



McGill

Department of
Languages, Literatures, and Cultures
Russian Studies

RUSS 210 Elementary Russian Language I

Fall 2022



Green, 1931. Wassily Kandinsky color theory

Instructor: Dr. Izabela Zdun

Office: 688 Sherbrooke West, office 347

E-mail: izabela.zdun@mcgill.ca

Office Hours: Mondays 10:35-11:35 a.m. and Wednesdays 3:00-4:00 p.m., or by appointment

Meeting Times and Location: MWF 9:35-10:25 a.m., SH688 491

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 (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.

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 (available on myCourses).
- *Golosa. Student Activities Manual (SAM). Book One*: R. Robin, K. Evans-Romaine, G. Shatalina (5th edition) (available on myCourses).
- 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 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, 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.

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 and Attendance: 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 | 25% |
| Quizzes (10) | 20% |
| Midterm Dialogue | 5% |
| Tests (5) | 30% |
| Final Project | 10% |
| <hr/> | |
| | 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% |

Class Attendance Policy

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

- There are no excused absences in this course for any reason. Students should provide a doctor's note for absences due to medical reasons
 - Each day of class is essential to your mastery of the language.
- * The participation grade is critical because it cannot be made up.

The student who missed 1 class will thus have 99% attendance grade, 2 classes - 98%, and 3 - 97%.

4 absences – 50% of attendance/participation grade;

5 absences – 0 grade for attendance

6 absences – 0 grade for attendance, no individual extra credit accepted (group extra credit still accepted)

7 absences – F for the course grade (failure of the course)

Because tardiness is disruptive, students are expected to arrive on time and not to leave before the end of the class session. While occasional tardiness may sometimes be unavoidable, frequent or chronic tardiness will be counted as absence. Three late arrivals (15 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. Homework and assignment descriptions will be posted on myCourses. 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.

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.

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 and tests 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 TEST. 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 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.

There are no make-up tests, or quizzes, or assignments. Any medical emergencies and/or hospitalizations must be verified by a doctor's note and/or medical certificate submitted no later than 10 workdays from the day of the absence. The instructor reserves the right to verify this information, and all final decisions are at the instructor's discretion.

If a student's health repeatedly prevents the student from completing graded activities (e.g., tests, quizzes, etc.) and actively participating in class (which will inevitably significantly affect the grade), the student should consider taking time off to take care of their health and re-take the class when their health is strong enough not to disrupt their studying. **Vacations, family gatherings, tickets booked in advance, dates immediately preceding/following holidays, etc. are not legitimate excuses for a make-up test consideration.** Absences for McGill Athletics events and religious holidays follow McGill University guidelines.

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. Details will be posted on myCourses.

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/ <i>Дата</i> (#classes) | Chapter/ <i>Урок</i> | Grammar/ <i>Грамматика</i> | Communication/ <i>Коммуникация</i> |
|----|---|--|--|---|
| W1 | Aug. 31 - Sept. 2 (2) | Introductory Chapter | Introduction Alphabet Pronunciation | The Russian Alphabet, Greetings, Russian cursive and typing |
| W2 | Sept. 7-9 (2) <i>Labour Day: Monday, Sept. 5 - 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. 12-16 (3) •Add/Drop deadline <i>Tuesday, September 13</i> | Chapter 1 | Nominative Case Prepositional Case | Naming objects, Asking questions <i>Что? Какой?</i> |
| W4 | Sept. 19-23 (3) | Test 1 due Sept. 21 (Wed.) Chapter 2 | Personal and Possessive Pronouns | Saying what you have, Describing objects |
| W5 | Sept. 26-30 (3) | Chapter 2 | <i>У меня есть</i> \ I have The spelling rules 1 and 2 | Talking about languages |

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|-----|---|---|--|---|
| W6 | Oct. 3-7 (3) | Chapter 2 Test 2 due Oct. 7 (Fri.) | Nom. case of adjectives <i>Эмо – Эмом, эмо, эмо, эму</i> | Talking about nationalities |
| W7 | Oct. 13-14 (2) <i>Thanksgiving: Monday, October 10 – no class Reading break: Wednesday, October 12 Make-up class: Thursday, October 13</i> | Chapter 3 | Verb conjugation – present tense Word order - adverbs | Talking about where and what people study |
| W8 | Oct. 17-21 (3) | Chapter 3 | Verb Conjugation – past tense Prepositional case of adj. and nouns | Asking and answering questions about university life |
| W9 | Oct. 24-28 (3) | Chapter 3 Test 3 due Oct. 28 (Fri.) | Verbs for ‘Study’ Prepositions <i>в</i> and <i>на</i> Accusative Case Accusative Case of modifiers | Talking about daily activities |
| W10 | Oct. 31-Nov. 4 (3) | Chapter 4 | Prepositional Case of question words <i>Почему? Потому что...</i> <i>Также \Также</i> Verb conjugation – Review | Talking about classes, Asking and telling time, Times of the day, Days of the week |
| W11 | Nov. 7-11 (3) | Chapter 4-5 | Motion verbs – <i>идти, ехать</i> New verbs for describing daily routine Stress in Verbs | Describing your daily routine in paragraphs; |
| W12 | Nov. 14-18 (3) | Chapter 5 Test 4 due Nov. 14 (Mon.) | Directionality – unidirectional and multidirectional verbs of motion <i>Куда?</i> - Destination | Talking about routine trips, Talking about necessities and obligations |
| W13 | Nov. 21-25 (3) | Chapter 5 | Practice – Motion verbs Expressing necessity or obligation Review verb conjugation and cases Review of the material | Interviews, Role play |
| W14 | Nov. 28-Dec. 2 (3) | Test 5 due Nov. 30 (Wed.) <i>Project Presentations Dec. 2 and 5 (Fri. and Mon.)</i> | | |
| W14 | Dec. 5 (Last Class) | 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.