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## Bosnian/Croatian/Serbian 1198.99

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From Steele, Rachel <steele.682@osu.edu>

Date Mon 2/9/2026 11:11 AM

To Brintlinger, Angela <brintlinger.3@osu.edu>; Ernst, Joe <ernst.150@osu.edu>

Cc Dugdale, Tom <dugdale.3@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Steele, Rachel <steele.682@osu.edu>; Neff, Jennifer <neff.363@osu.edu>; Wade, Macy <wade.619@osu.edu>

Good morning,

On Tuesday, January 27th, the Arts and Humanities 1 Subcommittee of the ASC Curriculum Committee reviewed a new Distance Learning course proposal for Bosnian/Croatian/Serbia 1198.99.

The Subcommittee did not vote on the proposal as they would like the following points addressed:

- i) The Subcommittee asks that the department include in the syllabus a clear breakdown of a typical week, including the average time spent on each task (syllabus p. 4 under "Pace of online activities"). For example, the sentence that *currently* reads "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." might instead read "Students should start with the recorded instructor lectures (1 hour) and any accompanying reading materials (2 hours), then complete the weekly assignments (2 hours), then complete the written weekly test and/or schedule a verbal assessment (1 hour)."
- ii) The Subcommittee requests that the department provide more information about the format of all of the course's assignments (syllabus, p. 11). For example, the description of the grammar assignments should include information regarding what types of questions will be a part of the assessments (short answer, multiple choice, sentence composition, etc.), the format the assignments will take (on paper, a printed worksheet, computerized textbook/workbook, web application, etc.), how students will access the assignments (Carmen, email, website, etc.) and how students will be expected to turn in the assignment (website submission, uploading a computerized document Carmen, scanning and uploading a paper assignment to Carmen, etc.). Similarly, a description of the Partnered Dialog Forum Posts should include information about when and how students will be expected to collaborate in the online asynchronous environment, including how students will find a partner, whether they will need to arrange a time to meet or if there will be deadlines for an asynchronous conversational exchange, how long the conversations are expected to be, etc.
- iii) The Subcommittee asks that the department remove the GEN World Language goals from the syllabus (p. 1), as this course is not a part of the GEN curriculum. They note that the department is welcome to develop separate course goals, but this is not required.
- iv) The Subcommittee requests that the department include the length of the course under "Credit hours and work expectations" (syllabus, p. 4). They ask that the first sentence read "This is a **7-week, 1-credit hour course.**"
- v) The Subcommittee notes that expected learning outcomes 2 and 3 are similar (syllabus, p. 3), and they recommend that they be combined for the sake of clarity/simplicity.
- vi) The Subcommittee recommends that the department compare their proposal to the proposals for [French 1198](#) and [Italian 1198.71](#). These courses are similar to the course being proposed and could serve as a guide for the course developer(s) as they work to respond to the Subcommittee's feedback above.

- vii) The Subcommittee encourages the department to reach out to David Hedgecoth.1, ASCC Arts and Humanities 1 Subcommittee member, and Bob Mick.15, Distance Education Program Consultant, for additional support in addressing the Subcommittee's feedback.

I will return BCS 1198.99 to the department queue via curriculum.osu.edu in order to address the Subcommittee's requests.

Should you have any questions about the feedback of the Subcommittee, please feel free to contact Tom Dugdale (faculty Chair of the A&H 1 Subcommittee; cc'd on this e-mail), or me.

Best,  
Rachel



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(Pronouns: she/her/hers / Honorific: Ms.)

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