

Term Information

Effective Term Autumn 2026

General Information

Course Bulletin Listing/Subject Area	Engineering
Fiscal Unit/Academic Org	Engineering Administration - D1400
College/Academic Group	Engineering
Level/Career	Undergraduate
Course Number/Catalog	2301.02
Course Title	Exploring Citizenship in Engineering: Sustainable Community Development Concentration
Transcript Abbreviation	ExplCitznsEng_SCD
Course Description	Students will use the engineering design and writing processes to define a meaningful problem within specific local or global communities and formulate and propose a solution to that problem. This version of the course will focus on examining citizenship through the lens of community development-focused engineering efforts.
Semester Credit Hours/Units	Fixed: 4

Offering Information

Length Of Course	14 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	Completion of GE Foundation Writing and Information Literacy course
Exclusions	Not open to students with credit for ENGR 2300 or ENGR 2301.01
Electronically Enforced	Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	14.0101
Subsidy Level	General Studies Course
Intended Rank	Sophomore

Requirement/Elective Designation

Citizenship for a Diverse and Just World; Research Seminar

Course Details

Course goals or learning objectives/outcomes

- Develop a deep and interdisciplinary understanding of citizenship, society, and the ways technology intersects with human experience.
- Engage in an advanced, in-depth scholarly exploration, using systems thinking as a lens to identify and describe how engineering can intervene to address complex social problems.
- Engage in critical and logical thinking about engineering and how engineers engage with and impact communities and society at the local, state, national, and global level.
- Identify, evaluate, use, and share credible and relevant sources of information
- Reflect critically on experiences, behaviors, processes, and learning (metacognition)
- Understand and apply rhetorical communication in writing for technical and non-technical contexts and audiences.
- Understand processes for composing informative and persuasive documents, and plan and deliver presentations for a variety of audiences and purposes.
- Collaborate effectively in teams and develop collaborative composing, team management, and communication skills.

Content Topic List

- Perspectives on Citizenship & Sustainability; Research and Information Literacy Skills
- Engineering Community Development Projects: Case Studies & Assessment

Sought Concurrence

No

Attachments

- ENGR2301.02_HIPIInventory.pdf: High Impact Practices Inventory_GE
(*Other Supporting Documentation. Owner: Herman,Jennifer Linda*)
- ENGR2301.02_CitizenshipWorksheetGE.pdf: Citizenship Worksheet_GE
(*Other Supporting Documentation. Owner: Herman,Jennifer Linda*)
- AU26 Syllabus Weekly Grid_ENGR2301.02.docx: Course Schedule
(*Other Supporting Documentation. Owner: Herman,Jennifer Linda*)
- ENGR2301.02Syllabus - Rev11.25.docx: Course Syllabus
(*Syllabus. Owner: Herman,Jennifer Linda*)

Comments

- Make any necessary edits to topics and include weekly schedule with dates for AU26. Thank you! (*by Matyas,Corinne on 11/10/2025 04:15 PM*)
- Concurrence sought from Food, Ag, and Biological Engineering and School for the Environment and Natural Resources, but no responses provided. (*by Herman,Jennifer Linda on 11/04/2025 12:42 PM*)

COURSE REQUEST
2301.02 - Status: PENDING

Last Updated: Matyas,Corinne
12/04/2025

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Herman,Jennifer Linda	11/04/2025 12:44 PM	Submitted for Approval
Revision Requested	Matyas,Corinne	11/10/2025 04:15 PM	Unit Approval
Submitted	Herman,Jennifer Linda	11/11/2025 11:44 AM	Submitted for Approval
Approved	Matyas,Corinne	12/04/2025 03:15 PM	Unit Approval
Approved	Matyas,Corinne	12/04/2025 03:16 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	12/04/2025 03:16 PM	ASCCAO Approval



SYLLABUS

ENGR 2301.02: Citizenship in Engineering Contexts – *Sustainable Community Development Concentration*

Integrative (Research & Creative Inquiry Designation, 4 Credit Hours)
[Semester and Year] – Format: Lecture, 3 hours 40 minutes / week

Instructor & Instructional Team

Name: [Pronouns: | Honorific:]

Email:

Office Hours: See Carmen for current office hours

Course Coordinator: Prof. Leah Wahlin | wahlin.1@osu.edu

Course Description & Overview

Engineers are problem solvers, and both engineers and the problems they solve exist in complex and diverse social worlds shaped by societal systems, cultures, and human experience. In this course, students will explore these dynamics by examining frameworks and ethics of *sustainable community development*, then identifying and researching an opportunity related to the work of Ohio State’s community development-focused engineering programs and developing a proposed work plan to further research that problem with the community partner.

This version of the course will focus on examining citizenship through the lens of community development-focused engineering efforts. *Sustainable community development* is an approach to humanitarian efforts or community development that promotes “respecting and sustaining the livelihoods and cultural capacities of communities involved in development projects” (Lucena et al., 2024). Rather than a fixed methodology, this approach is a framework for inquiry that gives us the opportunity to ask critical questions about how engineers engage with complex, real world problems, and to examine how concepts of citizenship might affect the work of engineers—across responsibilities, choices, and consequences—in a local and global context.

We will begin by defining the course’s primary key terms—citizenship and engineering—with particular focus on the concept of “global citizenship” as a pathway into examining engineering for development:

“Global citizenship is the umbrella term for social, political, environmental, and economic actions of globally minded individuals and communities on a worldwide scale. The term can refer to the belief that individuals are members of multiple, diverse, local

and non-local networks rather than single actors affecting isolated societies. Promoting global citizenship in sustainable development will allow individuals to embrace their social responsibility to act for the benefit of all societies, not just their own."
– United Nations <https://www.un.org/en/academic-impact/global-citizenship>

As they seek to understand and define meaningful problems affecting communities, students will be encouraged to explore the ethics of social responsibility and its influence on their personal and professional values, deepening their understanding of what it means to be a citizen. Students will examine how social and cultural constructs intersect with the work of engineers while engaging with communities affiliated with one of Ohio State's Global Engineering or Humanitarian Engineering community partner programs  currently engaged with communities in Guatemala, Honduras, Guyana, Ghana, Tanzania, and a community garden in Columbus, Ohio. Throughout, the course will ask students to consider the value of intercultural competencies in effectively addressing complex, sociotechnical problems.

The course content, the themes of the project report, and the problem-solving process will center on these driving questions:

1. **What does it mean to be a citizen within complex global and local systems?**
 - How is "citizenship" defined across different cultural, political, and institutional contexts?
 - How do systems—social, political, technological—shape our roles, responsibilities, and identities as citizens?
2. **How do our ideas about citizenship influence participation in communities, local and global?**
 - How do different cultural understandings of citizenship affect community resilience and sustainability?
 - How does our sense of civic duty and social responsibility affect how we engage with societal systems?
 - How can systems thinking help us understand the consequences of individual and collective civic actions?
3. **How do engineering problems reflect and influence societal systems?**
 - How can systems thinking help us recognize the complexity of engineering challenges and their social implications"?
 - How do our personal and collective backgrounds and/or lived experiences influence which problems we choose to solve and how we frame them?
4. **How might we engage with engineering ethics, civic engagement, and sustainable community development goals within complex local and global systems?**
 - What ethical considerations arise when solving problems that affect multiple stakeholders across interconnected systems?
 - How do rights, responsibilities, and power dynamics (both current and historical) shape decision-making in complex social systems?

- What frameworks do experts use to achieve outcomes that balance technical innovation with human needs?
- How can systems thinking guide ethical decision-making by helping us envision long-term impacts, anticipate unintended consequences, and address competing priorities?

Students will engage with course readings, instructor-led activities, and guided discussions to explore perspectives on intersections of citizenship and sustainable community development in different contexts, including political, historical, economic, social, and ecological. In written reflections, discussions, and research journals, students will deepen their understanding of these questions and examine the role of the engineer in relation to broader societal issues.

Both individually and in collaboration with a project team, students will practice a range of written and verbal communication skills, and they will be asked to communicate information with multiple audiences who have differing needs and priorities. Students will focus on composing from a rhetorical perspective, which means considering the relationships between rhetorical elements (audience, subject, purpose) and their roles in the choices we make as communicators. In pursuit of these goals, the course will focus on honing information literacy skills, including all aspects of information discovery and creation and research processes. Major areas of focus for the course include explorations of *meaningful inquiry and information literacy, engineering and general research writing conventions, team project management and communication, and effective communication strategies for a variety of audiences*.

Instructor's Role

The instructor will actively support and guide students as they develop skills around research, communications, and information literacy. The instructor will engage with students through lecture and guided in-class activities, leading large-group discussion and prompting small-group discussions. All assignments and activities will be introduced and discussed, and the instructor will create an environment for students to analyze and practice their skills as they develop these knowledge areas. As is typical for writing pedagogy, the instructor will provide individual feedback and guidance throughout the writing process and other communications, such as presentations. Throughout the team project activities, the instructor will serve as a project mentor and manager, requesting regular updates and providing feedback on the workflow and progress.

High-Impact Practice: Research & Creative Inquiry Integrative Practice Designation

This integrative, high impact 4-credit course meets the goals and learning outcomes for Research & Creative Inquiry by asking students to self-direct research into an area of interest (a real, meaningful problem they will identify and explore) and engage in a long term, multi-phased project that will evolve throughout the semester. This approach allows students to gain a complex and nuanced understanding of the course content that develops over time through synthesizing readings, self-reflection, instructor and peer interactions and feedback, and group planning and negotiation.

In addition to practicing effective communication in formal report documentation and a variety of presentations, students will also have the opportunity to share their projects with a broader audience in an end-of-semester showcase event.

Required Course Materials

Course material will consist of Open Educational Resources, public online resources, and materials provided by the instructor or available through University Libraries. This course does **not** require purchased materials. All readings, handouts, and resources will be provided via Carmen (see the Course Bibliography page and the Modules for direct links and files).

Course Goals & Expected Learning Outcomes

This course meets requirements for the **Citizenship for a Just & Diverse World Theme** under the New General Education (GEN) curriculum. The course has been created in alignment with the GEN goals and expected learning outcomes (ELOs) and along with course-specific goals described below. These goals and outcomes are created and assessed to ensure educational goals across programs and courses at Ohio State. This means that the content of this course—readings, lectures, and the various assignments—has been developed to help students practice and build the skillsets captured by these ELOs.

Overarching Course Goals

To satisfy Ohio State's GE and thematic goals with a Research and Creative Inquiry (High-Impact Practices) designation, ENGR 2301 is designed to meet these **course-specific objectives**:

1. **Develop a deep and interdisciplinary understanding of citizenship**, society, and the ways technology intersects with human experience by identifying meaningful problems and proposing specific solutions to those problems by researching and developing an exploratory research report, pitch presentation, and other supporting documentation and communications.
2. **Engage in an advanced, in-depth scholarly exploration**, using systems thinking as a lens to identify and describe how engineering processes, products, and culture can intervene to address complex social problems.
3. **Engage in critical and logical thinking** about engineering and how engineers engage with and impact communities and society at the local, state, national, and global level, with a focus on equity and justice.
4. **Identify, evaluate, use, and share credible and relevant sources of information**, relying on the Frameworks for Information Literacy, to explore the course themes, define problems in meaningful ways, and use evidence effectively to support the proposed solution.
5. **Reflect critically** on experiences, behaviors, processes, and learning (metacognition).
6. **Understand and apply rhetorical communication** in writing for technical and non-technical contexts and audiences.
7. **Understand processes for composing** informative and persuasive documents, and plan and deliver presentations for a variety of audiences and purposes.

8. **Collaborate effectively** in teams and develop collaborative composing, team management, and communication skills.

The Sustainable Community Development Concentration is also designed to align with the Learning Objectives of Ohio State's Humanitarian Engineering Program:

1. **Humanitarian Engineering Mindset:** Holistically, apply concepts of sustainability, social entrepreneurship, community engagement, and technological innovation throughout the engineering design process.
2. **Complex Project Ecosystems:** Apply the principles of project management; identifying and navigating complex project scope and design constraints with an emphasis on teamwork skills and stakeholder engagement.
3. **Research Inquiry and Communication:** Participate in impactful, student-led research inquiry utilizing a variety of research methodologies and tools; translate research findings, insights, and experiences for external community stakeholders using effective, audience-centered communication strategies.
4. **Professional Development:** Describe a range of potential career pathways that directly engage with humanitarian engineering and recognize opportunities to develop and apply transferable skills related to human-centered design, civic engagement, and sustainable community development in any career; learn to make informed judgements that consider the global, economic, environmental, and social impacts of engineered solutions.

GEN GOALS

1. **INTELLECTUAL and COGNITIVE SKILLS:** Successful students will demonstrate the intellectual and cognitive skills that prepare them to be engaged citizens and leaders for life.
2. **MODES OF INQUIRY:** Successful students will engage with and apply a range of important modes of thought, inquiry and expression.
3. **EDUCATED GLOBAL CITIZENSHIP:** Successful students will be interculturally competent global citizens who can engage with significant aspects of the human condition in local, state, national and global settings.
4. **EMOTIONAL, SOCIAL and PROFESSIONAL ABILITIES:** Successful students will demonstrate skills and abilities needed for engaged citizenship and personal and professional growth.

You can review the specific goals and learning outcomes for the Citizenship for a Just & Diverse World Theme in Ohio State's GEN program here: <https://asccas.osu.edu/new-general-education-gen-goals-and-elos>

Advanced Writing Course Goals

This course meets Advanced Writing Embedded Literacies for *some* programs/majors within the College of Engineering. **Students should review their major bingo sheet and discuss course selection with their academic advisors.**

1. Successful students develop advanced skills in inquiry, critical thinking, composing and communicating for a specific purpose, context and audience using an appropriate genre and modality.
2. Successful students apply knowledge of writing and research to specific contexts.

Advanced Writing Course ELOs

Successful students are able to:

- 1.1 Investigate and integrate knowledge of the subject, context and audience with knowledge of genres, conventions and rhetorical choices to advance a particular writing objective.
- 1.2 Use credible and relevant sources of information, evaluate assumptions, and consider alternative viewpoints or hypotheses to express ideas and develop arguments.
- 2.1 Reflect on how they adapt rhetorical and research strategies they have learned to new contexts.
- 2.2 Develop scholarly, creative or professional products that are meaningful to them and their audience.
- 2.3 Evaluate social and ethical implications of writing and information literacy practices.

ABET Criterion 3 Student Outcomes

ENGR 2301 supports ABET's Student Outcomes for Engineering programs including:

Outcome 3: an ability to communicate effectively with a range of audiences

Outcome 4: an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts

Outcome 7: an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Credit Hours and Work Expectations

This is a **4-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 4 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 8 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Course Components, Grading, and Schedule Overview

Students will engage in a variety of individual and team assignments to support a significant investigation of the course themes, practice critical inquiry and literacy skills, and progress towards the comprehensive exploratory report and other communication-based project deliverables. *This is a project-based course and there are no formal, scheduled examinations.*

The semester is organized into three phases where students will engage in the following activities (key assignments are bolded):

Phase 1: Foundations, Individual Research & Case Study Research Exploration (~Weeks 1 – 6)

- Complete course readings and **Reading Annotation** assignments, and participate in in-class discussions and learning activities; weekly sets of readings will address the following topics:
 - Citizenship Foundations
 - Global Citizenship
 - Engineering for Sustainable Development
 - Intercultural Competence
 - Systems Thinking
 - Community Engagement & Project Planning
- Engage with course themes and driving questions, learning about tools/methodologies, applying mindsets, and practicing relevant skills related to community-based learning, human centered design, humanitarian engineering mindsets, and intercultural competence
- Learn about Ohio State's current roster of community development and service-learning courses from instructional faculty and/or community partner guest speakers and content
- Develop research skills and explore topic areas of interest by completing guided **Research Journal** exercises and assignments, synthesizing research findings in a **Case Study Concept Note Draft** that presents a research-based critical analysis of a real community development project
- Develop and present a **Case Study Lightning Talk** that outlines findings and analysis of a real development project in terms of effective approaches sustainable community development
- Create an informative **Case Study Concept Note One-pager** to summarize findings and support the Case Study Lightning Talk

Phase 2: Forming Project Groups, Defining the Need, Planning Stakeholder Engagement & Drafting a Community Development Project (~Weeks 7 – 11)

- Form small teams (2–4 students) with a shared interest in one of Ohio State-affiliated community partner programs working with mentors and representatives of those programs and conducting research inquiry using a variety of methods
- Based on a program brief that outlines an area of interest for the program, students will work in teams to develop a shared, research-based understanding of the program context, identify a specific need or opportunity, and explore potential technical and social interventions; findings will be documented in the **Background Research & Problem Definition** preliminary report
- Next, students will explore and validate potential community engagement approaches, documenting what is known about key stakeholders and articulating a plan for engaging those stakeholders in a **Community Engagement Plan** preliminary report

- Seek out and incorporate feedback from project mentors and relevant stakeholders
- Revise and combine the preliminary reports based on feedback to create a well-developed report that outlines a plan to directly engage with the target community to gather additional information, validate assumptions, and generate ideas for potential future actionable implementations by students in the program or community partners
- Collaboratively produce an **Exploratory Research Report for a Community Development Project**

Phase 3: Communicating the Exploratory Research Report on a Community Development Project to Multiple Audiences (~Week 12 – Finals Week)

- Design and deliver a **Pitch Presentation** to share the proposed project and gain the attention and support of representatives from Ohio State programs and community partner organizations
- Create meaningful graphics and figures to engage audience attention, enhance understanding, and convey concepts ethically and effectively
- Collaboratively prepare an **Elevator Pitch** summarizing the proposed project for a broader university and general public audience at the **Public Showcase**, incorporating appropriate visual support and developing professional skills
- Use effective writing processes and collaborative writing strategies and tools to revise and finalize the **Exploratory Research Report** for handoff to the program representatives, community partners, and other student teams
- Practice professional team project management and reflection skills **through Team Assessment and Reflection** activities; develop collaborative understanding of outcomes and key takeaways during a recorded **Roundtable Discussion**
- Engage in metacognitive strategies by reflecting on the knowledge, skills, and dispositions required for intercultural competence as a global citizen in the **Final Course Reflection**

Attendance & Participation

We will use the scheduled in-person class times for lectures, class activities, and work sessions for team projects. As with any class, you will also be expected to use out-of-class time to complete course readings, assignments, and engage with your project teams as required. You can anticipate participating in the following ways:

- **Participating in our scheduled class sessions. [Two 1 hour, 50 min. classes PER WEEK]**
You are expected to attend our scheduled class sessions and actively participate. You'll find more details on participation below. Please note the attendance policy and communicate with me if you have questions/concerns or are experiencing illness.
- **Office Hours: [OPTIONAL]**
Regular office hours every week as noted at the top of this syllabus and on Carmen. If you are unavailable during office hours, email for an appointment.
- **Assigned Readings and Research. [FREQUENT ENGAGEMENT]**
In addition to our work together during our scheduled class time, you are also expected

to complete assigned homework readings and complete any prompted reading engagements/discussion board posts/replies.

The participation points for this class are **earned**, not automatically awarded. They are earned through your active engagement with your instructor, your peers, and the course content. The most successful students in this course:

- make effective use of all course resources available to them (including readings and resources, the instructor, assignment description pages, peer review opportunities, grading rubrics, informational handouts, videos, web links, etc.),
- are on time and are present at every class meeting,
- are proactive in asking questions and addressing issues,
- participate meaningfully in discussions,
- treat others and their instructor with respect,
- communicate and work well with group and team members,
- keep track of course progress and turn assignments in on time, and
- manage their workload by utilizing the course calendar and planning ahead.

Participation and attendance are a significant part of your final course grade and will be evaluated using this rubric:

ATTENDANCE (50 points)
<ul style="list-style-type: none">• Attended class meetings regularly NOTE: <i>May have 3 absences for any reason without penalty; each additional absence results in a 5-point deduction; more than 6 missed classes is grounds for automatic course failure, but planning and effective communication mitigate these consequences.</i>• Communicated with instructor and classmates when unable to attend class or group meetings• Demonstrated effort to make up missed classes (e.g., reviewed course materials and completed missed in-class activities when possible)
PARTICIPATION (50 points)
<p>Preparation & Initiative</p> <ul style="list-style-type: none">• Well prepared and on time for class and group meetings• Used course resources effectively and demonstrated knowledge of the course materials (assignment descriptions, readings, announcements)• Turned in assignments on time and communicated questions or concerns (e.g., about the course, assignments, or group dynamics) to instructor in a productive and timely manner• Showed willingness to apply information from course materials to practice and improve communication skills
Attention & Contribution

- Contributed ideas, asked questions, and advanced discussion in live class sessions, conferences, and group meetings
- Contributed to large and small group and online discussions regularly; provided thoughtful and substantive responses on discussion board posts
- Fully participated in and completed weekly class activities (individual and small group)
- Demonstrated non-verbal communication and attentiveness during class lectures, conferences, and presentations

Group Citizenship

- Participated fully in group activities and projects and was a respectful and reliable group member
- Demonstrated effective and appropriate leadership and collaborative skills in a variety of group settings
- Worked to create a positive dynamic; improved the group's ability to work together effectively
- Supported classmates' learning by helping to answer questions and solving problems collaboratively

Good communication is vital! You are expected to attend class in person as much as possible. Students should provide notice via email *in advance* of a planned absence and make an effort to stay engaged and current with the course material.

In the event of a serious illness or catastrophic event, notify the instructor as soon as possible and the instructor will review your options. **Student Advocacy Services** (advocacy.osu.edu) is a resource for support if you find yourself in a crisis situation.

Attendance Policies

Attendance is taken during every in-person class meeting using the “Attendance” tool on Carmen. Your Attendance grade (out of 100 possible points) will be calculated based on these guidelines:

- Up to 3 absences for any reason – *no deduction*
- 4 – 6 absences for any reason – *grade deductions (-5 points per missed class)*
- More than 6 absences – *risk of automatic course failure*, particularly if the student has made no effort to communicate about the reason for the absences or make up missed coursework

Illness and Attendance Policies

- All university policies related to public health will be course policy throughout the semester.
- If you become ill or are feeling unwell...
 - do not come to class if you do not feel well enough to participate—take the time you need to rest and recover

- inform the instructor via email ASAP and, when you are able, review the class materials for the week (posted in the Carmen weekly modules)
- contact a classmate or group member to share notes or touch base about content you miss

NOTE: These policies are subject to change, and all information will be communicated to you in Announcements on the Carmen course site. Read all posted Announcements promptly and carefully.

Grading

The expected breakdown of assignments and assessments for this course is as follows:

- Assigned Readings and Discussion Activities – 10%
- Individual Research & Case Study Assignments – 25%
- Team Exploratory Research for Community Development Project – 45%
- Other Assignments & In-class Activities – 5%
- Participation, Attendance, and Self-Assessments – 15%

Detailed instructions for all assignments will be provided in Carmen and supported with in-class instruction.

Grading & Evaluation Policies

Keep in mind the following policies regarding how your writing will be evaluated during this course:

- Due dates for all assignments are posted in Carmen. Read all instructions carefully before submitting your work. Significant assignments include a grading rubric on Carmen. Review the grading rubric before submitting your work to ensure that you are meeting all of the requirements.
- Assignments turned in late will *not* receive full credit unless a deadline extension was arranged in advance. Late work will result in 10% deduction of the total points for each calendar day any assignment is overdue.
- ***You may request one assignment extension during the term.*** Your request should be delivered via email no less than 24 hours before the deadline, and it should be polite, professional, and compelling; if the instructor approves the extension, they will work with you to set a new deadline.
- ***The instructor is not your editor.*** On some drafts and while grading final submissions, I will offer comments on the accuracy of your response to the assignment, your writing style, vocabulary, sentence and punctuation errors, paragraph and document organization, and structure and logic. However, I will not mark every instance of any of these errors nor will I correct them for you.

Grading Scale: Your final grade is calculated out of the total points (shown in the table above). At the end of the semester, the points will be converted to the OSU Standard A – E grading system. Shaded grades (A-, B+, etc.) are used in this system.

A	100%	to 93.0%
A-	< 93.0%	90.0%
B+	< 90.0%	to 87.0%
B	< 87.0%	83.0%
B-	< 83.0%	80.0%
C+	< 80.0%	77.0%
C	< 77.0%	73.0%
C-	< 73.0%	70.0%
D+	< 70.0%	67.0%
D	< 67.0%	60.0%
E	< 60.0%	0.0%

Course Schedule

Below is an overview of the topics and key activities for each week of this semester. This is a general overview; actual due dates and scheduling may differ from one semester to the next. *Refer to the Carmen Modules for exact assignment due dates, assignment instructions, and links to assigned readings and course materials.*

- Week 1: Course Overview & Citizenship Foundations
- Week 2: Global Citizenship Perspectives
- Week 3: Engineering for Sustainable Development
- Week 4: Case Study Exploration, Engineering and Society, Research Skills
- Week 5: Critical Assessment Tools, Intercultural Competence
- Week 6: Case Study Revisions, Scholarly Writing, Planning Presentations
- Week 7: Case Study Lightning Talks & Forming Project Teams
- Week 8: Systems Thinking, Team Building, & Project Background
- Week 9: Team Project – Research & Documentation Planning
- Week 10: Team Project – Stakeholder Analysis Research & Frameworks
- Week 11: Team Project – Drafting the Exploratory Research Report
- Week 12: Team Project – Planning the Pitch Presentation & Report Revisions
- Week 13: Team Project – Pitch Presentations & Public Showcase Preparation

- Week 14: Team Project – External Review & Finalizing the Report
- Week 15 / Finals: Making Connections – Individual and Team Reflections

Other Policies, Procedures, and Resources

If you have any questions about a course policy or about the course in general, please contact your instructor directly.

The university's standard policies and statements found here apply to this course:

<https://ugeducation.osu.edu/academics/standard-syllabus/standard-syllabus-statements>

Instructor Contact and Grading / Feedback. I monitor and typically respond to email within a work day. If you send an email after normal business hours (M-F; 9-5 EST), I will respond the next day—please keep this in mind and plan accordingly since assignments are sometimes due at 11:59PM. I am also available during my posted office hours and by appointment.

Feedback/graded work for this class is returned via Carmen so be sure to familiarize yourself with how to use Carmen's gradebook and feedback viewing features. You should feel free to meet with me during office hours or by appointment to discuss feedback and/or grades. I do not discuss grades via email. Grades are non-negotiable and, absent a math error, will not be adjusted—no exceptions. Grades, whether on assignments or cumulative final course grades, are not curved or rounded—no exceptions.

AI Tools and this writing course: We may incorporate the use of AI tools in this course and into your writing processes through a critical rhetorical lens. Together, we may explore the use and limitations of tools like ChatGPT (and other AI) as part of our thematic exploration this term. In terms of your personal work and writing in this course, you are *permitted* (but not required) to use generative AI tools as part of the following activities:

- Brainstorming / idea generation
- Fine tuning research questions
- Finding information on your topic
- Drafting an outline or for organizational purposes

The use of generative AI tools is **not** permitted for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose your discussion board prompts or reading journals, or to generate content that you put into the Zoom chat as your own words/thoughts

- Completing group work that your group has assigned to you
- Generating a draft of a writing assignment or text for a presentation
- Writing entire sentences, paragraphs, or papers to complete assignments for this course
- Generating peer review feedback on another student's work

A word on intellectual property: Your chat history with ChatGPT and DALL-E is used to improve the database it relies on to answer questions. **The content you input—even if it is confidential or proprietary—no longer belongs to you as the sole author.** Using these tools, therefore, requires discernment about what to ask and/or when to opt-out of this practice.

Ultimately, you are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). This class situates writing and communication as an opportunity for exploring, learning, thinking, and re-seeing your ideas. Any use of AI outside of those uses approved above will be considered academic misconduct and treated the same.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact the instructor. For current information about Ohio State's policies and resources related to the use of Artificial Intelligence, including a list of approved tools, visit ai.osu.edu.

Protecting and saving your work. Work for this class will be completed and submitted entirely online. Students should plan to use Microsoft Office 365, including MS Word, Excel, and SharePoint to produce collaborative writing assignment components and back them up to the cloud. To reduce potential issues and protect intellectual property, students are strongly encouraged to use OSU-provided composing and project management (instead of Gmail).

Academic Support. I encourage you to take advantage of academic support services offered to students here at OSU—I have included a list of resources at the bottom of the Carmen home page. If you are having difficulty with this course or need help accessing resources available to you here at Ohio State, please contact me and I will be happy to assist you.

The Writing Center (Center for the Study and Teaching of Writing). We have a fantastic writing center! The trained writing consultants can help with individual or team projects at all stages of the writing process. Please visit <https://cstw.osu.edu/writing-center> to make an appointment and check out their resources.

Week	Topics	Course Content, Readings, Assignments, Due Dates
1 8/25-8/28		Course Overview & Citizenship Foundations
2 8/31-9/4	Perspectives on Citizenship & Sustainability; Research and Information Literacy Skills	Global Citizenship Perspectives
3 9/7-9/11		9/7: Labor Day, No Class Engineering for Sustainable Development
4 9/14-9/18	Engineering Community Development Projects: Case Studies & Assessment	Engineering and Society, Case Study Exploration
5 9/21-9/25		Critical Assessment Tools, Intercultural Competence Due: Case Study Concept Note Draft
6 9/28/10/2		Case Study Revisions, Scholarly Writing, Planning Presentations
7 10/5-10/9		Case Study Lightning Talks & Reflection Due: Case Study Lightning Talk Due: Case Study Concept Note One-Pager (Final)
8 10/12-10/16		9/15-9/16: Fall Break, No Class Forming Project Teams
9 10/19-10/23	Team Building, Exploratory Research Project; Research Writing & Project Communications	Systems Thinking, Team Building, & Project Background
10 10/26-10/30		Team Project – Research & Documentation Planning
11 11/2-11/6		Team Project – Stakeholder Analysis Research & Frameworks Due: Background Research & Problem Definition (preliminary report)
12 11/9-11/13		11/11: Veterans Day, No Class Team Project – Drafting the Exploratory Research Report Due: Community Engagement Plan (preliminary report)
13 11/16-11/20		Team Project – Revising the Report & Planning the Pitch Presentation
14 11/23-11/27		11/25-11/27: Thanksgiving, No Class Team Project – Pitch Presentations & Public Showcase Preparation Due: Pitch Presentation
15 11/30-12/4		Team Project – External Review & Finalizing the Exploratory Research Report Due: Public Showcase (elevator pitch, informational visuals, showcase participation) Due: Exploratory Research Report for a Community Development Project (Complete draft for external review)

16 12/7-12/9	Making Connections – Individual and Team Reflections Due: FINAL Exploratory Research Report for a Community Development Project Due: Final Course Reflection
-----------------	--

GE Theme course submission worksheet: Citizenship for a Diverse and Just World

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

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

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.	
ELO 1.2 Engage in advanced, in-depth, scholarly exploration of the topic or idea of the theme.	

<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p>	
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	

Example responses for proposals within "Citizenship" (from Sociology 3200, Comm 2850, French 2803):

<p>ELO 1.1 Engage in critical and logical thinking.</p>	<p><i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i></p>
	<p><i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</i> <i>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i></p>

<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> <i>Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</i></p> <p><u>Reading</u> <i>The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</i></p> <p><u>Discussions</u> <i>Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</i></p> <p><i>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</i></p>
<p>ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p><i>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</i></p>

	<p><i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i></p> <p><i>The Vélodrome d'hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>
--	--

Goals and ELOs unique to Citizenship for a Diverse and Just World

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

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

GOAL 4: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.	
ELO 3.2 Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.	
ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.	

<p>ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.</p>	
---	--

Example responses for proposals within "Citizenship" (Hist/Relig. Studies 3680, Music 3364; Soc 3200):

<p>ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural,</p>	<p><i>Citizenship could not be more central to a topic such as immigration/migration. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on local, national, and global citizenship.</i></p>
<p><i>national, global, and/or historical communities.</i></p>	<p><i>Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.</i></p> <p><i>The course content addresses citizenship questions at the global (see weeks #3 and #15 on refugees and open border debates), national (see weeks #5, 7-#14 on the U.S. case), and the local level (see week #6 on Columbus). Specific activities addressing different perspectives on citizenship include Assignment #1, where students produce a demographic profile of a U.S.-based immigrant group, including a profile of their citizenship statuses using U.S.-based regulatory definitions. In addition, Assignment #3, which has students connect their family origins to broader population-level immigration patterns, necessitates a discussion of citizenship. Finally, the critical reading responses have the students engage the literature on different perspectives of citizenship and reflect on what constitutes citizenship and how it varies across communities.</i></p>
<p>ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p>	<p><i>This course supports the cultivation of "intercultural competence as a global citizen" through rigorous and sustained study of multiple forms of musical-political agency worldwide, from the grass-roots to the state-sponsored. Students identify varied cultural expressions of "musical citizenship" each week, through their reading and listening assignments, and reflect on them via online and in-class discussion. It is common for us to ask probing and programmatic questions about the musical-political subjects and cultures we study. What are the possibilities and constraints of this particular version of musical citizenship? What might we carry forward in our own lives and labors as musical citizens? Further, students are encouraged to apply their emergent intercultural competencies as global, musical citizens in their midterm report and final project, in which weekly course topics inform student-led research and creative projects.</i></p>

<p>ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</p>	<p>Through the historical and contemporary case studies students examine in HIST/RS 3680, they have numerous opportunities to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, as well as a variety of lived experiences. The cases highlight the challenges of living in religiously diverse societies, examining a range of issues and their implications. They also consider the intersections of religious difference with other categories of difference, including race and gender. For example, during the unit on US religious freedom, students consider how incarcerated Black Americans and Native Americans have experienced questions of freedom and equality in dramatically different ways than white Protestants. In a weekly reflection post, they address this question directly. In the unit on marriage and sexuality, they consider different ways that different social groups have experienced the regulation of marriage in Israel and Malaysia in ways that do not correspond simplistically to gender (e.g. different women's groups with very different perspectives on the issues).</p> <p>In their weekly reflection posts and other written assignments, students are invited to analyze the implications of different regulatory models for questions of diversity, equity, and inclusion. They do so not in a simplistic sense of assessing which model is</p>
---	---

	<p>"right" or "best" but in considering how different possible outcomes might shape the concrete lived experience of different social groups in different ways. The goal is not to determine which way of doing things is best, but to understand why different societies manage these questions in different ways and how their various expressions might lead to different outcomes in terms of diversity and inclusion. They also consider how the different social and demographic conditions of different societies shape their approaches (e.g. a historic Catholic majority in France committed to laicite confronting a growing Muslim minority, or how pluralism *within* Israeli Judaism led to a fragile and contested status quo arrangement). Again, these goals are met most directly through weekly reflection posts and students' final projects, including one prompt that invites students to consider Israel's status quo arrangement from the perspective of different social groups, including liberal feminists, Orthodox and Reform religious leaders, LGBTQ communities, interfaith couples, and others.</p>
--	--

<p>ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</p>	<p>As students analyze specific case studies in HIST/RS 3680, they assess law's role in and capacity for enacting justice, managing difference, and constructing citizenship. This goal is met through lectures, course readings, discussion, and written assignments. For example, the unit on indigenous sovereignty and sacred space invites students to consider why liberal systems of law have rarely accommodated indigenous land claims and what this says about indigenous citizenship and justice. They also study examples of indigenous activism and resistance around these issues. At the conclusion of the unit, the neighborhood exploration assignment specifically asks students to take note of whether and how indigenous land claims are marked or acknowledged in the spaces they explore and what they learn from this about citizenship, difference, belonging, and power. In the unit on legal pluralism, marriage, and the law, students study the personal law systems in Israel and Malaysia. They consider the structures of power that privilege certain kinds of communities and identities and also encounter groups advocating for social change. In their final projects, students apply the insights they've gained to particular case studies. As they analyze their selected case studies, they are required to discuss how the cases reveal the different ways justice, difference, and citizenship intersect and how they are shaped by cultural traditions and structures of power in particular social contexts. They present their conclusions in an oral group presentation and in an individually written final paper. Finally, in their end of semester letter to professor, they reflect on how they issues might shape their own advocacy for social change in the future.</p>
--	---

Research and Creative Inquiry Course Inventory

Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc).

Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Research and Creative Inquiry courses. It may be helpful to consult with the OSU Office of Undergraduate Research and Creative Inquiry. You may also want to consult your Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at daly.66@osu.edu or call 614-247-8412.

Pedagogical Practices for Research and Creative Inquiry Courses

Course subject & number

Undergraduate research is defined by the Council on Undergraduate Research (CUR) as an inquiry or investigation conducted by an undergraduate student that makes an *original* intellectual or *creative* contribution to the discipline. Undergraduate creative activity is the parallel to research, engaging in a rigorous creative process using (inter)disciplinary methods to produce new work.

In the context of the 4-credit GEN Theme High Impact Practice (which, by definition, is a more robust course than a non-HIP 3-credit Theme course—since student will take one 4-credit course instead of taking two 3-credit courses), research or creative inquiry requires a level of rigor and engagement that goes beyond what is routinely already included in a 3-credit Theme course in that discipline. It will generally mean that students are either (1) instructed in and engage in original research and the production and/or analysis of new understanding or data used in the preparation of a final paper, report, or project characteristic of the discipline, *or* (2) they are instructed in and engage in the primary production and performance or display of new creative work characteristic of the discipline.

Further comments and clarifications:

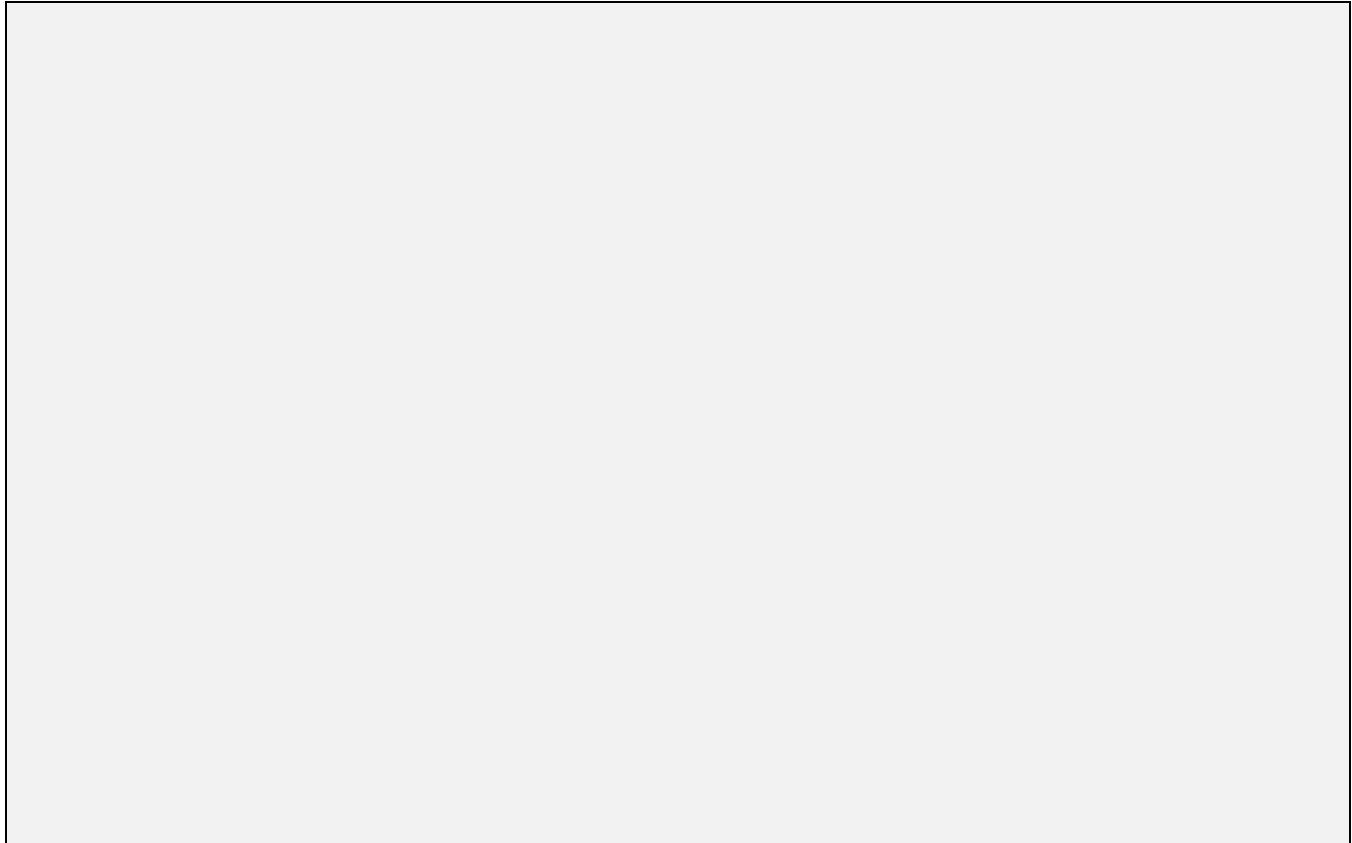
- The Creative Inquiry or Research component should be integrated throughout a *substantial* portion of the course (not just at the very end, for example).
- The Creative Inquiry or Research component should connect to the Theme and to the subject/content of the course. If the course at hand is requesting two Themes, then the research component or creative work should fully pertain to both Themes.

1. Disciplinary expectations and norms: Different disciplines at the university define original research and creative inquiry differently. Please explain what the expectations/norms of your discipline are for original research or creative inquiry. How is new understanding developed in your field? How does the creative process amplify knowledge in the field? (This information should also be readily visible on the syllabus.)

2. Teaching methods and practices: Which class activities and materials will be used to teach students the research methodology and/or research practices or the methods and practices of creative inquiry typical or relevant in your discipline? How will the potential ethical implications for research or creative inquiry in the field be addressed in the course? (This information should also be readily visible on the syllabus.)

3. Implementing: Through which class activities and materials will the students be given opportunities to practice disciplinary research or creative inquiry techniques, methods, and skills to create new knowledge or advance praxis? (This information should also be readily visible on the syllabus.)

4. Demonstration of competence: Disciplines develop and share new knowledge or creative work in different ways. Through which activity or activities will students first be taught and then be involved in a demonstration of competence in an appropriate format for the discipline (e.g., a significant public communication of research, display of creative work, or community scholarship celebration)? The form and standard should approximate those used professionally in the field. (This information should also be readily visible on the syllabus.)



5. Scaffolding and mentoring: Explain how the creative inquiry or research project will be scaffolded across multiple assignments or one large project broken up across the course (e.g., specific explanations about reviewing literature, developing methods, collecting data, interpreting or developing a concept or idea into a full-fledged production or artistic work). Each pertinent assignment should help students build and demonstrate skills contributing to the larger project. Meaningful feedback and mentoring should be provided by the instructor at regular intervals to inform next steps in the process. (This information should also be readily visible on the syllabus.)

6. Reflection: Explain how the course offers students opportunities for reflection on their own developing skills and their status as learners and as researchers or creatives. (This information should also be readily visible on the syllabus.)