



RUSS 210 Elementary Russian Language 1

Fall 2021



Green, 1931. Wassily Kandinsky color theory

Instructor: Dr. Izabela Zdun (she/her)

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Office Hours: Mondays, 3-4:30 p.m. and Wednesdays, 12-1 p.m., or by appointment

Meeting Times and Location: MWF 4:35-5:25 p.m., SH223

Russian Language Program Director: Dr. Maria Ivanova (maria.ivanova@mcgill.ca)

Please contact Dr. Ivanova for a placement test if you have any prior exposure to the Russian language (prior course work, travel in Russia, relatives with whom you have lived who are able to speak Russian, or anything else that would provide exposure to the language). This course is not designed for heritage speakers. 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 Overview: This course covers the first part of the Elementary Russian course sequence (210-211) and introduces learners to the basic aspects of the Russian language. RUSS 210 carries three (3) undergraduate credits and is taken for a letter grade. RUSS 210 focuses on developing learner's beginning proficiency in listening, speaking, reading, and writing with primary emphasis on effective oral and written expression. The course is designed to enable students to learn foundational grammatical structures of Russian and to acquire basic vocabulary for use in daily life, travel purposes, and discussions about Russian culture.

Learning outcomes: By the end of the semester, you will be able to:

- read and understand short texts containing basic Russian vocabulary related to everyday life (letters, ads);
- write (type) dialogues, simple narrations, and short correspondence in the present and past with structural accuracy;
- comprehend people addressing you at a slower speed, the basic gist of conversations and simple oral texts;
- communicate at a functional level on topics dealing with everyday situations, asking and answering simple questions on personal and familiar topics. In particular, you will be able to engage in a conversation about *yourself, your 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.

The learning goal for 210 students is to listen, speak, read 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.

Required materials:

- *Golosa. A Basic Course in Russian. Book One:* R. Robin, K. Evans-Romaine, G. Shatalina (5th edition), available online for free: Units 1-5:
<https://gwu.app.box.com/s/aorr7lzx9ftvlvdwm4nr8mlkxvu8nlqnv>
- *Golosa. Student Activities Manual (SAM). Book One:* R. Robin, K. Evans-Romaine, G. Shatalina (5th edition), available online for free.
- Supplementary study materials and practice worksheets will be posted on myCourses.
It is recommended to use any Russian-English and English-Russian dictionary.

Instructional method: The course will be taught in English and in Russian. Our course will follow the **flipped classroom** method. 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 our classes. Most of your homework assignments as well as quizzes and tests will be completed on myCourses. During our in-person classes, we will practice new grammar elements, develop vocabulary skills, and consolidate cultural understanding. Our classes will also give you the chance to interact with your classmates through group and partner activities, and ask questions about the course material.

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).

COVID Context:

Please review and follow the [Health Guidelines for Students](#), and it is imperative that you understand when to stay home if, for example, you are experiencing COVID-19 symptoms. If you develop COVID-19 symptoms while on campus, please follow the required guidelines, which include ensuring you have a mask on, isolate in a closed, private room, immediately call 1-877-644-4545 (Info-Santé) for instructions, and notify the University by calling 514-398-3000.

You are required to fill out a daily COVID-19 self-assessment form on Minerva.

Masks are required in classrooms settings, at all times, and masks will be available for you on campus. Masks are also to be worn when entering and circulating in buildings and classrooms. If you are in a situation that might require you to miss some lectures or assignments because of short-term absences due to COVID-19, you are to request an academic accommodation using the online form found under the “Personal” menu in Minerva; the form is called “**COVID-19 Academic Accommodations Request Form**”. You are asked to use this form instead of requesting accommodations directly from your instructor:
<https://www.mcgill.ca/coronavirus/academic-considerations>

Finally, the context of attending University during a pandemic will bring on additional stress and may impact your wellbeing. Please do not hesitate to reach out for support if necessary, and access the many resources available, including, for example, Student Services, the Office of the Dean of Students, and your Faculty’s Student Affairs Office.

Class Participation: Your presence and 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.

Assignments and methods of evaluation:

Participation	10%
Homework	20%
Quizzes (10)	20%
Test Oral Part (5)	15%
Test Written Part (5)	25%
Final Project	10%
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	100%

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%

Participation

Attendance in this course will count towards your participation grade. Because most language learning takes place in the classroom in communicative situations, where students need to speak with one another in Russian, absence can be particularly damaging not only to a student’s progress, but also to the progress of others who must then work with someone who is inadequately prepared. Please come to class prepared and on time. **You have three (3) excused absences during the term.** These absences are meant to account for minor illness, mental health days, travel or any other conflicts that might arise. Please communicate with me if you plan on being absent. Remember that COVID-19 related accommodations need to go through the Office of the Dean of Students by filling out the online form on Minerva. For more information, see
<https://www.mcgill.ca/coronavirus/academic-considerations>.

Homework Assignments

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 online listening exercises and study worksheets to writing assignments and recording oral presentations. Most of the homework will come from exercises in the Student Activities Manual (SAM), exercises from the *Golosa* textbook. These will be filled out at home and submitted to the myCourses platform. Additional homework will include vocabulary practice, oral dialogues (to be completed with a partner), and other exercises. **Unjustified late submissions will not be accepted. Late submissions** may be excused, and extensions may be granted, due to physical or mental health issues or other important reasons (religious observations, participation in athletics, upcoming interviews) by providing corresponding documentation to justify the lateness.

Quizzes and Tests

There will be one graded vocabulary and one graded grammar quiz for each of the five units we will cover this semester. Quizzes and tests will be announced ahead of time, giving you the necessary time to review the material and memorize the target vocabulary. Under normal circumstances, quizzes and tests may not be made up or re-taken at a later date.

Quizzes will be written in class and tests will make use of Lockdown Browser. It is your responsibility to ensure that your browser is compatible with the system BEFORE THE FIRST QUIZ. While using the Lockdown 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%), and will include sections on vocabulary and grammar topics as well as cultural information. There will be NO midterm or final examination in this class. Instead, this course is organized around *continuous assessment of student performance*. Hence, the final grade will be calculated based on your class participation and preparation, submitted homework, quizzes, and tests.

Test Oral Part

For each of the 5 chapters covered in the course, there will be an oral test component designed to assess your progress in listening comprehension and speaking skills. These will be interviews with the professor and discussions in groups on the topics presented in the chapter.

Final Project

At the end of the term, the class will be divided in small groups, and each group will film a short video or prepare a skit. Alternatively, you can make a class presentation. Each student must participate in the project as actor/speaker to receive points towards the final grade. Detailed instructions will be posted on myCourses.

Extra Credit

I encourage you to participate in extracurricular activities offered by our program. They include the Conversation Club, Movie Nights, Help Desk, and Russian Evening. Apart from giving you the opportunity of immersion into the Russian language and culture, these activities also present a chance for you to earn extra credits. Details will be posted on myCourses.

RUSS 210 Class Schedule and Test Dates:

	Date/ Дата (#classes)	Chapter/ Урок	Grammar/ Грамматика	Communication/ Коммуникация
W1	Sept. 1-3 (2)	Introductory Chapter	Introduction Alphabet Pronunciation	The Russian Alphabet, Greetings, Russian cursive and typing
W2	Sept. 8-10 (2) <i>Labour Day: Monday, Sept. 6 - no class</i>	Introductory Chapter & Chapter 1	Formal and informal speech situations Grammatical case and gender	Introductions, Asking for information about someone else
W3	Sept. 13-17 (3) •Add/Drop deadline Tuesday, September 14	Chapter 1	Nominative Case Prepositional Case	Naming objects, Asking questions <i>Что? Какой?</i>
W4	Sept. 20-24 (3)	<i>Test 1 due Sept. 22 (Wed.)</i> Chapter 2	Personal and Possessive Pronouns	Saying what you have, Describing objects
W5	Sept. 27-Oct. 1 (3)	Chapter 2	<i>У меня есть</i> \I have The spelling rules 1 and 2	Talking about languages
W6	Oct. 4-8 (3)	Chapter 2 <i>Test 2 due Oct. 8 (Fri.)</i>	Nom. case of adjectives <i>Это – Этот, это, это, эти</i>	Talking about nationalities
W7	Oct. 13-15 (2) <i>Thanksgiving: Monday, October 11 – no class Reading break: Wednesday, October 13 Make-up class: Thursday, October 14</i>	Chapter 3	Verb conjugation – present tense Word order - adverbs	Talking about where and what people study
W8	Oct. 18-22 (3)	Chapter 3	Verb Conjugation – past tense Prepositional case of adj. and nouns	Asking and answering questions about university life
W9	Oct. 25-29 (3)	Chapter 3 <i>Test 3 due Oct. 29 (Fri.)</i>	Verbs for ‘Study’ Prepositions <i>в</i> and <i>на</i> Accusative Case Accusative Case of modifiers	Talking about daily activities
W10	Nov. 1-5 (3)	Chapter 4	Prepositional Case of question words <i>Почему? Потому что...</i> <i>Тоже \Также</i> Verb conjugation – Review	Talking about classes, Asking and telling time, Times of the day, Days of the week
W11	Nov. 8-12 (3)	Chapter 4-5	Motion verbs – <i>идти, ехать</i> New verbs for describing daily routine Stress in Verbs	Telling about your daily routine in paragraphs;
W12	Nov. 15-19 (3)	Chapter 5 <i>Test 4 due Nov. 15 (Mon.)</i>	Directionality – unidirectional and multidirectional verbs of motion <i>Куда?</i> - Destination	Talking about routine trips, Talking about necessities and obligations
W13	Nov. 22-26 (3)	Chapter 5	Practice – Motion verbs Expressing necessity or obligation Review verb conjugation and cases Review of the material	Interviews, Role play

W14	Nov. 29-Dec. 3 (3)	<i>Test 5 due Dec. 1 (Wed.)</i> <i>Project Presentations</i> <i>Dec. 3 and 6 (Fri. and Mon.)</i>		
W14	Dec. 6 (Monday)	Final grades are posted on Minerva		

Policy Statements:

Disclaimer

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

Student Rights and Responsibilities

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>).

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). **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.

Intellectual Property

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.

Accessibility

As the instructor of this course, I endeavor to provide an inclusive learning environment, to make my course materials and assignments as accessible as possible to all types of learners. However, if there are circumstances that make your learning environment and activities difficult, if you have medical information that you need to share with me, do not hesitate to discuss it with me. You may also contact the Office for Students with Disabilities for a wide range of resources. If you are already registered at OSD, please let me know at the start of the semester so that I can be aware of your needs and we can discuss strategies for your success in the course.

Equity and Diversity

I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honours your identities (including race, gender, class, sexuality, religion, and ability). Please advise me of your preference to address you by an alternate name or

gender pronoun. In this class, we will all work to promote an anti-discriminatory environment where everyone feels safe and welcome. I recognize that discrimination can be direct or indirect and take place at both institutional and personal levels. I am committed to eliminating all discrimination, harassment, bullying, or victimization in my classes. More information on social equity and diversity on McGill's Equity website (<https://www.mcgill.ca/equity/>).

Health and Wellness Resources

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).

End-of-Course 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.

Land Acknowledgment

McGill University is situated on the traditional territory of the Kanien'kehà:ka, a place which has long served as a site of meeting and exchange amongst nations. We recognize and respect the Kanien'kehà:ka as the traditional custodians of the lands and waters on which we meet today.