

## **Term Information**

Effective Term Autumn 2025

## **General Information**

Course Bulletin Listing/Subject Area Ukrainian  
Fiscal Unit/Academic Org Slavic/East European Eurasian - D0593  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 1103  
Course Title Intermediate Ukrainian I  
Transcript Abbreviation Intern Ukraine 1  
Course Description In this course you will learn skills at an intermediate level necessary for communication in Ukrainian (speaking, listening, reading, and writing). In addition to becoming a proficient speaker of Ukrainian, we hope that you will become a skilled language learner and develop a curiosity about and love for Slavic cultures.  
Semester Credit Hours/Units Fixed: 4

## **Offering Information**

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

## **Prerequisites and Exclusions**

Prerequisites/Corequisites Permission of Instructor; Ukrainian 1102 or Intermediate Ukrainian I equivalent  
Exclusions  
Electronically Enforced Yes

## **Cross-Listings**

Cross-Listings

## **Subject/CIP Code**

Subject/CIP Code 16.0410  
Subsidy Level General Studies Course  
Intended Rank Freshman, Sophomore, Junior

## Requirement/Elective Designation

World Languages

## Course Details

### Course goals or learning objectives/outcomes

- Learn intermediate basis of speaking, listening, reading, and writing in Ukrainian considering a variety of common and basic topics and grammatical structures

### Content Topic List

- Topics include family, personal traits, family traditions, dwellings, giving directions, getting around the city; verbs of motion, imperative mood, genitive case, degrees of comparisons of adjectives, expressing times and numerals

### Sought Concurrence

No

## Attachments

- Ukr1103\_ge-World Languages-submission.docx: Ukr 1103 GE ELO and Goals

(Other Supporting Documentation. Owner: Ernst,Joseph)

- Ukr1103\_Sp25.docx: Syllabus Ukr1103 4/9

(Syllabus. Owner: Ernst,Joseph)

- Letter of Resp Ukrainian Sp25.docx: Letter of response

(Cover Letter. Owner: Ernst,Joseph)

## Comments

- Please see Subcommittee feedback email sent 04/01/2025. (by Hilty,Michael on 04/01/2025 11:03 AM)
- See email (by Vankeerbergen,Bernadette Chantal on 02/05/2025 03:24 PM)

## Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Ernst,Joseph	01/30/2025 02:49 PM	Submitted for Approval
Approved	Ernst,Joseph	01/30/2025 02:52 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	02/05/2025 03:24 PM	College Approval
Submitted	Ernst,Joseph	02/25/2025 11:03 AM	Submitted for Approval
Approved	Ernst,Joseph	02/25/2025 11:08 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	03/04/2025 02:52 PM	College Approval
Revision Requested	Hilty,Michael	04/01/2025 11:03 AM	ASCCAO Approval
Submitted	Ernst,Joseph	04/09/2025 04:17 PM	Submitted for Approval
Approved	Ernst,Joseph	04/09/2025 04:17 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/24/2025 09:51 AM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	04/24/2025 09:51 AM	ASCCAO Approval



Dear Colleagues,

This letter responds to the request for revisions regarding the new course proposals for Ukrainian 1101, 1102, 1103, and 2104, sent by the Arts and Humanities 1 Subcommittee of the ASC Curriculum Committee on April 1<sup>st</sup>, 2025.

### **Ukrainian 1101, 1102, 1103**

1. The error regarding the posting of the same weekly calendar for 1101 and 1102 is corrected.
2. Weekly calendars for all four courses have been further detailed to specify and differentiate grammar-related, conversation-related, and other topics. For example, in week 1 of the 1101 syllabus, the week's topics are divided into a course introduction and introduction to the Ukrainian alphabet, cognates and names; conversation topics (basic greetings and popular phrases); reading practice; grammar topics (gender categories of nouns). This added specificity in each syllabus demonstrates how students advance throughout each course and between course through more difficult topics, vocabulary, and grammar.
3. We have noted the recommendation regarding the requiring of documentation for "excusable" absences. The language has been adjusted on page 3 to reflect why and how documentation may be requested by the instructor in Ukrainian 1101, 1102, 1103, and 2104.
4. The curriculum.osu.edu submission for Ukrainian 1102 and 1103 now shows that Slavic 5194 has been replaced with "permission of instructor" as a prerequisite.
5. We have corrected the error on page 1 of the 1102 syllabus, replacing 1101.01 with the correct 1102.
6. All syllabus statements for 1101, 1102, and 1103 are now updated to the statements found on the ASCC Curriculum and Assessment Services website.

### **Ukrainian 2104**

1. Similarly to 1101, 1102, 1103, the syllabus of 2104 now shows a more detailed breakdown of class topics. This includes topics, for example in week 6, students will study "indefinite pronouns and adverbs with particle *-небудь* and pronouns *-хтось*, and *щось*. The usage of the particle with some other parts of speech."
2. Policy regarding excused absences on page 3 in the 2104 now uses the same updated language found in the syllabi for 1101, 1102, and 1103.
3. The curriculum.osu.edu submission for Ukrainian 2104 now shows that Slavic 5194 has been replaced with "permission of instructor" as a prerequisite.



4. All syllabus statements are now updated to the statements found on the ASCC Curriculum and Assessment Services website.

We thank the Subcommittee for its syllabus recommendations and its hard work and diligence in this matter.

Sincerely,

Joe Ernst

Senior Academic Program Services Specialist, DSEELC

**Department of Slavic and East European Languages and Cultures**  
**The Ohio State University**  
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[www.slavic.osu.edu](http://www.slavic.osu.edu)

**Slavic 5194**  
**Departmental Syllabus and Student Information**  
**Fall Semester 202\_**

**Time, days, location:**

**Instructor:**

**e-mail:**

**Office:**

**Office hours:**

**Course description:**

Welcome to Ukrainian 1103! In this course you will learn the basic skills necessary for communication in Ukrainian (speaking, listening, reading, and writing). By the end of this course, you will be able to carry on basic conversations in Ukrainian on many topics from your daily life. You will be able to write notes and simple letters to Ukrainian friends or keep a journal in Ukrainian. You will also have the skills to read basic texts. In addition to becoming a proficient speaker of Ukrainian, we hope that you will become a skilled language learner and develop a curiosity about and love for Slavic cultures.

**GE Course Goals and Objectives:**

Ukrainian 1101.01 (Elementary Ukrainian 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>

### **How This Course Fulfills the GE Goals and ELOs**

Ukrainian 1103 serves as a foundational course for the study of World Languages. This course focuses on developing fundamental skills in speaking, listening, reading, and writing. Learning Ukrainian introduces students to the fundamental aspects of Slavic languages, including unique grammatical structures, verb conjugations, and noun declensions. Ukrainian 1103 will help develop essential linguistic skills such as phonetics, syntax, and semantics.

Students will engage in discussions on a variety of familiar topics. They will still use formulaic phrases but move on to use vocabulary and grammar more freely to build simple and some complex sentences to express their thoughts and ideas. The answers will be first prompted by the instructor, and later the student will be able to communicate with each other independently.

In daily situations, students will manage short social interactions by asking and answering simple questions while working with handouts, textbook, Student Activity Manual and authentic materials. These interactions will rely less on formulaic phrases but will incorporate a greater variety of simple and some complex sentences, ensuring clear and effective communication. By focusing on these activities, students will develop basic skills needed to communicate meaningfully and appropriately in various real-world contexts in a culturally appropriate way.

Learning a new language, especially one with a different script and structure like Ukrainian, enhances cognitive abilities such as problem-solving, memory, and critical thinking. These cognitive benefits are advantageous for studying any world language.

Basic Ukrainian 1103 lays a firm foundational knowledge by equipping students with essential linguistic, cultural, and cognitive skills.

### **Course Materials:**

**Required:** Yuri Shevchuk. *Beginner's Ukrainian*. Second edition. Hippocrene Books, 2013.  
On-line resource for the textbook: <http://s592234689.onlinehome.us/beginnersukrainian/lesson-01.html>

**Recommended:** Stefan Pugh and Ian Press. *Ukrainian: A Comprehensive Grammar*. From Routledge Grammars.

*Ukrainian-English/English-Ukrainian Dictionary* (Benyukh & Galushko, or other)

Iryna Konstantiuk, *Pronunciation Workbook - Introductory Ukrainian*, 2012

Iryna Konstantiuk, *Ukrainian Grammar Workbook for Beginners*, 2012

Iryna Konstantiuk, *Ukrainian Grammar in Tables*, 2012

### **Recommended References:**

Olena Bech and James Dingley, *Ukrainian – A Complete Course for Beginners*

Palka, Oleksandra. *Modern Ukrainian Grammar in Tables –Morphology*

A small Ukrainian-English, English-Ukrainian dictionary such as

Hrabovsky, Leonid. *Ukrainian Practical Dictionary (Ukrainian-English English-Ukrainian)* would be useful. Also available are:

Andrusyshen, C.H., and J. N. Krett. *Ukrainian-English Dictionary*.

Niniowsky, W. *Ukrainian-English and English-Ukrainian Dictionary*.

Podvezko, M. L., and M. I. Balla. *English-Ukrainian Dictionary*.

In this course we also will use:

- [Подорожі UA | Podorozhi UA – Take a trip into beginner's Ukrainian](#) This is a complete open-education online course of beginner's Ukrainian developed by colleagues at the University of Alberta. It works really well for blended/hybrid courses and for those students who have no knowledge of other Slavic languages.
- **Dobra forma:** <https://dobraforma.ku.edu/> This is my free open-education online resource on basic Ukrainian grammar with English explanations and lots of contextualized, machine-graded practice activities.
- At KU, I use the following series of textbooks to teach Ukrainian (in combination with *Dobra forma*): [Books - UCU School of Ukrainian Language and Culture \(studyukrainian.org.ua\)](#) The first one (Elementary level) works really well for students who already have some knowledge of another Slavic language, such as Russian or Polish, and most of my students have such knowledge. Elementary *ЯБЛЮКО* moves faster than *Podorozhi UA* and has very engaging and high-quality listening activities. The problem is, these books are somewhat hard to get in the US. Because of the war, ordering them from Ukraine became more difficult, though not impossible.
- [chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.podorozhiua.com/wp-content/uploads/2019/05/grammar-reference.pdf](https://efaidnbmnnnibpcajpcglclefindmkaj/https://www.podorozhiua.com/wp-content/uploads/2019/05/grammar-reference.pdf)

### **Grading:**

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%

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

<b>A</b> 93 – 100	<b>C</b> 73 – 77
<b>A-</b> 90 – 92	<b>C-</b> 70 – 72
<b>B+</b> 88 – 89	<b>D+</b> 68 – 69
<b>B</b> 83 – 87	<b>D</b> 65 – 67
<b>B-</b> 80 – 82	<b>E</b> 64 – 0
<b>C+</b> 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 four (4) **non-excused absences** of 55 minutes (equivalent to one (1) 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 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). Such cases are usually easily verified by the supporting documentation if needed/by request of the instructor (such as a



note from an emergency department, a university athletic division, government institution, etc.) Such documentation typically provides a phone number that can be called for verification.

*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 four (4) (i.e., beginning with the fifth) **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 (three beyond the four allowed), your final assigned course grade will be 89% (B+) [i.e.,  $92\% - 3\% = 89\%$ ].

**NOTE: Students with 16 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 Ukrainian.

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, 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 Ukrainian. Class participation and preparation will contribute significantly to your performance on these. The first exam will cover the Alphabet section and Chapter 1 and is scheduled for \_\_\_\_\_. Your Midterm will cover Chapter 2, and is scheduled for \_\_\_\_\_. Your final exam is cumulative (from Alphabet to Chapter 3)

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 \_\_\_\_\_. The second will be administered on the last few days of regularly scheduled classes (outside of class time) during the week of \_\_\_\_\_. 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:

- Midterm 1 –
- Midterm 2 –
- Midterm Oral Test – week of
- Final Oral Exam – week of
- Cumulative final exam (TBD by the Registrar) – Finals **Week DATE\**

### **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 Ukrainian 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 Ukrainian course at OSU.

### **Study Abroad:**

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

- **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.

Instructor Response Time:

Remember that you can call **614-688-4357 (HELP)** 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. Will check my email as often as possible and will get back to you in a timely manner.
- **Office hours:** You can always bring questions about course content, assignments, or policies to my weekly office hours.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check your [notification preferences](#) to ensure you receive these messages.
- **Grading and feedback:** For homework assignments, you can generally expect feedback the next class day.

### **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 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

### **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 ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://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 <https://civilrights.osu.edu/title-ix> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu).

**Diversity:**

The Ohio State University affirms the importance and value of diversity of people and ideas. We believe in creating equitable research opportunities for all students and to providing programs and curricula that allow our students to understand critical societal challenges from diverse perspectives and aspire to use research to promote sustainable solutions for all. We are committed to maintaining an inclusive community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among all members; and encourages each individual to strive to reach their own potential. The Ohio State University does not discriminate on the basis of age, ancestry, color, disability, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, race, religion, sex, gender, sexual orientation, pregnancy, protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment.

**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 [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

### **Mental Health Services:**

*s 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](https://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.**

**Enjoy your Ukrainian!**

**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 Ukrainian 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 Ukrainian 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](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 Ukrainian language learning, it is necessary to maximize your opportunities to speak and hear Ukrainian. **In the classroom, you are therefore expected to use Ukrainian 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!

Tentative class schedule (subject to change)

#	Date	Lecture/Class Topic	Home Assignment
1.	Week One	<i>Conversation Topic:</i> My Family/Personal Traits Names for extended family. <i>Grammar:</i> Review of Verbs of Motion.	On Carmen
2.	Week Two	<i>Conversation Topic:</i> Talking about Biography (personal and other people). <i>Grammar:</i> Subjunctive/Conditional Mood. More on verbs of Motion: more prefixed verbs.	On Carmen
3.	Week Three	<i>Conversation Topic:</i> Talking Personal Relations, Family Traditions. Comparing the US and Ukrainian Cultures. Describing People. <i>Grammar:</i> Complex Sentences with <i>який</i> -clauses.	On Carmen
4.	Week Four	<i>Conversation Topic:</i> Reading People's Stories. <i>Grammar:</i> Prefixed Verbs of Motion, their usage in different tenses.	On Carmen
5.	Week Five	<i>Conversation Topic:</i> Describing your Dwelling Conditions, Furniture (expanding the vocabulary). Looking for a Place to Buy/Rent. <i>Grammar:</i> More on Genitive Case.	On Carmen
6.	Week Six	<i>Conversation Topic:</i> Asking for and Giving Directions. City vs. Village Living. <i>Grammar:</i> More on Verbs of Motion. Imperative Mood.	On Carmen

7.	Week Seven	<i>Conversation Topic:</i> Getting around city, Means of Transportation. <i>Grammar:</i> More on Prepositional and Accusative Cases: getting vs. being somewhere. Building complex sentences: sentence expanders.	On Carmen
8.	Week Eight	<i>Conversation Topic:</i> Searching the for a Place to Eat. Talking about likes and dislikes, traditional dishes. Comparing the US and Ukrainian Cuisines. <i>Grammar:</i> Degrees of Comparisons of Adjectives: Summary.	On Carmen
9.	Week Nine	<i>Conversation Topic:</i> Talking about the Plans. <i>Grammar:</i> More on Perfective/Imperfective Verbal Aspect and Tenses.	On Carmen
10.	Week Ten	<i>Conversation Topic:</i> Phone Etiquette: Making a Phone Call. <i>Grammar:</i> Adverbs of Frequency. More on Numerals and Expressing Times.	On Carmen
11.	Week Eleven	<i>Conversation Topic:</i> Staying in a Hotel, Booking, Reservations. <i>Grammar:</i> Personal Pronouns, Case Paradigm of nouns: Summary.	On Carmen
12.	Week Twelve	<i>Conversation Topic:</i> Connecting Sentences into a Story. <i>Grammar:</i> Discourse Markers. Review of Case Ending in Nouns and Adjectives.	On Carmen
13.	Week Thirteen	<i>Conversation Topic:</i> Narrating a Story. <i>Grammar:</i> Review of Verb tenses, Perfective/Imperfective Verbal Aspect. Students' Presentations on the Topic of their Interest.	On Carmen
14.	Week Fourteen	Review: cases, tenses, pronouns, verbs of motion. Students' Presentations on the Topic of their Interest.	

### Sample of a Home Assignment:

1. Make sure you know all the vocabulary from the handout you were given in class. Pay attention to:
  - a. the spelling of the words,
  - b. verbs used in the expressions,



- c. the case/s of the nouns in these expressions.
2. In the text from the textbook underline all the sentences with the verbs of motion. Analyze the tense use in these sentences, find subjects and predicates. Indicate what action is expressed by the verb of motion: customary/habitual, on-time, simultaneous, uni- or multi-directional.
3. Fill in the gaps in the text (on Carmen).
4. Write down a short paragraph (5-7 sentences) describing your day yesterday or last weekend, mentioning where you went and what you did. Be ready to talk about it in class.

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

<b>Key to abbreviations used in chart</b>
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**Total Tardies** (*of 10 minutes or more*): \_\_\_\_\_

**Total Absences:** \_\_\_\_\_ //

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

## GE Rationale: Foundation: World Languages (4 credits)

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class meets the ELOs of the Foundation: World Languages. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

### Accessibility

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### A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of World Languages.

Ukrainian 1103 serves as a foundational course for the study of World Languages. This course focuses on developing fundamental skills in speaking, listening, reading, and writing. Learning Ukrainian introduces students to the fundamental aspects of Slavic languages, including unique grammatical structures, verb conjugations, and noun declensions. Ukrainian 1103 will help develop essential linguistic skills such as phonetics, syntax, and semantics. These skills are transferable and can aid in the learning of other languages and get a better understanding of the students' first language by enhancing overall language acquisition abilities.

Language learning is deeply intertwined with cultural understanding. This course offers a solid foundation for further language study and cultural understanding, provides insights into Ukrainian culture, history, and traditions, which are essential for a comprehensive understanding of the region and its influence on global culture.

Learning a new language, especially one with a different script and structure like Ukrainian, enhances cognitive abilities such as problem-solving, memory, and critical thinking. These cognitive benefits are advantageous for studying any world language.

Basic Ukrainian 1103 lays a firm foundational knowledge by equipping students with essential linguistic, cultural, and cognitive skills.

## B. Specific Goals of World Languages

GOAL 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.

**Expected Learning Outcome 1.1: Successful students are able to 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.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Interpersonal communication will be achieved through several key activities:

1. **Participation in Daily Conversations:** Students will engage in discussions on a variety of familiar topics. They will still use formulaic phrases but move on to use vocabulary and grammar more freely to build simple and some complex sentences to express their thoughts and ideas. The answers will be first prompted by the instructor, and later the student will be able to communicate with each other independently.
2. **Handling Everyday Social Interactions:** In daily situations, students will manage short social interactions by asking and answering simple questions while working with handouts, textbook, Student Activity Manual and authentic materials. These interactions will rely less on formulaic phrases but will incorporate a greater variety of simple and some complex sentences, ensuring clear and effective communication.

By focusing on these activities, students will develop basic skills needed to communicate meaningfully and appropriately in various real-world contexts in a culturally appropriate way.

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**Expected Learning Outcome 1.2: Successful students are able to 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.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Successful students will develop interpretive listening, viewing, and reading by grasping the main ideas and relevant details from a variety of texts. Interpretive listening/viewing and/or reading will be achieved through the following activities:

1. **Listening:** Students will understand the main idea in short, simple messages and presentations on familiar topics. For example, when listening to the instructor, their peers, or authentic audio and video recordings, they will be able to grasp the essential points. They will also be able to extrapolate information by answering questions that target active vocabulary and grammar. They will develop further the skill of identifying key details and understand the overall context of what they hear on a variety of topics appropriate for their level. Additionally, they will be able to comprehend the main ideas of conversations that occur in class and develop them further, enabling them to follow along and engage effectively.
2. **Reading:** Successful students will progress to reading a bigger number of simple, expanded and complex sentences, and finally some longer messages. This gradual approach helps build their confidence and competence in reading. As they advance, students will be able to identify the main idea of these texts, especially when the topic is familiar. For example, they will be able to recognize more familiar words and structures, and use inferencing techniques to grasp the general idea of the text as well as more details. By answering questions that target active chapter material, students will reinforce their comprehension and retention of the information.

This process not only enhances their reading skills but also enables them to engage more deeply with the content. They will develop the ability to extract key points and understand the overall message, which is crucial for effective communication and learning.

**Expected Learning Outcome 1.3: Successful students are able to 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.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Students will develop their presentational skills through the following:

1. **Speaking:** Students will present information on a variety of familiar topics using a series of simple extended and complex sentences. They will use vocabulary and grammar that are appropriate for their level. This will help them effectively communicate their thoughts and ideas in a clear and concise manner. For example, students might describe a picture, retell a story, or report on their own experiences and daily practices. These activities will enhance their ability to express themselves verbally in different contexts.
2. **Writing:** Students will be able to write longer messages on a range of familiar topics. They will present information using a series of simple, extended and complex sentences in their essays and home assignments. For instance, they might describe a picture, retell a story, or report on their own experiences and daily practices in written form. This practice will enable them to convey their ideas in a structured and coherent way, improving their overall writing skills.

**GOAL 2:** Successful students will demonstrate knowledge of target culture(s) and attitudes on cultural diversity reflective of an interculturally competent global citizen.

**Expected Learning Outcome 2.1:** Successful students are able to 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. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Students will demonstrate a basic familiarity with the products, practices, and perspectives (the 3 Ps) of target cultures in various ways. Students will present on cultural artifacts (ex. traditional clothing or artworks). They will also review and discuss media like films, music, and literature (all in translation) from the target culture. Students will familiarize themselves with traditional food, dishes, customs to cook it, as well as its cultural significance.

Students will be introduced to daily routines, holidays, and rituals of the target culture, such as festivals, ceremonies, or family traditions (for example: New Year and Christmas practices, Easter traditions, weddings, and such) in the culturally appropriate way.

With every new topic, students will be engaging in conversations using common phrases, idioms, and expressions from the target language, and understand their context and usage. They will also get acquainted with knowledge of social norms, such as greetings, table manners, and appropriate behavior in some social settings. By learning some facts about the target country customs, traditions and history and presenting/discussing/reading/listening about them, the students will learn about the target culture's worldview and values. This will provide them with possibility of analyzing the target culture and comparing it to the students' own culture. While listening to/reading and sharing stories from individuals within the target culture, students will start understanding their personal experiences and viewpoints. Writing essays or making presentations reflecting on what they have learned about the 3 Ps, students will understand cultural diversity.

**Expected Learning Outcome 2.2:** Successful students are able to identify and demonstrate attitudes on cultural diversity reflective of an interculturally competent global citizen (such as respect, openness, curiosity, and adaptability). Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through

To help students identify and demonstrate attitudes on cultural diversity reflective of an interculturally competent global citizen, this language will incorporate various activities and assignments. Here are some specific examples:

1. Cultural projects: **Activity:** Students research and present on a cultural aspect of a country where the target language is spoken. **Objective:** Encourage respect and openness by understanding and appreciating different cultural practices and traditions. **Assignment:** Create a multimedia presentation or a cultural artifact display (in target language and some English).
2. Role-playing scenarios: **Activity:** Students participate in role-playing exercises that simulate real-life (intercultural) interactions. **Objective:** Develop adaptability and openness by navigating various social situations and cultural norms. **Assignment:** Write a report on the challenges faced and strategies used to overcome them (in target language and in English).
3. Cultural comparison essay: **Activity:** Students compare and contrast cultural norms, values, and practices between their own culture and the target culture. **Objective:** Promote respect and curiosity by critically analyzing similarities and differences. **Assignment:** Write an essay or create a comparative infographic (in target language and some English).
4. Cultural storytelling: **Activity:** Students share stories, myths, or legends from the target culture. **Objective:** Foster curiosity and respect by exploring cultural narratives and their significance. **Assignment:** Create a storytelling video or write a creative retelling of a cultural story (in some target language and English).