

From: [Neff, Jennifer](#)
To: [Tuxbury-Gleissner, Philip](#); [Ernst, Joe](#)
Cc: [Hedgecoth, David](#); [Vankeerbergen, Bernadette](#); [Steele, Rachel](#)
Subject: Bosnian-Croatian-Serbian 1198.99
Date: Wednesday, October 1, 2025 6:35:00 PM
Attachments: [image001.png](#)

Good evening,

On Tuesday, September 23rd, the Arts and Humanities Subcommittee 1 of the ASC Curriculum Committee reviewed a new course request for Bosnian-Croatian-Serbian 1198.99.

The Subcommittee declined to vote on the request at this time and asks that the following feedback be addressed in a revision:

- The Subcommittee requests that the course include more explicit instruction in grammar within the language. At present, the production of language appears limited to vocabulary quizzes, with no identifiable grammar content in the syllabus. The expectation that students will be able to construct dialogue is unrealistic without adequate instructional support, particularly given the added challenge of mastering two alphabets. Additionally, it is unclear whether the quizzes in the course calendar are meant to be the grammar assignments, as there is no mention of them in the grade breakdown, or whether the grammar instruction is missing entirely. Clarifying how grammar will be taught and assessed may help address these concerns.
- The Subcommittee notes that the learning outcomes listed on page 2 of the syllabus are that of the GEN World Language category, which creates a disconnect between what this course seeks to achieve and what the ELOs suggest. The Subcommittee requests that the learning outcomes in the syllabus be rewritten to align with the course itself.
- The Subcommittee requests a stronger sense of instructor presence in the course, particularly in terms of Regular Substantive Interaction (RSI). It is currently unclear how instructor presence will be incorporated into the course, as the syllabus lists lectures, videos, and other materials without distinguishing what is instructor-created, external readings, or third-party videos.
- The Subcommittee requests that all videos used in this course, including YouTube content, meet accessibility standards. Many of the videos linked in the course schedule do not have subtitles or rely solely on automatic captioning, which raises concerns about accuracy and accessibility.
- The Subcommittee requests that the credit-hour statement on page 4 of the syllabus be corrected. For a 1-credit, 7-week course, students should expect approximately 6 hours per week of engagement with the class. In addition to revising the statement, the Subcommittee also requests that the syllabus breakdown how the 6 hours of engagement per week will be fulfilled, including estimates for the time per week students will spend watching videos or lectures, completing assigned readings,

engaging in assignments or discussions, and preparing and delivering the presentation.

- The Subcommittee requests that the descriptions of the course assignments (pp. 8-9) be expanded to include more detail. Students should have a clear understanding of what each assignment entails and how to complete it.
- The Subcommittee requests greater clarity in the “How this Online Course Works” section of the syllabus (p. 3). This section should guide students on how to navigate the course, including the sequence in which they should aim to complete assigned materials for each week.
- The Subcommittee requests clarification on the “points and/or percentage” of the assignments in the grading breakdown provided in the syllabus (p. 8) to ensure transparency in assessment.
- As of August 29th, 2025, all syllabi must have either a link to the statements below **or** these statements written out in their entirety within the syllabus (the statement(s) in **bold** below are missing or outdated in the current syllabus). Syllabi should link to the Office of Undergraduate Education's [Syllabus Policies & Statements webpage](#) and/or copy-and-paste the statements from the Office of Undergraduate Education's website.
 - Academic Misconduct
 - Student Life - Disability Services
 - Religious Accommodations
 - **Intellectual Diversity**
- Instructors are welcome to include any standard and/or recommended syllabus statements found on the [Office of Undergraduate Education's webpage](#) which they deem relevant for their course. Please refer to this page to ensure that the statements on Diversity and Title IX (now to be replaced with the statement on “Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct”) on pp. 11-12 of the syllabus and all other statements are current and accurate.
- The Subcommittee notes the inclusion of a Land Acknowledgment on p. 21 of the syllabus. As of 09-18-2025, Land Acknowledgments are no longer permissible on “written class materials” (including most syllabi) per the university’s [SB1 Compliance website](#) (please see the link to the [“Philosophy on Statements”](#)). The course instructor(s) should consult with their TIU director/chair regarding whether or not this statement may be included within the syllabus.

I will return the course to the department queue via curriculum.osu.edu in order to address the Subcommittee’s requests.

Should you have any questions about the feedback, please do not hesitate to reach out to David Hedgecoth (faculty Chair of the A&H1 Subcommittee) or me.

Best,
Jennifer



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Pronouns: she/her/hers