



RUSS 210 (3 credits)
Elementary Russian Language I
Fall 2024

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This course is not designed for heritage speakers. 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). 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.

Required materials:

1. *Golosa. A Basic Course in Russian. Book One.* R. Robin, K. Evans-Romaine, G. Shatalina (6th edition), available at McGill Le James Bookstore, also available via Course reserves in the McGill Library: <https://mcgill.on.worldcat.org/oclc/1289616119>
2. *Golosa. Student Workbook. Book One.* R. Robin, K. Evans-Romaine, G. Shatalina (6th edition), available at McGill Le James Bookstore, also available via Course reserves in the McGill Library: <https://mcgill.on.worldcat.org/oclc/1392174487>
3. Supplementary study materials and practice worksheets will be posted on myCourses – please make sure to access regularly and check for updates.

Recommended materials: Any Russian-English and English-Russian dictionary.

General information: 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.

Course content: 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. Detailed schedule for all assignments is available on myCourses.

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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 (and 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.

Instructional method: The course will be taught in English and in Russian. Before each class begins, you should turn in the required homework, read any grammar material that has been assigned, and do any other preparation for our classes. During the class, we will practice grammar concepts, 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, and thinking about the material (making attempts to connect new material to old).

Assignments and methods of evaluation:

Participation and Oral Practice	10%
Homework	25%
Quizzes (10)	20%
Midterm Dialogue	5%
Tests (5)	30%
Group Project	10%
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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%

Student attendance and participation

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 important 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 without fear of making mistakes. 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.

As 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. For this reason, this course follows a fairly strict attendance policy:

- Attendance for this course is mandatory, as each day of class is essential to your mastery of the language. I will take attendance each class; absences will be reflected in the attendance register on myCourses.
- Because tardiness is disruptive, students are expected to arrive on time and not to leave before the end of the class session. Two late arrivals or early departures (10-20 min) will count as one absence.
- In case of absence students are responsible for catching up with the class, completing homework and coming to the next class prepared. To catch up with the missed material students are encouraged to use all the uploaded files on myCourses, tutoring services, study groups and other resources.
- Students requesting accommodation must do so before the assessment task is submitted.
- Under normal circumstances, there are no make-up tests, or quizzes, or assignments. Any medical emergencies and/or hospitalizations must be verified by valid documentation submitted no later than 10 days since the day of the absence.
- Vacations, family gatherings, tickets booked in advance, dates immediately preceding/following holidays etc. are not legitimate excuses for a make-up consideration. Absences for McGill Athletics events and holy days follow McGill University guidelines.
- After 3 absences, each subsequent absence will result in a loss of 2 points per absence deducted from the Final Calculated grade (e.g., 5 absences will result in the loss of 4 points). In addition, starting with 7 absences, the right to extra credit is revoked. Please note that missing over 40% of classes constitutes an automatic failure of the course, regardless of the performance in any other course components.
- Please note that graded assessment in language courses begins already during the Add/Drop period. Students who joined the course later during the Add/Drop period have one week from the registration date to complete the missed graded assignments. It is the student's responsibility to contact the instructor to arrange for the timely make-up of assessments missed during the Add/Drop period. Once one week from the registration date elapsed, no make-ups will be allowed.

The Participation component emphasizes oral practice and continuous sustained interactive engagement with the course material and is essential for building Speaking fluency. To meet the pedagogical goals for the Speaking modality and the learning outcomes for the course, students must continuously interact with their professor and peers (in pairs and groups) in the target language, to build communicative competency. Due to its spontaneous, in-class interactive, and context-dependent nature, this component cannot be made up. Detailed assessment criteria for Participation are available on myCourses.

Home Assignments

This course and its textbook are designed so that homework is studying. The exercises are meant to help you learn, so a number of mistakes are expected. 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 Golosa Student Workbook and Textbook.

Since completing homework assignments is essential to the learning outcomes of the course, obtaining a passing grade on the homework component is required to pass the course. Due to the nature of second language acquisition, the course grade consists of multiple smaller components throughout the semester. The course material is introduced and organized in a sequential manner, with each subsequent unit building upon the preceding one. Homework assignments are holistic assessments aimed to help students practice, reinforce, and test reading, writing, speaking, and listening, as well as help with the mastery of grammar and vocabulary retention. Students must complete all their assessments on time, as they are time-sensitive. Late assignments will NOT be accepted. Detailed instructions are available on myCourses.

Quizzes and Tests

There will be one vocabulary and one 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. Quizzes and tests will be written in class.

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 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.

The dates for Quizzes and Tests are available at the beginning of the term (see Schedule on myCourses), giving the students the necessary time to review the material and memorize the target vocabulary and grammar. Please also remember that each subsequent unit is building upon the preceding one, in a cumulative manner, so grammar and vocabulary from previous units and/or levels may be expected in a language course.

Midterm Dialogue

This project is designed to assess your progress in speaking skills. This will be a discussion in pairs on the topics presented in Chapters 1-5. It will be followed by the instructor's questions to the material presented. This evaluation is scheduled for end of October. Detailed information on the midterm dialogue and the assessment criteria are posted on myCourses.

Group projects

At the end of the term, the class will be divided in small groups, and each group will make a class presentation. Each student must participate in the project as actor/speaker to receive points towards the final grade. Detailed information on the group projects and the assessment criteria are posted on myCourses. Due to the interactive nature of this assessment component, it cannot be made up.

Extra credit

There will be opportunities to earn extra credit in this course. All relevant information, including the schedule, will be posted on myCourses, as it becomes available, pending funding approval.

RUSS 210 Class Schedule and Test Dates

	Date/ Дата (#classes)	Chapter/ Урок	Grammar/ Грамматика	Communication/ Коммуникация
W1	Aug. 28-30 (2)	Introductory Chapter	Introduction Alphabet Pronunciation	The Russian Alphabet, Greetings, Russian cursive and typing
W2	Sept. 4-6 (2) <i>Labour Day: Monday, Sept. 2 - 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. 9-13 (3) <i>Add/Drop deadline Tuesday, September 10</i>	Chapter 1	Nominative case Prepositional case	Naming objects, Asking questions <i>Что? Какой?</i>
W4	Sept. 16-20 (3)	Test 1 Sept. 18 (Wed) Chapter 2	Personal and possessive pronouns	Saying what you have, Describing objects
W5	Sept. 23-27 (3)	Chapter 2	<i>У меня есть</i> \I have The spelling rules 1 and 2	Talking about languages
W6	Sept 30 - Oct. 4 (2) <i>Reading Break: Oct. 14-18 (inclusive) Make-up class: Dec 4</i>	Chapter 2 Test 2 Oct. 4 (Fri)	Nom. case of adjectives <i>Это – Этот, это, это, эти</i>	Talking about nationalities
W7	Oct. 7-11 (3)	Chapter 3	Verb conjugation – present tense Word order - adverbs	Talking about where and what people study
W8	Oct. 21-25 (3)	Chapter 3	Verb conjugation – past tense Prepositional case of adj. and nouns	Asking and answering questions about university life
W9	Oct. 28- Nov 1 (3)	Chapter 3 Test 3 Oct. 28 (Mon)	Verbs for 'Study' Prepositions <i>в</i> and <i>на</i> Accusative case Accusative case of modifiers	Talking about daily activities
W10	Nov. 4-8 (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. 11-15 (3)	Chapter 4-5 Test 4 Nov. 13 (Wed)	Verbs of motion – <i>идти, ехать</i> New verbs for describing daily routine Stress in verbs	Describing your daily routine in paragraphs;
W12	Nov. 18-22 (3)	Chapter 5	Directionality – unidirectional and multidirectional verbs of motion <i>Куда?</i> - Destination	Talking about routine trips, Talking about necessities and obligations
W13	Nov. 25-29 (3)	Chapter 5	Practice – Verbs of motion Expressing necessity or obligation Review verb conjugation and cases Review of the material	Interviews, Role play
W14	Dec. 2 (1)	Test 5 Nov 29 (Fri) <i>Group Project Presentations Dec. 2 and 4</i>		
W14	Dec. 4 (Last Class)		Final grades will be posted on Minerva.	

Artificial intelligence (AI) tools. Any use of AI (including but not limited to Chat GPT, Google Translate, and DeepL) is prohibited.

Electronic devices. You will need an electronic device (a computer or tablet) to write your tests and quizzes in class. Unless required by the instructor for learning purposes (e.g. Kahoot), any other use of electronic devices in class (such as sending emails, texting, social networks, gaming, etc.) is prohibited. No audio or video recording of any kind is allowed in class without the explicit permission of the instructor. MC2 devices are not to be used for voice communication without the explicit permission of the instructor.

Language of submission.

“In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.” (Approved by Senate on 21 January 2009)

«Conformément à la Charte des droits de l’étudiant de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté, sauf dans le cas des cours dont l’un des objets est la maîtrise d’une langue.» (Énoncé approuvé par le Sénat le 21 janvier 2009)

Additional policies governing academic issues that affect students can be found in the McGill Charter of Students’ 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” (Approved by Senate on 29 January 2003) (See McGill’s guide to academic honesty for more information).

«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 procédures disciplinaires.» (Énoncé approuvé par le Sénat le 29 janvier 2003) (pour de plus amples renseignements, veuillez consulter le guide pour l’honnêteté académique de McGill.)

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

Copyright of lectures: All slides, video recordings, lecture notes, etc. remain the instructor’s intellectual property. As such, you may use these only for your own learning (and research, with proper referencing/citation) ends. You are not permitted to disseminate or share these materials; doing so may violate the instructor’s intellectual property rights and could be cause for disciplinary action.

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/or Student Accessibility and Achievement (<https://www.mcgill.ca/access-achieve/>).

Respect. The University is committed to maintaining teaching and learning spaces that are respectful and inclusive for all. To this end, offensive, violent, or harmful language arising in course contexts may be cause for disciplinary action.

Many students may face mental health challenges that can impact not only their academic success but also their ability to thrive in our campus community. Please reach out for support when you need it from the Wellness Hub; wellness resources are available on campus, off campus, and online.

If you are feeling overwhelmed by your academic work and/or would like to further develop your time and workload management skills, don't hesitate to seek support from Student Services.

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/>).

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. Please note that a minimum number of responses must be received for results to be available to students.

Land acknowledgment: McGill University is on land which has long served as a site of meeting and exchange amongst Indigenous peoples, including the Haudenosaunee and Anishinabeg nations. We acknowledge and thank the diverse Indigenous people whose footsteps have marked this territory on which peoples of the world now gather. L'Université McGill est sur un emplacement qui a longtemps servi de lieu de rencontre et d'échange entre les peuples autochtones, y compris les nations Haudenosaunee et Anishinabeg. Nous reconnaissons et remercions les divers peuples autochtones dont les pas ont marqué ce territoire sur lequel les peuples du monde entier se réunissent maintenant.