

## Term Information

Effective Term Autumn 2021  
*Previous Value* Autumn 2015

## Course Change Information

### What change is being proposed? (If more than one, what changes are being proposed?)

We wish to add the option to offer this course as an online class.

### What is the rationale for the proposed change(s)?

The NELC Department has decided to request approval to regularly offer this course in a distance learning format after having learned much about online foreign language course instruction during the pandemic emergency.

### What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

## General Information

Course Bulletin Listing/Subject Area Uzbek  
Fiscal Unit/Academic Org Near Eastern Languages/Culture - D0554  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 1103  
Course Title Intermediate Uzbek I  
Transcript Abbreviation Intermed Uzbek 1  
Course Description Continued study of Uzbek Language, with appropriate cultural background; further development of listening, reading, speaking, and writing skills. Not open to native speakers.  
Semester Credit Hours/Units Fixed: 4

## Offering Information

Length Of Course 14 Week, 12 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  
*Previous Value* No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
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: 1102.
Exclusions	
Electronically Enforced	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code	16.1599
Subsidy Level	General Studies Course
<i>Previous Value</i>	<i>Baccalaureate Course</i>
Intended Rank	Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

General Education course:

Foreign Language

The course is an elective (for this or other units) or is a service course for other units

## Course Details

**Course goals or learning objectives/outcomes**

- Students will initiate and maintain predictable face-to-face conversations and satisfy limited social demands.
- Students will create sentences and short paragraphs related to most survival needs, personal history, daily life, etc.
- Students will read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines.
- Students will understand short conversations about all survival needs and limited social demands.
- *Lower intermediate verbal, aural, reading, and composition skills*

*Previous Value*

**Content Topic List**

- Reading short stories in Uzbek
- Talking about the nature of Uzbekistan
- Talking about the history of Uzbekistan
- Talking about the history of the Uzbek language
- Understanding the nature of Uzbek literature
- Talking about culture and religion in Uzbekistan

**Sought Concurrence**

No

**Attachments**

- Uzbek 1103 Technical Review Checklist.docx: Technical Review  
*(Other Supporting Documentation. Owner: Smith,Jeremie S)*
- Uzbek 1103 GE Rationale.docx: GE Rationale  
*(GEC Model Curriculum Compliance Stmt. Owner: Smith,Jeremie S)*
- Uzbek 1103 GE Assessment Plan.docx: GE Assessment Plan  
*(GEC Course Assessment Plan. Owner: Smith,Jeremie S)*
- Uzbek 1103 Classroom Syllabus.docx: Classroom Syllabus  
*(Syllabus. Owner: Smith,Jeremie S)*
- Uzbek 1103 Online Syllabus.docx: Online Syllabus  
*(Syllabus. Owner: Smith,Jeremie S)*

**Comments**

- We have addressed all contingencies in the re-submitted syllabi and will share recommendations with the instructors that developed the course syllabi. Thank you for the helpful feedback. - Jeremie *(by Smith,Jeremie S on 12/15/2020 10:21 AM)*
- See 12-11-20 to M. Liu and J. Smith *(by Oldroyd,Shelby Quinn on 12/11/2020 02:51 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Smith,Jeremie S	11/13/2020 11:05 AM	Submitted for Approval
Approved	Levi,Scott Cameron	11/13/2020 11:13 AM	Unit Approval
Approved	Haddad,Deborah Moore	11/13/2020 11:56 AM	College Approval
Revision Requested	Oldroyd,Shelby Quinn	12/11/2020 02:51 PM	ASCCAO Approval
Submitted	Smith,Jeremie S	12/15/2020 10:21 AM	Submitted for Approval
Approved	Levi,Scott Cameron	12/15/2020 10:29 AM	Unit Approval
Approved	Haddad,Deborah Moore	12/16/2020 07:53 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Hilty,Michael Vankeerbergen,Bernadette Chantal	12/16/2020 07:53 AM	ASCCAO Approval

# Intermediate Uzbek I Syllabus

Uzbek 1103 [Autumn 2021]

## Course Information

- **Course times:** TBD
- **Credit hours:** 4
- **Mode of delivery:** Distance Learning

## Instructor

- **Name:** Kamola Azimova
- **Email:** [azimova.2@osu.edu](mailto:azimova.2@osu.edu)
- **Office location:** Hagerty Hall, Rm 300
- **Office hours:** TBD
- **Preferred means of communication:**
  - My preferred method of communication for questions is **email**.
  - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

## Course Description

This intermediate course in Uzbek language and culture is a continuation of the elementary course and is intended to enhance overall communicative competence in modern Uzbek. The main goal of this course is to expand and solidify student's command of Uzbek vocabulary, grammar and spelling, and to develop intermediate-level listening, reading, conversational, and compositional skills. In particular, students will improve their ability to comprehend and exchange ideas with native speakers.

Students will also express original ideas, report on various types of events, and conduct interviews in the language. The course incorporates a variety of activities and drills including dialogues, reading texts, role plays, language games, grammar and phonetic exercises, dictations, translations, interviews and discussion of topics.



## Learning Outcomes

- Initiate and maintain predictable face-to-face conversations and satisfy limited social demands.
- Create sentences and short paragraphs related to most survival needs, personal history, daily life, etc.
- Read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines.
- Understand short conversations about all survival needs and limited social demands.

This level of proficiency requires acquisition of all regular and frequent irregular grammatical patterns, a vocabulary of 3,000 words or more (of which at least 500 will be high-frequency items), and an array of common pragmatic patterns.

In addition, the course is designed to help students recognize common knowledge, beliefs, attitudes, and behavioral patterns of the Uzbek people, and to comply (verbally and non-verbally) with Uzbek cultural norms.

**Prerequisites:** Successful completion of Uzbek 1101 or the equivalent standard of Uzbek is required.

## General Education Expected Learning Outcomes

As part of the Foreign Language category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

### 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.

## How This Online Course Works

**Mode of delivery:** This is a fully online 15-week course beginning Tuesday, August 24th, 2021 with a mandatory synchronous element. You will attend daily required sessions via Zoom meetings. The Carmen Zoom class meeting invitations will be sent by the instructor before the start of the semester.

**Pace of online activities:** This course is divided into weekly modules on Carmen. The module for each week will become available at 11:59PM on the preceding Friday. Each



module will contain a weekly schedule with links to daily Zoom class meetings, learning goals for the week, assignment instructions, links, and deadlines, and lecture content. It is the responsibility of each student to keep up with this weekly schedule.

**Credit hours and work expectations:** This is a 4 credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around 4 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to [8] hours of homework (reading and assignment preparation, for example) to receive a grade of [C] average.

Homework assignments are a crucial part of the course and assigned every class and due the next class period. Homework assignments will consist of written work, preparation for oral presentations for the following class period, topical presentations, listening comprehension exercises, and reading assignments.

- Homework assignments will be posted daily on CarmenCanvas and are due before the next class session
- You will be expected to submit your homework assignments on CarmenCanvas before the class starts

Active participation is also required for the course. Active participation is defined as talking in group work without prompting and being part of the general conversation in the class without the teacher having to call on you. Maintaining accuracy in speech and relevance to topic is also important. There will be one midterm exam and final. Weekly quizzes will be given as needed to test comprehension of materials and completion of assignments.

- All quizzes and tests will be administered via CarmenCanvas

**Attendance and participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

This is a distance language learning course but your attendance in classes via zoom are necessary. Much of the responsibility for learning a language falls on the students. It is not realistic to expect to develop communication skills in a new language if students do not practice it. Therefore, it is crucial that students attend class regularly. If you miss class (regardless of whether this is excused or unexcused) please make sure to ask your colleagues (but not your instructor) to provide information as to what was covered in your absence. Covering the class material that you have missed on your own will be your responsibility and not your instructor's.

Excused absences include documented illnesses or accidents, religious holidays, participation in scheduled events as a member of a university-sponsored organization, and family emergencies. If you believe you are going to have an excused absence be sure to clear it with your instructor. Absence that fall into one of the listed categories for



excused absences but that are not cleared with your instructor (ideally prior to the date of the absence) will be considered unexcused.

This is a distance learning course; however, all students are expected to attend every class session. If a student cannot attend a class, they should notify the instructor in advance and be prepared to provide any necessary backup documentation to excuse the absence for documented medical or family reasons. Students can miss two instructional hours during one semester without grade penalty. Absences beyond this will result in a 2% reduction in final grade per class session. A tutoring requirement may be given to ensure the student does not disrupt other students in the course due to lengthened absences. Students will not be allowed to make up any quizzes, tests, or exams if they have not notified the instructor in advance and do not have the appropriate documentation

It is your responsibility to inform the instructor of any intended absence for religious observances in advance.

- You are expected to log in at least four times every week.
- Complete the assigned materials before participating in the virtual class.
- Participate in online discussions.

## Course Materials, Fees and Technologies

### Required Materials and/or Technologies

*N. Azimova, Uzbek: An Intermediate Textbook, Georgetown University Press, 2016*

### Recommended/Optional Materials and/or Technologies

Kh. H. Ismatulla, *Uzbek Phrase book*, Turkestan and Azerbaijan Research Center, 2004  
B. Mengliyev, O'. Kholiyorov, "O'zbektilidan Universal Qo'llanma". Toshkent, 2008.

### Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication



## Required Software

**Microsoft Office 365:** All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) (go.osu.edu/office365help) help article for full instructions.

As a language course set up, it would be important to see everyone's face and hear everyone's voice. Therefore, it is required to keep both your microphone and your webcam ON, unless instructed otherwise, during the synchronous Zoom class meetings. Class sessions will NOT be recorded unless it is informed beforehand. If it is recorded, you will be allowed to mute your microphones and turn off your webcams.

If you have any difficulty of using technology, online resources, and maintaining privacy during this online course, please contact me as soon as possible to discuss them.

## CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357 \(HELP\)](tel:614-688-4357) and IT support staff will work out a solution with you.

## Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) (go.osu.edu/zoom-meetings)
- [Recording a slide presentation with audio narration and recording, editing and uploading video](https://go.osu.edu/video-assignment-guide) (go.osu.edu/video-assignment-guide)





## Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** [go.osu.edu/it](https://go.osu.edu/it)
- **Phone:** [614-688-4357 \(HELP\)](tel:614-688-4357)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

## Digital Flagship

Digital Flagship is a student success initiative aimed at helping you build digital skills for both college and career. This includes offering an engaging collection of digital tools and supportive learning experiences, university-wide opportunities to learn to code, and a Design Lab to explore digital design and app development. Digital Flagship resources available to help Ohio State students include on-demand tutorials, The Digital Flagship Handbook (your guide for all things tech-related), workshops and events, one-on-one tech consultations with a peer or Digital Flagship staff member, and more. To learn more about how Digital Flagship can help you use technology in your courses and grow your digital skills, visit [go.osu.edu/dfresources](https://go.osu.edu/dfresources).

## Grading and Faculty Response

### **Class participation: 10 %**

Will be assessed on the basis of attendance in participation in class activities. Regular attendance is essential and expected. You are expected to login on time and be prepared. Active participation consists of volunteering answers, as well as participating appropriately and staying on task in pair and group work. Thus, mere attendance in class is not sufficient. Since classes are conducted in Uzbek, students are expected to speak Uzbek whenever possible.

### **Homework: 10%**

Homework will be assigned on a daily basis and will include handouts, small writing, reading, and writing assignments. Students are expected to take homework assignments seriously and to turn in/submit assignments on time so that no student falls behind.

### **Projects: 10%**

Projects will include powerpoint presentations, mock websites, collages, etc.

### **Bi-weekly Quizzes: 20%**

All quizzes will be announced beforehand and are designed to make sure that all students are keeping up with the pace of the course



**Mid-term: 15%**

A study guide will be provided beforehand.

**Final written exam: 20%**

A study guide will be provided beforehand.

**Final interview: 15%**

A final oral interview will be conducted by the class instructor and will cover all topics covered during the course.

**Grading Scale**

A = 100% - 94% A- = 93% - 91% B+ = 90% - 89% B = 88 % - 83% B- = 82% - 80% C+ = 79% - 78% C = 77% - 73% C- = 72% - 71%

**Academic integrity and collaboration:** It is expected from you to complete homework assignments, tests, and final exam yourself, without any external help or communication. The use of Google Translate or similar online translation tools is prohibited. However, you can use online dictionaries such as [seslisozluk.com](http://seslisozluk.com) or [tureng.com](http://tureng.com) while you are working on your assignments, but not tests and final exam. All of your written assignments should be your own original work. This class will provide you opportunities to collaborate with your classmates to complete group study assignments. However, working with classmates to complete quizzes and tests are not permitted.

## Instructor 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 [614-688-4357 \(HELP\)](tel:614-688-4357) at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address. I will reply to emails within **24 hours on days when class is in session at the university**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check [your notification preferences](http://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to ensure you receive these messages.
- **Discussion board:** I will check and reply to messages in the discussion boards once mid-week and once at the end of the week.
- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **seven days**.



# Other Course Policies

## Discussion and Communication Guidelines

Example: The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
- **Tone and civility:** Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

## Academic Integrity Policy

See [Descriptions of Major Course Assignments](#) for specific guidelines about collaboration and academic integrity in the context of this online class.

### 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](#) ([studentconduct.osu.edu](http://studentconduct.osu.edu)), 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.

**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>.

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

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

## Copyright for Instructional Materials

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

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options on [Ohio State’s Title IX website](http://titleix.osu.edu) (titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information, visit the [OIE website](http://equity.osu.edu) (equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

## Commitment to a Diverse and Inclusive Learning Environment

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 their 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.

## Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources](http://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website](http://suicidepreventionlifeline.org) (suicidepreventionlifeline.org) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app](http://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

## Student Academic Services

A full overview and contact information for the student academic services offered on the OSU main campus can be found here: <http://advising.osu.edu/welcome.shtml>

## Student Services

An overview and contact information for student services offered on the OSU main campus can be found here: <http://ssc.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 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. 12th Avenue.



## Requesting Accommodations

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 \(SLDS\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

### Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: [slds.osu.edu](http://slds.osu.edu)
- Email: [slds@osu.edu](mailto:slds@osu.edu)
- In person: [Baker Hall 098, 113 W. 12th Avenue](#)

## Accessibility of Course Technology

This online course requires use of CarmenCanvas (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.

- [CarmenCanvas accessibility](http://go.osu.edu/canvas-accessibility) (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) (go.osu.edu/zoom-accessibility)
- Collaborative course tools

## Weekly Schedule:

THE FOLLOWING IS A DRAFT SCHEDULE; CHANGES OR ADJUSTMENTS MAY BE NECESSARY. If there are any changes, you will be notified by your instructor. Detailed information about the projects will be given in during the class.

Weeks	Chapter	Vocabulary	Functions	Structure	Culture
Weeks 1&2	1.Аэропортда	- greetings - introductions	- greet people - introduce yourself - ask for information - get someone's attention - request information	- participles: past, present and future	Исмлар
Weeks 3&4	2. Ўзимни таништирай, исмим Том. <b>Quiz 1 Sep. 8<sup>th</sup> (Labor day, no class, Sep. 7<sup>th</sup>)</b>	- education - interests	inquire about professions and occupations - read and write biographies	sentence coordination - the word ўз - suffixes - чи and -дош	Таржимаи ҳол
Weeks 5&6	3. Оилам хақида <b>Quiz 2 Sep 20<sup>th</sup> Project 1 Sep 27<sup>th</sup></b>	- family - kinship terms	describe and discuss one's family and friends - inquire about family - narrate and describe one's childhood	- Definite Past - Indefinite past Habitual Past	Муомала одоби
Weeks 7&8	Pulling it all together Бирлашган ўзар: Хаёт йўли <b>Midterm Oct 13<sup>th</sup> Fall Break (no class, Oct 14, 15<sup>th</sup>)</b>	- biography - life experience s	- read and listen to biographical narratives - write a short biography	- review past tense	
Weeks 9&10	4. Уй-жой хақида <b>Project 2 Oct. 18<sup>th</sup> Quiz 3 Oct. 25<sup>th</sup></b>	- house, furniture - household items, colors	- talk about your house, apartment - compare contrast different places	- postpositions; - words for describing the colors in more details; - making inferences	Ўзбекча уйлар
Weeks 11& 12	5. Шаҳар транспорти <b>Quiz 4 Nov 8<sup>th</sup></b>	- transportation - verbs of movement	talk about means of transportation - discuss preferences - express obligations and necessities	form and use the sentences with suffix – ca - negative forms of verbal nouns - cohesive devises - present participle with ending - овчи	Маршрутка ва таксилардан фойдаланиш



Weeks 13 & 14	6. Шаҳар бўйлаб саёҳат <b>Project 3 Nov 15<sup>th</sup></b> <b>Quiz 5 Nov 22<sup>nd</sup></b> <b>TG break (no class Nov 24-27)</b>	- city architecture: roads, buildings, constructions, etc.	- ask and give directions; - talk about life in a city, its architecture and famous cities	compound phrases with the verb келмоқ - requests used in negative form	Йўл кўрсатиш
Weeks 15 & 16	Pulling it all together: Бирлашган ўзар: Она шаҳрим <b>Final Oral Interview during week 16</b>			- visiting Tashkent	

Final Exam: TBD





**Uzbek 1103**  
**Intermediate Uzbek I**  
**Fall 2021**  
**Ohio State University**

**Instructor:** Kamola Azimova  
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**Days and Time:** TBD

**Location:** TBD  
**Office Hours:** by appointment

**Course Description and Objectives:**

This intermediate course in Uzbek language and culture is a continuation of the elementary course and is intended to enhance overall communicative competence in modern Uzbek.

The main goal of this course is to expand and solidify student's command of Uzbek vocabulary, grammar and spelling, and to develop intermediate-level listening, reading, conversational, and compositional skills. In particular, students will improve their ability to comprehend and exchange ideas with native speakers. Students will also express original ideas, report on various types of events, and conduct interviews in the language. The course incorporates a variety of activities and drills including dialogues, reading texts, role plays, language games, grammar and phonetic exercises, dictations, translations, interviews and discussion of topics.

They should be able to:

- Initiate and maintain predictable face-to-face conversations and satisfy limited social demands.
- Create sentences and short paragraphs related to most survival needs, personal history, daily life...
- Read material such as announcements of public events, simple prose containing biographical information or narration of events, and straightforward newspaper headlines.
- Understand short conversations about all survival needs and limited social demands.

This level of proficiency requires acquisition of all regular and frequent irregular grammatical patterns, a vocabulary of 3,000 words or more (of which at least 500 will be high-frequency items), and an array of common pragmatic patterns. In addition, the course is designed to help students recognize common knowledge, beliefs, attitudes, and behavioral patterns of the Uzbek people, and to comply (verbally and non-verbally) with Uzbek cultural norms.

**General Education Expected Learning Outcomes**

As part of the Foreign Language category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

**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.

**Required Textbooks:**

N. Azimova, Uzbek: An Intermediate Textbook, Georgetown University Press, 2016

**Recommended one of the following dictionaries:**

1 Kh. H. Ismatulla, Uzbek Phrase book, Turkestan and Azerbaijan Research Center, 2004

2. B. Mengliyev, O'. Kholiyorov, "O'zbektilidan Universal Qo'llanma". Toshkent, 2008.

**ASSIGNMENTS:** Homework assignments are a crucial part of the course and assigned every class and due the next class period. Homework assignments will consist of written work, preparation for oral presentations for the following class period, topical presentations, listening comprehension exercises, and reading assignments. Active participation is also required for the course. Active participation is defined as talking in group work without prompting and being part of the general conversation in the class without the teacher having to call on you. Maintaining accuracy in speech and relevance to topic is also important. There will be one midterm exam and final. Periodic quizzes will be given as needed to test comprehension of materials and completion of assignments.

**ATTENDANCE:** All students are expected to attend every course. If a student cannot attend a class, s/he should notify the instructor in advance and be prepared to provide any necessary backup documentation to excuse the absence for documented medical or family reasons on the first day the student returns to class. Students can miss two instructional hours during one semester without grade penalty. Absences beyond this will result in a 2% reduction in final grade per class session. Students will not be allowed to make up any quizzes, tests, or exams if they have not notified the instructor in advance and do not have the appropriate documentation.

**CLASS ETIQUETTE:** While in the language class, students are expected to pay attention and not distract other students with disruptive activities. This includes newspaper reading, engaging in conversation unrelated to class, eating, text-messaging, and so on. Those who arrive 5 minutes late or who are disruptive in class will be docked one percentage from the final grade per incident. You are expected to be up-to-date with the material covered in the previous classes, and willing to respond to questions and participate in discussions.

**GRADING:**

The curriculum of the intermediate Uzbek course will integrate the four language skills of speaking, listening, reading and writing. Unless otherwise stated, students' rate of success will be determined according to whether or not they can complete certain tasks without major communication problems. That is, if students communicate effectively using accurate grammar, pronunciation, etc., then the student will be deemed to have successfully completed the assigned tasks.

The final grade will be based on the student's preparation and participation in daily classroom work, projects, and exams testing the student's knowledge and proficiency. Each examination consists of four parts: written, spoken, listening and structures. The final grade will be determined according to the following components:

Participation 10%

Homework 10%

Biweekly quizzes 15%

Projects/Presentations 15%

Midterm 15%

Final Oral Interview 15%

Final Exam 20%

**Grading Scale:**

A: 93-100%  
 A-: 90-92.9%  
 B+: 87-89.9%  
 B: 83-86.9%  
 B-: 80-82.9%  
 C+: 77-79.9%

C: 73-76.9%  
 C-: 70-72.9%  
 D+: 67-69.9%  
 D: 60-66.9%  
 E: 0-60%

#### **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>.**

#### **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 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. 12th Avenue.

**Academic Plagiarism:** Many incidents of plagiarism result from students’ lack of understanding about what constitutes plagiarism. All work you submit must be your own scholarly and creative efforts. Based on OSU policy, at any stage of the writing process, all academic work submitted to the teacher must be a result of a student’s own thought, research or self-expression. When a student submits work purporting to be his or her own, but which in any way borrows organization, ideas, wording or anything else from a source without appropriate acknowledgment of the fact, he/she is engaging in plagiarism. You are expected to familiarize yourself with OSU’s policy on plagiarism.

**Statement on title IX (Recommended):** 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)

## Weekly Schedule:

THE FOLLOWING IS A DRAFT SCHEDULE; CHANGES OR ADJUSTMENTS MAY BE NECESSARY. If there are any changes, you will be notified by your instructor. Detailed information about the projects will be given in during the class.

Weeks	Chapter	Vocabulary	Functions	Structure	Culture
Weeks 1&2	1. Аэропортда	- greetings - introductions	- greet people - introduce yourself - ask for information - get someone's attention - request information	- participles: past, present and future	Исмлар
Weeks 3&4	2. Ўзимни таништирай, исми Том. <b>Quiz 1 Sep. 8<sup>th</sup> (Labor day, no class, Sep. 7<sup>th</sup>)</b>	- education - interests	inquire about professions and occupations - read and write biographies	sentence coordination - the word ўз - suffixes - чи and -дош	Таржимаи ҳо
Weeks 5&6	3. Оилам ҳақида <b>Quiz 2 Sep 20<sup>th</sup></b> <b>Project 1 Sep 27<sup>th</sup></b>	- family - kinship terms	describe and discuss one's family and friends - inquire about family - narrate and describe one's childhood	- Definite Past - Indefinite past - Habitual Past	Муомала од
Weeks 7&8	Pulling it all together Бирлашган ўзар: Хаёт йўли <b>Midterm Oct 13<sup>th</sup> Fall Break (no class, Oct 14, 15<sup>th</sup>)</b>	- biography - life experience s	- read and listen to biographical narratives - write a short biography	- review past tense	
Weeks 9&10	4. Уй-жой ҳақида <b>Project 2 Oct. 18<sup>th</sup></b> <b>Quiz 3 Oct. 25<sup>th</sup></b>	- house, furniture - household items, colors	- talk about your house, apartment - compare contrast different places	-postpositions; - words for describing the colors in more details; - making inferences	Ўзбекча уйла
Weeks 11&12	5. Шаҳар транспорти <b>Quiz 4 Nov 8<sup>th</sup></b>	- transportation - verbs of movement	talk about means of transportation - discuss preferences - express obligations and necessities	form and use the sentences with suffix – са - negative forms of verbal nouns - cohesive devices - present participle with ending -овчи	Маршрутка ва таксилардан фойдаланиш
Weeks 13&14	6. Шаҳар бўйлаб саёҳат <b>Project 3 Nov 15<sup>th</sup></b> <b>Quiz 5 Nov 22<sup>nd</sup></b> <b>TG break (no class Nov 27)</b>	- city architecture: roads, buildings, constructions, etc.	- ask and give directions; - talk about life in a city, its architecture and famous cities	compound phrases with the verb келмоқ - requests used in negative form	Йўл кўрсатиш

Weeks 15 16	Pulling it all together: Бирлашган ўзар: Она шаҳрим <b>Final Oral Interview during week 16</b>	- visiting Tashken
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**Final  
Exam:  
TBD**





## **GE Rationale - Foreign Language**

### **Uzbek 1103 Intermediate Uzbek**

**Course objective:** This intermediate course in Uzbek language and culture is a continuation of the elementary course and is intended to enhance overall communicative competence in modern Uzbek.

The main goal of this course is to expand and solidify student's command of Uzbek vocabulary, grammar and spelling, and to develop intermediate-level listening, reading, conversational, and compositional skills. In particular, students will improve their ability to comprehend and exchange ideas with native speakers.

Students will also express original ideas, report on various types of events, and conduct interviews in the language. The course incorporates a variety of activities and drills including dialogues, reading texts, role plays, language games, grammar and phonetic exercises, dictations, translations, interviews and discussion of topics.

#### **Expected Learning Outcomes:**

1. Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.

All the activities and tasks that are used in this course will focus on developing the four language skills: speaking, listening, reading and writing.

**In speaking**, students will be able to hold a conversation on everyday topics in Uzbek using past, present, and future tenses. Students will be able to ask/answer basic questions, give simple directions/advice and discuss many familiar topics.

Interactive activities, such as pair and group work will be used extensively during the class which will enable the students to practice interpersonal communication skills.

**In listening**, students will be able to comprehend information in simple discussions, short presentations and lectures given by native speakers.

To practice the listening skills, students will listen and watch a variety of authentic audio and video materials based on the materials covered in class.

**In reading**, students will be able to read and react to variety of Uzbek texts. They will be able to read, skim/scan short authentic texts on familiar topics for specific information, general idea, idiomatic expressions in order to understand the text with minimal use of dictionaries. The reading materials will include the texts from the textbook, short story books, magazines and the internet. Interactive activities, such as pair and group work will be used extensively to help students practice the above skill.

**In writing**, students will be able to write short narratives on familiar topics using simple to complex sentences. Throughout the course students will be assigned a variety of writing assignments on the new learned topics.

2. Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.

Throughout the course students will learn more about Uzbek culture mainly through authentic sources such as video clips, magazines, stories, etc. Students will demonstrate a broad understanding of variety of topics about Uzbek culture by working with their classmates on group projects, researching for class presentations, reading and writing short essays.

3. Students compare and contrast the cultures and communities of the language that they are studying with their own.

The topics covered in this course will engage students in discussions to compare and contrast the Uzbek culture with their own culture. Students will reflect and demonstrate more understanding about cultural differences and similarities and analyze them as they go.

Class discussions, presentations, reading and writing assignments will help students to think about the differences and similarities of Uzbek culture and their own culture and reflect on them.



**GE Assessment Plan for Foreign Language  
Uzbek 1103 Intermediate Uzbek I**

<p><b>GE Expected Learning Outcomes</b></p>	<p><b>Methods of Assessment</b> <i>*Direct methods are required. Additional indirect methods are encouraged.</i></p>	<p><b>Level of student achievement expected for the GE ELO.</b> <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><u>ELO 1</u></b> Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.</p>	<p><u>Direct:</u> Daily assignments and periodic quizzes to measure students progress  <u>Indirect:</u> Student opinion survey</p>	<p><u>Direct measures:</u> We expect “excellent” or “good” from 80% or more of students</p>	<p>The instructor will review the assessment data and if changes are necessary she will meet with the Director of Undergraduate Studies to discuss the course. This will happen annually if necessary for the first two years the course is offered. Where problems appear, issues will be brought to the Director of Undergraduate Studies and the Chair</p>
<p><b><u>ELO 2</u></b> Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.</p>	<p><u>Direct:</u> Daily assignments and periodic quizzes to measure students progress  <u>Indirect:</u> Student opinion survey</p>	<p><u>Indirect:</u> We expect 85% or more “agree” or “strongly agree” from students at the end of the semester</p>	<p>The instructor will review the assessment data and if changes are necessary she will meet with the Director of Undergraduate Studies to discuss the course. This will happen annually if necessary for the first two years the course is offered. Where problems appear, issues will be brought to the Director of Undergraduate Studies and the Chair</p>

<p><b><u>ELO 3</u></b></p> <p>Students compare and contrast the cultures and communities of the language that they are studying with their own.</p>	<p><u>Direct</u>: Daily assignments and periodic quizzes to measure students progress</p> <p><u>Indirect</u>: Student opinion survey</p>		<p>of the department, and if needed, the whole faculty.</p>
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## Appendix: Assessment Rubric for Uzbek 1103 course

### Two examples of direct measures:

#### 1. Students will take periodic quizzes to measure their progress

##### a. ELO 1 example question:

*Speaking activity: Students will be asked to prepare several questions to ask their classmates and be ready to answer their questions on the following topics: family, housing and traveling. This task will measure the correct use of past, present and future tenses.*

##### b. ELO 2 example question:

*Presentations: Students will be asked to prepare a 4-6-minute presentation in Uzbek on the following topics:*

- *A biography of a significant Uzbek figure and his/her importance to Uzbek nation*
- *A geographic location in Uzbekistan and its importance/history/culture*
- *Uzbek culture and traditions (bazaars, neighborhoods, daily lives of Uzbek people)*

##### c. ELO 3 example question:

*Lesson 4 – post reading activity: “Houses and Neighborhoods in Uzbekistan”*

*Discussions: Students will work in groups to compare and contrast typical Uzbek houses and neighborhoods to American houses and neighborhoods.*

#### 2. Sample of short assignments used to assess achievement of ELO 1, ELO 2, and ELO 3 These questions will be assessed on a scale of Excellent-Good-Satisfactory-Poor.

##### a. ELO 1 sample assignment:

*Students will participate in the following project: Uzbek Dialects. Students will interview a native Uzbek speaker who was born and raised in Uzbekistan and ask him/her about the Uzbek dialects, specifically the details used in the region the person was raised. Students will present their findings to their classmates. The aim of this project is to compare and contrast various Uzbek dialects to standard Uzbek.*

##### b. ELO 2 example question:

*Writing assignment: Students will research and write a brief essay on history and use of a*

transportation type of their choice in Uzbekistan.

**c. ELO 3 example question:**

*Speaking activity: Students will role playing imaging a life as an exchange student in Uzbekistan (what to pack for the trip, communicating with the host family, etc.). They will give each other advice and recommendations based on the information they have learned in class and out of class.*

**Indirect measure:**

**Opinion Survey**

At the beginning and the end of the course, students will be asked to fill in an opinion survey. The survey will include self-assessment questions that evaluate their perceived abilities and skills related to the GE learning outcomes at the beginning of the semester and again at the end. The survey will also include several questions that will give students a chance to demonstrate mastery of the GE learning outcomes.

**Foreign Language ELO 1**

Students engage communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree strongly

**Please explain:**

**Foreign Language ELO 2**

Students explain and examine the cultural perspectives and manifestations of the peoples who speak the language they study.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

**Please explain:**

**Foreign Language ELO 3**

Students compare and contrast the cultures and communities of the language that they are studying with their own.

This course provided opportunities for me to meet this objective.

Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly

**Please explain:**

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

**Course: Uzbek 1103**

**Instructor: Kamola Azimova**

**Summary: Intermediate Uzbek**

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			<ul style="list-style-type: none"> <li>Office 365</li> <li>Carmen</li> </ul>
6.2 Course tools promote learner engagement and active learning.	X			<ul style="list-style-type: none"> <li>CarmenZoom</li> <li>Synchronous lectures</li> </ul>
6.3 Technologies required in the course are readily obtainable.	X			All tools are available via OSU site license free of charge.
6.4 The course technologies are current.	X			All are updated regularly.
6.5 Links are provided to privacy policies for all external tools required in the course.	X			No external tools are used.
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 provided
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	X			Add statement 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			Add statement 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			Add statement 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			No 3 <sup>rd</sup> party tools are used.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	X			Instructions are provided to obtain materials in another format.
8.4 The course design facilitates readability	X			
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:11/13/20
- Reviewed by: Ian Anderson

**Notes: Add dates to the weekly breakdown and this is good to go!**

<sup>a</sup>The 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](mailto:slds@osu.edu); [slds.osu.edu](http://slds.osu.edu).

<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>

<sup>c</sup>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.