
Term Information

Effective Term Summer 2024

General Information

Course Bulletin Listing/Subject Area Russian
Fiscal Unit/Academic Org Slavic/East European Eurasian - D0593
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 1102.02
Course Title Elementary Russian II (Distance Learning)
Transcript Abbreviation Elem Russ II (DL)
Course Description In this course you will learn the basic skills necessary for culturally appropriate 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.
Semester Credit Hours/Units Fixed: 4

Offering Information

Length Of Course 7 Week, 6 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 No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites Russian 1101, Russian 1101.01, Russian 1101.51, or 1101.61
Exclusions 1102.01 Elementary Russian II (Classroom Track) or 1102.51 Elementary Russian II (Self-Paced), 1102.61 Elementary Russian II (Distance Learning)
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

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

General Education course:

Foreign Language; World Languages

Course Details

Course goals or learning objectives/outcomes

- These learning outcomes will be achieved through the topics that deal with the System of Education, Everyday Routine, and Living Arrangements. Students will learn appropriate vocabulary and grammar to be able to speak and write about various topics.

Content Topic List

- Active and passive grammar, grammar case structure, culture situations, vocabulary, numbers; daily activities vocabulary, household vocabulary, university vocabulary

Sought Concurrence

No

Attachments

- R1102.02_asc-distance-approval-cover-sheet-fillable[26][51][80].pdf: Distance Approval Cover Sheet

(Cover Letter. Owner: Ernst, Joseph)

- Syllabus 1102.docx: Syllabus - Classroom Track

(Syllabus. Owner: Ernst, Joseph)

- Russian 1102.02_4Days_Syllabus[35].docx: Syllabus - 1102.02

(Syllabus. Owner: Ernst, Joseph)

Comments

- Please see Subcommittee feedback email sent 03/08/2024. *(by Hilty, Michael on 03/08/2024 02:47 PM)*
- -As for other DL requests, also please upload the in-person syllabus for comparative purposes.
 - To be consistent with the other R1102s, should the title be "Elementary Russian II (Distance Learning)"? Also change transcript abbreviation.
 - Also please check World Languages under the new GE.
 - This is a General Studies course, not a bachelor's level course.
 - Per OAA request, all courses in the new GE should be checked off for all campuses.
 - For the exclusions, add the other 1102 versions that are on the books. *(by Vankeerbergen, Bernadette Chantal on 02/08/2024 02:04 PM)*

COURSE REQUEST
1102.02 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/11/2024

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Ernst, Joseph	01/23/2024 10:46 AM	Submitted for Approval
Approved	Gleissner, Philip	02/07/2024 04:34 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	02/08/2024 02:04 PM	College Approval
Submitted	Ernst, Joseph	02/08/2024 04:18 PM	Submitted for Approval
Approved	Ernst, Joseph	02/08/2024 04:18 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/19/2024 03:47 PM	College Approval
Revision Requested	Hilty, Michael	03/08/2024 02:47 PM	ASCCAO Approval
Submitted	Ernst, Joseph	03/11/2024 11:59 AM	Submitted for Approval
Approved	Ernst, Joseph	03/11/2024 12:00 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/11/2024 03:09 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/11/2024 03:09 PM	ASCCAO Approval



SYLLABUS

RUSSIAN 1102.02 (100% DL)

RUSSIAN II (4 CREDIT HOURS)

Summer 2024

COURSE OVERVIEW

Course description

Welcome to Russian 1102! In this course you will learn the basic skills necessary for culturally appropriate 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.

R 1102.02 (Elementary Russian II) fulfills the GE World Languages Foundations Requirement (full requirement – three semesters).

World Languages Goals and Objectives

GOAL 1: LANGUAGE USED IN CULTURALLY APPROPRIATE WAYS

Successful students will demonstrate linguistic and cultural competence by accomplishing real-world communicative tasks in culturally appropriate ways in a language other than their first language.

Expected Learning Outcomes

Successful students are able to...

1.1 achieve *interpersonal communication* by initiating and sustaining meaningful spoken and/or written communication in culturally appropriate ways with users of the target language while actively negotiating meaning to ensure mutual comprehension.

1.2. achieve *interpretive listening/viewing and/or reading* by comprehending the main idea and relevant details of a variety of texts (live, recorded, written) in a language other than their first language.

1.3 achieve *presentational speaking/ signing and/or writing* by delivering live, recorded, and/or written presentations in a language other than their first language for varied purposes using information, ideas, and viewpoints on a variety of topics.

GOAL 2: CULTURE AND INTERCULTURAL COMPETENCE

Successful students will demonstrate knowledge of target culture(s) and attitudes on cultural diversity reflective of an interculturally competent global citizen.

Successful students are able to...

2.1 demonstrate familiarity with the products, practices, and perspectives (the 3 P's) of target culture(s) and be able to discuss in an informed and respectful way the diversity of the 3Ps across cultures and individuals.

2.2 identify and demonstrate attitudes on cultural diversity reflective of an interculturally competent global citizen (such as respect, openness, curiosity, and adaptability).

These learning outcomes will be achieved through the topics that deal with the System of Education, Everyday Routine, and Living Arrangements. The students will learn appropriate vocabulary and grammar to be able to speak and write in past and present times about themselves as well as listen and read authentic materials to be able to contrast and compare the information.

Through cultural discussions and textbook exercises, student will compare cultural practices and learn about the target language/culture perspectives by engaging in classroom activities: dialogues, discussions, listening practices. Writing activities such as creating emails to your Russian-speaking peer will help students better understand the main idea of the topic and practice some details of written discourse. The students will demonstrate critical thinking and group problem-solving abilities through task-based activities like oral presentations, creating dialogues and/or skits and presenting them, post-listening activities and discussions.

COURSE MATERIALS AND TECHNOLOGIES

Textbook

Required

Голоса: A Basic Course in Russian, Book 1 (6th edition) along with an accompanying Student Activity Manual. This book is available from the Barnes and Noble bookstore, 1598 North High St., (614) 247-2000, <https://ohiostate.bncollege.com>

Recommended: *English-Russian, Russian-English Dictionary* by Kenneth Katzner.

Suggested on-line dictionaries: <http://multitrans.ru> <http://slovari.yandex.ru>

We will complete **units 4, 5, and 6** of the textbook.

GE CATEGORY: 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.

At the end of Russian 1102, you should be able to:

- Read and understand short, authentic texts and dialogues, such as advertisements, tables and web pages, and comprehend their overall message;
- Engage in brief conversations and complete simple communication tasks with your instructor, on familiar, everyday topics;
- Engage in brief written communication to ask for and provide basic information in a limited number of everyday situations;

- Write short essays expressing statements on familiar topics using the structures and vocabulary you have learned in both 1101 and 1102;
- Understand different aspects of Russian culture and student life in Russia;
- Discuss competently (in English) a variety of topics related to Russian culture and society and make contrasts and comparisons with your own culture.

HOW THIS COURSE WORKS

Mode of delivery: This course is taught 100% online and meets **four times a week for 135 minutes per meeting.**

Credit hours and work expectations: This is a **4-credit-hour course**. Since this is a summer 6-weeks session, according to Ohio State policy (go.osu.edu/credithours), students should expect around 9 hours per week of time spent on direct instruction (e.g., instructor and Carmen activities) in addition to 18 hours of homework (e.g., digital workbook activities, preparing and completing assignments) to receive a grade of (C) average.

Participation expectations:

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 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. Tardiness to class also robs you of your opportunity to learn the language. Repeated and/or lengthy, unexcused absences will result in the filing of an absence report with your college office.

Regular attendance will give you the opportunity to practice using the language with others and to receive feedback from your instructor. Therefore, you are encouraged to attend class regularly, volunteer often and participate actively. Making errors is natural and part of your language development, so it is necessary that you make your best effort to speak Russian at all times, and do not wait to be called on before speaking. The following class participation scale is used to assess your weekly performance grade:

100%	high level of preparation; active participation in class activities and partner/group work; uses German almost exclusively; asks questions or volunteers information.
90%	regularly prepared; frequent participation in class activities and partner/group work; makes a conscious effort to use as much German as possible; volunteers answers to open questions (not directed at anyone).
80%	usually prepared, but preparation inconsistent; some participation in class activities and partner/group work; uses German when required.
70%	rarely prepared; rarely able to answer when called on; rarely volunteers.
0-60%	not prepared for class; does not participate.

Attendance is mandatory; however, we are aware that students may need to miss class to see a doctor if they are not feeling well. Over the course of the semester, you will be allowed two **non-excused absences** of 135 (2 hours 15 min) minutes without the need for official documentation. These days ***should not*** be interpreted as free days! ***Use them wisely!*** They should be reserved for foreseeable or unforeseeable events, such as non-emergency medical issues: Covid (or other) testing, quarantine (if needed), weddings, job interviews, vacations, car trouble, etc.

Note:

- Homework due or assigned on days you choose to use your four non-excused absences will NOT be excused. Homework is still expected to be turned in on time (via email, for example).

We are also aware that there are ‘excusable’ situations. Absences may only be excused for an acceptable, verifiable reason. Excused absences are strictly limited to the following: 1) medical emergencies or illnesses; 2) family emergencies; 3) officially excused university-related absences for athletes, band members, etc.; 4) military orders; 5) jury duty (and such). Original (in some cases photocopied or scanned) ***official documentation*** (such as a note from an emergency department, a university athletic division, government institution, etc.) ***must be presented to the instructor for the absence to be excused.*** Such documentation typically provides a phone number that can be called for verification. Documentation should be presented to your instructor as soon as possible.

Notes:

- The falsification of official documents is a serious offense that will be reported to COAM. See the discussion on Academic Misconduct below.
- 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!
- **Having to work is not an excusable situation.**

Any non-excused absences beyond two (i.e., beginning with the third) **will result in a one-percent deduction from the final grade per absence**. For example, if your overall grade is 92% (A) and you have seven (5) non-excused absences (three beyond the four allowed), your final assigned course grade will be 89% (B+) [i.e., $92\% - 3\% = 89\%$].

NOTE: **Students with 4 total absences (excused AND non-excused combined) will not receive a passing grade for the course**, regardless of the reasons for the absences, since in-class communicative activities cannot be made up. Please, keep record of your absences using the table Record of Absences and Tardies in the end of this syllabus. Excessive tardiness will be penalized as absence at the discretion of the instructor.

Tardiness: Coming late to class is disrespectful to the students in class and the instructor. It also disrupts the lesson. Repeated **tardiness** will lower your grade. **Four** times 15 minutes late or more will be counted as one full day of unexcused absence.

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.**

Placement by exam:

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

Study Abroad:

It is not too early for you to start thinking about study Russian abroad. 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. Philip Gleissner (gleissner.4@osu.edu) for more information on major and minor programs in Russian.

Course technology

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course

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

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. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access:

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you can always connect to Carmen, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- 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.
- Download the Duo Mobile application (go.osu.edu/install-duo) to 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 meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND GRADING SCALE:

ASSIGNMENT CATEGORY	WEIGHTING
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Descriptions of major course assignments

Homework

Attendance	5%				
Homework (written and oral)	30%				
Vocab/grammar quizzes	10%				
Midterm 1 written	10%				
Midterm 2 written	10%				
Midterm oral exam	10%				
Final oral exam	10%				
Cumulative final exam	15%				
93–100: A	87–89.9: B+	80–82.9: B-	73–76.9: C	68–69.9: D+	Below 60-64.9: E
90–92.9: A-	83–86.9: B	77–79.9: C+	70–72.9: C-	65–67.9: D	

You will have required written and oral homework to complete every day as a way of cementing what's being done in class. You should plan to spend approximately two hours per day working on homework assignments 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 at the end of this syllabus. Late homework will be accepted one business day later for half a grade.

Vocabulary/Grammar Quizzes:

Regular vocabulary and grammar quizzes will be administered at the beginning of class to help ensure you are able to use the vocabulary and the grammar you have learned communicatively, in addition to doing your homework carefully. These will be short, and you will be given advance notice of when they will be administered. Together, they add up to **10 percent of your final grade**. Make-up quizzes are available if the absence is excused; however, it is *your* responsibility to speak with me and schedule the make-up.

Oral Exams, Midterms, and Final Exam:

Your grade in this course will be based 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. The first Midterm exam is scheduled for Friday, May 17th. Your second Midterm is scheduled for Friday, May 31st. Your final exam is cumulative (chapters 4,5 and 6) and will take place during Finals Week.

There will also be two oral exams. The first will be conducted during (outside of class time) the week of May 20th. The second will be administered on the last few days of regularly scheduled classes (outside of class time) during the week of June 10th. They both consist of a conversation with a partner based on a prompt which will be given to you in advance. You will be graded on content, accuracy (pronunciation, grammar, and vocabulary), fluency, and comprehension.

Tests and other assessments will be graded on a percentage basis. Missed tests, quizzes or any other graded assessment activities will count as ZERO. Only in the case of verifiable (documented) illness or emergency which prevent you from taking the test (see note under attendance) will a make-up be given.

Here is a summary of the tests you will take this semester:

- Midterm 1 – May 17th.
- Midterm 2 – May 31st.
- Midterm Oral Test – week of May 20th.
- Final Oral Exam – week of June 10th.
- Cumulative final exam – TBD

Late assignments

Late submissions will not be accepted. Please refer to Carmen for due dates.

Please Note. Don't hesitate to visit your instructor during office hours to discuss questions or problems regarding the course. Your instructor is a good source for strategies to help you increase your learning. For more general questions about the course and our language program, please contact the departmental Language Program Director **Dr. Larysa Stepanova** 338Hagerty Hall, e-mail: stepanova.1@osu.edu. The Department office is in 400 Hagerty Hall.

OTHER COURSE POLICIES

Health and safety requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>). Non-compliance will be warned first, and disciplinary actions will be taken for repeated offenses.

Communication guidelines:

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

- **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.
- **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.

Zoom guidelines:

This class meets online, and we will meet via Zoom. You are expected the following when you enter your Zoom class meetings:

- Turn on your camera and keep it on the entire time.
- If you plan on using a background, opt for a rather simple and neutral one.
- Mute your microphone when you are not speaking.
- Only your instructor has permission to record the class.
- Make sure the place where you're at during your class Zoom meeting is quiet and well-lit.
- Do not move or drive during your class Zoom meeting. It's not only distracting but it's also not safe!
- Turn off your email, your cell phone, social media, etc. during the class.
- Log in at least 2-3 minutes before class to make sure you're in class on time.
- To participate in class discussion, use the digital hand feature in Zoom.
- If possible, use headphones with a microphone.

Academic integrity policy

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), 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." 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/>.

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:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)
- Eight Cardinal Rules of Academic Integrity (go.osu.edu/cardinal-rules)
- Artificial Intelligence and Academic Integrity ([Artificial intelligence and academic integrity | Office of Academic Affairs, The Ohio State University \(osu.edu\)](http://Artificial%20intelligence%20and%20academic%20integrity%20|%20Office%20of%20Academic%20Affairs,%20The%20Ohio%20State%20University%20(osu.edu)))

Note that it is considered plagiarism if you cut and paste a text from the internet into your course work. It is also plagiarism to have a native speaker or fluent speaker of German do any of your work for you. In this course, it is considered cheating to use any sort of internet translator (such as Google Translate) to complete your course work. Also, keep in mind that these online tools are not accurate.

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 at titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at 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 on OIE, visit equity.osu.edu or email 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 people 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 everyone 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.

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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

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.

Student Advocacy Center:

The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

Mandatory Reporter Statement:

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially by calling 1-866-294-9350 or through the [Ohio State Anonymous Reporting Line](#).

Religious Accommodations:

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or

flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the **Office of Institutional Equity**.

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the **Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.**

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 accommodation with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)

- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

The **third-party tools** we use in this course also offer support and answers to various questions users may have.

- [Blinklearning Support](#)
- [Blinklearning FAQs](#)
- [TalkAbroad Support](#)

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.

- 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.
- 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.**
- 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.
- The use of profanity or vulgarity in the classroom (in any language) will not be tolerated.
- The use of any electronic devices is not permitted during class, except with permission of the instructor.
- 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.

- Everyone will make mistakes in the language classroom; these mistakes are not only okay, but they are also 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!

WEEKLY SYLLABUS

Refer to the CarmenCanvas for weekly topic and assignment due dates.

Course schedule (tentative)

Week	Dates	Topics, Readings, Assignments, Deadlines
1	May 7-10	Chapter 4 Topic: University . Study verbs (to study, to learn). Spelling rules. <i>Introduction/First Reading</i> Grammar: Prepositional case for locations. Accusative case of adjectives, pronouns and nouns: <i>to love</i> + Acc. or Infinitive.
2	May 14-17	Question words and sentence expanders. Working with Active Vocabulary, Grammar, Culture Situations. First Midterm.
3	May 21-24	Chapter 5 Topic: My Day . Grammar: time on the hour. Prepositions. <i>Introduction/First Reading</i> Special questions. Stress in verb conjugation. Some verbs of motion. First Oral Exam.
4	May 28-31	Some modal verbs. Short form adjectives. Working with Active Vocabulary, Grammar, Culture Situations. Second Midterm.
5	June 4-7	Chapter 6 Topic: House, Dorm, Apartment . Grammar: Verbs of position. <i>Introduction/First Reading</i> Genitive case of nouns. Genitive case of adjectives and possessive pronouns.
6	June 11-14	Genitive case and its use: negations, quantities.

Week	Dates	Topics, Readings, Assignments, Deadlines
		Working with Active Vocabulary. Grammar, Culture Situations Second Oral Exam.
		Final Exam

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
Spring Semester 2024**

Time, days, location: TueWedTh 9:35 am - 10:55 am Baker Systems Engineering 128

Instructor: Мишель Андреевна **e-mail:** verbitskaya.2@osu.edu

Office: Hagerty Hall 408 **Office hours:** Mon 1 pm - 2 pm, Wed 11 am – 12 pm

or by appointment

Russian Table: Mon 12 pm - 1 pm

GE Course Goals and Objectives:

R 1102.01 (Elementary Russian I) fulfills the GE World Languages Foundations Requirement (full requirement – three semesters). The goals of courses in this category are:

1. Successful students will demonstrate linguistic and cultural competence by accomplishing real-world communicative tasks in culturally appropriate ways in a language other than their first language.
2. Successful students will demonstrate knowledge of target culture(s) and attitudes on cultural diversity reflective of an interculturally competent global citizen.

GE World Languages Foundations Expected Learning Outcomes:

Successful students are able to:

- 1.1. Achieve interpersonal communication by initiating and sustaining meaningful spoken and/or written communication in culturally appropriate ways with users of the target language while actively negotiating meaning to ensure mutual comprehension.

1.2. Achieve interpretive listening/viewing and/or reading by comprehending the main idea and relevant details of a variety of texts (live, recorded, written) in a language other than their first language.

1.3. Achieve presentational speaking/signing and/or writing by delivering live, recorded, and/or written presentations in a language other than their first language for varied purposes using information, ideas, and viewpoints on a variety of topics.

2.1. Demonstrate familiarity with the products, practices, and perspectives (the 3 Ps) of target culture(s) and be able to discuss in an informed and respectful way the diversity of the 3 Ps across cultures and individuals.

2.2. Identify and demonstrate attitudes on cultural diversity reflective of an interculturally competent global citizen (such as respect, openness, curiosity, and adaptability). <https://ascas.osu.edu/new-general-education-gen-goals-and-elos> For more information go here: <https://artsandsciences.osu.edu/advising/general-education-requirements/new-ge-requirements>

Course description:

Welcome to Russian 1102! 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 Materials:

Required: *Голоса: A Basic Course in Russian*, Book 1 (6th edition) along with an accompanying Student Workbook. This book is available from the Barnes and Noble bookstore, 1598 North High St., (614) 247-2000, <https://ohiostate.bncollege.com>

Recommended: *English-Russian, Russian-English Dictionary* by Kenneth Katzner.

Suggested on-line dictionaries: <http://multitran.ru> <http://slovari.yandex.ru>

Grading:

Attendance 5%

Homework (written and oral) 30%
Vocab/grammar quizzes (every Wed.) 10%
Exam 1 written (Feb. 13) 10%
Exam 2 written (Mar. 7) 10%
Oral exam 1 (week of Feb. 26) 7.5%
Final oral exam (week of Apr. 15) 7.5%
Kapustnik (Mar. 27) 5%
Cumulative final exam (Apr. 29 @8 am) 15%

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

A 93 – 100	C 73 – 77
A- 90 – 92	C- 70 – 72
B+ 88 – 89	D+ 68 – 69
B 83 – 87	D 65 – 67
B- 80 – 82	E 64 – 0
C+ 78 – 79	

Attendance/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 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. Tardiness to class also robs you of your opportunity to learn the language. Repeated and/or lengthy, unexcused absences will result in the filing of an absence report with your college office.

Attendance is mandatory, however, we are aware that students may need to miss class to see a doctor if they are not feeling well. Over the course of the semester, you will be allowed three (3) **non-excused absences** of 80 minutes (equivalent to one week of class) without the need for official documentation. These days **should not** be interpreted as free days! **Use them wisely!** They should be reserved for foreseeable or unforeseeable events, such as non-emergency medical issues: Covid (or other) testing, quarantine (if needed), weddings, job interviews, vacations, car trouble, etc.

Note:

- Homework due or assigned on days you choose to use your three non-excused absences will NOT be excused. Homework is still expected to be turned in on time (via email, for example).

We are also aware that there are ‘excusable’ situations. Absences may only be excused for an acceptable, verifiable reason. Excused absences are strictly limited to the following: 1) medical emergencies or illnesses; 2) family emergencies; 3) officially excused university-related absences for athletes, band members, etc.; 4) military orders; 5) jury duty (and such). Original (in some cases photocopied or scanned) **official documentation** (such as a note from an emergency department, a university athletic division, government institution, etc.) **must be presented to the instructor for the absence to be excused.** Such documentation typically provides a phone number that can be called for verification. Documentation should be presented to your instructor as soon as possible.

Notes:

- The falsification of official documents is a serious offense that will be reported to COAM. See the discussion on Academic Misconduct below.
- 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!
- **Having to work is not an excusable situation.**

Any non-excused absences beyond three (3) (i.e., beginning with the fourth) **will result in a one-percent deduction from the final grade per absence.** For example, if your overall grade is 92% (A) and you have seven (7) non-excused absences (four beyond the three allowed), your final assigned course grade will be 88% (B+) [i.e., $92\% - 4\% = 88\%$].

NOTE: Students with 12 total absences (excused AND non-excused combined) will not receive a passing grade for the course, regardless of the reasons for the absences, since in-class communicative activities cannot be made up. Please, keep record of your absences using the table Record of Absences and Tardies in the end of this syllabus. Excessive tardiness will be penalized as absence at the discretion of the instructor.

Homework:

You will have required written and oral homework to complete every day as a way of cementing what's being done in class. You should plan to spend approximately two hours per day working on homework assignments 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 at the end of this syllabus. Late homework will be accepted one business day later for half a grade.

Vocabulary/Grammar Quizzes

Regular vocabulary and grammar quizzes will be administered at the beginning of class each Wednesday to help ensure you are able to use the vocabulary and the grammar you have learned communicatively, in addition to doing your homework carefully. These will be short. Together, they add up to **10 percent of your final grade**. Make-up quizzes are available if the absence is *excused*; however, it is *your* responsibility to speak with me and schedule the make-up.

Oral Exams, Midterm, and Final Exam:

Your grade in this course will be based 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. The first exam will cover Chapter 4 and is scheduled for February 8. Your Midterm will cover Chapter 5, and is scheduled for March 7. Your final exam is cumulative (from Chapter 4 to Chapter 6) and will take place during Finals Week on Monday, April 29 at 8:00 am.

There will also be two oral exams. The first will be conducted during (outside of class time) the week of February 26. The second will be administered on the last few days of regularly scheduled classes (outside of class time) during the week of April 15. The both consist of a conversation with a partner based on a prompt which will be given to you in advance. You will be graded on content, accuracy (pronunciation, grammar, and vocabulary), fluency, and comprehension. Here is a summary of the tests you will take this semester:

- Exam 1 – February 8
- Exam 2 – March 7
- Midterm Oral Test – week of February 26
- Final Oral Exam – week of April 15
- Cumulative final exam – Monday, April 29 at 8 am

The 80% Rule:

Language study is cumulative. **If you do not know what is in Chapter 4, you really cannot go on to Chapter 5** (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.**

Placement by exam:

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

Study Abroad:

It is not too early for you to start thinking about study Russian abroad. 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. Philip Gleissner (gleissner.4@osu.edu) for more information on major and minor programs in Russian.

Weather

Should in-person classes be canceled, we will meet virtually via CarmenZoom during our regularly scheduled time. I will share any updates via CarmenCanvas.

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. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at [614HYPERLINK "tel:\(614\)%20292-5766"-292-HYPERLINK "tel:\(614\)%20292-5766"5766](tel:(614)20292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

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](https://slds.osu.edu/) (<https://slds.osu.edu/>) at 614-292-3307 in 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

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/>.

- **Quizzes and exams:** You must complete the midterm and final exams yourself, without any external help or communication. Weekly quizzes are included with points assigned to them and are expected to be completed independently and/or on time.
- **Group Assignments/Oral exams:** This course includes group assignments, which can be stressful for students when it comes to dividing work, taking credit, and receiving grades and feedback. I have attempted to make the guidelines for group work as clear as possible for each activity and assignment, but please let me know if you have any questions.

Remember that you can call **614-688-4357 (HELP)** at any time if you have a technical problem.

Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

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 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.

Student Advocacy Center:

The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>.

Mandatory Reporter Statement:

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially by calling 1-866-294-9350 or through the [Ohio State Anonymous Reporting Line](#).

Religious Accommodations:

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Mental Health Services:

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. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

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 to Dr. Larysa Stepanova (338 Hagerty Hall, stepanova.1@osu.edu), who is the Director of Language Programs and the Lecturer/GTA coordinator in the Slavic Department.

Enjoy your Russian!

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.

- 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.
- 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.**
- 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.
- The use of profanity or vulgarity in the classroom (in any language) will not be tolerated.
- The use of any electronic devices is not permitted during class, except with permission of the instructor.
- 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.
- 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.
- 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.
- 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!

RECORD OF ABSENCES & TARDIES

(for use by the student)

Key to abbreviations used in chart

E = Excused Absence (Acceptable, documented, and verifiable reason for missing class)

N = Non-Excused Absence (All other absences)

Date	Absent (A) or Tardy (T) beyond 10 minutes <i>(select one)</i>	Documentation Submitted for Absence <i>(Yes / No)</i>	*Category of Absence: E / N <i>(select one)</i>	Reason
	A / T	Y / N		
	A / T	Y / N		
	A / T	Y / N		
	A / T	Y / N		
	A / T	Y / N		

A / T

Y / N

A / T

Y / N

A / T

Y / N

A / T

Y / N

A / T

Y / N

A / T

Y / N

A / T

Y / N

A / T

Y / N

A / T

Y / N

A / T

Y / N

A / T

Y / N

A / T

Y / N

Total Tardies (*of 10 minutes or more*): _____

Total Absences: _____ //

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.



- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.

I have completed and signed off on the preliminary distance learning review for the **Russian 1102.02 Elementary Russian II** approval proposals. The syllabus provides a clear and transparent overview of the course expectations. I have provided feedback comments on the Cover Sheet (and copied below). The instructor and the department have the *option to revise* the syllabi in response to feedback before submitting to the ASCC faculty review committee.

I have a few substantive *recommendations* that I think will improve the course design, add clarity to the syllabus, or support a successful review by the faculty curriculum committee:

- The ASC Faculty Curriculum Committee will expect to see a short rationale after the GE Goals and outcomes (pg. 2). This is most often a short 1-2 paragraph narrative giving explicit examples of where in the course the learning outcomes will be achieved.
- Though you mention it later in the syllabus, I recommend being explicit about the length of class sessions in the **How this Course Works: Mode of delivery** section, pg. 2 (for the review panels as well as student clarity of expectations)
- I noticed a few of the required syllabus elements were previous versions of these statements (<https://asccas.osu.edu/submission/development/submission-materials/syllabus-elements>). I recommend taking a look at these to be sure you are submitting your course proposal with the most updated statements. We try to keep the [ASC DL Syllabus Template](#) current with these required elements when updates are made too.

The ASC Office of Distance Education strives to be a valuable resource to instructors and departments in the College of Arts and Sciences. In addition to managing the [DL course review](#) process, [hosting ASC Teaching Forums](#), and developing an ever-expanding catalog of [instructor support resources](#), we also provide one-on-one instructional design consultation to ASC instructors interested in redesigning any aspect of their online course. If your department or any of your individual instructors wish to [meet with one of our instructional designers](#) to discuss how we can provide advice, assistance, and support, please do let me know.