

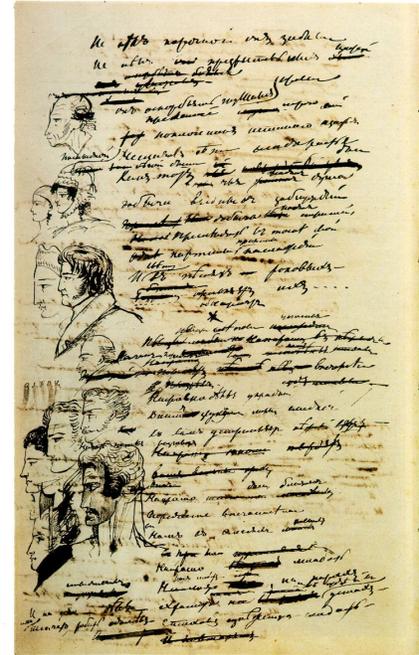


RUSS 210 Elementary Russian 1 (3 credits) Fall 2020

Instructor: Daniel W. Pratt
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Office Hours: Monday, 9:30-11:30 PM and by appointment

Meeting Times: Section 1, MWF 11:35-12:35,
Sherbrooke 688, Room 355 (To be held online)

Russian Language Program Director: Maria Ivanova
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Required materials:

1. Golosa (Голоса), a Basic Course in Russian. Book One. By R. Robin, K. Evans-Romaine, G. Shatalina. (5th edition), available online for free.
2. Golosa (Голоса), Student Activities Manual (SAM). Book One. By R. Robin, K. Evans-Romaine, G. Shatalina. (5th edition), available online for free.
3. Supplementary study materials and practice worksheets will be posted on our course platform on MyCourses.

General Information: This course covers the first part of the Elementary Russian course sequence (210-211) at McGill University, and introduces learners to the basic elements of the Russian language. RUSS 210 carries three (3) undergraduate credits and must be taken for a letter grade. There are no prerequisites, but students who have any prior exposure to the Russian language (prior course work, travel in Russia, relatives with whom they have lived who are able to speak Russian, or anything else that would provide exposure to the language) must inform the instructor about this prior experience. **Failure to disclose this information to the instructors constitutes practicing deceit in an academic evaluation proceeding and will be regarded as an Academic Integrity offense.**

Course content: RUSS 210 focusses on developing learners' beginning proficiency in speaking, reading, listening, and writing with emphasis on reading, cursive writing skills, and basic communication skills. The content of the course relies on the materials, topics and grammar drills presented on the MyCourses website and in *Golosa. A Basic Course in Russian. Book One -Units 1-5.*

Learning outcomes: The course has two main goals. The first goal is to introduce learners to the Russian alphabet and basic grammar and vocabulary. This knowledge will be instrumental for further studies in RUSS 211. The second goal, no less important than the first, is to help students gain as a basic level of proficiency in spoken and written Russian as is possible in the course of one term.

At the end of the fall term you will be able to engage in a simple conversation about *self, one's studies, language skills, university, and daily routine*, as well as perform many of the basic communicative tasks that a student might need to perform in Russia. You will gain a basic familiarity with the cultural context that structures a Russian person's daily life and his/her language use. The exit learning goal for 210 students is to read, listen, and write at a level equivalent to Novice Mid – Novice High (ACTFL Proficiency Scale) or A1/A2 (CEFR) and demonstrate control over the basic aspects of Russian grammar, such as case usage, verbal conjugation, tense and aspect.

The specific targets of RUSS 210 are formulated in terms of the following communicative tasks:

- Talk about self, one's family, interests, hobbies, daily routine;
- Ask and answer simple questions on personal and familiar topics;
- Read and understand simple texts and communications containing basic Russian vocabulary;
- Write (in Russian cursive style) simple essays, lists, and short communications using basic structures and vocabulary.

Instructional method: The course will be taught in English and in Russian. Before each class begins, you should turn in the required homework, watch any grammar presentation that has been assigned, and do any other preparation for the Zoom session. During the Zoom session we will practice new grammar elements, develop vocabulary skills, and consolidate cultural and linguistic understanding.

Because we have a limited amount of time to be together, classroom (Zoom) time is optimized for communicative practice and interactive activities. **It is essential that you spend at least 1-2 hours per day for each class** (as you would need to do for any language course). A thorough study session includes reviewing the material presented in class, writing out homework assignments, reviewing vocabulary, watching grammar presentation videos, and thinking about the material (making attempts to connect new material to old).

Students will be evaluated on their homework, weekly quizzes, oral checks, group presentation, and tests.

Your active participation in class is essential! It is my goal as your instructor that each student be given ample opportunity to learn and apply the material. In order for this to happen, it is imperative that we all work together to make the learning environment a truly productive one. The classroom atmosphere should be one where all

students feel comfortable trying out the language and experimenting with language production. Therefore, I expect my students to respect one another, to participate in all activities, to maintain a positive attitude, to come prepared and to help one another out.

Because of the class size, we will need to do extensive group work. Group work succeeds when students come prepared and ready to work with others. Don't be afraid of making mistakes in front of your colleagues or in front of the professor. You will **NEVER** be docked for making a mistake in practice. It takes a million mistakes to learn a language, so the more you get out of the way now, the quicker you'll progress!

Technical Requirements:

Classes will meet remotely during the regularly scheduled class times. All students are required to have access to a computer, the internet, a microphone, and a webcam. We will use **Zoom** and the link to the meetings will be posted on myCourses. Please do the following before you join the course:

- Create a basic account by clicking on the following link: <https://mcgill.zoom.us/> You must sign in with your McGill username/password. Having a Zoom account will help you facilitate virtual meetings for collaborative assignments.
- Read this article on [getting started](https://support.zoom.us/hc/en-us/articles/201362033-Getting-Started-on-Windows-and-Mac). If the link does not work, go to: <https://support.zoom.us/hc/en-us/articles/201362033-Getting-Started-on-Windows-and-Mac>
- I will not record class time to ensure the privacy of all students, and I do not consent to having the class recorded.
- Students who do not have a webcam or a microphone should contact your instructor.

Remote Learning Resources

Since learning remotely is a new skill that we all have to acquire, I would encourage you to look at the resources that McGill's Teaching and Learning Services compiled: <https://www.mcgill.ca/tls/students/remote-learning-resources>

Consider looking at all the tips, particularly the following points:

- [5 Strategies for Success](#)
- [Study Tactics](#)
- [Learning Strategies Inventory](#)
- [Learning with Zoom](#)

Important Note: I recognize that a full semester using Zoom will be a new experience for everyone, so I expect a certain number of difficulties/technical issues/glitches/errors. Not everything will go right every time, and as far as possible, I will make every effort to ensure that the learning experience works for everyone. If you are having consistent issues, or if you have particular concerns, please do not hesitate to contact me. We are all in this situation together; if we will all work together, I am confident we can make the experience the best it possibly can be.

Grade	Percentages
A	100%-85%
A-	84%-80%
B+	79%-75%
B	74%-70%

B-	69%-65%
C+	64%/-60%
C	59%-55%
D	54%-50%
F	49%-0%

Assignments and methods of evaluation:

Homework	30%
Quizzes (10)	20%
Oral Checks	15%
Chapter Tests (5)	25%
Group Video/Presentation Project	10%
<hr/>	
	100%

Homework (Home Work)

In many courses, homework is a sort of take-home test that you complete after studying new material, but that isn't the case here. This course and its textbook are designed so that homework is studying; it's a step-by-step guide to learning the material, rather than something you do after you've completed the learning. The exercises are meant to help you learn, so a number of mistakes are expected.

This course starts fairly intensively because it is difficult to do much of interest with a language until you have developed a bit of a foundation. After the first week or so, you should anticipate 1–2 hours of studying/homework *per day*. You will have homework for almost every class, from on-line listening exercises and study worksheets to writing assignments and recorded oral presentations. Occasionally you will be asked to prepare a dialog with an assigned partner in Russian.

Most of the homework will come from exercises in the Student Activities Manual, exercises from the *Go/osa* textbook. These will be filled out at home and submitted to the MyCourses website. Additional homework will include flash card vocabulary practice, oral exercises (to be recorded), and other exercises.

Homework will be graded on a 2-point scale. If you complete all the homework, you will be given a 2. If your homework is incomplete, sloppy, but still significantly ok, you will receive a 1. If your homework is absent, overly sloppy, or shows use of a translation program, you will receive a 0.

No late homework will be accepted.

Quizzes and Chapter Tests

Vocabulary and grammar quizzes will be given at different points of the term outside of class. There will be at least one graded vocabulary and one graded grammar quiz for each of the five units we will cover this semester. Quizzes will be announced ahead of time, giving you the necessary time to review the material and memorize the target

vocabulary. Under normal circumstances, quizzes may not be made up or re-taken at a later date.

Quizzes and chapter tests will make use of Lock-Down Browser. It is your responsibility to ensure that your browser is compatible with the system BEFORE THE FIRST QUIZ. While using the Lock-Down Browser, you will not be able to navigate away from the page during the time that you are expected to take the quizzes and chapter tests.

Five (5) cumulative chapter tests will cover the material of individual chapters + some old material (20-30%), and will include sections on vocabulary and grammar topics (see below for schedule). Tests will be taken at home at the end of each chapter in lieu of the normal homework. There will be NO midterm or final examinations in this class. Instead, this course is organized around *continuous assessment of student performance*. Hence, the final grade will be calculated based on your daily class participation and preparation, submitted homework, SAM submissions, quizzes, and five cumulative tests.

Oral Checks

For each of the 5 chapters covered in the course, there will be an individual and a group Oral Check. These will be interviews with the professor and discussions in groups on the topics presented in the chapter. These will be done using Bongo through MyCourses outside of classtime. We will do a practice round so that everyone knows how to use the program before anything is graded.

Group Presentation Project

At the end of the term, the class will be divided in small groups, and each group will film a short video or preparing a skit and perform it over Zoom. Each student must participate in the project as actor/speaker to receive points towards the final grade. Detailed instructions will be given in class in late October.

Extra Credit:

There will be several opportunities to obtain extra credit in this course. More information will be posted online.

Copyright:

© Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

I remind everyone of their responsibility in ensuring that videos and associated material are not reproduced or placed in the public domain. This means that each of you can use it for your educational (and research) purposes, but you cannot allow others to use it, by putting it up on the Internet or by giving it or selling it to others who may also copy it and make it available. Please refer to McGill's [Guidelines for Instructors and Students on Remote Teaching and Learning](#) for further information. Thank you very much for your help with this.

Academic Integrity:

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information). (approved by Senate on 29 January 2003)

Any use of translation programs (e.g. Google Translate) constitutes academic misconduct. You are free to use online dictionaries, but not any program that translates sentences or phrases for you. If you have any questions about how to use online resources, ask before you use them.

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).

OSD:

As the instructor of this course I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and the Office for Students with Disabilities, 514-398-6009.

Health and Wellness Resources at McGill

Student well-being is a priority for the University. All of our health and wellness resources have been integrated into a single Student Wellness Hub, your one-stop shop for everything related to your physical and mental health. If you need to access services or get more information, visit the Virtual Hub at mcgill.ca/wellness-hub or drop by the Brown Student Services Building (downtown) or Centennial Centre (Macdonald Campus). Within your faculty, you can also connect with your Local Wellness Advisor (to make an appointment, visit mcgill.ca/lwa).

Evaluations:

End-of-course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available on Mercury, the online course evaluation system. Please note that a minimum number of responses must be received for results to be available to students.

Know your rights: Additional policies governing academic issues which affect students can be found in the McGill Charter of Students' Rights" (The Handbook on Student Rights and Responsibilities is available here <https://www.mcgill.ca/deanofstudents/rights>)

RUSS 210 Class Schedule and Test Dates:

In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

	Date/Дата (#classes)	Chapter/Урок	Grammar/Грамматика	Communicative Skills

W1	W1 Sept. 2-4 (2)	Introductory Chapter	Introduction Alphabet Pronunciation	The Russian Alphabet Greetings, Russian typing
W2	W2 Sept. 7-11 (2) Labor Day: Monday Sept. 7 - no class	Introductory Chapter & Chapter 1	Formal and informal speech situation Grammatical case and gender	Introductions, asking for Information about someone else
W3	Sept. 14-18 (3) • Add/Drop deadline Tuesday, September 15	Chapter 1	Nominative Case Prepositional Case	Naming objects Asking questions Что? Какой?
W4	Sept. 21-Sept. 25 (3)	Test 1. Due Sept. 25 (Fri.) Chapter 2	Personal and Possessive Pronouns	Saying what you have Describing objects
W5	Sept. 28- Oct 2 (3)	Chapter 2	У меня есть I have The spelling rules 1 and 2	Talking about languages
W6	Oct. 5-9(3)	Chapter 2	Nom. case of adjectives Это – Этот, это, это, эти	Talking about nationalities
W7	Oct. 12-16 (2) Thanksgiving: Monday, October 12 – no class	Chapter 3 Test 2.due Oct. 14 (Wed.)	Verb conjugation – present tense Word order - adverbs	Talking about where and what people study
W8	Oct. 19-23 (3)	Chapter 3	Verb Conjugation – past tense Prepositional case of adj. and nouns	Asking and answering questions about university life
W9	Oct. 26-30(3)	Chapter 3 Test 3. due Oct. 26 (Mon.)	Verbs for 'Study' Prepositions В and НА Accusative Case Accusative Case of modifiers	Talking about daily activities
W1 0	Nov. 2-6 (3)	Chapter 4	Prepositional Case of question words Почему? Потому что... Тоже \Также Verb conjugations – Review	Talking about classes Asking and telling time Times of the day Days of the week
W1 1	Nov. 9-13 (3)	Chapter 4-5 Test 4. due Nov. 13 (Fri.)	Motion verbs – идти, ехать New verbs for describing daily routine Stress in Verbs	Telling about your daily routine in paragraphs;
W1 2	Nov. 16-20 (3)	Chapter 5	Directionality – unidirectional and multidirectional verbs of motion Куда? - Destination	Talking about routine trips Talking about necessities and obligations
W1 3	Nov. 23-Nov. 27 (3)	Chapter 5	Practice – Motion verbs Expressing necessity or obligation Review verb conjugation and cases Review of the material	Interviews, role play situations, cultural activities if time permits

W1 4	Nov. 30-Dec. 3 (3)	Test 5. due Nov. 30 (Mon.) Project Presentations		
W1 4	Dec. 7 (Monday)	Final grades are posted on Minerva		