



SYLLABUS – ENGR 2301: Citizenship in Engineering Contexts

[Listed as “Exploring Diversity, Equity & Inclusion in Engineering Contexts”]

Integrative (Research & Creative Inquiry Designation, 4 Credit Hours)

Spring 2024 – Format: Lecture, 3 hours 40 minutes / week

Instructor

Name: Leah Wahlin [Pronouns: she/her | Honorific: Prof.]

Email: wahlin.1@osu.edu

Office Hours: See Carmen for current office hours

Course Coordinator: Dr. Jennifer Herman, herman.125@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 structures, identity, and human experience. In this course, students will explore these dynamics by using the engineering design and writing processes to first identify and define a problem related to the course themes and then formulate and propose an actionable solution to that problem.

As they seek to understand and define meaningful problems affecting local or global communities, students will be guided to consider and deepen their understanding of citizenship, what it means to be a citizen, and how concepts of citizenship and society intersect with the work of engineers. The course content, the themes of the proposal project, and the problem-solving process will center on these driving questions:

- What does it mean to be a citizen and how is “citizenship” defined in different contexts? How do our ideas about citizenship shape how we act and participate in society?
- How do academic and public conversations about diversity, equity, inclusion, and justice inform ideas about what it means to be a citizen in the US and globally?
- How does identifying accurate, credible information online allow us to function better as citizens? How do social media, search algorithms, and the internet make that easier or harder?
- What engineering problems or products affect society? How do our identities and experiences shape our interactions with engineering and the solutions engineers create?
- How do our experiences with citizenship, diversity, equity, inclusion, and justice impact how we define and solve problems? Or how we prioritize the needs of various audiences?

Students will engage with course readings, instructor-led activities, and guided discussions to explore perspectives on citizenship in different contexts, including political, economic, social, digital, and ecological. In written reflections, journals, and a collaborative class glossary, students will deepen their understanding of these questions and examine the role of the professional 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, community outreach models, team project management and communication, and effective communication strategies for a variety of audiences.

Student Activities

Students will work both individually and in small teams on activities and assignments that develop knowledge and support their explorations of the course themes, the research and writing processes, and the conventions of technical communication in different contexts. We will begin by defining the course's key themes—citizenship, diversity, equity, inclusion, justice—and in particular we will consider these concepts within engineering and community contexts.

Throughout the semester, students will use **discussion preparation activities**, the **Collaborative Class Wiki**, and individual **Research Journals** to explore the course themes and identify topical areas of interest for the proposal project. Students will use a **Lightning Talk** to form small teams (2–3 students) around a common or related problem(s), further defining and developing their understanding of the problem or opportunity by creating **annotated bibliographies** and building toward a final **Funding Proposal** document. Teams will create **public-facing websites** and will present their proposed solutions in both a formal **in-class pitch presentations** and in a **public showcase**.

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 an overseeing 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 proposal documentation, presentations, and a public-facing website, 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).

Below is an overview of the expected course readings (subject to change) and resources organized around major topic areas. Specific reading assignments and materials will be distributed throughout the semester on Carmen and communicated to students in a detailed course schedule:

TOPIC AREAS	READINGS & RESOURCES
Citizenship	<p>Excerpts from “Citizenship and Social Class” (T.H. Marshall, 1950)</p> <p>Selections from The Good Citizen: How a younger generation is reshaping American politics (R. Dalton, 2020):</p> <ul style="list-style-type: none"> • “Chapter 1: Citizenship and the Transformation of American Society” (pp. 1 – 19) • “Chapter 2: The meaning and measurement of citizenship” (pp. 20 – 33) <p>Selections from Digital Citizenship: The Internet, Society, and Participation (Mossberger et al., 2007)</p> <ul style="list-style-type: none"> • 1: Defining Digital Citizenship (pp. 1 – 19) • 3: The Benefits of Society Online: Civic Engagement (pp. 47 – 66) • 5: From the Digital Divide to Digital Citizenship (pp. 95 – 122) <p>Excerpts from “What Kind of Citizen?: The Politics of Educating for Democracy” (Westheimer & Kahne, 2004)</p>

Diversity, equity, inclusion, justice	<p>“Chapter 3: Forming citizenship norms” (pp. 34 – 52) in <i>The Good Citizen</i> (R. Dalton, 2020)</p> <p>Diversity and Division in Advanced Economies (Pew Research Center, 2021)</p> <p>“Is it better to know?” [podcast] – <i>Hidden Brain</i></p> <p>“How they see us” [podcast] – <i>Hidden Brain</i></p>
Role of engineers / engineering in society	<p>Selections from Citizen Engineer (Douglas et al., 2009)</p> <ul style="list-style-type: none"> • “Part I. Advent of the Citizen Engineer” • Choice of “Part II. Environmental Responsibility” or “Part III. Intellectual Responsibility” <p>Selections from “Engineering Design for Social Justice” in Engineering Justice: Transforming Engineering Education and Practice (Leydens & Lucena, 2017):</p> <ul style="list-style-type: none"> • “Introduction: 1 Pressing Issues for Engineering Education and the Engineering Profession” (pp. 3 – 11) • “Introduction: 4 Engineering for Social Justice” (pp. 14 – 18) • “Introduction: 5 Engineering for Social Justice Criteria” (pp. 19 – 30) • “Chapter 2: Engineering Design for Social Justice” (pp. 67 – 201)
Society, identity & technology	<p>“How to Put Out Democracy’s Dumpster Fire” in <i>The Atlantic</i> (Applebaum & Pomerantsev, 2021)</p> <p>Selections from The Oxford Handbook of Digital Technology and Society (Yates & Rice [Eds.], 2020)</p> <ul style="list-style-type: none"> • “Introduction to the Oxford Handbook of Digital Technology and Society: Terms, Domains, and Themes” (pp. 1 – 27 [pdf]) • “5: Communities, Identities, and Class” (pp. 1 – 19 [pdf]) • “6: Citizenship, Politics, and Participation” (pp. 1 – 18 [pdf]) <p>Race and Technology in America [interactive article series] – <i>Axios</i></p>
Problem solving and designing solutions	<p>“What is Design Thinking and Why is it so Popular?” (via Interaction Design Foundation, 2022)</p> <p>“Rethinking Design Thinking” (Norman, 2013)</p> <p>Design for All [documentary] (Target, 2020)</p>

	Gendered Innovations [website and case studies] – Stanford
Writing & research / communication in an Engineering context	Choosing and Using Sources: A Guide to Academic Research (University Libraries) Technical Writing Essentials (Last, 2019) Planning and Organizing Proposals and Technical Reports (Johnson-Sheehan, n.d.) Engineered to Speak: Helping You Create and Deliver Engaging Technical Presentations (Chilcutt & Brooks, 2019)

Course Goals & Expected Learning Outcomes

This course has been created in alignment with the General Education (GE) goals and expected learning outcomes (ELOs) and course-level 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.

GE 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.

GE Theme: Citizenship for a Just & Diverse World Theme Course Goals

Successful students will:

1. **Analyze** concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component;
2. **Integrate** approaches to understanding citizenship for a just and diverse world 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;

3. **Explore** and analyze a range of perspectives on local, national or global citizenship and apply the knowledge, skills and dispositions that constitute citizenship; and
4. **Examine** notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

Citizenship for a Just & Diverse World Theme Course ELOs

Successful students are able to:

1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.

1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.

2.1 Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.

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.

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.

3.2 Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.

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.

Advanced Writing Goals

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

ENGR 2301: Citizenship in Engineering Contexts: Integrative Designation

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.

How will ENGR 2301 Achieve these ELOs?

To satisfy Ohio State's GE and thematic goals with a Research and Creative Inquiry (High-Impact Practices) designation, along with advanced writing embedded literacy skills and ABET Criterion 3 outcomes, work completed in this course will ask students to meet these course-specific objectives through the course assignments (see assignment details on pp. 7 – 9):

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 a funding proposal, pitch presentation, and other supporting documentation and communications.
2. **Engage in an advanced, in-depth scholarly exploration** of diversity, equity, and inclusion in engineering/STEM professional life and design processes, especially how race, ethnicity, gender, sexuality, age are experienced and intersect.
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.

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.

Course Assignments, 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 funding proposal and other communication-based project deliverables. *This is a project-based course and there are no formal, scheduled examinations.*

Graded Assignments & Activities

1. **Readings and In-class Discussion (individual and team):** In-depth, critical engagement with assigned and student-identified readings and participation in guided discussions, in large and small group settings; may also include individual reflection and written responses. [See schedule for reading assignments; some materials will be read and discussed during class time]
2. **Discussion Boards (individual and team):** Responding to prompts to explore course themes, synthesize readings, find and analyze sources, and examine project-related questions in teams.
3. **Collaborative class "Wiki" of key terms and concepts (individual/class):** Students will contribute to a class-composed wiki throughout the semester (where each student helps build both the concepts and words to be included and the contextualized definitions with cited sources). [2-3 pages of writing total in multiple submissions]
4. **Research Journal (individual):** Students will compose brief summaries and analyses and practice composing citations of sources relevant to the course themes and final project. The instructor will provide prompts to guide inquiry and the progression of ideas, but the sources are identified by the student and may take various forms (news, journal articles, videos, podcasts, professional publications, and so on). [3-5 pages total, multiple submissions]

5. **Annotated Bibliographies (individual/team):** Formal documentation of research findings in the following contexts:
 - a. individual exploration during the early problem definition phase [1-2 pages]
 - b. combined/refined bibliography to document that will also be presented as a public-facing “Resources & Information” page on the Public Website [1-2 pages]
6. **Progress Reports and Meetings with Instructor (individual/team):** Brief written reports and small group meetings at regular intervals throughout the semester [1-2 pages total, multiple submissions]
7. **Meta-cognitive Reflections (individual):** Shared with the instructor; prompted at key points in the project and in various formats, including mid-term and end-of-semester self-assessments and reflections. [3-5 pages total, multiple submissions]
8. **Lightning talk/pitch (individual):** Sharing problem and desired outcomes for a potential solution with classmates with the goal of forming groups based on research intersections and shared interests [3-5 minute individual presentation with slides]
9. **Culminating Proposal Communications (team):** The following deliverables will present the group’s proposed solution to several different audiences for varying purposes
 - a. *Formal Presentation:* Formal group pitch presentation supported with visuals in which the group defines the need/opportunity and pitches their solution to an audience of potential funding grantors. [7-10 minute group presentation with slides]
 - b. *Funding Proposal:* Comprehensive documentation of the group’s research-based solution, including graphics and adhering to a set of standard requirements (modeled after NSF proposals). [8-10 page document, including graphics and figures]
 - c. *Public Website:* Designed and developed public-facing website to raise awareness of the issue and educate a public audience about the problem and potential solution (will meet a list of content requirements and include written, visual, and video communications appropriate for a public audience). [Content and structure for a informative website; estimated 3-4 pages of writing total]
 - d. *Public Showcase:* Hosted event where students can informally share and discuss their projects with guests (invited from within the university community). [Informal presentation and event attendance]

Attendance & Participation

We will utilize the scheduled class times for lectures, class activities and scheduled 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 work in this course is scaffolded; this means that every smaller assignment is meant to help with the major, building towards the final proposal deliverables. The course schedule is designed so more background readings happen earlier and then taper off as work is expected to shift to focus on the major proposal communications. These assignments will have their own point value assigned, as documented on Carmen. Unless designated as “suggested,” course readings are a required part of course participation. Over the course of the term, you are expected to read assigned reading carefully and thoughtfully—engaging with the reading and spending time thinking about it in preparation for completing course projects and participating in class discussion. In class discussions will often draw on assigned readings, and it will be assumed that you have read and applied the assigned readings to your project assignments when your work is graded.

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>

<ul style="list-style-type: none"> 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
<p>Attention & Contribution</p> <ul style="list-style-type: none"> 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
<p>Group Citizenship</p> <ul style="list-style-type: none"> 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—take all appropriate precautions and prioritize your health and the health of this community
 - 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
 - check in with me regularly so that you don’t fall too far behind on major assignments
- If I get sick...
 - if I am well enough to teach but have not been cleared to come to campus, you will attend class in our scheduled classroom and use a device to log in to Carmen; I will lead the class meeting via Zoom. All instructions will be provided via Carmen Announcements.
 - if I am *not* well enough to teach, plan to attend class in our scheduled classroom; you will use a device to log in to our Carmen page and another instructor will facilitate class discussions and activities. You should proceed with assigned readings and assignments each week as they are laid out under Carmen modules unless instructed otherwise.

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

Grades in this course are calculated based on both individual and team-based assignments as listed. The assignments in this course are scaffolded, with smaller assignments geared toward topical exploration and building foundations for the major assignments. The point distributions

ENGR 2301: Citizenship in Engineering Contexts: Integrative Designation

outlined here are intended to show the expected “weight” of various assignments and may be subject to change.

Major & Minor Assignments	Points
Problem Introduction Lightning Talk (individual)	50
Funding Proposal (group)	200
<i>Annotated Bibliography (individual)</i>	25
<i>Problem Definition Documentation (includes collective Annotated Bib)</i>	30
<i>Solution Evaluation Documentation</i>	30
<i>Graphics and Figures (review workshop)</i>	20
<i>Drafts and Peer Reviews</i>	25
Pitch Presentation (group)	80
Public Communication Strategy & Planning (group)	50
Public Showcase Event Participation & Roundtable Discussion	35
Research Journal (3 prompted entries)	45
Collaborative Class Wiki (3 contributions and reflection)	50
Progress Reports and Instructor Meetings (3)	30
Mid-term Self-Assessment and Reflection	25
Team Performance Assessment and Reflection	20
Final Course Reflection	50
Discussion Prep and other writing assignments	30
Attendance & Participation	50
TOTAL	925

Grading Scale: Your final grade is calculated out of 1000 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%

ENGR 2301: Citizenship in Engineering Contexts: Integrative Designation

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 general topics for each week of this semester. *Assignment due dates, assignment descriptions, and links to all assigned readings and course materials are provided in Carmen Modules.*

Week 1: Introductions – Course Overview and Foundations
Week 2: Course Foundations – What is citizenship?
Week 3: Project Category Exploration – Digital Citizenship; Research Skills
Week 4: Project Themes Exploration – Environmental Citizenship; Topic Areas and Research Questions
Week 5: Individual Problem Definition – Design Thinking Strategies
Week 6: Individual Problem Definition – Narrowing the Focus
Week 7: Individual Problem Definition – Planning & Delivering the Lightning Talk
Week 8: Individual Problem Definition – Lightning Talks & Forming Groups
Week 9: Proposal Project – Team Building & Defining the (New) Problem
Week SPRING BREAK (March 11 – 15, 2024)
Week 10: Developing and Evaluating Solutions; Visualizing Information and Collaborative Writing

Week 11: Refining the Solution; Drafting the Proposal; Project Planning and Progress
Week 12: Drafting the Proposal; Graphics & Figures; Pitch Presentation Planning
Week 13: Pitch Presentations; Proposal Revisions and Website Content Planning
Week 14: Complete Proposal Draft & External Reviews
Week 15: Public Communication Planning & Showcase
FINALS WEEK (April 24 – 30, 2024)

Policies, Procedures, and Resources

The course policies below outline the expectations for this course. If you have any questions about a course policy or about the course in general, please see me. It also contains information about resources and services you may find helpful. The course has been carefully designed and each assignment created to build on the previous with the ultimate goal of meeting the goals and objectives noted in the learning outcomes expressed above.

Academic Integrity. I expect all work to be your own. When you use someone else's ideas or words as your own without proper attribution (such as citations), you are plagiarizing. Plagiarism is a form of academic dishonesty, as is cheating on a quiz or exam. Cheating and plagiarism are serious offenses that could result in a grade of F for the course. If at any time you are unclear about how to include others' ideas or words within your writing, please ask me. **Do not copy the writing of others.** Examples of documents given in class or on Carmen are to provide guidance and perspective, not an opportunity to copy someone else's work.

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.

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/>.

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

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.

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.

Civility and Title IX. I am committed to making the classroom a comfortable space for all of us, and I ask that we all work toward this goal during our class sessions and in all of the course's online spaces. We will respect each other and practice civility at all times. Disrespectful language including, but not limited to, sexist, racist, homophobic, or anti-ethnic slurs, or bigotry will not be tolerated.

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

Diversity, Equity, Inclusion Statement. The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Copyright Disclaimer. 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.

Disability Services. The University strives to make all learning experiences as accessible as possible. In light of the current pandemic,

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

Health and Safety Requirements. All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>).

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.

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

Syllabus. This syllabus and course schedule may be modified from time to time as appropriate in order to ensure course objectives are being met. All changes will be announced and posted to the course site on Carmen.