Submitting a course for inclusion in CSU's Inquiry Core Curriculum is an opportunity to think creatively about how you can spark students' curiosity and help them see the value of the knowledge and methods of your discipline.

Inquiry Core Curriculum Requirements

All courses in the CSU Inquiry Core Curriculum must be:
- Offered at the 100- or 200-level;
- Accessible and inviting to first-year non-major students;
- Adopt an Inquiry Orientation to design and delivery; and
- Include one or more Signature Assignments

African-American History & Culture Requirements

All courses fulfilling the "African-American History & Culture" requirement must:
- Meet OT-36 Learning Outcomes for *Diversity, Equity, & Inclusion* or *Arts & Humanities* or *Social & Behavioral Science*
- Develop and assess the Core Competencies of *Intercultural Knowledge & Competence*, *Critical Thinking,* and *Written or Oral Communication*
- Emphasize one or more aspects of African-American history and/or culture in a way that helps students understand the contemporary experience of African-Americans
- Provide students with a theoretical and/or empirical framework for *either*
  - Understanding inequality and the distinguishing aspects of the African-American Experience; *or*
  - Understanding African-Americans' contributions to US society as a whole

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Instructions for Completion

- Complete this document in Adobe Acrobat Reader. If you find that you cannot enter any additional text in a textbox, it is because you are using an incompatible PDF reader.
- Include the Core Curriculum Syllabus Statement in your syllabus
- Attach this completed document, your syllabus, and an overview of your signature assignment(s) in Curriculog.

The CSU Core Curriculum Handbook
Contact the Core Curriculum Director: corecurriculum@csuohio.edu

Course Code & Title

OT36 Outcome Mapping

For each OT36 learning outcome provided in the left column, indicate the following:

(a) How the course embeds the outcome.
(b) How student achievement of the outcome will be assessed.
(c) Where in the syllabus, signature assignment overview, or other provided documentation the embedding and assessing of the outcome is evidenced.

OT36 Outcome	(a) Course Embed	(b) Assessment of Outcome	(c) Evidence of (a) and (b)
Basic Knowledge. Employ principles, terminology, and methods from disciplines in the arts and humanities			
Textual Analysis. Analyze, interpret, and/or evaluate primary works that are products of the human imagination and critical thought.			
Contextual Examination. Reflect on the creative process of products of the human imagination and critical thought.			

2

OT36 Outcome	(a) Course Embed	(b) Assessment of Outcome	(c) Evidence of (a) and (b)
Breadth. Explain relationships among cultural and/or historical contexts.			
Communication. Convey concepts and evidence related to humanistic endeavors clearly and effectively.			

What aspect(s) of African-American history and/or culture does this course emphasize? How does this focus help students understand the contemporary experience of African-Americans?

How does the course either:
    (a) provide students with a theoretical and/or empirical framework for understanding inequality and the distinguishing aspects of the African-American experience?
Or
    (b) provide students with a theoretical and/or empirical framework for understanding African-Americans' contributions to US society as a whole?

Inquiry Orientation

Core Curricular courses are expected to take an inquiry orientation toward course design, organization, and instructional method. While complete "Inquiry Based Education" is not required, courses should include the following two components:

- Organize learning around the exploration and investigation of problems or questions that would be of interest to and engaging for first year students;
- Require students to engage, individually or collaboratively, in some of the stages of inquiry.

[Learn more about designing for inquiry](#)

Major Problems/Questions: What are the major problems and/or questions that frame your course?

Stages of Inquiry: How will students be engaged in the inquiry process in the course? What activities and/or assignments will be used to develop students' ability to engage in inquiry?

Core Competency Mapping

The core competencies required are provided below. For each competency, do the following:

(a) Indicate which <u>two</u> learning outcomes the course will especially focus on developing and assessing through one or more signature assignments. The available learning outcomes can be found on the CSU Core Competencies page of the Core Curriculum Handbook.

(b) Indicate how each identified learning outcome is embedded or understood in the course.

CSU Core Competencies

Core Competency 1: Critical Thinking	
Core Competency Learning Outcome	Associated Course Learning Outcome *and/or* description of how the outcome is embedded in the course

Core Competency 2: Intercultural Knowledge & Competence	
Core Competency Learning Outcome	Associated Course Learning Outcome *and/or* description of how the outcome is embedded in the course

Core Competency 3:	
Core Competency Learning Outcome	Associated Course Learning Outcome *and/or* description of how the outcome is embedded in the course

Signature Assignments

Each core curricular course is required to have at least one signature assignment and to assess all chosen core curriculum learning outcomes through signature assignments. All signature assignments include two parts: some form of authentic assessment (i.e., not an exam or quiz) and a personal reflection related to the assignment and/or course.

To complete this section, do the following:

(a) Indicate the signature assignment(s) of the course, briefly describing it.
(b) Indicate which core competency learning outcome(s) the signature assignment will assess and how it will do so.
(c) Provide at least one of the reflection prompts you will provide students. You are welcome to provide students with options but need only provide one possibility here.

If you are using more than three signature assignments, include an additional attachment in Curriculog answering the same prompts as below for each additional signature assignment.

Learn more about Signature Assignments

Signature Assignment Name/Description	Core Competencies Assessed and how	Reflection Prompt

Inquiry Pathway

Core Curricular courses may be included in one or more established [Inquiry Pathways](#). Core courses are not required to be included in any pathway.

If you would like this course to be included in a pathway, answer the questions below

Pathway:
How will the course meaningfully and substantively contribute to the pathway theme?
Pathway:
How will the course meaningfully and substantively contribute to the pathway theme?

<div align="center">**AST/ENG 208: Womanism/Black Feminism**</div>

Instructor: Dr. Adrienne J Gosselin
Email: a.gosselin@csuohio.edu
Office: BH 137
Office Hours: MWF: 10 – 11:00; 2:30 – 3:30; and by appointment

Core Curriculum Syllabus Statement

This course is part of the Cleveland State University's Inquiry Core Curriculum program. The Inquiry Core Curriculum program aims to provide students with a well-rounded education, emphasizing a diverse range of methods of inquiry and essential skills for success after graduation. This course contributes to the program by fulfilling African American History and Culture requirement. In fulfilling that requirement, this course will provide you opportunity to develop the following competencies: Critical Thinking, Intercultural Knowledge and Competence, Oral Communication.

Womanism/Black Feminism

"We are all bound up together in one great bundle of humanity, and society
cannot trample on the weakest and feeblest of its members without receiving the curse in its own soul."

<div align="right">Frances Ellen Watkins Harper, 1857</div>

"If Black women were free, it would mean that everyone else would have to be free since our freedom would necessitate the destruction of all the systems of oppression."

<div align="right">The Combahee River Collective Statement, 1977</div>

COURSE DESCRIPTION

Rooted in the experiences of Black women and other women of color, this course examines the origins of womanism as a social change ideology and its evolution as a global phenomenon. The central themes include the history of Trans-Atlantic slavery, racism, emancipation, women's suffrage, Euro-American feminism, and Black feminist theory and its influence on shaping community-based activism in the everyday experiences of women of color. A unique feature of this course is engaging methodologies such as intersectionality that highlight intercultural awareness. Readings will examine the ways in which the historical past inform contemporary issues facing women of color. Lectures will explore theoretical constructs that present the world from an Afrocentric perspective while engaging other forms of intellectual thought. Written assignments will allow students to articulate shifts in cultural perspective through reflective practice. Overall, the aim of this course is to provide a platform for cultural learning and

foundation for students to see themselves as participants in an ever-expanding global lexicon of social justice activism that incorporates gender and transcends race.

The theoretical and/or empirical framework for understanding inequality and the distinguishing aspects of the African American female experience will be provided through a multidisciplinary approach that includes historical, sociological, and political references. Students will explore the lives of early enslaved Africans and their adaptation of West African kinship, such as the extended family network, as well as the retention of female African orisha found in everyday rituals. Readings will emphasize self-definition, self-empowerment and self-support as part of the everyday experience of Black women in the Americas. Lectures will trace the historic contributions of Black women and women of color to community-centered activism that shaped social and political movements from the Underground Railroad to Black suffrage to Black Freedom Movements to the political empowerment of African American women in the 21st-century

LEARNING OUTCOMES

1. Students will able to identify fundamental concepts and historical differences shaping the discipline of womanism as separate from feminism.

2. Students will able to evaluate primary and secondary texts written by Black women to access non-Anglocentric perspectives.

3. Students will able to analyze the ways in which the practice of slavery affected gender roles for enslaved Africans in the Americas.

4. Students will be able to identify Black male-female gender equity and cooperation in the development of African American culture.

5. Students will be able to analyze and articulate the history and role of the helping tradition in the Black family and community in womanist activism.

6. Students will be able to articulate the ways in which womanism to embraces gender and transcends race

MAJOR QUESTIONS THAT FRAME THIS COURSE

1. How does womanism differ from feminism?
2. How did the practice of slavery affect gender roles for enslaved Africans in the Americas?
3. How is Black male-female gender equity and cooperation embedded in the development of African American culture?
4. How do primary and secondary texts by Black women contribute to understanding the human condition through an Afrocentric perspective?
5. How does womanism alter definitions of motherhood?
6. How has womanism used the helping tradition contributed to womanist activism and to embrace gender and transcend race?

COURSE FORMAT

By enrolling in this class, you agree to assume certain responsibilities:
- Observe basic classroom etiquette.
- Become an active participant in class by reading assigned material contributing to critical discussion.
- Attend class sessions and assume personal responsibility for any missed classes.
- Arrive to class on time, prepared to learn by listening, taking notes during class, and participating in discussions.
- Recognize research and other written work as an extension of your learning process.
- If you are reluctant to speak in class, please challenge yourself to participate. Your insights and questions are vital to our collective success. If you have issues regarding participation, be sure to speak the instructor about your concerns.

REQUIRED TEXTS & OTHER COURSE MATERIALS

Texts to purchase:
- Barbara Neely   *Blanche Cleans Up*
- Rebecca Skloot   *The Immortal Life of Henrietta Lacks*
- Harriet Jacobs   *Incidents in the Life of a Slave Girl*
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OER Texts:
As much as possible, texts have been provided as Open Electronic Resources (OER and accessible on the Blackboard Homepage (BBH).
- Layli Phillips, editor *The Womanist Reader*
- Paula Giddings   *When and Where I Enter*
- Frances Harper   *Iola Leroy*
  - https://www.gutenberg.org/cache/epub/12352/pg12352-images.html
- *Undivided Rights: Women of Color Organize for Reproductive Rights*
  - CSU Library; Web accessible: RG133.5 .S555 2016eb
- Unless noted, readings identified in syllabus will be available as OER texts on the Blackboard Homepage.

ASSIGNMENTS, INSTRUCTIONS & GRADES

Peer Discussion E-Posts (aka The Week in Review)

Peer Discussion E-Posts are weekly, informal writing-to-learn activities that allow students to reflect on self-selected aspects of course readings and lectures for each week. The activity is designed to foster learning at deeper levels than memorization or recitation.

Peer Discussion E-Posts take place in the Blackboard Discussion Forum. Each student will submit two individual e-posts over the course of the week and respond to comments by at least one of their peers. Each individual e-posts should be a minimum of 100 words. Each response should be a minimum of 100 words. Students must comply with word count requirements in order to go beyond first impressions. For example, if there is an aspect that you don't understand, explore the nature of misunderstanding. Is the material new? How does the new information interact with previously held views? Response posts ay share the same reaction or even offer clarification. Collectively, posts can engage a dialogue among students not available through in-class discussion.

The weekly assignment will generate 300 words per week. However, because the topic is student-centered and the writing self-reflective, motivated by personal response to assigned material, students are often surprised at how easily they meet this requirement. Finally, peer-discussion e-posts not only broaden understanding of different culture perspective, it allows students to become aware of their own learning processes and to use their own experience as a learning assessment.

Your observations may be posted at any time during the week but must be posted by Sunday @ 11:59PM.

Rubric for Peer Discussion E-Posts following the Reading Schedule.

Close Reading Quizzes
- Close reading quizzes will be taken online through Blackboard
- Close reading is a method of analysis that focuses on specific details of a passage or text. In written work, close reading provides concrete evidence from the text to support assertion or interpretation rather than opinion or assumption.
- Close reading strategies:
  - Read the text actively. Take notes on a separate sheet of paper, directly in your book, or you may even choose to make a photocopy of the text or passage and take notes on that.
  - Take notes not only of the details in the text, but also of the ways in which the passage or information connects to major questions and/or issues of the course.
  - Take note not only of the details in the text, but also of the impressions which those details create in you as a reader. The purpose of a close reading is to squeeze the details from your chosen text and use those details to formulate an interpretation of a deeper meaning or impression present in the text.

Midterm and Final Examinations
These examinations are designed to test your knowledge (breadth and depth of understanding) of material from the lectures, readings, and discussions. Both exams will consist of objective questions (fill in the blanks, true and false, identification, multiple choice), two shorter essay (e.g., identify and describe; compare and contrast; explain) and one longer, five-paragraph essay

(introduction with main argument, three paragraphs with developed support, conclusion synthesizing the information). (The rubric for the longer essay appears at the end of Reading Schedule.)

To do well on these exams, you must know and understand historical concepts, theories, controversies, findings, relationships, and facts, and must be able to apply your knowledge. Attending classes, taking good notes, and preparing for and actively participating in class discussions will help you prepare. You should review the readings, lectures, and discussions for detail as well as for the big picture. The dates for the exam will be listed on the course schedule. You will take this exam outside of class and be given extended time to complete. However, once you begin, you must complete the examination. ODS accommodations related to the time allotted can be automatically set for you in Blackboard.

The Un-Essay Signature Assignment
The Un-Essay is a digital, multi- modal assignment due at the end-of-term signature that will allow students review topics that align with major questions of the course and self-select for research and analysis that goes beyond material covered over the term. Topics must be submitted and approved before research begins. Research for the Un-Essay will take place outside of class. While students may use other software program, one class will be reserved for creating presentations in Microsoft PowerPoint. Instruction will include best practices for:
- presenting within the time limits allotted for the assignment (e.g. 5-5-5);
- effective organization (e.g. adaptation of the five-paragraph format: introduction detailing the purpose and structure of the presentation, a body covering the main points, a conclusion summarizing and highlighting the main points of your presentation);
- highlighting evidence that reflects research;
- determining font size and images;
- appropriate language for the topic and audience, including unbiased vocabulary and relevant terminology;
- body language and eye contact.

The Un-Essay also includes a component for meaningful reflection. Prompts will be given to help student make connections between the assignment and the learning outcomes the assignment is meant to develop and assess. These prompts are not meant to supply the format you're your reflection but rather to facilitate deeper exploration and awareness of the student's own learning processes.

The Un-Essay engages the three Core Competencies embedded in this class:
- Critical Thinking
  - Project critically states, describes, and considers an issue or problem.
    - Students will read primary texts in critical context, using secondary information for conclusions that demonstrate synthesis and analysis and relevant connection to major questions.
  - Project uses information from sources with enough interpretation and evaluation to develop a comprehensive analysis or synthesis.
- Intercultural Knowledge and Competency

- o Project demonstrates an understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
  - o Project initiates and develops interactions with culturally different others while suspending value judgments in such interactions.
- Oral Communication
  - o Project provides credible, relevant, and convincing information (e.g., explanations, analogies, quotations, statistics, examples, contexts) that support the principal ideas of the presentation or establishes the presenter's credibility on the topic.
  - o Projects group and sequences ideas and supporting material such that the organization reflects the purpose of the presentation, is cohesive, and accomplishes its goal(s).

The rubric for the Un-Essay follows the Reading Schedule.
- Also, additional rubrics to help with this assignment will be available on the Blackboard Homepage.
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SCHEDULE FOR GRADED ASSIGNMENTS

Assignment	Date Due	Percent of Total Grade
Peer Discussion E-Posts	Weekly (except 3.7)	20%
Close reading quizzes	1.31; 2.14; 3.31; 4.9; 4.25	20%
Midterm Examination	3.7	20%
Final Examination	5.9	20%
Un-Essay	TBA	20%

Grading Scale:
100 – 90   A
89 – 80   B
79 – 70   C
69 – 60   D
59 and below F

Extra Credit
Students will have the opportunity to earn extra credit points by attending special events or programs on campus that focus on information discussed in class or related to the black community. After attending the event or program, the student should write a two-page reflection paper summarizing the important aspects and upload to the Extra Credit portal on Blackboard Homepage. Each submission is worth five points, which will be added at to your final score at the end of the term.

SCHEDULE READING AND ASSIGNMENTS

Please read the entire schedule carefully. You are expected to come to class prepared for that day's assignment. Research suggests that students should devote at least three hours of preparation time for each hour spent in class. This tentative course outline should help you plan your study schedule for this semester. However, please note that information contained in this syllabus is subject to change. You will be apprised of such changes in advance both in class and online. You are responsible to record new information and make necessary accommodations.

Date	Topics & Events	Assigned Readings on BB *
Week 1 Introductions & Team Building		
Monday, 1.13	Student Introductions	*A Black Woman Speaks* (view in class)
Wednesday, 1.15	Team Building Exercise	"Face-to-Face Day-to-Day Conscious Raising"
Friday, 1.17	Racism & Women's Studies Differences and Alliances	Smith: "Racism & Women's Studies" Pence: "Racism: A White Issue"
Week 2 Womanism: What It Is and Is Not		
Monday, 1.20	Martin Luther King Day (University Closed)	
Wednesday, 1.22	Black Feminism Discuss History Identify Major Tenets	The Combahee River Raid "The Combahee River Collective Statement"
Friday, 1.24	Africana Womanism Identify Major Tenets	In Hudson-Weems: "Africana Womanism"
Week 3		
Monday, 1.27	Africana-Melanated Womanism Differences and Alliances	In Hudson-Weems: "Africana-Melanated Womanism"
Wednesday, 1.29	"Womanism on Its Own" Identify Major tenets Compare & Contrast	Phillips: *The Womanist Reader* "Womanism on Its Own"
Friday, 1.31	"Womanism on Its Own" Compare & Contrast • Close Reading Quiz #1	Phillips: *The Womanist Reader* "Womanism on Its Own"
Week 4 Womanism and Resistance		
Monday, 2.3	Casting of the Die: Identify & Discuss Major	*When and Where I Enter*:

	Tenets	Chapter II: Casting of the Die
Wednesday, 2.5	Casting of the Die: Discuss Major Tenets	*When and Where I Enter*: Chapter II: Casting of the Die
Friday, 2.7	Critical Connections / Reading in context	*Incidents in the Life of a Slave Girl*

Week 5		
Monday, 2.10	Critical Connections	*Incidents in the Life of a Slave Girl*
Wednesday, 2.12	Critical Connections	*Incidents in the Life of a Slave Girl*
Friday, 2.14	Critical Connections • Close-Reading Quiz #2: Reading in Context	*Incidents in the Life of a Slave Girl*

Week 6 Womanism and The Black Helping Tradition		
Monday, 2.17	President's Day (University Closed)	
Wednesday, 2.19	The Helping Tradition in Traditional Africa and in Slavery	Martin & Martin *The Helping Tradition in the Black Family and Community,* pp 1 - 31
Friday, 2.21	The Decline of the Helping Tradition	pp 44 – 52 pp 63 – 76

Week 7 Womanism & Motherhood		
Monday, 2.24	Defying Biological Determinism	"Two Representative Issues" *The Street (Chapter 1 – 3)*
Wednesday, 2.26	The "Good" Mother	*The Street*
Friday, 2.28	The "Bad" Mother	The Street

Week 8		
Monday, 3.3	Tragic versus Tragedy	*The Street*
Wednesday, 3.5	Midterm review	

Friday, 3.7	MIDTERM	

<table>
<tr><td colspan="3" align="center">SPRING RECESS: March 10 – March 16</td></tr>
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Week 9	**Womanism and Gender Equity**	
Monday, 3.17	Black Male Feminism	Michael Awkward: "The Role of Black Males in Black Feminism"
Wednesday, 3.19	Black Male Feminism	"The Role of Black Males in Black Feminism"
Friday, 3.21	Black Male Feminism • Close Reading Quiz #3:	"The Role of Black Males in Black Feminism"
Week 10	**Re-Reading Gender Equality (BHT & Black Male Feminism)**	
Monday, 3.24	Black Males and Antipatriarchy	*Iola Leroy*
Wednesday, 3.26	Black Males and Antipatriarchy	*Iola Leroy*
Friday, 3.28	Black Males and Antipatriarchy	*Iola Leroy*
Week 11		
Monday, 3.31	White Males and Antipatriarchy	*The Loving Film (2011) (view in-class)*
Wednesday, 4.2	White Males and Antipatriarchy	*The Loving Film (2011) (view in-class)*
Friday, 4.4	Patriarchy versus Masculinity	*Blanche Cleans Up*
Week 12		
Monday, 4.7	Patriarchy versus Masculinity	*Blanche Cleans Up* Small Group Discussion
Wednesday, 4.9	Race and Masculinity Close-reading Quiz #4: • Short essay format using Small Group Discussion as critical context • Due: April 13 @ 11:59PM	*Blanche Cleans Up* Small Group Discussion
Friday, 4.11	The Un-Essay	Instructions and Rubric
Week 13	**Womanism and Women's Health**	
Monday, 4.14	Discuss video Sign up for Un-Essay presentations	*Bringing Henrietta to Life* (view in class)

Wednesday, 4.16	Racism and Medical Practice	*The Immortal Life of Henrietta Lacks*
Friday, 4.18	Hela Cells	*The Immortal Life of Henrietta Lacks*
Week 14		
Monday, 4.21	Racism and the History of Mental Health	*The Immortal Life of Henrietta Lacks*
Wednesday, 4.23	Informed consent	*The Immortal Life of Henrietta Lacks*
Friday, 4.25	Close-reading Quiz #5: Short essay format using researched updates as critical context	
Week 15 The Un-Essay		
Monday, 4.28	Un-Essay Presentations	
Wednesday, 4.30	Un-Essay Presentations	
Friday, 5.2	Un-Essay Presentations	
EXAM WEEK May 3 –May 9		
Friday May 9 12:30 – 2:00	FINAL EXAM	
Upload Reflection Essay (Separate portal)		

RUBRIC FOR PEER DICUSSION E-POSTS

	Unacceptable	Needs Improvement	Average	Excellent	Total # of Posts	Score
	2	3	4	5		
Observations	Posts did not address assignment	Posts demonstrate limited knowledge of the topic	Posts demonstrate adequate familiarity with topic and some attempts to analyze content	Posts demonstrate content was appropriately reviewed and content synthesized to create new understanding		
Message Quality	Posts do not relate to discussion content; make short or irrelevant remarks; demonstrate little understanding or evidence of reading assigned material.	Posts show minimum connection to content; most comments short in length and offer little some evidence of close reading or understanding of assigned material.	Post address discussion content; demonstrate surface understanding of assigned material; attempt some insight into topic.	Posts evidence of close reading and interacts with assigned material; expresses opinions and ideas with obvious connections to the topic		
Responses	Questions or comments not addressed; little response beyond "I agree."	Post addresses some questions or comments, mentions topic but no connection or substantial development	Response makes connections, offers supporting detail; expands discussion with examples from reading	All comment and questions adequately addressed; response demonstrates understanding of content; contributes further observations, evidence, and experience.		
Participation	Observations posted too late for peer response; response to peers	Postings were submitted on the same day or too late for peers to	Postings were submitted on at least 2 different days	Postings are evenly distributed throughout the		

11

	not posted in timely manner.	respond in timely manner.	during the discussion period; responses to peers posted in a timely manner.	discussion period; responded to more than one observation; responses generated dialogue with peers.		
Etiquette	Posts not appropriate–poor grammar; below minimum word count	Posts meet word count but include inappropriate references or substantive discussion of topic; several grammatical errors.	Posts meet minimum word count, reasonably accurate discussion of material; cordial language; a few grammatical errors.	Posts exceed minimum word count, include appropriate references; use proper language, cordiality, grammar, punctuation		

Each weekly Peer Discussion E-Post is worth a maximum total of 14 points.
The accumulated score from this assignment equals 25% of your final grade.

RUBRIC FOR LONGER ESSAY					
Criteria	Exceeds 5	Meets 4	Minimum 3	Below 2	Score
Focus & Detail	Topic clear. Main ideas clear, well supported by details, textual evidence	Topic clear. Main ideas clear. Information accurate but not well supported by detailed information.	Identifiable topic. Main ideas somewhat clear.	The topic and main ideas are not clear.	

Organization	Introduction states the main topic and provides␣an overview of the paper; information is relevant, presented in a logical order. Strong conclusion.	Introduction states main topic and provides an overview of the paper; information relevant, presented in a logical order but less detail. Conclusion repeats introduction.	Introduction states main topic, minimal overview. Information not well developed or supported with textual evidence. Conclusion repeats introduction.	There is no clear introduction, structure, or conclusion.	
Voice	Author's knowledge and/or experience with the topic is evident; information developed with analysis; concrete textual evidence	Author's knowledge and/or experience with the topic is evident; support from text mostly summary; little analysis,	Author's knowledge and/or experience with the topic is limited; little evidence of close reading.	The author's purpose of writing is unclear; support from opinion, jargon or clichés; little to no evidence of close reading.	
Sentence Structure, Grammar, Mechanics & Spelling	Sentences are well constructed; transitions connect ideas; no errors in grammar, syntax/mechanics, and/or spelling.	Most are sentences well-constructed; transitions connect ideas; author makes a few errors in grammar, mechanics, and/or spelling but they do not interfere with understanding.	Most are sentences well-constructed; no transition so relationship of ideas not clear; author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.	Sentences awkward and/or repetitive; sentence logic difficult to follow; author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.	

RUBRIC FOR THE UN-ESSAY SIGNATURE ASSIGNMENT

	SCORE	COMMENTS
CONTENT		
Central message is clear and consistent with the supporting material. Presentation meets the information requirements of the assignment.		
Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.		
Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic. Information has not simply been copied and pasted from another source.		
There is not too much text on a slide. Each slide contains a limited number of talking points as opposed to complete paragraphs or lengthy sentences.		
Presentation is free of spelling and grammatical errors.		
DESIGN		
Slides display elements of effective design. Fonts, colors, backgrounds, etc. are effective, consistent and appropriate to the topic and audience.		
Animations and/or sounds have been used to emphasize important points. They do not distract from the content.		
Text is clear and easy for the audience to see.		
PRESENTATION		

Presenter was familiar with the material and did not read from slides or rely on notes. It is evident that the presentation was rehearsed.		
Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.		
Presenter showed enthusiasm for the subject matter and encouraged audience interest.		
Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.		
Demonstrates understanding of the complexity of elements important to members of another culture in relation to its history.		
Asks complex questions about other cultures, seeks out and articulates answers to this questions that reflect multiple cultural perspectives.		
Articulates a complex understanding in verbal and nonverbal communication and is able to skillfully negotiate a shared understanding based on those differences.		
TOTAL SCORE / GRADE		

Scoring:
1. Poor: Many requirements not met
2. Fair: Some requirements met
3. Good, meets most or all expectations
4. Exemplary: exceeds expectations

COURSE POLICIES & PROCEDURES

Student Success Guidelines
https://www.csuohio.edu/sites/default/files/Syllabus_Statements_%28Jan%202023%29_%281%29.pdf

CSU Writing Center
The CSU Writing Center and WAC Program have two goals: hospitality and independence. We strive to create a warm environment because we believe that writing requires many decisions that are best made in a peaceful and welcoming environment. The other goal of independence refers to our desire to teach students to use writing strategies for themselves. For the past several semesters, we have seen over 900 students and given between 2,000-3,000 appointments. Our staff is comprised of graduate students in literature or creative writing who enjoy working with students. We are located on the first floor of the library behind the reference desk.

For more information, you can visit the website https://www.csuohio.edu/writing-center/writing-center or call Dr. Mary McDonald at 216-687-6981.

Course Professional Standards
1. Students' prompt and regular attendance of all class meetings. Arriving late to class is rude and disruptive. You are expected to be punctual!
    a. A student's accumulation of four (4) unexcused absences will result in a half-letter grade reduction.
    b. Excuses for medical reasons must be verified (written documentation or email) by a doctor or healthcare professional.
    c. Absences related to work are considered unexcused and missed tests cannot be rescheduled.
    d. A student's late arrival to three (3) classes, whether consecutive or not, will be equivalent to one (1) unexcused absence.
    e. Missed work as a result of an excused absence must be made up within the week of the student's return to class.

2. Students should complete all readings in advance of class.
    a. You must bring your book to class, as well as paper to take notes.
    b. Mark your books when reading to note passages of interest or curiosity or confusion.
    c. Make a list of questions about the reading, noting relevant page numbers.

3. Students must demonstrate class preparedness by participating in class discussions on assigned readings.

4. Student must submit all assignments on or before the specified deadline. Late work must be approved by the instructor.

5. The ringer on your cell phone should be turned off during class. If your cell phone disrupts class, you will be warned about this violation. A third offense will result in a penalty of five points to your final grade average.

6. Rude and disruptive behavior will not be tolerated in class. Any student guilty of committing such an act will be asked to leave the class.

7. All correspondences by e-mail should be conducted in a professional manner. Students should identify their respective classes in the email.

8. While using your personal computer, please <u>refrain</u> from surfing social media networks and other websites that are not relevant to the course during class time.

Care @ CSU
The Care Team @ CSU provides support to students and connects them to resources based on your specific needs. Find out more at
https://www.csuohio.edu/care/whathttps://www.csuohio.edu/care/what-care-managementcare-management.

Mental Health
If you are experiencing mental health challenges, do not hesitate to reach out to the university Counseling Center at 216-687-2267.

Disability Accommodations
Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in Rhodes West 210. Accommodations need to be requested in advance and will not be granted retroactively.

Religious Accommodation Guidelines
Cleveland State University values diversity and understands religious practice as one factor enriching our campus's cultural and ethnic landscape. CSU's faculty and administration respect the different demands that religions might make on the faithful and, therefore, support and accommodate students, faculty, and staff of all faiths so that religious observance does not negatively affect academic success.
Requests for religious accommodations should be made at the beginning of the semester (within the first two weeks). The request should be made using the Absence Authorization Form located on the Faculty Senate Webpage and **the University Compliance webpage, and must include dates, reasons, duration of absence.**

Attendance/Missed Class Policy
Attendance will be taken in this class and recorded in Starfish. Late arrivals are defined as arriving ten minutes after class begins. Three late arrivals or three early departures will equal one absence. You are allowed five unexcused absences. Six unexcused absences will lower final grade by one-half letter grade.
Role of the Student:
- Notify the instructor of the upcoming activity by beginning of the second week of the semester for classes scheduled in Fall and Spring semester.

- For the purpose of this policy Excused absences must be accompanied by "Class Absence Authorization Form" (see BBH) or medical form.
- Be responsible for all material covered in class during their absence. Students failing to adhere to the proper procedure may jeopardize their absence as being classified as "excused."
- Be responsible for completing any makeup work when provided resulting from the absence.
- Be subject to Student Conduct Code violations if this policy is misused.

Role of the faculty member:
- Judge the validity of student absences from class within the University's approved guidelines
- Require documentation for excused absences.
- Evaluate any reason for a student missing class and determine whether the absence is justified.

Preferred Name

I want you to feel that my classroom is safe and inviting for you. I will gladly honor your request to address you by a chosen/preferred name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. If you would like additional assistance regarding wider use of your chosen/preferred name on campus, please contact the Office for Institutional Equity at OIE@csuohio.edu or 216-687-2223.

Diversity and Inclusion

Inclusion and respect for difference, in all its forms, is essential to building a classroom environment where everyone feels able to learn and contribute to class discussions. The material covered in this course will engage with questions of how difference produces distinct forms of knowledge and diverse experiences. The experiences and ways of knowing discussed in the course materials may be similar or different from our own experiences, both of which can result in questions and possibly even feelings of discomfort. When these moments arise, let us be encouraged to view them as valuable and important components of learning. Thus, this course asks everyone to think critically and thoughtfully about social differences and societal inequalities in ways that may expand or challenge previously held ideas.

As such, the goal of this course is not to "force" certain ways of thinking onto anyone, but, rather, to expose us to ways of thinking and being in the world that may or may not be different from our own. Disagreement with the course material, fellow classmates, and me is expected and encouraged; however, we will remain respectful and willing to listen and learn at all times. Although we are under no obligation to agree with the course materials, the instructor, or students, we are still responsible for displaying a comprehension of the material assigned and the conversations taking place during class.

Academic Dishonesty

Academic misconduct includes all acts of cheating, plagiarism, forgery and falsification. Please note the following definitions below:

The term "cheating" includes (but is not limited to):
1. Using unauthorized assistance in taking quizzes or tests.
2. Using sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments.
3. Acquiring tests or other academic material before such material is revealed or distributed by the instructor.
4. Misrepresenting papers, reports, assignments or other materials as the product of a student's sole independent effort.
5. Failing to abide by the instructions of the proctor concerning test-taking procedures.

The term "plagiarism" includes, but is not limited to:
1. The use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment
2. The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Also, forgery and falsification are unacceptable in the fulfillment of academic assignments. A student found guilty of cheating, plagiarism, forgery, or falsification will be given an F on the assignment. A second offense will result in an F in the course. The link below provides more information on CSU policy for academic misconduct:
https://www.csuohio.edu/sites/default/files/3344-21-02.pdf.

Academic Misconduct: Definition and Procedure
https://www.csuohio.edu/sites/default/files/Academic_Misconduct_Procedure_Faculty_Senate_Approved_4-28-2021_posted_0.pdf

https://www.csuohio.edu/sites/default/files/3344-21-02_Academic_Misconduct_Policy_Compliance.pdf

Plagiarism and Academic Honesty:

·   Plagiarism is serious business. It involves representing another person's words or ideas as your own or reusing your own writing (from previous courses, for example) deceptively. It also includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas, whether those ideas come from the internet or print sources. Any student caught plagiarizing any assignment for this class will receive a penalty in-line with the Student Code of Conduct, whether the instance of plagiarism involves one sentence or an entire essay. **If you are found to have plagiarized you will be given a zero on the assignment and may receive a failing grade in the class. Absolutely no exception will be made to this policy.**
·   Remember, if you can find it on the web, then so can anyone else, including me. Don't cut and paste from the web—this is plagiarism. The ideas and the information on the web are not free ideas; they are the intellectual property of others and MUST be appropriately documented.
·   Four of the most common instances of plagiarism are 1) when students fail to acknowledge material derived from another source, 2) when students receive too much outside assistance, 3) when student submit work they have written for another class, and 4) when students submit work written by another student.

·   While acknowledge the ideas of others will be discussed at length during this course, ***please be aware that if someone else writes passages of your text for you that this act is plagiaristic, academically dishonest, and cause for penalty.***

·   Consult the Undergraduate Bulletin for more policies on plagiarism and academic honesty.

AI Policy

When it is OKAY to use AI in this course

- You may use AI programs e.g., ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

When it is NOT OKAY to use AI in this course

- Passages of text that are AI-generated are not original; therefore, any submitted essay containing AI-generated text not otherwise approved by the instructor will be considered plagiarized and subject to the policies outlined in the FYW plagiarism policy. Any plagiarism or other form of cheating will be dealt with severely under relevant CSU policies.
- Outside of those circumstances listed above, or otherwise indicated by your instructor, you are not permitted to use AI tools to generate content (text, video, audio, images) for any assignment (assignments, activities, responses, etc.) that is part of your evaluation in this course.
- Any student work submitted using AI tools should clearly indicate what work is the student's and what part is generated by the AI. AI sources must be properly quoted and cited every time they are used. Failure to do so constitutes an academic integrity violation. ⌷

Citing AI

- You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor).

Signature Assignment

The Un-Essay

The Un-Essay is a digital, multi- modal assignment due at the end-of-term signature that will allow students review topics that align with major questions of the course and self-select for research and analysis that goes beyond material covered over the term.

You should begin to think about your topic after the midterm and submit ideas for topics by Week 12. Your presentations will take place during the final week of classes. An effort will be made for you to include your assignment in the CSU Digital Student Showcase, which usually occurs during the last week of the semester. While dates for this event sometimes conflict with our meeting schedule, it is an excellent opportunity to share your work with the university community. (See https://engagedscholarship.csuohio.edu/student_showcase/ for more information.)

The topic for this assignment show stem from information covered in class. You will need to show how your selection connects to content. However, your examination should go beyond cursory identification. Your efforts should focus on further research, which should be clear in your presentation. Be sure to select a topic that is of particular interest to you. It may align with your major, another class, or be new information about which you want to learn more. The important thing is that it is meaningful to *you*. Research for the Un-Essay will take place outside of class; however, topics must be approved before research begins.

While students may use other software program, one class will be reserved for creating presentations in Microsoft PowerPoint. Instruction will include best practices for:
- presenting within the time limits allotted for the assignment (e.g. 5-5-5);
- effective organization (e.g. adaptation of the five-paragraph format: introduction detailing the purpose and structure of the presentation, a body covering the main points, a conclusion summarizing and highlighting the main points of your presentation);
- highlighting evidence that reflects research;
- determining font size;
- determining images and proper citation;
- appropriate language for the topic and audience, including unbiased vocabulary and relevant terminology;
- body language and eye contact.

Self-Reflective Essay

The Un-Essay also includes a component for reflection. Your essay should be two pages and is due with or following your oral presentation. Prompts will be given to help students make connections between the assignment and the learning outcomes the assignment is meant to

develop and assess. These prompts are not meant to supply the format or for students to answer verbatim; rather they are designed to facilitate deeper exploration and awareness of the student's own learning processes.

Consider the questions below to evaluate what you learned from this assignment.

- Why motivated the decision to focus on your chosen topic?
- How did you approach the research?
- What risks did you take in selecting this topic?
- How did this topic contribute to your knowledge about different cultures?
- About how much time did you spend on your research?
- About how much time did you spend on preparing the final product?
- Which aspect(s) of the product did you find most challenging?
- Which aspect(s) of the project did you find most rewarding?
- How comfortable were you in speaking about your topic?
- How comfortable would you be in speaking of your project to peers in other classes?
- In what way, if at all, does your topic align with your major?
- In what way, if at all, does your topic connect with other classes you've taken at CSU?

The Un-Essay engages three Core Competencies and your project should reflect the following:

o Critical Thinking
  o Project critically states, describes, and considers an issue or problem.
  o Students will read primary texts in critical context, using secondary information for conclusions that demonstrate synthesis and analysis and relevant connection to major questions.
  o Project uses information from sources with enough interpretation and evaluation to develop a comprehensive analysis or synthesis.

o Intercultural Knowledge and Competency
  o Project demonstrates an understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
  o Project initiates and develops interactions with culturally different others while suspending value judgments in such interactions.

o Oral Communication
  o Posture, gestures, eye contact, and voice enhance the effectiveness of a presentation and make the speaker appear polished and confident.
  o Organization reflects the purpose of the presentation. Ideas and supporting material are grouped and sequenced so that your argument is easy to follow.

RUBRIC FOR THE UN-ESSAY SIGNATURE ASSIGNMENT		
	SCORE	COMMENTS
CONTENT		
Central message is clear and consistent with the supporting material. Presentation meets the information requirements of the assignment.		
Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.		
Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic. Information has not simply been copied and pasted from another source.		
There is not too much text on a slide. Each slide contains a limited number of talking points as opposed to complete paragraphs or lengthy sentences.		
Presentation is free of spelling and grammatical errors.		
DESIGN		
Slides display elements of effective design. Fonts, colors, backgrounds, etc. are effective, consistent and appropriate to the topic and audience.		
Animations and/or sounds have been used to emphasize important points. They do not distract		

from the content.		
Text is clear and easy for the audience to see.		
PRESENTATION		
Presenter was familiar with the material and did not read from slides or rely on notes. It is evident that the presentation was rehearsed.		
Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.		
Presenter showed enthusiasm for the subject matter and encouraged audience interest.		
Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.		
Demonstrates understanding of the complexity of elements important to members of another culture in relation to its history.		
Asks complex questions about other cultures, seeks out and articulates answers to this questions that reflect multiple cultural perspectives.		
Articulates a complex understanding in verbal and nonverbal communication and is able to skillfully negotiate a shared understanding based on those differences.		
TOTAL SCORE / GRADE		

Scoring: 1. Poor: Many requirements not met 2. Fair: Some requirements met	

3. Good, meets most or all expectations 4. Exemplary: exceeds expectations	