

## Term Information

Effective Term Autumn 2018

## General Information

Course Bulletin Listing/Subject Area Russian  
Fiscal Unit/Academic Org Slavic/East European Lang&Cul - D0593  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 1103.99  
Course Title Intermediate Russian I (Online)  
Transcript Abbreviation Int Russian I  
Course Description Continued development of speaking, listening, reading, and writing skills in cultural context. Not open to native speakers of this language through regular course enrollment or EM credit.  
Semester Credit Hours/Units Fixed: 4

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? Yes  
Is any section of the course offered 100% at a distance  
Grading Basis Letter Grade  
Repeatable No  
Course Components Recitation  
Grade Roster Component Recitation  
Credit Available by Exam Yes  
Exam Type Departmental Exams  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites Russian 1102.01 or 4 credit hours of Russian 1102.51.  
Exclusions Not open to students with credit for 1103.01 or 4 cr hrs of 1103.51.  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 16.0402  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Foreign Language

## Course Details

### **Course goals or learning objectives/outcomes**

- Communicate in basic social situations
  - Create with the language
  - Write short personalized messages
  - Read texts dealing with basic personal needs
  - Get information from description and narration
  - Understand short dialogues

### **Content Topic List**

- Talking about ownership, age, health, interests, plans
  - Telling time and date
  - Making suggestions
  - Ordering in restaurants
  - Accusative case
- Prepositional case
  - Dative case
  - Comparison of adjectives
  - Imperatives
  - Conditionals
  - Prefixed verbs of motion

### **Sought Concurrence**

No

## Attachments

- Russian 1103.99 Stepanova.pdf: ASC Tech Rubric  
*(Other Supporting Documentation. Owner: Peterson, Derek)*
- Curriculum Maps Russian Major July 26.docx: Curriculum Map  
*(Other Supporting Documentation. Owner: Peterson, Derek)*
- R1103.99 Syllabus.docx  
*(Syllabus. Owner: Peterson, Derek)*
- Russian1103\_AU17.docx: classroom section  
*(Syllabus. Owner: Peterson, Derek)*
- GE\_AssessmentR1103.docx  
*(GEC Course Assessment Plan. Owner: Peterson, Derek)*

**Comments**

- - Please also include the in-class syllabus for 1103 (for comparative purposes).
  - Please double-check that the GE assessment plan fits the distance learning version of the syllabus. There seem to be assignments that are not included in the DL syllabus. Maybe this is the plan for the in-person class with slightly different assignments? *(by Vankeerbergen, Bernadette Chantal on 10/26/2017 12:36 PM)*
- On the curriculum map, "1103" covers 1103.01, 1103.51, and 1103.99.

Added academic misconduct boilerplate to syllabus *(by Peterson, Derek on 10/26/2017 09:09 AM)*

- manuel page 14 pt 16 academic misconduct boilerplate language is not correct. *(by Heysel, Garrett Robert on 10/25/2017 09:21 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Peterson, Derek	10/20/2017 02:48 PM	Submitted for Approval
Approved	Stepanova, Larysa	10/20/2017 02:59 PM	Unit Approval
Revision Requested	Heysel, Garrett Robert	10/25/2017 09:21 PM	College Approval
Submitted	Peterson, Derek	10/26/2017 09:09 AM	Submitted for Approval
Approved	Suchland, Jennifer Anne	10/26/2017 09:10 AM	Unit Approval
Approved	Heysel, Garrett Robert	10/26/2017 12:11 PM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	10/26/2017 12:39 PM	ASCCAO Approval
Submitted	Peterson, Derek	11/20/2017 02:57 PM	Submitted for Approval
Approved	Peterson, Derek	11/20/2017 02:57 PM	Unit Approval
Approved	Heysel, Garrett Robert	11/20/2017 07:33 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	11/20/2017 07:33 PM	ASCCAO Approval



# RUSSIAN 1103.99 INTERMEDIATE RUSSIAN I AUTUMN 2018

## Instructor

Instructor: Dr. Larysa Stepanova

Email address: Stepanova.1@osu.edu

Phone number: xxx-xxx-xxxx

Office hours: T 3:00-4:00PM

## Course description

Welcome to Russian 1103.99! In this course you will learn the basic skills necessary for communication in Russian (speaking, listening, reading, and writing). By the end of this course, you will be able to carry on basic conversations in Russian on many topics from your daily life. You will be able to write notes and simple letters to Russian friends or keep a journal in Russian. You will also have the skills to read basic texts. In addition to becoming a proficient speaker of Russian, we hope that you will become a skilled language learner and develop a curiosity about and love for Slavic cultures.

## Course learning outcomes

R 1103.99 (Intermediate Russian I) fulfills GE Foreign Language Requirement (full requirement – three semesters). The goal of courses in this category is to develop your skills in communication across ethnic, cultural, ideological, and national boundaries, and help you develop an appreciation of other cultures and patterns of thought (General Education Requirements for the Bachelor of Arts Degree: Semester Curriculum, [http://ascas.osu.edu/sites/ascas.osu.edu/files/BA\\_GE\\_SU12\\_6-12-12.pdf](http://ascas.osu.edu/sites/ascas.osu.edu/files/BA_GE_SU12_6-12-12.pdf), page 5). Expected Learning Outcomes are the following: students will employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language; students will describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying; students will compare and contrast the cultures and communities of the language that they are studying with their own.

## Course materials

### Required

Голоса: A Basic Course in Russian, Book 1 (5th edition) along with an accompanying subscription to MyRussianLab. This book is available through SBX, 1806 North High St., (614) 291-9528, <http://www.sbx-osu.com/> ; or if you want the etext, you can get it cheaper directly through Pearson's <http://www.myrussianlab.com/student-registration/index.html> . To be able to use this resource you will need to enter the course ID number which is (to be provided by instructor). In this course we will complete the following chapters: Chapter 7, Chapter 8, Chapter 9, and Chapter 10. Required supplemental materials

### Optional materials

*English-Russian, Russian-English Dictionary* by Kenneth Katzner. [Text Title] (print)

## Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

### Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

### Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

### Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone

## Necessary software

- [Microsoft Office 365 ProPlus](#) All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets (Windows, iPad® and Android™) and five phones.
  - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.

## Pearson MyRussianLab Privacy Policy

- Please visit the [Pearson website](#) to view the privacy policy for the MyRussianLab system.

## Pearson Student Support

- If you encounter issues with MyRussianLab and need assistance from Pearson MyLab, you can visit their [Student Support webpage](#)

# Grading and faculty response

## Grades

In this course, you will cover four chapters, each chapter weighted at 25% of the grade for the entire course. Within each chapter, the grade distribution is as follows:

- Homework: pass/fail
- Conversation session: pass/fail
- Oral exam: 15%
- Listening test: 15%
- Written test: 70%

## Late assignments

There are deadlines for each textbook chapter that you need to complete. The calendars with the deadlines are posted on Carmen. Please note that the deadlines vary depending on how many credit hours you are registered for.

Important: the posted deadlines are the last days on which the last test for the chapter may be taken. Please keep in mind that before you can do that, you must have met with your instructor for a homework check (and it must be considered passed) and a conversation session (must be considered passed). Also keep in mind that you will be taking an oral, a listening, and a writing test for each chapter and that retakes might be necessary, so plan accordingly.

If you complete a chapter before the posted deadline, 3 percentage points will be added to your overall chapter score. If you miss a deadline, 3 percentage points will be subtracted from your overall chapter score.

**NOTE: The Explanatory Statement for Absence from Class or Absence Excuse Form available on the “Advice Nurse” page of the Student Health Services is NOT an acceptable excuse.**

## Grading scale

93–100: A  
90–92.9: A-  
87–89.9: B+  
83–86.9: B  
80–82.9: B-  
77–79.9: C+  
73–76.9: C  
70–72.9: C-  
67–69.9: D+  
60–66.9: D  
Below 60: E

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem.)

### Grading and feedback

For large weekly assignments, you can generally expect feedback within **7 days**.

### E-mail

I will reply to e-mails within **24 hours on school days**.

### Discussion board

I will check and reply to messages in the discussion boards every **24 hours on school days**.

# Activities and Exercises

## Textbook activities

Answer keys to all textbook exercises will be posted for you on Carmen. Please make sure you use them to correct your homework. Some exercises will be more open ended and you will be asked either to write a short paragraph or an essay or you will be asked to practice speaking on a given topic. You will then go over these activities with your instructor.

You will also be completing one cursive writing exercise for each chapter (apart from the Alphabet chapter which focuses heavily on cursive writing skills and will involve a lot more handwriting practice exercises). You will need to scan/make a picture of the exercise and submit it via Carmen 24 hours before the appointment.

## Online activities

Most of the online activities will be focused on grammar and vocabulary practice. The required minimum score for those activities is 95%. You will see your score after you complete an activity and click "Submit". If the score is below a 95%, please close the window with the activity, review grammar/vocabulary as necessary, and complete the activity again. You can do this multiple times. Only the score for your last try will remain in the system and will be visible to your instructors.

Some of the online activities will be more open-ended and personalized. You will go over those with your instructor.

## Access to online activities (and the online version of the textbook)

Once you purchase access to MyRussianLab that contains all the online exercises for the course (<http://mylabs.px.pearsoned.com/Pegasus/frmLogin.aspx?s=3>), the vendor will give you a login and a password. You will also need the course ID that you can find in this syllabus and that can be requested from your instructor.

## TESTS

Once you have completed a homework check and a conversation session, you can take the tests for the chapter. There is a written test (that includes listening comprehension, reading, vocabulary, and grammar) and an oral test. They can be taken in any order.

The Department relies on a mastery-based approach for on-line language courses. This means that we require our students to score at least 80% for each test (oral and written) per chapter. If you score below an 80%, you would be required to retake the test. Two retakes are allowed; i.e. you can take each test up to three times total. Each time you will be given a different test variant (A, B, or C). If you fail the test on your third take on any of the tests, this will result in an "E" for the entire course.

There is no penalty for the first retake. But if you are doing a second retake (Variant C) you will lose points: 1% for the oral test, and 3% for the written test.

## Oral test



To take the oral test, you need to schedule an on-line appointment with an instructor. You will then be given a prompt and asked to have a conversation with your instructor on a given topic.

The oral test constitutes 15% of your score for the chapter. The passing score for the oral test is 12%. If your score is below 12%, this is considered a 'fail'. In that case you would be required to retake the oral test.

You cannot re-take a test on the same day. There are three variants of each regular unit test (i.e. – Oral Variant A, B, C; Listening Variant A, B, C, Written Variant A, B, C). If you fail all three variants of a test, you will receive an “E” for the course.

### **Written test**

To take the written test, you do not need to schedule an appointment with your instructor.

The written test constitutes 85% of your score for the chapter. The passing score for the writing test is 68%. If your score is below 68%, this is considered a 'fail'. In that case you would be required to retake the writing test.

There are three variants of each regular unit test (i.e. – Oral Variant A, B, C; Listening Variant A, B, C, Written Variant A, B, C). If you fail all three variants of a test, you will receive an “E” for the course.

Instructors will grade your test within two business days and will post your grade on Carmen. It is your responsibility to check the grade and come to retake the test should you fail it the first time. A retake cannot be requested sooner than 24 hours after the previous take.

### **COMPLETION OF A CHAPTER**

After you have taken and passed all three tests, you may start working on the next chapter. Until you complete all the tests for a chapter, no work will be accepted for the next chapter.

## **Student participation requirements**

This online course is based on our individualized instruction (self-paced courses). This means that while we provide deadlines for the completion of each chapter, it is your responsibility to decide at what pace you will be moving through the course within those deadlines.

The recommendation is that you divide up the work evenly for every day of every week that you will be working on a certain chapter and spend approximately 2 hours a day doing your work.

Frequent logins into the system are not a sign of progress, completed work is.

- **Office hours: OPTIONAL**  
All office hours are optional. Office hours will be conducted through CarmenConnect. The instructor will post a link to the CarmenConnect meeting room at the beginning of the course.
- **Homework check is required once per chapter.** However, scheduling additional sessions as you are working your way through each chapter is highly recommended.
- To schedule an online meeting, please go to [www.osuui.org](http://www.osuui.org) , log in with your last name.# and the last four digits of your BuckID (the shorter one). During the homework check session, you will go over your homework with your instructor. The instructor will make corrections and provide explanations as needed. If large sections of the homework are missing, you might be asked to complete those first and come back for another homework check session. The same applies if the instructor thinks that the quality of the completed homework is not good enough. You may not proceed onto the next stages towards the completion of a chapter, until the homework has been checked by your instructor.
- Next step after the homework check is the on-line conversation session. **Conversation session is required once per chapter.** However, scheduling additional sessions as you are working your way through each chapter is highly recommended.
- During this session you will work through different activities with your instructor. All these activities will involve speaking. You will be given prompts (e.g. pictures) and/or asked questions. Most of the conversation practice will be in the form of dialogues. If your instructor believes that you need more practice, he or she might ask you to prepare more and schedule another conversation session. You may not proceed to taking any of the tests until you get a ‘pass’ on the conversation session.

## Other course policies

### Academic integrity policy

#### Policies for this online course

- **Tests:** You must complete all tests yourself, without any external help or communication.

#### Ohio State’s academic integrity policy

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

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University,

or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

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

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

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

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* ([www.northwestern.edu/uacc/8cards.htm](http://www.northwestern.edu/uacc/8cards.htm))

## Student Services at OSU

For more information about the student academic services offered on the OSU main campus, please visit <http://advising.osu.edu/welcome.shtml>

The Office of Undergraduate Education is located in 381 Bricker Hall.

Other students can be found at the Student Academic Services building on Lane avenue. Please visit <http://ssc.osu.edu/> for information on walk in times, contact information, and the financial aid/document uploader.

## Extras

### Credit by exam:

If you are new to OSU this semester and have studied Russian elsewhere, you may qualify for transfer credit or credit by examination. See your instructor immediately, for this opportunity may be lost to you after you have taken your first Russian course at OSU.

### Study in Russia:

It is not too early for you to start thinking about study abroad in Russia. No matter what your major is, this can be an irreplaceable educational experience for you. Ask about it.

### Thinking of Majoring or Minor in Russian?

A Russian major or minor can be very useful for your future career, particularly when combined with a degree in education, business, math, or science. Students who complete Russian 1103 are

just a few courses shy of earning a Russian minor. Please contact Dr. Larysa Stepanova ([stepanova.1@osu.edu](mailto:stepanova.1@osu.edu)) for more information on major and minor programs in Russian.

### **Extra-Curricular Activities:**

Students of Russian at Ohio State may take advantage of a wealth of extra-curricular activities sponsored by the Department and by other units at Ohio State, including lectures, informal conversation gatherings (Russian Table), films, Russian news broadcasts, parties and more. You may receive up to three points of extra credit added to each test/exam grade. Extra-curricular activities will be announced in class, but we also encourage you to sign up for the Slavic Center Monday e-mail list at [csees@osu.edu](mailto:csees@osu.edu) that provides a comprehensive list of all Slavic related events at OSU and beyond.

## **Statement on Academic Misconduct**

**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/>.**

## **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.

## **Trigger warning**

Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. If needed, please take care of yourself while watching/reading this material (leaving classroom to take a water/bathroom break, debriefing with a friend, contacting a Sexual Violence Support Coordinator at 614-292-1111, or Counseling and Consultation Services at 614-292-

5766, and contacting the instructor if needed). Expectations are that we all will be respectful of our classmates while consuming this media and that we will create a safe space for each other. Failure to show respect to each other may result in dismissal from the class.

## Statement on title IX

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, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Accessibility accommodations for students with disabilities

**The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. 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](mailto:slds@osu.edu); 614-292- 3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.**

### Requesting accommodations

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or [ods@osu.edu](mailto:ods@osu.edu) to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to <http://ods.osu.edu> for more information.

### Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen accessibility](#)

- Streaming audio and video
- Synchronous course tools
- [Pearson Support](#)

## Your mental health!

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the College of Pharmacy Office of Student Services in room 150 Parks Hall (614-292-5001) OR OSU Counseling and Consultation Services (614-292-5766) for assistance, support and advocacy. This service is free and confidential.

## Course schedule (tentative)

Week*	Dates*	Topics, Readings, Assignments, Deadlines
1	September 8	<b>Chapter 7 Topic: My Family.</b> Grammar: Some reflexive verbs, expressing age, more on genitive, dative, accusative cases. <i>Introduction/First Reading</i>
2	September 15	Working with Active Vocabulary, Grammar, Culture Situations
3	September 22	Home work, Conversation session, Oral exam
4	September 29	(Additional appointments if needed) Written Test and Listening Test
5	October 5	<b>Chapter 8 Topic: In the Store.</b> Grammar: Past tense, some verbs of motion, more dative case usage. <i>Introduction/First Reading</i>
6	October 11	Working with Active Vocabulary, Grammar, Culture Situations
7	October 20	Home work, Conversation session, Oral exam
8	October 27	(Additional appointments if needed) Written Test and Listening Test
9	November 3	<b>Chapter 9/10 Topics: Food. Biography.</b> Instrumental case, future tense of verb to be, indicating the year, verbal aspect. <i>Introduction/First Reading</i>
10	November 9	Working with Active Vocabulary
11	November 17	Working with Grammar and Cultural Situations; Homework,

		Conversation session
12	November 21	Oral exam
13	December 1	Additional appointments if needed
14	December 6	(Additional appointments if needed) Written Test and Listening Test

\*Since the II students have their own schedules, these are just suggested deadlines so that the students would have equal/enough time to cover the material for each chapter.

**Department of Slavic and East European Languages and Cultures**  
**The Ohio State University**  
**400 Hagerty Hall, 1775 College Road**  
[www.slavic.osu.edu](http://www.slavic.osu.edu)

**RUSSIAN 1103.01**  
**Departmental Syllabus and Student Information**  
**Fall Semester 2017**

**Course call number:** 19920

**Time and location:** TWRWF, 8:00 - 8:55 AM, Derby Hall 048

**Instructor:** Dr. Greg Ormiston

**E-mail:** ormiston.9@osu.edu

**Office hours:** Tuesday and Thursday 9:00 – 10:30 AM, and by appointment

**Office:** Hagerty Hall 483

**Course coordinator:** Dr. Larysa Stepanova: [stepanova.1@osu.edu](mailto:stepanova.1@osu.edu)

**Format of instruction:** in class

### **GE Course Goals and Objectives**

R1103.01 (Intermediate Russian I) fulfills GE Foreign Language Requirement (full requirement – three semesters). The goal of courses in this category is to develop your skills in communication across ethnic, cultural, ideological, and national boundaries, and help you develop an appreciation of other cultures and patterns of thought ([General Education Requirements for the Bachelor of Arts Degree: Semester Curriculum](#), see page 5). Expected Learning Outcomes are the following: students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language; students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying; students will compare and contrast the cultures and communities of the language that they are studying with their own. The course will satisfy the stated Expected Learning Outcomes by developing language, cultural and critical thinking skills.

### **Course Description**

Welcome to Russian 1103.01! In this course you will continue to learn the basic skills necessary for communication in Russian (speaking, listening, reading, and writing). By the end of this course, you will be able to carry on basic conversations in Russian on many topics from your daily life. You will be able to write notes and simple letters to Russian friends or keep a journal in Russian. You will also have the skills to read basic texts. In addition to becoming a proficient speaker of Russian, we hope that you will become a skilled language learner and develop a curiosity about and love for Slavic cultures.

### **Course Materials**

- **Required:** *Голоса: A Basic Course in Russian*, Book 1 (5<sup>th</sup> edition). This book is available through SBX, 1806 North High St., (614) 291-9528, <http://www.sbx-osu.com/>;
- **Recommended:** *English-Russian, Russian-English Dictionary* by Kenneth Katzner.

### **Grading**

Attendance and participation	10%
Homework (written and oral)	10%
Vocab/grammar quizzes	5%
Oral tests (2 x 7.5%)	15%



Written tests (2 x 15%)	30%
Scenario	10%
Cumulative final exam	20%

At the end of the semester your final percentage will determine your final grade, as follows:

93 - 100	<b>A</b>	80 – 82	<b>B-</b>	67 – 69	<b>D+</b>
90 – 92	<b>A-</b>	77 – 79	<b>C+</b>	63 – 66	<b>D</b>
87 – 89	<b>B+</b>	73 – 76	<b>C</b>	60 – 62	<b>D-</b>
83 – 86	<b>B</b>	70 – 72	<b>C-</b>	59 and below	<b>E</b>

### Attendance and participation

Successful language learning requires frequent interaction, diligent preparation and active participation. Just as a basketball team, a violin student, or a serious runner must practice daily in order to excel, so must you in learning a language. For this reason, it is imperative that you attend class faithfully. Each day that you are absent will not only seriously affect your participation grade, but will also affect your performance on the tests, quizzes and homework. By missing class or coming to class unprepared, you are less likely to learn the material, will be unable to achieve your own language learning goals, and will deprive your classmates of opportunities to learn as well. Repeated and/or lengthy, unexcused absences will result in the filing of an absence report with your college office. Moreover, with each absence, your participation grade will be seriously affected. Class attendance and participation will be assessed using the scale on page 6 of this syllabus.

**Tardiness to class also robs you of your opportunity to learn the language.**

### Homework

You will have required written and/or oral homework nearly every night as a way of cementing what’s being done in class. You should plan to spend approximately two hours per day at home for every hour in class. If answers to the assignments are provided, you should correct your homework before turning them in.

Regular work with the audio program will also help you greatly to understand, pronounce, and speak Russian. Each homework assignment will be assessed using the rubric on page 6 of this syllabus.

### Vocabulary/Grammar Quizzes

Regular vocabulary and grammar quizzes will be given at the beginning of class to help ensure able to use the vocabulary and the grammar you are using communicatively, in addition to doing your homework carefully. These will be short, and you will be given notice about when they will be given. There are no makeup quizzes. Each quiz will take no more than 15 min. of the class period; the rest of the class will proceed according to the schedule for that day.

### Scenarios, Oral Quiz, Tests, and Final Exam

Your grade in this course will be based primarily on your performance on assessments that test your skill in listening, reading, writing, and speaking Russian. Class participation and preparation will contribute significantly to your performance on these. Here is the schedule for the four tests (two written and two oral) and the final exam:

#### Written Exams.

1. **Test 1 (Chapter 7) – September 22<sup>nd</sup>**
2. **Test 2 (Chapter 8) – October 27<sup>th</sup>**
3. **Cumulative final exam (Chapters 7-10) – Tuesday, Dec 12<sup>th</sup> from 8:00 AM to 9:45 AM**

Skit. During the semester you will also have **one in-class scenario (skit)**. Student groups will receive a prompt and will script and memorize a prompt to perform in front of your classmates. No English will be permitted during these skits, so you will need to know how to say everything you want to say. You will be graded on content, accuracy (pronunciation, grammar, and vocabulary), fluency, and comprehension. The date of performing the skit will be announced during the first week of class.

Oral Tests. There will also be two oral tests administered outside of class time. These will be in-depth dialogues with a partner. You will be graded on content, accuracy (pronunciation, grammar, and vocabulary), fluency, and comprehension. The oral exams will be administered during the week of October 2<sup>nd</sup> and the week of November 27<sup>th</sup>.

### **Absences/Make up Policy/Policy on Attendance and Chronic Tardiness**

Daily class attendance is crucial for the development of your language skills and therefore for success in this course. Regular attendance is expected. Absences will be closely monitored and fall into three categories: “grace sessions,” excused absences, and unexcused absences. Any unexcused absences will negatively affect your final course grade at the end of the semester, as explained below. Please keep a personal record of your absences and tardies. Over the course of the semester, you will be allowed four (4) “grace sessions” of 55 minutes (equivalent to one (1) week of class) without the need for official documentation. If your class section meets four days per week (e.g., MTWR from 8:00- 8:55 AM), you will be allowed four days of absences as “grace sessions”. These days **should not** be interpreted as free days! **Use them wisely!** They should be reserved for foreseeable or unforeseeable events and emergencies, including illness for which medical attention is not sought.

**Note: Should you be absent the day of a quiz or an exam, you must present official, documented proof of illness or of some other calamity in order to be able to make it up. Otherwise, you will receive a zero!**

**You are responsible for all assignments that are given or due on the day when you missed the class. For assignments past a due date I shall lower the grade by 1 point (out of 5) for each day the assignment is late.**

Any additional absences (beyond the four “grace sessions” of 55 minutes) can be excused, if you have an **acceptable, verifiable** reason. In this context, “acceptable” means an illness, a death in the family (or some other significant family event, such as a wedding), a subpoena, jury duty, military service, performance in a university-sponsored athletic competition, a job interview, etc. “Verifiable” means that you can provide official, original documentation to account for the reason. Such documentation typically provides a phone number that can be called for verification.

Note: The falsification of official documents is a serious offense that will be reported to COAM. See the discussion on Academic Misconduct.

Examples include a doctor’s note (on original letterhead paper; in general, photocopies and faxes will not be accepted), a dated container of medication, an original program from a funeral or wedding, an obituary, a written call to service from a court of law or other government institution, a note from a university athletic division, etc. Personal notes from friends or relatives **will not be** accepted as official documentation. Documentation intended to excuse an absence should be presented to your instructor (and, if necessary, to the Language Program Director and/or Assistant Language Program Director) as soon as possible. No documentation will be accepted after Reading Day, which for Fall 2017 is December 7<sup>th</sup>.

Any additional absences (beyond the “grace sessions” and any excused absences) will be considered unexcused. Each unexcused absence of 55 minutes will result in the lowering of your final course grade by 1% at the end of the semester. For example, in a class section that meets four days per week (e.g., MTWR), if your overall grade is 92% (A-) and you have three (3) unexcused absences of 55 minutes (beyond the “grace sessions” and any excused absences), your final assigned course grade will be 89% (B+) [i.e.,  $92\% - 3\% = 89\%$ ].

Furthermore, extreme tardiness can accumulate into unexcused absences. A late arrival to class (or early departure) of 15 minutes or more on three (3) different class days will be counted as one (1) unexcused absence from class.

**Note: Students with more than 16 total absences will not receive a passing grade regardless of the reasons for the absences (grace days, excused, unexcused) since in-class communicative activities cannot be made up.**

In sum, make sure that you clearly understand the attendance and tardiness policies for this course, that you keep track of your own attendance and tardiness records, and that you make wise decisions regarding if and when you miss class.

**Note: The Explanatory Statement for Absence from Class or Absence Excuse Form available on the “Advice Nurse” page of the Student Health Services is NOT an acceptable excuse.**

## **The 80% Rule**

Language study is cumulative. If you do not know what is in Chapter 1, you really cannot go on to Chapter 2 (whereas, by contrast, you can open up a history text in the middle and start reading with relatively full comprehension). Thus, we consider 80% to be the minimum mastery level you should achieve to enable you to continue. Less than that puts you in the "C" range or below; while passing, it is not a very solid foundation to build on. So, if on a test or a quiz you achieve **less than 80%**, you must see your instructor at least once, privately during office hours, to go over the mistakes you made on your test. This must be done **prior** to your taking the next test, otherwise you will not be allowed to take it.

## **Credit by exam**

If you are new to OSU this semester and have studied Russian elsewhere, you may qualify for transfer credit or credit by examination. See your instructor immediately, for this opportunity may be lost to you after you have taken your first Russian course at OSU.

## **Study in Russia**

It is not too early for you to start thinking about study abroad in Russia. No matter what your major is, this can be an irreplaceable educational experience for you. Ask about it.

## **Thinking of Majoring or Minor in Russian?**

A Russian major or minor can be very useful for your future career, particularly when combined with a degree in education, business, math, or science. Students who complete Russian 1103 are just a few courses shy of earning a Russian minor. Please contact Dr. Jennifer Suchland ([Suchland.15@osu.edu](mailto:Suchland.15@osu.edu)) for more information on major and minor programs in Russian.

## **Extra-Curricular Activities**

Students of Russian at Ohio State may take advantage of a wealth of extra-curricular activities sponsored by the Department and by other units at Ohio State, including lectures, informal conversation gatherings (Russian Table), films, Russian news broadcasts, parties and more. You may receive up to three points of extra credit added to each test/exam grade. Extra-curricular activities will be announced in class, but we also encourage you to sign up for the Slavic Center Monday e-mail list at [csees@osu.edu](mailto:csees@osu.edu) that provides a comprehensive list of all Slavic related events at OSU and beyond.

## **Feeling Stressed?**

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the semester are encouraged to contact the OSU Counseling and Consultation Services (614-292-5766; <http://www.ccs.ohio-state.edu>) for assistance, support and advocacy. This service is free and confidential.

Any student who feels he/she may need an accommodation based on the impact of a disability should contact the instructor privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

## Disability Services

**The University strives to make all learning experiences as accessible as possible. 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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.**

## Academic Misconduct

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/>.

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.” 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. **Using Google Translate or other translation services to translate coursework is not permitted and constitutes academic misconduct.** If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

## Sexual Harassment

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, Kellie Brennan, at [titleix@osu.edu](mailto:titleix@osu.edu)

## Diversity

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.



## Classroom Rules for Russian Language Classes

The following is a list of classroom rules that was devised so that all students may experience a comfortable and productive learning environment. Many of these rules are self-evident and already observed by most students. However, it is helpful for everyone in the group to understand explicitly what type of behavior is expected in Russian language classrooms. All students are expected to abide by these rules, and students will be held accountable for any infraction of these rules. Thank you for your cooperation, and please see your instructor if you have any questions or concerns.

1. All students are expected to abide by the rules of the Ohio State University Code of Student Conduct, which can be found at [http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp). Any violations of the Code, including but not limited to plagiarism (representing the work of others as your own) or dishonest practices during examinations will be reported to the Committee on Academic Misconduct. It is the responsibility of the Committee to investigate or establish procedures for the investigation of all reported cases of student academic misconduct.
2. In order to promote Russian language learning, it is necessary to maximize your opportunities to speak and hear Russian. In the classroom, you are therefore expected to use Russian at all times.
3. In this course, you will be asked to express personal opinions and to talk and write about yourself, your family, and friends. If you prefer, you do not need to discuss or reveal any personal information; instead you may provide fictitious information. When you are being creative, you are expected to keep in mind the general purpose of the activity by using relevant vocabulary and expressions.
4. The use of profanity or vulgarity in the classroom (in any language) will not be tolerated.
5. The use of any electronic devices is not permitted during class, except with permission of the instructor.
6. Your instructor may ask that you change your seat in order to work in pairs or small groups. You may also be asked to move, if the instructor or your fellow classmates are unable to hear you. You should be prepared to change your seat at your instructor's request.
7. Drinks are allowed in the classroom. Do not bring any foods or drinks that will be distracting to your fellow students into class (e.g., food/drink with strong odors, something that causes noise), and always clean up after yourself.
8. From time to time, matters may come up that will require you to stop by your instructor's office. Every attempt will be made to find a mutually convenient time, but the responsibility is ultimately yours. You should be prepared to find some time to meet with your instructor during normal business hours.
9. Everyone will make mistakes in the language classroom; these mistakes are not only okay, they're vital to the language-learning process and helpful to you. Remember: if you make mistakes and realize it or correct yourself, that's an excellent thing that's helping you learn the language. Don't ever be embarrassed, and never make fun of others over this - you (and they) are doing right by doing this!

# Course Schedule

Week*	Dates*	Topics, Readings, Assignments, Deadlines
1	August 22	<b>Chapter 7 Topic: My Family.</b> Grammar: reflexive verbs, cases (Dative, accusative, genitive), and expressing age. <i>Introduction/First Reading</i>
2	August 28	Working with Active Vocabulary, Culture Situations
3	September 4	Grammar: Reflexive Verbs
4	September 11	Grammar: Cases (Dative, accusative, genitive); expressing age
5	September 18	<b>Chapter 8 Topic: In the Store.</b> Grammar: Past tense, some verbs of motion, more dative case usage. <i>Introduction/First Reading</i> <b>First Midterm – September 22</b>
6	September 25	Working with Active Vocabulary, Culture Situations
7	October 2	Grammar: Past tense. <b>First Oral Exam – October 3</b>
8	October 9	Grammar: Verbs of motion, dative case
9	October 16	<b>Chapter 9 Topic: Food.</b> Grammar: Instrumental Case, future tense of the verb “to be”. <i>Introduction/First Reading</i>
10	October 23	Working with Active Vocabulary and Cultural Situations. <b>Second Midterm – October 27</b>
11	October 30	Grammar: Instrumental Case. <b>Skit Presentations – October 31/November 1</b>
12	November 6	Grammar: Future tense of verb “to be”
13	November 13	<b>Chapter 10 Topic: Biography.</b> Indicating the year, verbal aspect. <i>Introduction/First Reading</i>
14	November 20	Working with Active Vocabulary and Cultural Situations
15	November 27	Grammar: Verbal Aspect and indicating the year. <b>Second Oral Exam – November 28</b>
16	December 4	Review for final exam
		<b>Final Exam</b> (according to the university schedule)

\*Since the II students have their own schedules, these are just suggested deadlines so that the students would have equal/enough time to cover the material for each chapter.

ASSESSMENT

Russian 1103

Complete the following table to show how the faculty will assess the three expected learning outcomes. Then, in an appendix, provide one or more specific example(s) for each assessment method you will use.

<p><b>GE Expected Learning Outcomes</b></p>	<p><b>Methods of Assessment</b></p> <p><i>*Direct methods are required. Additional Indirect methods are encouraged.</i></p>	<p><b>Level of student achievement expected for the GE ELO.</b></p> <p><i>(for example define percentage of students achieving a specified level on a scoring rubric)</i></p>	<p><b>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</b></p>
<p><b>ELO 1</b></p> <p>Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.</p>	<p><b>DIRECT:</b> <i>Reading and Listening</i> sections in the final test; <i>Writing</i> and grammar sections on the final; final <i>Oral</i> exam and a skit presentation (for in-class mode only).</p> <p><b>INDIRECT:</b> midterm and final discursive evaluations in the section asking for student’s self-assessment of their <i>speaking, listening, reading</i> and <i>writing</i> abilities.</p>	<p>80% of students will score 80% on each exam section measured for this outcome</p>	
<p><b>ELO 2</b></p> <p>Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.</p>	<p><b>DIRECT:</b> Last home assignment will be a culture essay asking to describe and analyze the context and manifestations of the Russian people.</p> <p><b>INDIRECT:</b> Students will complete a survey that will ask them to self-assess their ability to describe and analyze the contexts and</p>	<p><b>DIRECT:</b> 80% of students should score 80% or higher on this assignment.</p> <p><b>INDIRECT:</b> 80% of students should respond with either “agree” or “strongly agree” to each question of the survey. (Appendix E)</p>	



	manifestations of the Russian people.		
<b>ELO 3</b> Students compare and contrast the cultures and communities of the language that they are studying with their own.	DIRECT: Last home assignment will be a culture essay asking to compare and contrast the cultures and communities of the Russian people with their own.  INDIRECT: Students will complete a survey that will ask them to self-assess their ability to compare and contrast the cultures and communities of the Russian people with their own.	DIRECT: 80% of students should score 80% or higher on this assignment.  INDIRECT: 80% of students should respond with either “agree” or “strongly agree” to each question of the survey. (Appendix E)	

*\*Direct Methods assess student performance related to the expected learning outcomes. Examples of direct assessments are course-embedded questions; pre/post test; standardized exams; portfolio evaluation; videotape/audiotape of performance; rubric-based evaluation of student work.*

## Appendix A

### Sample of Direct Measure for Speaking for EOL 1 (Oral Test)

Your department has invited some Russian experts for an exchange program. These experts are hesitant to visit Ohio, however, since they 1) live in large cities in Russia and 2) maintain a healthy lifestyle (здоровый образ жизни, or ЗОЖ). They have heard the stereotype that everyone in the Midwest lives in small towns and eats fast food all the time. Since you speak Russian, your department recruits you to ease the Russian experts' concerns.

As a duo, PROMOTE COLUMBUS!

- Tell what interesting cultural attractions are in Columbus. Be specific!
- Tell what different professions people in Columbus have.
- Describe what dining options are available in Columbus.
- Describe what you, your family, and friends eat at different times of the day.
- For an example, tell what cultured and healthy things you will be doing on Saturday and Sunday.
- In sum, promote Columbus! Why would international experts want to visit?

#### Oral Exam Grade Sheet

I. Communicative capability: content of response and comprehension \_\_\_\_\_/10

**10-9** Communicates and comprehends all expected or required content (information, expressions, questions)

**8** Communicates and comprehends most of the expected or required content. Information that is left out or not comprehended is not crucial to the overall the message

**7** Generally communicates and comprehends needed information, but fails to include (or comprehend) some key elements

**6** Communicates and comprehends only the basics, the highlights. Message is noticeably and seriously incomplete or there is serious lack of comprehension

**5-0** Message is impossible to understand; message is not comprehended (resulting in a communication failure)

II. Accuracy (grammatical and lexical) \_\_\_\_\_/10

**10-9** Few errors, if any; no patterned errors, errors do not interfere with communication

**8** Some errors, but not so many as to be overly distracting

**7** Many errors that begin to impede communication

**6** Numerous errors, constant false starts, restatements, etc.

**5** So many errors as to make communication impossible in any real sense

III. Fluency \_\_\_\_\_/10

**10-9** Student speaks with little or no hesitation, does not have long pauses between dialogue responses

**8** Some small pauses to consider the correct form or content, but disrupt the flow of conversation only marginally

**7** Significant pauses within utterances while student tries to comprehend and form utterances; communication is stilted

**6** Large pauses throughout the interaction, making communication extremely difficult

**5-0** So many pauses and hesitations as to make communication impossible in any real sense

IV. Comprehension.

**10-9** Comprehends all expected or required content (information, expressions, questions)

- 8 Comprehends most of expected or required content. Information that is not comprehended is not crucial to the overall message.
- 7 Generally comprehends needed information, but fails to comprehend some key elements.
- 6 Comprehends only the basics. There is serious lack of comprehension.
- 5-0 Message is not comprehended (resulted in a communicative failure)

**Total points:** \_\_\_\_\_/40                      **Percentage and letter grade:** \_\_\_\_\_

**Level of student achievement expected for the GE ELO:** We expect 80% of sampled students to achieve a score of 32 (80%) or higher.

Appendix B

**Sample of Reading Comprehension Task from Final for EOL 1**

II. Reading. \_\_\_\_\_/ 24 points (20%). Since Marina’s plans to buy a present for Masha have fallen through, you decide to help. You do an online search for women’s gifts and find the following two blurbs for clothing stores. Answer the following questions about the stores so you can remember what to tell Marina.

1. According to the underlined text in the blurb for “Денье”, what does the store sell? Be specific.

\_\_\_\_\_

\_\_\_\_\_

2. Be as specific as possible. According to the blurb for “Денье”, sales consultants will help you find

\_\_\_\_\_

3. The first sentence about “Гардероб” describes it as a store of

\_\_\_\_\_ (3 words).

4. Where in Moscow is Гардероб located? \_\_\_\_\_

5. How long has Гардероб been in business? \_\_\_\_\_

6. According to the underlined portion of Sentence 2 in the blurb for Гардероб, what does the store specialize in?

\_\_\_\_\_

\_\_\_\_\_

7. According to Sentence 3, in addition to jeans, name three other types of clothing you can buy here.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. How are the consultants at Гардероб described?

\_\_\_\_\_

9. Why is Facebook mentioned with regard to Гардероб?

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**Магазин «Денье» в ТЦ Новоарбатский**

В магазинах сети «Денье» представлен большой ассортимент модных и качественных товаров для женщин. Здесь вы сможете приобрести удобные колготки, чулки от известных марок. Кроме того, внимательные продавцы-консультанты с удовольствием помогут с выбором нужного размера.

**Магазин «Гардероб» на Малой Никитской улице**

«Гардероб» — магазин стильной женской одежды, расположенный в самом центре Москвы. Уже больше десяти лет магазин предлагает столичным модницам коллекции одежды и аксессуаров российских и итальянских дизайнеров. В магазине широчайший выбор отличных джинсов, а также юбок, платьев и женских пиджаков. Приветливые консультанты обязательно порекомендуют, какие именно модели подходят к вашей фигуре. Весь ассортимент и новые коллекции можно увидеть на страничке «Гардероба» Фэйсбук.

**Level of student achievement expected for the GE ELO:** We expect 80% of sampled students to achieve a score of 19/24 (80%) or higher.

Appendix C

Sample of Writing Task on Final for EOL 1

**IV. Free Writing.** \_\_\_\_\_ **/100 pts (20%)**

The researcher wants to know why college students in the USA are reluctant to try Russian cuisine. Write a detailed response in Russian. According to your understanding, what do Russians eat and drink? How do Russians divide up meals? What Russian dishes and beverages have you tried? Where/when? Which ones do you like and not like? End by writing about which common Russian ingredients American students eat/drink.

**Guidelines for grading a written essay**

<b>Content (is the written work relevant to the topic? Does it have enough body?)</b>	<b>20</b>
<b>Organization/structure</b> (does it look like a complete piece of work? Ideally, at a more advanced level, they should have an introduction, main part, and conclusion)	<b>10</b>
<b>Vocabulary</b> (Is the essay rich in the choice of words? Are there many lexical errors?)	<b>20</b>
<b>Grammar</b> (Are there many grammatical errors? Are those errors disruptive to comprehension? If they are, you may take more points off)	<b>25</b>
<b>Style</b> (Are there many stylistic errors? Does the student keep the sentence structure correct?)	<b>10</b>
<b>Spelling</b> (Are there many spelling errors? Patterned errors should be counted as one)	<b>15</b>
<b>TOTAL</b>	<b>100</b>

**Level of student achievement expected for the GE ELO:** We expect 80% of sampled students to achieve a score of 80% or higher.

Appendix D

Sample of Culture Essay for ELO 2 and ELO 3

VII. Compare and contrast the cultures (6 pts)

**In English**, describe the family relations and the ways families live in Russia and in the US. Compare them with your own culture. How are they the same or different? Do different types of family relations and the functions their members have in different cultures reflect how societies view the concept of family?

<b>Ability to describe and analyze contexts and manifestations of Russian culture</b>		
	Range	Score
<i>Meets All Expectations:</i> Information is complete and relevant to the task; interesting information provided. Shows ability to describe and analyze the cultural contexts and manifestations of people of the Russian culture.	3	
<i>Meets Some Expectations:</i> Information is adequate and related to the task, but could use more detail or development. Shows some ability to describe and analyze the cultural contexts and manifestations of people of the Russian culture but could be improved.	2	
<i>Needs Work:</i> Minimal information is provided and/or the information is not related to the task. Does not describe or analyze the cultural contexts and manifestations of people of the Russian culture.	1	
<b>Cross cultural comparison</b>		
	Range	Score
<i>Meets All Expectations:</i> Insightful comparison of Russian culture with own culture.	3	
<i>Meets Some Expectations:</i> Comparison of Russian culture with own culture could be better articulated.	2	
<i>Needs Work:</i> Inadequate comparison of Russian culture with own culture.	1	
<b>TOTAL</b>		/6

**Level of student achievement expected for the GE ELO:** We expect 80% of sampled students to achieve a score of 3/3 for each component).

Appendix E

**Indirect Measure for ELO 1, ELO 2, and ELO 3**

Russian 1103

**DEPARTMENT OF SLAVIC AND EAST EUROPEAN LANGUAGES AND CULTURES  
THE OHIO STATE UNIVERSITY  
SURVEY**

I. LISTENING:

a. When I watch short authentic videos and listen/watch the dialogues from the textbook, I can understand enough to get the main ideas even if I don't understand every word or sentence I hear.

strongly agree	agree	disagree	strongly disagree
[   ]	[   ]	[   ]	[   ]

Comments (optional):

b. I can understand presentations and lectures by the instructor on familiar topics (covered in the 1101-1103) on Russian culture accompanied by clarifications and explanations.

strongly agree	agree	disagree	strongly disagree
[   ]	[   ]	[   ]	[   ]

Comments (optional):

II. READING:

I can read and understand short authentic texts like magazine articles, literary excerpts, and interviews (e.g. similar to the materials used by the instructor for in-class readings and readings on the tests).

strongly agree	agree	disagree	strongly disagree
[   ]	[   ]	[   ]	[   ]

Comments (optional):

III. SPEAKING:

Even though I make errors, I feel I should be able to engage in brief conversations on familiar topics with native speakers who are *sympathetic* and *patient* to my needs as a language learner.

strongly agree	agree	disagree	strongly disagree
[   ]	[   ]	[   ]	[   ]

Comments (optional):

#### IV. WRITING:

When I write on familiar topics, even though I make errors, I can get my message across with relative ease and can be understood by *sympathetic* native speakers.

strongly agree	agree	disagree	strongly disagree
[ ]	[ ]	[ ]	[ ]

Comments (optional):

#### V. CULTURE

a. I have gained a broad understanding of a variety of topics covered in class that relate to the Russian culture and society to the point that I am able to describe and analyze (in English) the contexts and manifestations of people of the Russian-speaking culture.

strongly agree	agree	disagree	strongly disagree
[ ]	[ ]	[ ]	[ ]

Comments (optional):

b. When dealing with topics covered in class, I can compare and contrast insightfully features of the cultures and communities of people of the Russian-speaking world with those of my own (in English).

strongly agree	agree	disagree	strongly disagree
[ ]	[ ]	[ ]	[ ]

Comments (optional):

#### VI. OVERALL SATISFACTION

I am overall satisfied with this course.

strongly agree	agree	disagree	strongly disagree
[ ]	[ ]	[ ]	[ ]

Comments (optional):



## Arts and Sciences Distance Learning Course Component Technical Review Checklist

**Course:** Russian 1103.99

**Instructor:** Larysa Stepanova

**Summary:** Distance Learning Course Offering (DL)

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/recommendations
6.1 The tools used in the course support the learning objectives and competencies.	✓			The tools used in this course support the learning objectives and competencies in the following ways. <ul style="list-style-type: none"> <li>• Weekly “MyRussianLab” text book activities</li> <li>• Online homework checks with instructor</li> <li>• Online conversation sessions to work through activities with instructor</li> <li>• Online grammar and vocabulary activities</li> <li>• Cursive writing exercise</li> <li>• Written assessments</li> <li>• Oral assessments</li> <li>• Online office hours</li> </ul>
6.2 Course tools promote learner engagement and active learning.	✓			Students will engage with the course materials and instructor on a weekly basis in the following ways. <ul style="list-style-type: none"> <li>• Carmen</li> <li>• MyRussianLab Digital book activities</li> <li>• MS Office 365</li> <li>• <a href="http://www.osuui.org">www.osuui.org</a></li> <li>• Carmen Connect</li> </ul>
6.3 Technologies required in the course are readily obtainable.	✓			All technologies being used for this course are readily obtainable through the Carmen LMS and/or a web browser.
6.4 The course technologies are current.	✓			All technologies being used for this course are current and can be accessed through the Carmen LMS and/or a web browser.

6.5 Links are provided to privacy policies for all external tools required in the course.	✓			Links have been provided to the privacy policies for all external tools being used in this course. <ul style="list-style-type: none"> <li>• Pearson MyRussianLab</li> </ul>
<b>Standard - Learner Support</b>				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	✓			Links have been provided to the technical support offered for all external tools being used in this course. <ul style="list-style-type: none"> <li>• Pearson MyRussianLab</li> </ul>
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	✓			a  The below statement should be included in the course syllabus.
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	✓			b  The below statement should be included in the course syllabus.
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	✓			c  The below statement should be included in the course syllabus.
<b>Standard – Accessibility and Usability</b>				
8.1 Course navigation facilitates ease of use.	✓			Recommend using the Carmen Distance Learning Course Shell to provide a consistent student-user experience in terms of navigation and access to content.
8.2 Information is provided about the accessibility of all technologies required in the course.	✓			Links have been provided in the syllabus in the "Accessibility accommodations for students with disabilities" section of the syllabus for all external tools being used in this course. <ul style="list-style-type: none"> <li>• Pearson's MyRussianLab.</li> </ul>
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	✓			Recommend that resources be developed to address any requests for alternative means of access to course materials. These resources should be in formats that meet the needs of diverse learners.
8.4 The course design facilitates readability	✓			Recommend using the Carmen Distance Learning Course Shell to provide a

				consistent student-user experience in terms of navigation and access to content.
8.5 Course multimedia facilitate ease of use.	✓			All assignments and activities that use the OSU core common tool set at Ohio State facilitate ease of use with embedded multimedia.

### Reviewer Information

- Date Reviewed: 9/25/17
- Reviewed By: Mike Kaylor

### Notes:

- Recommend that the tool being used for online office hours be listed on the front page of the syllabus with the day and time.
- On page 3 of the syllabus in the “Late assignments” section list “Canvas” which is now Carmen. Please update this text to reflect Carmen.
- On page 6 of the syllabus, you reference Proctorio as the online proctoring tool. While Proctorio is being piloted by some departments, the product is still in the RFP process. I would not plan in using this tool at this time. I would remove this verbiage from the syllabus.
- On page 5 of the syllabus, top of the page, in the last sentence you list “Canvas” which is now Carmen. Please update this text to reflect Carmen.
- On page 10 of the syllabus, the top of the page, you list the accessibility information for Carmen Desire2Learn. Please remove this text from the syllabus as D2L is no longer available.

<sup>a</sup>The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. 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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue. **Consider putting text for the accessibility statement in BOLD 16 pt font.**

<sup>b</sup>Add to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus. <http://advising.osu.edu/welcome.shtml>

°Add to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.

## Curriculum Map for Russian Major

	Program Goals		
	Goal 1 Lang. Proficiency	Goal 2 Analytic Skills	Goal 3 Cult. Appreciation
<b>Prerequisites</b>			
Russian 1101	Novice Low/Mid	NA	Novice Low
Russian 1102	Novice Mid/High	NA	Novice Mid
Russian 1103	Novice High	NA	Novice High
Russian 1133	Intermediate Low	NA	Intermediate Low
<b>Required Courses</b>			
Russian 2104	Novice High/ Intermediate Low	NA	Novice High/Intermediate Low
Russian 2144	Intermediate Low/Mid	NA	Intermediate Mid
Russian 3101	Intermediate Low	NA	Intermediate Low
Russian 3102	Intermediate Mid	NA	Intermediate Med
Russian 4575	Intermediate High	Advanced	Advanced
<b>Language Elective Courses</b>			
Russian 3121/3122	Intermediate Low	NA	Intermediate High
Russian 4101/4102	Intermediate Low/Mid	NA	Advanced
Russian 4135	Novice/Intermediate	Intermediate	Novice
Russian 4136	Intermediate/Advanced	Advanced	Intermediate/Advanced
Russian 5101/5102	Intermediate High/Advanced Low	Advanced	Advanced
<b>Literature, Culture, Linguistics Elective Courses</b>			
Medren 2513	NA	Novice	Novice
Russian 2250	NA	Novice	Novice
Russian 2335	NA	Novice	Novice
Russian 2345	NA	Novice	Novice
Russian 3460	NA	Intermediate	Intermediate
Russian 3350	NA	Intermediate	Intermediate
Russian 3470	NA	Intermediate	Intermediate
Russian 4220/4221	NA	Advanced	Advanced
Russian 4600	Novice	Advanced	Advanced
Russian 5225	NA	Advanced	Advanced
Russian 5250	NA	Advanced	Advanced
-(including all decimal suffixes)			

Russian 5530	Intermediate	Advanced		Advanced	
Russian 5601	Advanced	Advanced		Advanced	
Russian 5630	Intermediate/Advanced		Advanced		Advanced
Russian 5701	Advanced	Advanced		Advanced	
Slavic 2330	NA	Novice		Novice	
Slavic 3360	NA	Intermediate		Intermediate	
Slavic 3310	NA	Intermediate		Intermediate	
Slavic 3333	NA	Intermediate		Intermediate	
Slavic 3800	NA	Intermediate		Intermediate	
Slavic 4520H	NA	Advanced		Advanced	
Slavic 4560H	NA	Advanced		Advanced	
Slavic 4260H	NA	Advanced		Advanced	
Slavic 4597	NA	Advanced		Advanced	
Slavic 5450	NA	Advanced		Advanced	