

Term Information

Effective Term Spring 2019

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 1102.99
Course Title Elementary Russian II (Online)
Transcript Abbreviation Elem Russian II
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 Prereq: 1101.01, 4 cr hrs of 1101.51, or 4 cr hrs of 1101.91
Exclusions Not open to students with credit for 1102.01 or 4 credits of 1102.51.
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0402
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior

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

- Handle increasing number of communicative tasks
 - Show signs of spontaneity and increasing fluency
 - Derive ideas and facts from readings
 - Understand sentence-length utterances in speech
 - Show emerging awareness of Russian culture

Content Topic List

- Asking and describing locations
 - Expressing wishes, ability, needs, obligations, likes, dislikes
 - Telling time and date
 - Talking about university
 - Possessive pronouns
 - Genitive case
 - Accusative case of nouns
 - Accusative case of pronouns

Sought Concurrence

No

Attachments

- OnLine1102_assess.docx
(GEC Course Assessment Plan. Owner: Peterson, Derek)
- Russian 1102.99 syllabus.docx: Online Syllabus
(Syllabus. Owner: Peterson, Derek)
- Russian 1102.99 asc tech review.docx: ASC Tech Review
(Other Supporting Documentation. Owner: Peterson, Derek)
- Curriculum Maps Russian Major July 26.docx: Curriculum Map
(Other Supporting Documentation. Owner: Peterson, Derek)
- R_1102.docx: In-person Syllabus
(Syllabus. Owner: Peterson, Derek)

Comments

- Your request is too late for AU 18 so I've changed it so Sp 19. Also wouldn't both on-line and in-person syllabi be required?

For final approval, I think that the content list needs to be separated out for the registrars' office. Please advise. *(by Heysel, Garrett Robert on 08/01/2018 10:26 PM)*
- Term changed to SP19. Added an in-person syllabus in addition to the online syllabus. *(by Peterson, Derek on 07/25/2018 12:05 PM)*

COURSE REQUEST
1102.99 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
08/21/2018

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Peterson, Derek	04/17/2018 03:54 PM	Submitted for Approval
Approved	Stepanova, Larysa	04/17/2018 04:08 PM	Unit Approval
Revision Requested	Heysel, Garrett Robert	04/17/2018 08:57 PM	College Approval
Submitted	Peterson, Derek	07/25/2018 12:05 PM	Submitted for Approval
Approved	Suchland, Jennifer Anne	07/25/2018 01:31 PM	Unit Approval
Approved	Heysel, Garrett Robert	08/01/2018 10:26 PM	College Approval
Pending Approval	Nolen, Dawn Vankeerbergen, Bernadette Chantal Oldroyd, Shelby Quinn Hanlin, Deborah Kay Jenkins, Mary Ellen Bigler	08/01/2018 10:26 PM	ASCCAO Approval



THE OHIO STATE UNIVERSITY

RUSSIAN 1102.99 ELEMENTARY RUSSIAN II 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 1102.99! 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 1102.99 (Elementary Russian II) 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. 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

Голова: A Basic Course in Russian, Book 1 (5th edition) along with an accompanying subscription to MyRussianLab. This book is available at the Barnes and Noble, 1598 N High St, (614) 247-2000, <http://ohiostate.bncollege.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 4, Chapter 5, and Chapter 6.

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
- **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 three chapters, each chapter weighted at 33% 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.

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). More information on the homework check and conversation session can be

found on page 7. 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 every day until the chapter is complete. If the chapter

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

Please note the 80% in the TEST section.

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 to three 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 (including the reading portion) 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. You will have 60 minutes to complete the exam.

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 , 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

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>

Other services 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. Jennifer Suchland (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 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/>.

Policies for this online course

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

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)

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.

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

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; 614-292- 3307; 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 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 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	Chapter 4 Topic: University. Study verbs (to study, to learn). Spelling rules. Grammar: Prepositional case for locations. Accusative case of adjectives, pronouns and nouns. <i>To love</i> + Acc or Infinitive. Question words and sentence expanders. <i>Introduction/First Reading</i>
2	September 15	Working with Active Vocabulary, Grammar, Culture Situations.
3	September 22	Home work, Conversation session, Oral exam. (Additional appointments if needed) Written Test and Listening Test
4	September 29	(Additional appointments if needed) Written Test and Listening Test
5	September 29	Chapter 5 Topic: My Day. Grammar: time on the hour. Stress in verb conjugation. Some verbs of motion. Special questions. Prepositio. Some model verbs, short form adjectives. <i>Introduction/First Reading</i>
6	October 5	Working with Active Vocabulary, Grammar, Culture Situations

7	October 11	Home work, Conversation session.
8	October 20	Additional appointments if needed. Oral exam.
	October 27	(Additional appointments if needed) Written Test and Listening Test
9	November 3	Chapter 6 Topic: House, Dorm, Apartment. Grammar: Verbs of position. Genitive case of nouns, adjectives, possessive pronouns. Use of the Genitive Case. Negations. Quantities. <i>Introduction/First Reading</i>
10	November 9	Working with Active Vocabulary. Grammar, Culture Situations.
11	November 17	Working with Grammar and Cultural Situations..
12	November 21	Homework, Conversation session
13	December 1	Additional appointments if needed. Oral exam.
14	December 6	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, (614) 292-6733
www.slavic.osu.edu

RUSSIAN 1102.01
Departmental Syllabus and Student Information
Autumn Semester 2017

Course call number: 23001

Time and Place: T-F 5:20-6:15pm HH 351

Instructor: David McVey

E-mail: mcvey.23@osu.edu

Office: HH 347

Office hours: WF 3:00pm-4:00pm, or by

appt

Course coordinator: Dr. Larysa Stepanova: stepanova.1@osu.edu

Formant of instruction: recitation – 4 hours per week

GE Course Goals and Objectives:

R 1102.01 (Elementary Russian II) 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, 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 1102! In this course you will develop further 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 (5th edition) along with an accompanying Student Activity Manual. 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%
2 written tests	30% (15% each)
1 scenario	10%
Midterm oral exam	7.5%
Final oral exam	7.5%
Cumulative final exam	20%

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

93 - 100	A	80 - 82	B-	68 - 69	D+
90 - 92	A-	78 - 79	C+	65 - 67	D
88 - 89	B+	73 - 77	C	64 & below	E
83 - 87	B	70 - 72	C-		

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 5 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. 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 5 of this syllabus. Late homework will be accepted with a deduction of -1 point (-20%) per day of lateness.

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. Make-up quizzes are available if the absence is excused; however, it is *your* responsibility to speak with me and arrange the make-up.

Scenarios, Oral Exams, 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 two tests and final exam:

1. Test 1 (Chapter 4) – F Sept 22 in class
2. Test 2 (Chapter 5) – F Oct 27 in class
3. Cumulative final exam (Chapters 4-6) – W Dec 13 @ 8PM—9:45PM. Please plan ahead for this time slot. This time has been set by the registrar and cannot be changed.

During the semester you will also have an in-class scenario (skit), which will be scheduled in conjunction with Kapustnik. 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 for the skit will be announced as soon as it is scheduled (likely the last week of October or beginning of November).

There will also be two oral exams. The first will be conducted outside of class between **M Oct 9—W Oct 11**. The second will be administered outside of class between **W Nov 29 and F Dec 1**. You will be graded on content, accuracy (pronunciation, grammar, and vocabulary), fluency, and comprehension.

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!

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.

Any additional absences (beyond the "grace sessions" and any excused absences) will be considered unexcused. Furthermore, extreme tardiness can accumulate into unexcused absences. A late arrival to class of 15 minutes or more on three (3) different class days will be counted as one (1) unexcused absence from class. 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., $92\% - 3\% = 89\%$]. **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) 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 for attending these events. 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 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:

Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

Academic Misconduct:

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.

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/>.

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

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.

Questions?

Please feel free to ask your instructor for clarification of anything on these pages, and of course at any time you are welcome to talk Dr. Larysa Stepanova (338 Hagerty Hall, stepanova.1@osu.edu), who is the Director of Language Programs and the GTA coordinator in the Slavic department.

Enjoy your Russian!

I. CLASS PARTICIPATION GRADING SCALE

Class participation and preparation will be assessed every day using the scale below. These daily grades are meant to encourage steady, consistent effort.

0 _____ **3** _____ **5**

0 = Student is absent, or is not prepared for class, or does not participate

3 = Student sometimes prepared, but preparation inconsistent; answers when called on; uses Russian when required; willingly participated in class activities; stays on task during partner/group work

5 = High level of preparation; answers when called on; willingly participates in class activities; stays on task during partner/group work; uses Russian almost exclusively; volunteers answers to open questions (not directed at anyone); shares pertinent information; asks questions or volunteers information that is relevant to the class.

II. WRITTEN HOMEWORK GRADING SCALE

Homework is assessed on a daily basis according to the following scale:

0 = Did not turn in or no work completed

1 = Carelessly done with many mistakes; no evidence of use of answer key; open-ended activities carelessly prepared

3 = Some exercises done carefully, others hastily completed or not completed at all. Some evidence of correction of exercises using answer key (if applicable)

5 = All exercises carefully done; all exercises carefully corrected using answer key; open-ended activities show thought and attention

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. 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 (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	August 21	Chapter 4 Topic: University. Study verbs (to study, to learn). Spelling rules. <i>Introduction/First Reading</i>
2	August 27	Grammar: Prepositional case for locations.
3	September 3	Accusative case of adjectives, pronouns and nouns
4	September 10	<i>To love</i> + Acc. or Infinitive. Question words and sentence expanders.
5	September 17	Working with Active Vocabulary, Grammar, Culture Situations. First Midterm.
6	September 24	Chapter 5 Topic: My Day. Grammar: time on the hour. Prepositions. <i>Introduction/First Reading</i>
7	October 1	Special questions. Stress in verb conjugation. Some verbs of motion.
8	October 8	Some modal verbs. First Oral Exam.
9	October 15	Short form adjectives.
10	October 22	Working with Active Vocabulary, Grammar, Culture Situations. Second Midterm.
11	October 29	Chapter 6 Topic: House, Dorm, Apartment. Grammar: Verbs of position. <i>Introduction/First Reading</i>
12	November 5	Genitive case of nouns.
13	November 12	Genitive case of adjectives and possessive pronouns.
14	November 19	Genitive case and its use: negations, quantities.
15	November 26	Second Oral Exam. Working with Active Vocabulary. Grammar, Culture Situations
		Final Exam

*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.

**RECORD OF ABSENCES & TARDIES
(for use by the student)**

Total Absences:

Grace Days: _____

Excused: _____

Unexcused: _____

VII.B.2. Foreign Language

Goals:

Students demonstrate skills in communication across ethnic, cultural, ideological, and national boundaries, and appreciate other cultures and patterns of thought.

Expected Learning Outcomes:

1. Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.
2. Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.
3. Students compare and contrast the cultures and communities of the language that they are studying with their own.

Courses proposed for this component of the General Education (GE) should be designed with these goals and expected learning outcomes (ELOs) in mind and considered in terms of their contribution to the requirement as a whole. Courses will be reviewed by the Arts and Sciences Curriculum Committee (ASCC) in light of these goals and expected learning outcomes. All GE courses should be made available to undergraduates with a minimum of prerequisites and not be restricted to majors.

Proposals must include the following:

1. The appropriate Course Request Form via curriculum.osu.edu
2. A course syllabus that follows the ASC syllabus template guidelines (see pp. 13-14).
3. A GE rationale that discusses how *each individual GE expected learning outcome* will be met in most or all of the following: (a) the course objectives, (b) the readings, (c) the topics, (d) the written assignments, and (e) other course components.

The key is to discuss each GE expected learning outcome *separately* so that the reviewing faculty panel can clearly see that each ELO is sufficiently addressed in the course.

4. A GE assessment plan which explains how the faculty teaching the course will assess the effectiveness of the course in achieving the GE expected learning outcomes over time, rather than how individual student grades will be assessed. As you develop your GE assessment plan, please bear in mind that the faculty will need to implement it from the very first offering of the course so keep it simple (a GE assessment plan should not be so complex that it cannot be implemented).

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.

GE Expected Learning Outcomes	Methods of Assessment <i>*Direct methods are required. Additional Indirect methods are encouraged.</i>	Level of student achievement expected for the GE ELO. <i>(for example define percentage of students</i>	What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?

		<i>achieving a specified level on a scoring rubric)</i>	
ELO 1 Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.	Midterm and final oral exams, take-home essay assignment; midterm and final discursive evaluations	Students will score 80% on each exam section measured for this outcome	
ELO 2 Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.	Oral exams, midterm and final exam reading/listening sections; midterm and final discursive evaluations	Students will score 80% on each exam section measured for this outcome	
ELO 3 Students compare and contrast the cultures and communities of the language that they are studying with their own.	Take-home essays; oral exams, midterm and final discursive evaluations	Students will score 80% on each exam section measured for this outcome	

***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

Appendix B

Sample of questions for students to write an answer to be graded on grammar, vocabulary and reasoning.

Students will be asked to fill in the gaps in the proposed monologues/dialogues in Russian simple paragraph long text choosing the correct register (formal/informal), or to come up with a set of prompted simple 2-3 sentences/ memorized phrases limited by particular context in which the language has been learned. They students will be able to communicate using formulaic utterances, and lists of words (as per ACTFL guidelines).

Sample of an assignment. **You are going on a study-abroad trip. Now are having a Skype session with your prospective host family in Russian.**

1. (Official/unofficial) Hello.
3. Ask them how they are.
4. Tell them what you are majoring in.
5. Tell them about you family background.

6. Ask your host family about the room you will live in while in Russian (what pieces of furniture it has/doesn't have, what color/size they are).

Now switch the roles and imagine that you are about to host a student from Russia. Tel him/her about option to live on/near campus (dorm, apartment, house). Describe the place where you live, what pieces of furniture you have and you don't have.

Topics:

- 1. University, different majors, departments' names.**
- 2. Your daily activities (what you do, what you like to do, what you do not like to do).**
- 3. Living conditions (dorms, apartments, houses).**

For the listening and reading sections, the students will have the texts on a number of topics (simple biography, (language-related) education, describing rooms, and naming items of clothing). They will be expected to answer a variety of questions on the topic discussed, such as T/F, fill in the blank, multiple choice, translate, and provide a short answer. The responses will be evaluated on grammatical accuracy, as well as on vocabulary/pronunciation, and correct register choice. For example, they will need to fill in the gaps with the correct (formal/informal pronoun) and a verb form that goes with it.

**Indirect Methods assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are student surveys about instruction; focus groups; student self-evaluations.*

After the second offering of the course, please submit an initial report summarizing the GE assessment results following the format of sections I and II of the "Assessment Report Requirements" in Appendix 8.

5. *For ASC units only:* If the GE request applies to a new course and the new course can also count toward the major of the submitting unit (whether as a required course or as an elective), please include the curriculum map of that program to which you have added the newly proposed course, indicating the program goal(s) and levels it is designed to meet. If the course is not new but the request involves moving the course to a new level or place on the major's curriculum map, the updated map will need to be provided as well.

Students must complete course work or achieve proficiency through the 1101 level in a foreign language.

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Russian 1102.99
Instructor: Stepanova
Summary: Elementary Russian

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			Tools include: <ul style="list-style-type: none"> • Carmen • MyRussianLab • Carmen Connect
6.2 Course tools promote learner engagement and active learning.	X			Use of Carmen Wiki for collaborative projects, Carmen Connect for text, audio and Video chat including but not limited to use with instructor's office hours.
6.3 Technologies required in the course are readily obtainable.	X			All utilities are made available for free site license via OSU or by free registration on external site.
6.4 The course technologies are current.	X			All applications are web based and current.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			MyRussianLab is the only external resource and a link to the privacy policy is provided.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	X			Links to 8Help are and support for MyRussianLab are provided.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			a
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.	X			b
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.	X			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	X			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	X			Links to internal services are provided and external tool accessibility policies are made readily available on the respective tool's website.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Recommend that resources be developed to address any requests for alternative means of access to course materials.

8.4 The course design facilitates readability	X		Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	X		All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser

Reviewer Information

- Date reviewed: 4/3/18
- Reviewed by: Ian Anderson

Notes: Very well put together and thorough syllabus. No changes other than adding a phone number in the contact info are recommended.

^aThe following statement about disability services (recommended 16 point font):
 Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd 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>

^cAdd 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
Prerequisites			
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
Required Courses			
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
Language Elective Courses			
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
Literature, Culture, Linguistics Elective Courses			
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