carmen quiz due Friday evening. This quiz will include prompts asking what you learned that week, reflecting on what was challenging for you, and how you see that week's content connecting to what you've learned in the class so far. There will also be a space to leave questions you have from that week, which your instructor can reach out to you to respond to.

- **Academic integrity and collaboration guidelines**

Students are expected to use their own words and ideas when completing assignments, unless otherwise instructed. As a general rule for the course, students should document sources whenever possible. This includes citing/documenting classmate's ideas and words, including generative AI. We will go over citation styles for various genres, but even before that deliberate and explicit source documentation is expected. 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. See below for more on COAM.

Late assignments

I make every effort to provide detailed and timely feedback on all students' writing. My feedback is intended to support your revisions and progress as a writer. Turning in your work late makes it difficult for me to provide you with timely, quality feedback and may inhibit you from moving on to the next assignment in a timely manner. Please help me to help you by turning in your work by the due dates listed in the syllabus. **Please communicate with me as soon as possible if you need an extension. We can discuss appropriate options and ensure we both have a clear understanding of our expectations.**



The following policy relates to the final graded drafts of the three Major Projects you will complete in this class. Low stakes/minor assignments are not accepted late without an excuse or pre-approved extension.

MEETS DEADLINE	MISSES DEADLINE	NO CREDIT
Deadline + 23:59	Deadline + 24:00	Deadline + returned work
If you submit a Major Project before or within 24 hours of when it is due, your work has met the deadline. You will receive feedback from your instructor and no penalty to your grade.	If you submit a Major Project more than 24 hours after it is due and before graded work has been posted and returned to the class, your work has missed the deadline. You will receive 10% off your project grade.	You cannot submit a Major Project after graded work has been posted and returned to the class. You will receive no credit for the assignment.

Grading Scale

The Ohio State University Grading Scale										
A	A-	B+	B	B-	C+	C	C-	D+	D	E
100% to 93%	92% to 90%	89% to 87%	86% to 83%	82% to 80%	79% to 77%	76% to 73%	72% to 70%	69% to 67%	66% to 60%	≤ 59%



Instructor feedback and response time

Research in composition studies suggests that our best work comes from producing multiple drafts, writing iterative revisions, and having conversations with real writers and audiences. Throughout the course, I will aim to provide you with substantive feedback on your writing. You will have multiple opportunities to revise your work in response to feedback. Students are graded based on the specification criteria they meet for each assignment (see above). Additionally, some assignments will receive Complete/Incomplete grades. If a student would like to discuss their grade or feedback, the student can email the instructor with questions or make an appointment for a meeting during the instructor's office hours.

Grading and feedback

The following outlines my intended commitment to providing feedback on your work:

- For major assignment drafts, you will receive feedback from me in time to revise your work before the next draft is due. For the revised versions of major assignments, you can expect feedback before the draft of your next project is due.
- For minor assignments, feedback may be minimal or unnecessary, but you will receive a completion grade within one week.
 - The instructor will interject throughout the week on the weekly reading assignments in Hypothesis or discussion posts, either by joining the online discussion or by sending you a message with the grade.

Preferred contact method

Email is the best way to reach me with questions or concerns (gabay.16@osu.edu). You can expect a reply within 24 hours on weekdays and 48 hours on weekends.

Academic policies

Academic integrity policy

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



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

<http://studentlife.osu.edu/csc/>

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

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

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

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

Copyright for instructional materials

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

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.



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 Younklin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

Requesting accommodations

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

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



Religious accommodations

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

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

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

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the Office of Civil Rights Compliance: <https://civilrights.osu.edu/>

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

Course Schedule

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



Week	Date	Topics/Readings/Assignments	Assessments Due
1 Topic: Introduction to Information literacy, Rhetorical Reading, Rhetorical Reading in Practice	Sun	Lecture: Overview, Introduction to Class Readings: Read and annotate the syllabus and schedule. Discussion Board Goes Live: Defining “Information Literacy”	
	Tues/ Wed	Reading: “ Active Reading to Understand a Problem ” by Christian J. Pulver (Ch 19) and “ How to Read Rhetorically ” by Melanie Gagich & Emilie Zickel (2.3)	Discussion Board Post Discussion Board Replies Reflection #1
	Sat	Studio Content: Read and annotate “How to get Your Mind to Read” by Daniel Willingham and read and annotate “Neuroqueer Literacies: or against able reading” by J Logan Smilges	Studio: Rhetorical Observation Report
2	Sun	Lecture goes Live	Syllabus Quiz



Topics: Introduction to the Archives, Working in the Archives, Multimodal Composing		Readings: <i>Try This</i> Chapter 1 “What are Research Methods?” pp. 3-20 Major Project 1 Assignment Prompt and “At Work in the Archives” by LL Gaillet W/D Chapter 1 “What Are Multimodal Projects?” pp. 3-28 Discussion Board: Archive Workshop	Entrance Survey & Technology Survey
	Tues/ Wed	Assignment: Your Curio Cabinet	Discussion Board Post Discussion Board Replies
	Sat	Assignment: Studio Tutorial: Screen Capture, Accessibility, and File Management <u>“How to Screen Capture and Record Video Using Zoom”</u>	Studio: Complete Curio Cabinet and Compose Screen Capture Video



3 Topic: Rhetoric and Multimodal Projects, How to do Peer Review, How to Revise	Sun	Lecture goes Live Discussion Board goes Live Reading: <i>W/D</i> Chapter 2 “How Does Rhetoric Work in Multimodal Projects?” pp. 33-56 <u>"Using Personas" from Accessibility Toolkit-2nd Edition</u> Read and annotate <u>Reflective Writing and the Revision Process: What Were You Thinking?</u> by Sandra Giles	
	Tues/ Wed	Assignment: Studio	Discussion Board Post Discussion Board Replies
	Sat	Assignment: Preparing for Peer Conferences	Draft of Major Project 1 (Carmen 11:59 PM)



4 Preparing for Peer Conferences, Peer Conferences, Revising Multimodal Projects	Sun	Lecture: Reflecting on and working with feedback Peer Conference Groups are Assigned & Peer Review Discussion Boards are Live Reading Read at least 2 of your classmates' draft and provide feedback to your classmates Group 1 Group 2 Group 3 Group 4 Group 5	
	Tues/ Wed	Assignment: Give your classmates feedback on their drafts.	Discussion Board Post Discussion Board Replies
	Sat	Read peer-provided feedback Revision Plan	Finish reading your classmates' drafts and provide



			feedback to your classmates
5 Joining a Research Community, Working with the databases, Scholarly Sources: Intellectual Property and Citation	Sun	Discussion Board goes Live Reading: Read and annotate <u>“Creating, Using, and Sharing Information in Research Communities.”</u> and read and annotate <i>Try This</i> Chapter 3 “Working with Sources: Worknets and Invention” pp. 41-45	Revision Plan
	Tue/ Wed	Reading: <i>Try This</i> Chapter 2 “Making Research Ethical” pp. 21-32 Studio: Locating the Focal Article Assignment: Read, annotate and summarize the focal article you choose	Discussion Board Post Discussion Board Replies
	Sat	Assignment: Read, annotate and summarize the focal article you choose (cont.)	Focal Article with Summary and Annotation



6 Introduction to Major Project 2, Phase 1 The Semantic Worknet, Phase 2 Bibliographic Worknet	Sun	Reading: Read and annotate Major Project 2 <i>Try This</i> Chapter 3 “Working with Sources: Worknets and Invention” pp. 45-48	Reflection #2 MP1
	Tue/ Wed	Reading: <i>Try This</i> “Working with Sources: Worknets and Invention” pp. 49-53 Studio: Composing the flow chart Assignment: Complete Semantic Phase	Discussion Board Post Discussion Board Replies Submit content for phase 1 (Semantic)
	Sat	Assignment: Compose Bibliographic Phase	Submit content for phase 2 (Bibliographic)
7 Topic: The Affinity and Choric Phases,	Sun	Reading: <i>Try This</i> Chapter 3 “Working with Sources: Worknets and Invention” pp. 53-60	



Composing the Worknet Essay		<i>Try This</i> Chapter 3 “Working with Sources: Worknets and Invention” pp. 53-60 Read before class: <i>Try This</i> Chapter 3 “Working with Sources: Worknets and Invention” pp. 60-63	
	Tue/ Wed	Assignment: Compose Choric Phase Assignment: Worknet Diagram	Discussion Board Post Discussion Board Replies Submit content for phase 3 (Affinity)
	Sat	Assignment: Worknet Diagram (cont.)	Submit content for phase 4 (Choric)
8 Peer Conferences	Sun	Peer Conference MP2 Groups & Discussion Boards go Live Group 1: Group 2: Group 3: Group 4: Group 5:	Worknet Diagram Post Drafts for Peer Conferences



	Tue/ Wed	Peer Conferences	Review and Comment on group member's drafts
	Sat	Read and Reflect on Peer Feedback Studio: Screen Capture, Accessibility, and File Management	Respond to feedback from group members.
9 Students Right to Their Own Language Preparing for final Revisions, Student's Right to their Own Language	Sun	Lecture: Language Justice Read: Hendrickson, "Linguistic Diversity, Linguistic Justice" (Ch. 15)	Peer Conference Revision Plan End of week exit ticket
	Tue/ Wed	Read: Jamila Lyiscott "3 Ways to Speak English"	Annotations due/ Replies due



	Sat	Studio: How many Englishes do I speak? Reflections on my personal language choices.	NYT Dialect Quiz and Studio Activity
10 Introduction to Project 3: Contribute From Proposal to Project Composing Proposals	Sun	Lecture goes live: Introduction video Read: <i>W/D</i> Chapter 4 “How Do You Start a Multimodal Project?” pp. 84-90 <i>W/D</i> Chapter 5 “How Do You Design and Revise with Multiple Audiences?” pp. 130-134 Read: Major Project 3 Assignment	End of week exit ticket Final Revision Major Project 2 (Carmen 11:59pm)
	Tue/ Wed	Annotations due / Replies due	Reflection: Major Project 2 (Carmen, 11:59pm)
	Sat		



		Studio: MP3 Proposal Draft due	
11 What is Genre?	Sun	Read: <i>W/D</i> Chapter 3 “Why Is Genre Important in Multimodal Projects?” pp. 59-80	End of week exit ticket
	Tue/ Wed	Annotations due / Replies due	
	Sat	Studio: MP3 Genre Report due	
12 Sources and Citation in Multimodal Work, Prepare for Peer Review	Sun	Read: <i>W/D</i> Chapter 6 “Working with Multimodal Assets and Sources” pp 145-168 <i>Try This</i> Chapter 7 “Working with Visuals” pp. 140-144	
	Tue/ Wed	Annotations due / Replies due	
	Sat	Studio: End of week exit ticket	
13	Sun	Peer Conference MP 3 Groups &	Draft of Major Project 3 (Carmen, 11:59pm)



Peer Review		Discussion Boards go Live Group 1: Group 2: Group 3: Group 4: Group 5: Read: <i>W/D</i> Chapter 7 “Working with Technologies” pp. 169-178	
	Tue/ Wed	Peer Conferences	Review and Comment on group member’s drafts
	Sat	Peer Conferences	Review and Comment on group member’s drafts
14 Working with Feedback	Sun	Lecture goes live: Introduction to Researcher’s Statement	Peer Conference Revision Plan (Carmen 11:59pm)



	Tue/ Wed	Studio: Researcher's Statement due	
	Sat	Assignment: Works Cited or Bibliography	
15	Sun	Video: Student Self-Assessments: Read: " <u>Reflective Writing and the Revision Process: What Were You Thinking?</u> "	
	Tue/ Wed	Annotations due / Replies due Studio: Choose 3 ELOs from the syllabus and explain how you feel you met or did not meet the ELO this semester. Consider one personal goal you had for yourself this semester in the course and discuss how and why you feel you met or did not meet your own goal.	Complete SEI Complete Discursive Evaluation Complete English 1110 Exit Survey



	Sat	Last Day of Classes	Reflection due (Carmen 11:59pm)
Finals			Final Revision: Major Project 3 (Carmen, 11:59pm)

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ENGLISH 1110.03: FIRST-YEAR ENGLISH COMPOSITION

AUTUMN 2025

CLASS MEETINGS

Course Delivery Mode: In-Person, Lecture, 3 contact hours

Class Meeting Time: Days and Times

Classroom Location: Building name, Room number

INSTRUCTOR CONTACT INFORMATION

Instructor: [Your name and professional qualifications (degree, institution, year); pronouns, if you wish to include them]

Email address: [Your OSU.edu email address OR Messaging in Carmen]

Student meeting hours: [The Writing + Information Literacy in English Program recommends offering default office hours on Zoom with a link included here plus the statement, "In-person office hours can be requested with location to be determined." Minimum of 3 hours per week]

COURSE DESCRIPTION

Your work in English 1110 will help you develop your writing and information literacy skills by engaging with and participating in a research community. You will learn to ask critical questions, make connections among writers and ideas, contribute to your peers' understanding of a subject or issue, and reflect on your role as a writer and composer within your research community. Through a series of projects, you will gain experience locating, identifying, interpreting, and using objects within a collection of digital archives. Also, you will access a variety of databases to build a Worknet, a tool for researching and reading scholarly texts. You will learn responsible and ethical practices for accessing, using, and creating information. Finally, you will learn to make effective rhetorical choices while composing accessible print and multimodal texts.

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GE GOALS AND EXPECTED LEARNING OUTCOMES

English 1110 fulfills the Foundational Writing and Information Literacy General Education (GE) requirement for the New GE. Below are the Goals and Expected Learning Outcomes.

GOAL 1: SUCCESSFUL STUDENTS WILL DEMONSTRATE SKILLS IN EFFECTIVE READING, AND WRITING, AS WELL AS ORAL, DIGITAL, AND/OR VISUAL COMMUNICATION FOR A RANGE OF PURPOSES, AUDIENCES, AND CONTEXT.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context.

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation.

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation.

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices.

GOAL 2: SUCCESSFUL STUDENTS WILL DEVELOP THE KNOWLEDGE, SKILLS, AND HABITS OF MIND NEEDED FOR INFORMATION LITERACY.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information.

Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies.

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources.

English 1110 fulfills Level One Writing and Communication requirement for the Legacy GE. Below are the Goal and Expected Learning Outcomes.

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Goal: Students are skilled in written communication and expression, reading, critical thinking, oral expression and visual expression.

Expected Learning Outcomes

1. Students communicate using the conventions of academic discourse.
2. Students can read critically and analytically.

HOW WILL THIS COURSE FULFILL THE ABOVE OUTCOMES?

Students will complete three major multimodal projects that require evaluation of purpose, medium, and audience. Through research in the archives and databases, students will learn context appropriate search strategies and responsible practices for accessing and using information. Students will engage in discussion of civil and ethical practices in research and in writing through short reflections on their processes and through sharing their work with peers. Through studio tutorials and informal writing assignments, students will learn textual conventions appropriate to a range of rhetorical situations.

COURSE MATERIALS

TEXTBOOKS

Ball, Cheryl E., Jennifer Sheppard, and Kristin L. Arola. *Writer/Designer: A Guide to Making Multimodal Projects*. 3rd Ed. Macmillan, 2022. ISBN: 978-1-319-24505-4

Ohio State students who use the designated portal on Carmen are able to access an e-book at a significantly reduced price. A print version of the book is available through the OSU bookstore or from Macmillan Learning.

Clary-Lemon, Jennifer, Derek Mueller, and Kate Pantelides. *Try This: Research Methods for Writers*. WAC Clearinghouse, 2022.

Try This is an open access textbook available for free at the link below:

<https://wac.colostate.edu/books/practice/try/>

ADDITIONAL READING

Additional assigned reading will be made available to you on Carmen Canvas or in class.

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COMMITMENT TO ACCESSIBILITY

One of the Expected Learning Outcomes for English 1110 reads: “Compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context.” Writing and Information Literacy in English recognizes how this focus on multimodal composition necessitates important discussions and guidance on accessibility. The WIL team supports discussions, readings, and assignments that promote access as an ethical necessity for effective writing and researching. In *Keywords for Disability Studies*, Bess Williamson notes how access can be “seemingly easy to define and comprehend but difficult to create” (15). WIL in English is actively committed to ensuring access for all students and instructors in English 1110. We welcome feedback about accessibility issues so that we can work to mitigate them. Please email us with your questions and comments at WIL-English@osu.edu.

ASSIGNMENTS

Assignment/category	% of course grade
Major Project 1: Ask insert title of project	10
Major Project 2: Connect. The Worknet Method	15
Major Project 3: Contribute insert title of project	20
Reflections (4)	10
Peer Review/Revision Plan (3)	10
[Process Work/Low Stakes Assignments] • insert title/titles of other minor assignments. E.g. short writing assignments, in-class writing, research journals, discussions, quizzes, etc. • Use these points to add assignments that you can easily grade (Complete/Incomplete) but that do work that is important to your class.	10
Attendance	25

See course schedule for due dates

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ASSESSMENT

Writing and Information Literacy in English (WIL-E) Program conducts ongoing assessment. Your work from English 1110 might be randomly selected and anonymized to complete this assessment. If you have any questions, please contact Dr. Scott Lloyd DeWitt (dewitt.18), Director, or Dr. Ashleigh Hardin (hardin.241), Associate Director.

GRADING

In this class, I will grade you on the work you put into researching, reading, writing, and revising. For some assignments, you will receive a completion grade: your work is either complete or incomplete. For Major Projects, you will receive a grade. Below is a table that explains the specifications you'll need to meet for each of the above Major Projects in order to receive the corresponding grade. On Carmen, I will give you feedback on your writing and assess how well you are meeting the specifications/goals of each assignment. Your grade, however, will be based on whether you meet the assignment's specifications and evidence of your revision. This is not to say I don't expect high quality work from you, nor that I expect your skills to stay static throughout this semester. Rather, when it comes to grading writing, I think it's easier for you to learn and improve if you're secure in the knowledge that your sincere efforts will be rewarded. This approach will also give you the freedom to do something that you did not see as a possibility but is actually essential to your learning: the freedom to fail. I want you to take risks, experiment, and find your voice without fearing that your grade will suffer if you do.

Writing and Information Literacy in the Department of English at The Ohio State University is committed to innovative teaching practices that expand opportunities for student learning and engagement and endorses these grading practices.

The table below lists the grades you can receive on your Major Assignments for this class and the criteria that will be used. These grades do not reflect any potential late penalties, which may affect your grade.

Major Project Grading Scale, English 1110.03				
A (100) All specifications met. Evidence of	B (85) One specification not	C (75) Two specifications	D (65) Three specifications	E (0 - 59)

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revision in final draft.	met. Evidence of revision in final draft. ***** All specifications met. Minimal or no evidence of revision in final draft.	not met. Evidence of revision in final draft. ***** One specification not met. Minimal or no evidence of revision in final draft.	not met. Evidence of revision in final draft. ***** Two specifications not met. Minimal or no evidence of revision in final draft.	Three specifications not met. Minimal or no evidence of revision ***** Four or more specifications not met. ***** Does not respond to assignment prompt
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See individual assignment prompts for a detailed list of specifications.

The next table is OSU's grading scale. These are the grades you can earn for the entire course. As you can see, unlike the grading scale above, this grading scale uses the plus/minus system and has a range of scores for each letter grade. This is how your final grade for the course will be recorded.

The Ohio State University Grading Scale										
A	A-	B+	B	B-	C+	C	C-	D+	D	E
100% to 93%	92% to 90%	89% to 87%	86% to 83%	82% to 80%	79% to 77%	76% to 73%	72% to 70%	69% to 67%	66% to 60%	≤ 59%

FEEDBACK

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Research in composition studies suggests that our best work comes from producing multiple drafts, writing iterative revisions, and having conversations with real writers and audiences. Throughout the course, I will aim to provide you with substantive feedback on your writing. You will have multiple opportunities to revise your work in response to feedback. The following outlines my intended commitment to providing feedback on your work:

- For Major Project drafts, you will receive feedback from me in time to revise your work before the next/final draft is due. For the revised final versions of Major Projects, you can expect feedback and a grade before the draft of your next Major Project is due.
- For low stakes/minor assignments, feedback may be minimal or unnecessary, but you will receive a completion grade within one week.
- [INSTRUCTORS: If you are planning to use discussion tools (e.g. discussion boards, Hypothesis, etc.) make sure to explain to your students *when* and *if* they should expect responses to their posts.]

COURSE POLICIES

ATTENDANCE

Attending class is essential to your success in this writing course. In class, you will engage actively with your peers and instructor, collaborate on ideas, and contribute to meaningful discussions that deepen your understanding of writing and information literacy. Listening to others and sharing your own ideas will help us build a supportive research community where your insight matters. Through hands-on workshops and interactive activities, you'll have the chance to practice key course concepts in real time, receive valuable feedback, and grow as a writer. Your presence and participation are not just expected—they're vital to your learning and to the collective experience of our class.

Because of the importance we place on you being in class, your attendance constitutes 25% of your final course grade. You will be given credit for each **full** class session you attend. Excused absences (outlined below) will not be counted against you. You will receive no credit for unexcused absences. Arriving late or leaving early will count as partial credit for attending class. Your attendance will be recorded in Carmen Roll Call Attendance so you can monitor your absences.

Excused absences include mental and physical illness, family tragedy, emergencies, religious observance, or travel for inter-collegiate athletics. Regardless of the reason, it is your responsibility to contact me as soon as possible if you miss class and want an absence to be

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excused. If possible, alerting me to an excused absence before you miss class will assist in our communication and help me keep you on track. Otherwise, contact me as soon as you are able so that you may remain caught up on course work. **If you are unwell, please do not attend class.**

This attendance policy depends on your communication with me. If you anticipate missing or find you need to miss multiple class periods for excused purposes, please contact me as soon as possible.

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 accommodation 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.

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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](#)

CLASS CANCELLATIONS

If the University is officially closed, we will not have class. If class is cancelled due to an emergency, I will contact you via email as soon as possible to let you know what will be expected of you for our next class meeting.

LATE ASSIGNMENTS AND EXTENSIONS

I make every effort to provide detailed and timely feedback on all students' writing. My feedback is intended to support your revisions and progress as a writer. Turning in your work late makes it difficult for me to provide you with timely, quality feedback and may inhibit you from moving on to the next assignment in a timely manner. Please help me to help you by turning in your work by the due dates listed in the syllabus. **Please communicate with me as soon as possible if you need an extension. We can discuss appropriate options and ensure we both have a clear understanding of our expectations.**

The following policy relates to the final graded drafts of the three Major Projects you will complete in this class. Low stakes/minor assignments are not accepted late without an excuse or pre-approved extension.

MEETS DEADLINE	MISSES DEADLINE	NO CREDIT
Deadline + 23:59	Deadline + 24:00	Deadline + returned work
If you submit a Major Project before or within 24 hours of when it is due, your work has met the deadline. You will receive	If you submit a Major Project more than 24 hours after it is due and before graded work has been posted and returned to the class, your	You cannot submit a Major Project after graded work has been posted and returned to the class. You will receive no credit for the assignment.

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feedback from your instructor and no penalty to your grade.	work has missed the deadline. You will receive 10% off your project grade.	
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ACADEMIC MISCONDUCT

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

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

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

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

ARTIFICIAL INTELLIGENCE AND ACADEMIC INTEGRITY

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

All students have important obligations under the Code of Student Conduct to complete all academic and scholarly activities with fairness and honesty. Our professional students

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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.

WIL asks all English 1110 instructors to adopt a policy for generative AI use in their classrooms reflective of their own stance. We also ask that instructors foster open, sustained conversations with their students about generative AI and the policies they have adopted. [We have created this toolkit to assist instructors in creating a generative AI policy for their English 1110 classes.](#) The toolkit offers policy statements that you may adopt or adapt, or you may construct your own.

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.

RESOURCES FOR STUDENTS

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STUDENT MEETING HOURS

Each week, I make myself available to students for at least 3 hours outside of class. These student meeting hours are an informal opportunity for you —with or without an appointment—to chat about your experiences and needs in the class. For example, you can ask me questions about assignments or grading criteria, request additional feedback on your work, let me know about upcoming absences or other concerns, etc.

- I am available each week [**list days and times of your office hours**], and other times by appointment. If these hours don't work for you, please let me know so we can schedule an alternative.
- I will hold regular student meeting hours on Zoom. You can request in-person office hours, at which time I will provide you with a location where we can meet. I will reply to emails within [**response time**].

SAFE AND HEALTHY BUCKEYES

To ensure a safe and healthy living, learning, and working environment for all Ohio State Buckeyes, please continue checking the [University's Safe and Healthy Buckeyes webpage](#) for updates on protocols and policies. As a class, we will continue to follow university guidance on health and safety policies.

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](tel:6142925766). 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:6142925766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

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DISABILITY STATEMENT (WITH ACCOMMODATIONS FOR ILLNESS)

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If students anticipate or experience academic barriers based on a disability (including mental health and medical conditions, whether chronic or temporary), they should let their instructor know immediately so that they can privately discuss options. Students do not need to disclose specific information about a disability to faculty. To establish reasonable accommodations, students may be asked to register with Student Life Disability Services (see below for campus-specific contact information). After registration, students should make arrangements with their instructors as soon as possible to discuss your accommodations so that accommodations may be implemented in a timely fashion.

If students are ill and need to miss class, including if they are staying home and away from others while experiencing symptoms of viral infection or fever, they should let their instructor know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations.

SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; **098 Baker Hall, 113 W. 12th Avenue.**

A NOTE ON ACCESSIBLE LEARNING FOR ALL STUDENTS

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I am committed to understanding and supporting how people learn. Therefore, I will strive to provide a learning environment that is accessible to **all** students in this course. I welcome your input and feedback on how I can make this course more accessible to you. If you have, or think you may have, a disability or other need **(including mental health, chronic or temporary medical conditions)** that may impact your engagement with this class, I encourage you to meet with me to co-design accommodations.

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:

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- 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.

COURSE TECHNOLOGY

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

- Self-Service and Chat support: <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- Text Telephone for the Deaf (TDD): 614-688-8743

RESEARCH TUTOR

If you need help with your research for a class, including finding articles, organizing your research, citing your sources, or any other research need, please feel free to make an appointment with a librarian for assistance. Go to libanswers.osu.edu and use the contact information there to call, email, or chat with a library team member. Make sure to let them know what class you're in!

THE WRITING CENTER

The Writing Center offers free help with writing at any stage of the writing process for any member of the university community. During our sessions, consultants can work with you on anything from research papers to lab reports, from dissertations to résumés, from proposals to application materials. To safely provide services during COVID-19, the Writing Center is offering Online Drop-off and Online Live-chat appointments. You can register for an appointment by

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visiting [WOnline](#) or by calling 614-688-4291. You do not have to submit a complete draft of writing in order to schedule a writing center appointment. Many students report that some of their most productive sessions entail simply talking through ideas. We also maintain a [Writing Resources](#) page with writing handouts and links to online resources.

GRIEVANCES AND SOLVING PROBLEMS

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

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

Students in English 1110 with any questions or concerns can reach out to the Writing and Information Literacy in English team or the Director of Undergraduate Studies (DUS) in the Department of English.

Writing and Information Literacy in English Team	
Scott Lloyd DeWitt Director dewitt.18@osu.edu Denney Hall 365	Ashleigh Hardin Associate Director hardin.241@osu.edu Denney Hall 459
Director of Undergraduate Studies	
Jennifer Higginbotham Director of Undergraduate Studies higginbotham.37@osu.edu Denney Hall 533	

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STUDENT ADVOCACY CENTER

The Student Advocacy Center is committed to helping students navigate Ohio State's structure and to resolving issues that they encounter at the university. Their office is located at **001 Drackett Tower, 191 W. Lane Ave., Columbus, OH 43210**. Reach them by calling **(614) 292-1111** or by emailing advocacy@osu.edu.

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. For more on use of [Carmen: Common Sense Best Practices](#).

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

If no, why not?

Syllabus

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

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

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

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

Additional comments (optional).



Instructor Presence

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

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?
(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 calculating online instruction time: [ODEE Credit Hour 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

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

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

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

Additional comments (optional):

Academic Integrity

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

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

Additional comments (optional):

Frequent, Varied Assignments/Assessments

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

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

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



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

Community Building

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

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

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

Please comment on this dimension of the proposed course (required)

Transparency and Metacognitive Explanations

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

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

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



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

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

Additional Considerations

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

Syllabus and cover sheet reviewed by *Bob Mick* on *3/7/25*

Reviewer Comments:

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

English 1110.03 Writing and Information Literacy

I am returning the signed Distance Approval Cover Sheet after completing the initial review of the distance learning syllabus. Below are my recommended changes and improvements to be made to the syllabus before submitting to the ASC Curriculum Committee.

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

Regular and substantiative interaction does exist between the instructor and students, but it is minimal based on the information in the syllabus. In the cover sheet under "Instructor presence" it states, "the course is built around instructors and peers collaborating and providing each other feedback," but how this is accomplished is not explained or clear in the syllabus.

Providing updates to the syllabus on the items below will help provide information needed to better access RSI and instructor presence:

1) Direct instruction is unclear:

- a. The Course Schedule includes weekly topics. The section on "Workload Estimation" in the Cover Sheet includes 20 minutes for the "Introduction to the Archives" topic. Also, in the Cover Sheet under "Instructor Presence" it states "2 - Whether alphabetic text, video or audio is utilized by the instructor for the class may depend on the instructor's pedagogical and access preferences."
- b. If direct instruction will be recorded video, or live instruction, or whatever method is chosen, it is not clear and it should be explained and clear to students in the syllabus. It should also be explained and included in "How this online course works."

2) Discussion board information missing.

- a. In the syllabus online discussions is mentioned and discussion board post is stated in the course schedule, but additional information about discussion board posting is missing in the syllabus.
- b. The syllabus doesn't state if participation is required or how it will contribute to a student's grade.
- c. It will also be helpful to include additional information about your expectations regarding the quality of the posts to the discussion boards. For example, would simply saying, "I agree" be an acceptable post? If you want to require substantive comments, you should include information that is something like this:

The discussion board posts should be substantive, at least 3-4 sentences and should not boil down to “I agree” or “I disagree” with no original contribution to the conversation. You are encouraged to post more often, and you can certainly post less substantive responses (“That was really smart. Thanks for that contribution!”) as often as wish, but those will not count toward your discussion grade. This is one of the primary ways you will feel connected to your classmates and you should plan to read what they post as part of this activity. Most students feel motivated by ongoing conversations with their classmates. The modules will prompt you on what to discuss in the various forums.

3) Interactive Activities.

It’s unclear from the syllabus what interactive activities will occur. There are two graded activities, Reflection and Low Stakes Writing in the syllabus as graded work, but there isn’t an explanation about these items and how they are completed. These activities should also be included in “How this online course works.”

4) Collaborative group discussion or projects missing.

Peer Review is a graded item in the syllabus, but it’s not explained how this will be completed. Group work and discussions including peer to peer conferences is mentioned in the cover sheet and included in the course schedule but not explained in the syllabus. These activities should also be included in “How this online course works.”

2. “How This Online Course Works”

Under this section of the syllabus, it would be helpful to include a better explanation on what students are expected to complete each week, what order, and how they will interact with the instructor in this asynchronous offering. For example, include information about how the weekly topic introduction will be completed, reading weekly announcements, assigned readings and how they will be used in course discussions and assignments, peer reviews and collaboration that will be completed, how assignments will be completed and submitted, discussion board postings to be made or reviewed, and any interactive course activities.

3. Credit hours and work expectations

The information in the cover sheet states the average amount of time to be spent on this course is ~ 7 hours per week. This is less than the required 9 hours, so this should be reviewed and adjusted as needed or an explanation included.

4. Description of major assignments

There is no description for these assignments which contribute to 45% of a student’s grade: reflection, peer review, and low stakes writing.

5. The cover sheet mentions Hypothes.is as a possible tool used in Carmen. If this technology is used in the course, it should be included in the syllabus under Course Technology. A short explanation should be included for the students to understand how it will be used. When using Hypthes.is 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>