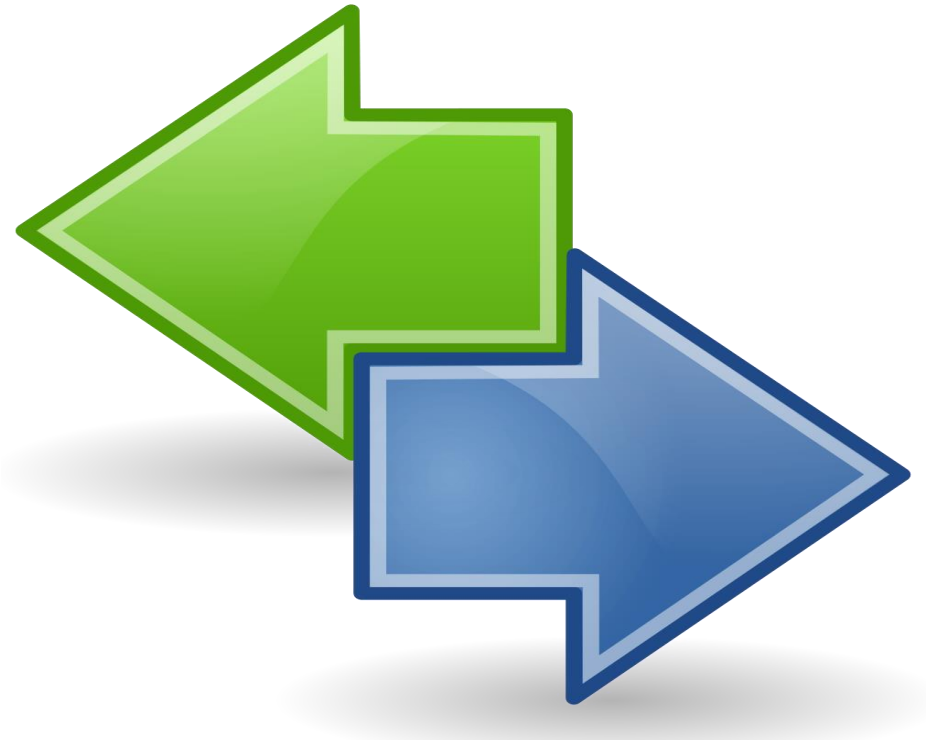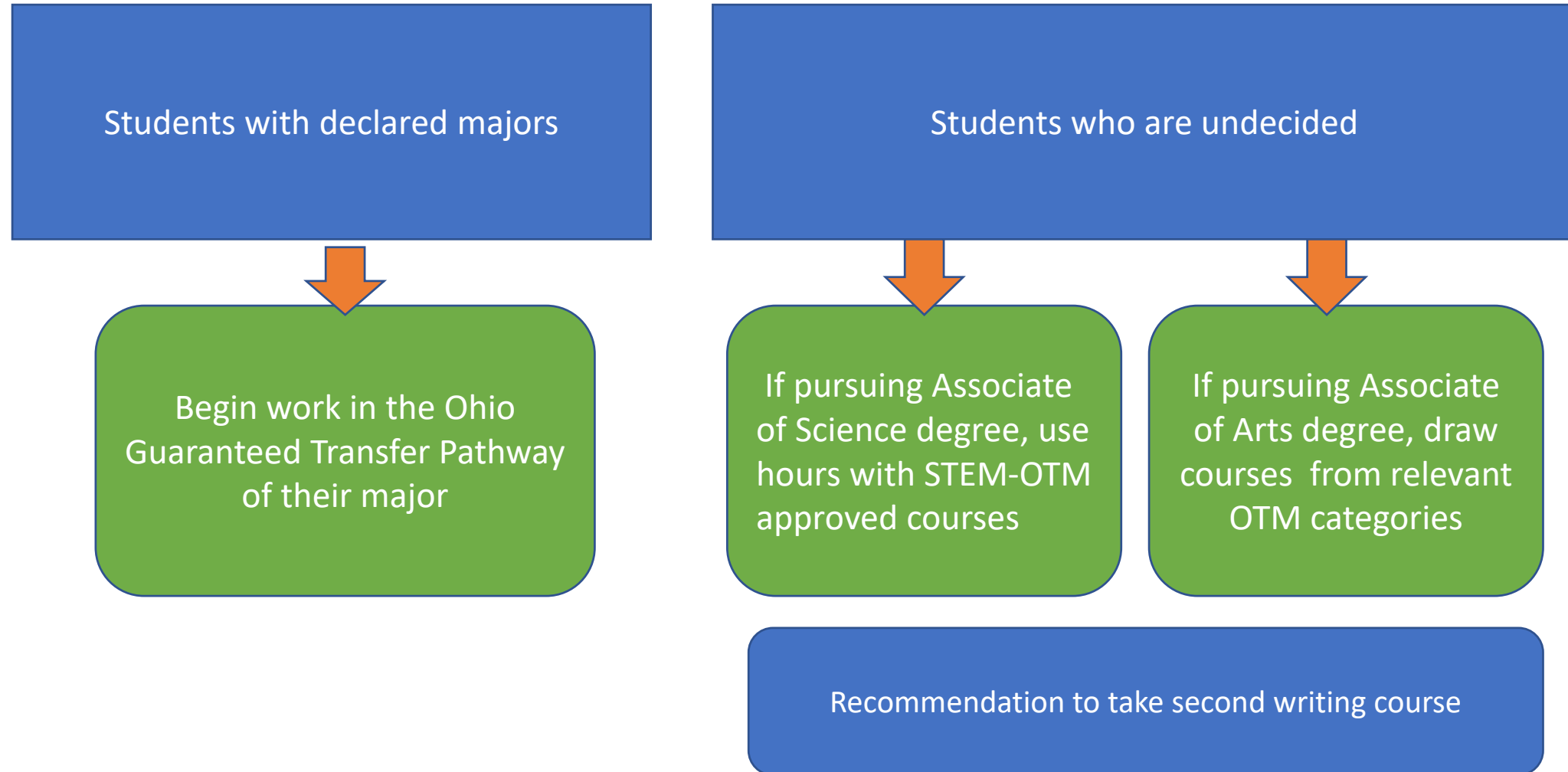# Proposed Model

The proposed OTM can be divided into two main components:

1. **Foundational 24 hours distributed among the established five existing categories**
2. **Additional 12 "elective" hours.**

Additional 12 Hours

Students with declared majors

↓

Begin work in the Ohio Guaranteed Transfer Pathway of their major

Students who are undecided

↓

If pursuing Associate of Science degree, use hours with STEM-OTM approved courses

↓

If pursuing Associate of Arts degree, draw courses from relevant OTM categories

Recommendation to take second writing course

Diversity, Equity & Inclusion: Definitions

- **CULTURE**: All knowledge and values shared by a group.

- **WORLDVIEW**: The cognitive and affective lens through which people construe their experiences and make sense of the world around them.

- **EMPATHY**: The imaginary participation in another person's experience, including emotional and intellectual dimensions, by imagining his or her perspective (not by assuming the person's position).

DEI Outcomes

- Describe identity as multifaceted and constituting multiple categories of difference such as race, color, language, religion, national origin, gender, sexual orientation, age, socio-economic status, and intersectionality as operating by individual and group

- Describe how cultures (including their own) are shaped by the intersections of a variety of factors such as race, gender, sexuality, class, disability, ethnicity, nationality, and/or other socially constructed categories of difference

- Recognize the complex elements of cultural biases on a global scale by identifying historic, economic, political, and/or social factors, such as ethnocentrism, colonialism, slavery, democracy, and imperialism

DEI Outcomes

- Recognize how sociocultural status and access to (or distribution of) resources are informed by cultural practices within historical, social, cultural and economic systems.

- Articulate the meaning of empathy and its role in strengthening civic responsibilities and reducing the negative impact of societal stereotypes

- Demonstrate empathy by successfully interpreting intercultural experiences from one's own and others' worldview

Composition Outcomes (1ˢᵗ course – Rhetorical Knowledge)

- Understand how genre conventions shape the texts they read and should shape the texts they compose.
- Understand the possibilities of electronic media/technologies for composing and publishing texts for a variety of audiences.
- Compose texts that
  - Have a clear purpose.
  - Respond to the needs of intended audiences.
  - Assume an appropriate stance.
  - Adopt an appropriate voice, tone, style, and level of formality.
  - Use appropriate conventions of format and structure.
- Recognize common rhetorical strategies and appeals.
- As appropriate, attempt to employ rhetorical strategies and appeals in their own writing.

Composition Outcomes (1st course – Critical Thinking, Reading & Writing)

- Use reading and writing for inquiry, learning, thinking, and communicating.

- Locate and evaluate secondary research materials, including visual texts such as photographs, videos, or other materials.

- Analyze relationships among writer, text, and audience in linguistically diverse texts.

- Use various critical thinking strategies to analyze texts.

- Develop a clear line of reasoning and recognize how incorporating ideas and evidence from sources can strengthen their work.

Composition Outcomes (1st course – Knowledge of Conventions)

- Recognize the genre conventions for structure, paragraphing, tone, and mechanics employed in various rhetorical contexts.

- Use syntax, grammar, punctuation, and spelling appropriate to particular rhetorical situations.

- Select and employ appropriate conventions for structure, paragraphing, mechanics, format, and design.

- Acknowledge the work of others and use a standard documentation format as needed.

Composition & Oral Communication Outcomes (1st course – Minimum Requirements)

- Compose a variety of texts with opportunities to consider and clarify their ideas in light of response from others, including teachers and peers.

- Produce at least 5000 words of text that has been thoughtfully revised and copyedited to meet the expectations of particular rhetorical situations. Multimodal texts may be included as part of the overall body of work students produce in the course.

- Complete frequent low-stakes or writing-to-learn activities such as single-draft reading responses, journals, in-class efforts, and discovery drafts.

Composition Outcomes (2nd Course)

Reinforce outcomes in first course, plus advance the following:

Rhetorical Knowledge

- Read academic texts and understand how disciplinary conventions shape the texts they read.

- Compose texts that respond to the needs of appropriate audiences, using suitable discourse conventions to shape those texts.

- Use academic conventions of format and structure when appropriate.

Composition Outcomes (2nd Course – Critical Thinking, Reading & Writing)

- Find and evaluate appropriate material from electronic and other sources.

- Locate, evaluate, organize, and use primary and secondary research material. Secondary research material should be collected from various sources, including journal articles and other scholarly texts found in library databases, other official databases (e.g., federal government databases), and informal electronic networks and internet sources.

- Analyze and critique sources in their writing.

- Juxtapose and integrate ideas and arguments from sources.

- Use strategies—such as interpretation, synthesis, response, critique, and design/redesign—to compose texts that integrate the writer's ideas with those from academic sources and other documents. Find and evaluate appropriate material from electronic and other sources.

- Locate, evaluate, organize, and use primary and secondary research material. Secondary research material should be collected from various sources, including journal articles and other scholarly texts found in library databases, other official databases (e.g., federal government databases), and informal electronic networks and internet sources.

- Analyze and critique sources in their writing.

- Juxtapose and integrate ideas and arguments from sources.

- Use strategies—such as interpretation, synthesis, response, critique, and design/redesign—to compose texts that integrate the writer's ideas with those from academic sources and other documents.

Composition Outcomes (2nd Course – Knowledge of Composing Process)

- Select and apply appropriate writing processes to match the context.

- Revise for a variety of technologies and modalities.

- Use composition and revision as a means to discover and reconsider ideas.

- Reflect on the development of their revision strategies and consider how those strategies influence their work.

- Produce successive drafts of increasing quality.

Composition Outcomes (2nd Course – Knowledge of Conventions)

- Understand why conventions vary.

- Recognize the genre conventions employed by various academic disciplines.

- Employ appropriate textual conventions for incorporating ideas from sources (e.g., introducing and incorporating quotations; quoting, paraphrasing, and summarizing).

Composition Outcomes (2nd Course – Minimum Requirements)

- Compose a variety of texts with opportunities for revision and response.

- Produce a minimum of 5000 total words of text that has been revised and copyedited for applicable rhetorical situations. Multimodal texts may be included as part of the overall body of work students produce in the course.

- Complete frequent low-stakes or writing-to-learn activities such as single-draft reading responses, journals, and in-class efforts, as well as discovery drafts.

Other Recommendations

- Proposed New Name: Ohio General Education Transfer Module
- Institutional Recommitment to ensure that all institutions are adhering to the revised Module, creating meaningful course matches and transfer credit, and finding ways to communicate to students and families how the Module will impact transfer credit
- Clear communications about the revisions and the faculty-driven process used to make the revisions will be sent to all institutions
- Courses currently approved for the OTM will be granted "grace" period and eventually re-reviewed to ensure alignment of courses with outcomes