Term Information

Effective Term

General Information

Course Bulletin Listing/Subject Area	Bosnian/Croatian/Serbian
Fiscal Unit/Academic Org	Slavic/East European Eurasian - D0593
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	1198.99
Course Title	Bosnian-Croatian-Serbian "On the Ground"
Transcript Abbreviation	BCS On the Ground
Course Description	Bosnian-Croatian-Montenegrin-Serbian is a mutually intelligible family of languages and dialects spoken by the over fourteen million people across the world. This course will familiarize you with some basic BCS language to help you start reading and communicating on the ground, while also familiarizing you with some basic cultural aspects of the region.
Semester Credit Hours/Units	Fixed: 1

Offering Information

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

Prerequisites and Exclusions

Prerequisites/Corequisites	
Exclusions	
Electronically Enforced	No

Cross-Listings

Cross-Listings	

Subject/CIP Code

Subject/CIP Code	16.0408
Subsidy Level	General Studies Course
Intended Rank	Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

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

Course Details

Course goals or learning objectives/outcomes
- c. Read both the Cyrillic and Latin BCS alphabets
  d.   Communicate to engage in basic greetings and commercial interactions
- e. Identify some cultural aspects of BCS-speaking countries
  f.   Reflect on one's own culture in comparison with Balkan traditions

Content Topic List
- Telling time and public transport; markets and shopping for food; wedding traditions in the balkans; family and career; music and multiculturalism; likes and dislikes

Sought Concurrence   No

Attachments

- BCS 1198.99 reviewed.pdf: DL Approval Cover Sheet Reviewed by ODE

  (Other Supporting Documentation. Owner: Ernst,Joseph)
- BCS 1198.99 On The Ground 1-credit non-GE elective course revision #5 12-2-25.docx: BCS 1198.99 12/3 Revised Syllabus

  (Syllabus. Owner: Ernst,Joseph)

Comments

- Please see Subcommittee feedback email sent 10/1/25. *(by Neff,Jennifer on 10/01/2025 06:37 PM)*
- Please see feedback email sent to department 05-22-2025 RLS

  Per Teams conversation w/ J. Ernst 08-29-2023, changed to add 100% DL RLS *(by Steele,Rachel Lea on 08/29/2025 04:45 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Ernst,Joseph	05/06/2025 11:07 AM	Submitted for Approval
Approved	Ernst,Joseph	05/06/2025 11:08 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	05/08/2025 10:06 AM	College Approval
Revision Requested	Steele,Rachel Lea	05/22/2025 04:37 PM	ASCCAO Approval
Submitted	Ernst,Joseph	07/25/2025 04:06 PM	Submitted for Approval
Approved	Ernst,Joseph	07/25/2025 04:06 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/12/2025 12:24 PM	College Approval
Revision Requested	Neff,Jennifer	09/02/2025 11:51 AM	ASCCAO Approval
Submitted	Ernst,Joseph	09/05/2025 03:55 PM	Submitted for Approval
Approved	Ernst,Joseph	09/05/2025 03:55 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	09/05/2025 04:02 PM	College Approval
Revision Requested	Neff,Jennifer	10/01/2025 06:37 PM	ASCCAO Approval
Submitted	Ernst,Joseph	10/22/2025 10:04 AM	Submitted for Approval
Approved	Ernst,Joseph	10/22/2025 10:04 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	10/22/2025 01:26 PM	College Approval
Revision Requested	Neff,Jennifer	12/02/2025 12:16 PM	ASCCAO Approval
Submitted	Ernst,Joseph	12/03/2025 10:35 AM	Submitted for Approval
Approved	Ernst,Joseph	12/03/2025 10:35 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	12/18/2025 03:53 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	12/18/2025 03:53 PM	ASCCAO Approval

BCS "On the Ground"

BCS 1198.99

1-credit online BCS course

Fall 2026

1 Credit Hour

Online

Course overview

Instructor

- Matthew Boyd
- boyd.466@osu.edu
- [Course Zoom Link](Course%20Zoom%20Link)
- Office Hours
    - [Zoom Link](Zoom%20Link)

Note: My preferred method of contact is email.

Course description

Bosnian-Croatian-Montenegrin-Serbian is a mutually intelligible family of languages and dialects spoken by the over fourteen million people living in Bosnia & Herzegovina, Croatia, Montenegro, and Serbia, as well as in the vast diaspora in America and beyond. Through weekly Instructor Lectures and provided written materials, this course will familiarize you with some basic BCS language to help you start reading and communicating on the ground, while also familiarizing you with some basic grammar to begin expanding your language beyond survival.

Expected learning outcomes

Course Expected Learning Outcomes and Fulfilling the Expected Learning Outcomes

Goals:

1. Successful students will demonstrate linguistic and cultural competence by accomplishing 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.

Expected Learning Outcomes:

Successful students are able to:

1) Acquire basic vocabulary, grammar, and expressions needed to interact as a visitor in the target language.

2) Acquire basic reading skills to function as a traveler in the target language.

3) Achieve basic listening / speaking / reading / viewing comprehension on the level of a traveler in the target language.

4) Gain familiarity with select cultural aspects of the target language and region.

5) Reflect on the components of intercultural competence such as respect, openness, curiosity, and adaptability in the context of reading, speaking, and viewing in the target language and culture.

This course fulfils the outcomes listed above by having students learn basic spoken and reading language proficiency in various practical contexts that they may encounter on a short visit to the Balkans. Students will learn to use basic vocabulary and achieve a basic grammatical understanding of the language in a cultural context.

This one-credit course will give a basic overview of some contexts for interpersonal interaction and mutual understanding in the multifaceted cultural milieu of the modern Balkans.

How this online course works

Mode of delivery

3

This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time. Each week you will have access to a new lesson, Instructor Lecture(s), reference materials, and assignments that should be completed by the following week.

Pace of online activities

This is an asynchronous online course, but subject matter and assignments will be unlocked and published weekly. Schedule about 6 hours a week to engage with the materials and Instructor Lectures and complete assignments. Students should start with the recorded instructor lectures and any accompanying reading materials, then complete the weekly assignments, then complete the written weekly test and/or schedule verbal assessment.

Credit hours and work expectations

This is a **1-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 6 hours of engagement with the class each week to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.

Participation requirements

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

Participating in online activities

Students will be required to interact with other students in online forums and complete assigned tasks related to the assigned films, readings, Instructor Lectures, and grammar on a weekly basis.

Office hours and live sessions (optional)

All live, scheduled events for the course other than scheduled verbal assessments, including my office hours, are optional.

Please write in a formal, clear academic style. For guidance, students can find helpful reference in the MLA handbook or the Chicago Manual of Style.

Citing your sources

If an outside source is cited in the completion of an assignment, please follow MLA or Chicago style to cite the source of quoted or referenced material. Please refer to the university policy on plagiarism.

Protecting and saving your work

Technology fails us. Please compose your work outside of Carmen and SAVE OFTEN.

Course materials and technologies

Textbooks

Required

1. No textbooks are required for this course.

Recommended (optional)

- Any Bosnian/Croatian/Serbian-English dictionary

Other fees or requirements

There are no other fees or requirements.

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 it.osu.edu/help, and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

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- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

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 are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass

- 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 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 will 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 instructor response

How your grade is calculated

Assignment Category	Points and/or Percentage
Weekly Grammar Assignments: Exercises addressing the week's grammatical and/or cultural topics that include solving grammar assignments or answering cultural questions.	25%

Assignment Category	Points and/or Percentage
Partnered Dialog Forum Posts Each week students will be assigned to collaboratively write a dialog post addressing the current grammar and contextual points according to given models and the week's lesson.	25%
Weekly Quizzes & Video Assignments Each week students will be assigned quizzes on the grammar under focus and/or assigned to record themselves speaking according to a prompt that addresses the week's topics.	25%
Final Presentation Students will synthesize their on-the-ground survival grammar knowledge with	12.5%

Assignment Category	Points and/or Percentage
an "about me" introductory presentation in which they are able to speak about themselves while including information pertinent to all the grammatical topics covered during the course.	
Final Written Test + Speaking Test A comprehensive recorded presentation and written test assessing the student's comprehension of all topics and grammar presented in the class and demonstrating their "on the ground" survival BCS knowledge.	12.5%
Total	**100%**

Description of major course assignments

Grammar Assignments

- o **Description**

These assignments will reinforce understanding of the basic linguistic skills, spelling and alphabets, and vocabulary introduced in each week's contextual lesson and should take about 30 minutes to complete.

Partner Dialog forum posts

- o **Description**

Students will collaborate in graded online forum exchanges with other students to build dialogues based on the examples given and using the grammar, vocabulary, and contexts covered in the lesson. These should take students about 30 minutes to complete.

Weekly Quizzes & Video Assignments

- o **Description**

The knowledge worked through each week will be formally tested with written quizzes and/or recordings of the students using the week's grammar points in response to posted prompts.

Final Synthesis Presentation

- o **Description**

Students will synthesize their knowledge of the course to record themselves giving a 5-minute presentation about themselves.

Late assignments

Late Assignments will be penalized a letter grade per day unless evidence of a medical or family emergency has been provided.

Grading Scale

- 93-100: A
- 90-92: A−
- 87-89: B+
- 83-86: B
- 80-82: B−
- 77-79: C+
- 73-76: C
- 70-72: C−
- 67-69: D+
- 60-66: D
- Under 60: E

Academic policies

Syllabus Policies and Statements

All policies can be found at the following link:

https://ugeducation.osu.edu/academics/syllabus-policies-statements/standard-syllabus-statements

Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.

Week	Date	Topics/Readings/Assignments	Assignments Due	Assessments Due
1		Instructor Lecture: What is BCS? (20 mins.) Instructor Lecture: The Alphabet and numbers (20 mins.) Instructor Lecture: Basic Greetings (20 mins.)	• Discussion post: Video self-introduction (15 mins) • Alphabet Matching Exercise (30 mins) • Greetings exercise (30 mins)	• Take week 1 written greetings quiz (15mins)

Week	Date	Topics/Readings/Assignments	Assignments Due	Assessments Due
		Reading: Alphabet, numbers, and greetings vocabulary (30 mins)		
2		**Unit: Getting Around Town in the Balkans** Instructor Lecture: Introduction to the BCS case system, focus on accusative case. (20 mins) Instructor Lecture: The verbs "to Want" and "to Take" and forming "yes/no" questions. (20 mins)	• Forum post: Café order role play partner dialogue (20 mins) • Verb conjugation worksheet (30 mins) • Accusative worksheet (30 mins)	• Take week 2 written Quiz (15 mins) • Video assignment: Ordering a coffee (25 mins)

Week	Date	Topics/Readings/Assignments	Assignments Due	Assessments Due
		Instructor Lecture: Ordering in a Café, café vocabulary (20 mins) vocabulary reading (30 mins)		
3		**Unit: Getting Around Town in the Balkans** Instructor Lecture: Telling time (30 mins) Instructor Lecture: Verbs related to public transport (30) Reading: Public transport vocabulary (30 mins)	• Transport verb worksheet (20 mins) • Forum post: partner dialogue – telling time (30 mins.) • Worksheet – telling time (30 mins)	• Week 3 Quiz (15 mins) • Student Recording: Asking, "When does the train arrive?" (25 mins)

Week	Date	Topics/Readings/Assignments	Assignments Due	Assessments Due
4		**Unit: Getting Around Town in the Balkans** Instructor Lecture: Markets and Shopping for Food, 20 mins. Instructor Lecture: Food vocabulary, 20 mins. + reading Instructor Lecture: Measures, counting and introduction to genitive case, 20 mins.	• Forum post: Partner dialogue – buying at the market (30 mins) • Food and Shopping worksheet (30 mins) • Counting worksheet (30 mins)	• Week 4 Food vocabulary quiz (15 mins) • Week 4 Quantities quiz (15 mins)
5		**Unit: Let's Get To Know Each Other** Instructor Lecture: Introduction to the Locative Case, 20 mins.	• Forum post: Partner dialogue – "When were you born?" (30 mins) • Family vocabulary worksheet (20 mins) • Months worksheet (25 mins)	• Week 5 quiz – Locative Case, family, and months (15 mins)

Week	Date	Topics/Readings/Assignments	Assignments Due	Assessments Due
		Instructor Lecture: Birthdays, months, dates, 20 mins. Instructor Lecture: Family, 20 mins Locative, Birthdays, and Family reading, 30 mins		
6		**Unit: Let's Get To Know Each Other** Instructor Lecture: Music and multiculturalism in the Balkans 20 mins. Instructor Lecture: Expressing likes: introducing dative case, 20 mins.	• Forum post: partner dialogue - "Do you like music?" (30 mins) • Music and Arts vocabulary worksheet (20 mins) • Saying that you like something – Worksheet (25 mins)	• Week 6 quiz (15 mins) (15 mins)

Week	Date	Topics/Readings/Assignments	Assignments Due	Assessments Due
		Instructor Lecture Music and Arts vocabulary, 20 mins. Reading: Nationalities, Dative case and likes, music and arts vocabulary (30 mins)		

7		**Unit: Conclusion**
		
		Instructor Lecture: Tying it together, Review and Summary and further explanations, 60 mins.
			• Presentation "About me" – record 5 minute presentation introducing yourself in BCS.
			
			   o What is your name?
			
			   o When is your birthday?
			
			   o Where were you born?
			
			   o What are your family's names?
				• Final Comprehensive Test (30 mins)
				
				• Final verbal test in conversation with professor (30 mins)

Week	Date	Topics/Readings/Assignments	Assignments Due	Assessments Due
			○ What kind of food, music, art, etc. do you like? (60 mins)	

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences (Updated 2-1-24)

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).

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Instructor Presence

For more on instructor presence: About Online Instructor Presence.
For more on Regular and Substantive Interaction: Regular Substantive Interaction (RSI) Guidance

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

☐ Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (required).

☐ 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).

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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 have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.

☐ Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

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:

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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 regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

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

☐ 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.

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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.

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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 (required)

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.

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☐ 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):

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Syllabus and cover sheet reviewed by   *Bob Mick*   on   *9/5/25*

Reviewer Comments:

Additional resources and examples can be found on ASC's Office of Distance Education website.

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Attachment from ODE/Bob Mick

BCS 1198.99 On The Ground

I am returning the signed Distance Approval Cover Sheet after completing the review of the distance learning syllabus and cover sheet. Below are my comments for this proposal.

1. Instructor Presence and Regular Substantiative Interaction (RSI):
Regular substantiative interaction will exist on a regular weekly basis in the course between the instructor and students but it's not clear if it meets the requirement for a 1-credit hour, 7-week course.

RSI currently includes:
- Instructor will assess and provide feedback on all student course work and assignments.
- Facilitation of group discussion (required weekly participation in dialog forum posts)
- Instructor will provide opportunities for students to ask questions on course content through email and optional live office hours.

It is not clear what direct instruction will consist of in this course. The information in the syllabus states lectures and videos along with other items in the course schedule, but it's not possible to know which items are readings or recorded lectures by the instructor. The syllabus and DE Cover Sheet do not include information on the length of videos or lectures. Without this information, it is not clear whether direct instruction is equivalent to the required 2 hours per week for a 1-credit hour, 7-week course.

2. How this Online Course Works – Pace of Online Activities
It would be helpful for students to understand what order they should complete the activities in this course and how they will interact on a regular basis with the instructor in this asynchronous offering to be successful. For example, information could be included that states view videos and lectures first, then complete reading assignments, next complete grammar assignments or any module quiz, then complete the dialog forum posts or reflection posts, and attend live office hours. (or whatever is appropriate order)

3. Credit hours and work expectations
The division of time involved with this course is not clear to me because the course Workload Estimation in the DE Cover Sheet is not complete. The syllabus also states incorrectly that 3 hours per week of engagement will be necessary. This is a 1-credit hour, 7-week course, so there should be 2 hours of direct instruction and 4 hours of indirect instruction for a total of 6 hours of engagement each week. This section in the cover sheet should include an estimation on how the required 6 hours per week of course work is met. A time estimation on activities should include 1) watching videos or lectures, 2) completing reading assignments, 3) completing grammar assignments, dialog forum posts, and reflection posts, 4) completing the presentation.

4. Description of Major Assignments
The major assignments have limited information. It would be helpful to provide additional information on how to complete the Grammar Assignments including what mechanism is used to complete these. For the Dialog forum posts, it's not clear how these will be completed and how the students will collaborate. It would be helpful for students to also have guidance on requirements for the posts such as

how many posts are required of each student, what do these consist of, how long do they have to be, how many students does each interact with, and is the instructor involved in these posts. For the presentation additional information would be helpful including more guidelines on what format type is acceptable for the presentation, what is the expected length, how to put together this presentation if they've not done this before, and how will students provide feedback on each other's presentations and will it be required.