RUSS 211:002 Elementary Russian 2 (3 credits)  
Winter 2021

General Information:

Meeting Times: MWF 12:35pm-1:25pm EST (to be held online)  
(Potential in-person meeting time: W 12:35pm-1:25pm EST, Arts 150. See details on pg. 3.)  
Course Instructor: Rose FitzPatrick  
Email: rose.fitzpatrick@mcgill.ca  
Virtual office hours: Mondays, 1:30-3:30 PM or by appointment

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

Required materials:

3. Supplementary study materials and practice worksheets will be uploaded to our course platform on MyCourses.

General Information:

This course covers the second part of the Elementary Russian course sequence (210-211) at McGill University, and continues to introduce students to the basic structures of Russian grammar. RUSS 210 is the only pre-requisite for this course.

Students who have any prior exposure to the Russian language (prior course work outside McGill University, 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.

An important note to heritage Russian learners: Heritage speakers (students who were raised in a home where Russian is spoken, who speak or understand Russian) may be asked to complete additional exercises and activities which are better suited to meet their specific language needs (e.g., reading/culture-related assignments and presentations, role plays and written exercises).
Course content:

In this course we will continue to work on your speaking, reading, listening, and writing skills in Russian. 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 6-10. In the event of extraordinary circumstances beyond the University’s control, the content and/or evaluation scheme in this course is subject to change.

Learning outcomes:

The second course in the first-year Russian course sequence has three main goals:

1. To finish the review of the Russian case system (all six cases) and main applications of each grammatical case. This knowledge will be instrumental for further studies in RUSS 310 Intermediate Russian 1 or RUSS 316 Intermediate Intensive.
2. To learn how to use Russian verbs in all time frames - past, present and future (perfective; compound forms).
3. To build solid vocabulary and develop speaking skills equivalent to Novice High-Intermediate Low (ACTFL Proficiency Scale) or A1/A2 (CEFR).

The specific targets of RUSS 211 are formulated in terms of the following communicative tasks:

Speaking Skills:

- Мой дом\Моя квартира – Talk about your house or apartment; describe rooms and furnishings; Ask simple questions about an apartment you want to rent.
- Моя семья\Мои друзья – Talk about your family and friends: their age, occupation, where they were born, and where they grew up.
- В магазине\Мои покупки – Shopping in Russia; asking for advice and help in a store; making purchases; buying and giving gifts and presents.
- В ресторане\Готовим еду – Asking questions and ordering meals in a Russian restaurant; discussing restaurant menus and restaurant reviews; discussing food preferences and cooking plans with a friend or roommate.
- Моя биография – Talking about yourself, your childhood, your family history and home town; ask questions about someone’s biography and studies; interview a classmate in Russian.

Writing Skills:

- Writing short communications, notes, classifieds, and emails in Russian.
● Signing post-cards in Russian.
● Writing essays about yourself, your family and your life in Montreal.

**Mode of delivery and technical requirements:**

Our class will meet remotely through Zoom during the regularly scheduled class times (MWF from 12:35-1:25 PM EST). These meetings will provide us with a time to review course content, practice speaking Russian, and connect as a class. You will need a computer, an internet connection, a microphone, and a webcam (optional but highly recommended) for these sessions. Zoom meeting links are posted on myCourses. In order to prepare for participating in these meetings, please do the following:

1) If you do not already have a Zoom account through McGill, create an account by clicking on the link: https://mcgill.zoom.us/ You need to use your McGill username and password to create this account.
2) If you are new to Zoom, read this article about how to use it: https://support.zoom.us/hc/en-us/articles/201362033-Getting-Started-on-Windows-and-Mac.
3) Please test out your Zoom settings and make sure your microphone and webcam work. If you are having problems or if you are missing equipment, please email me so we can find a solution.

Out of respect for students’ privacy, I will not be recording our Zoom meetings. However, slideshows, notes, and OneDrive files from classroom activities will be posted on the MyCourses page for students who are not able to attend the live Zoom sessions. While attendance at the live sessions is highly encouraged, students will **NOT** be graded on their attendance/participation. **If you know in advance that you will not be able to attend all/most of the Zoom classes (e.g., due to time zone differences or technological barriers), please let me know as early as possible so that we can work out an alternative for you.**

***Potential*** in-person activities and Zoom alternative:

At various points in the semester, there may be an opportunity for students who are in Montréal to attend some sessions in person. **This is entirely dependent on whether the public health situation allows for such activities.** I will update you on this as I receive more information from the university.

If we are able to meet in person, the meetings will take place on Wednesdays at our regular class time (12:35-1:25pm EST) in Arts 150 on the following dates:

- January 13
- January 27
- February 10
- February 24
- March 10
- March 24
- April 7

Attendance at these sessions is **NOT** mandatory. If we do end up meeting in person, there will be a Zoom alternative for students who are not able to attend or who do not feel comfortable doing so. This will be scheduled based on students’ availability.
Remote learning resources:

McGill’s Teaching and Learning Services has compiled a list of resources that you may find helpful: https://www.mcgill.ca/tls/students/remote-learning-resources

Instructional method (flipped classroom 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.

Class will begin by reviewing items from both the previous class meeting and that class’s homework. The remainder of class will be spent discussing new material, practicing it in groups or in brief writing assignments.

Students will be evaluated on their homework, weekly quizzes, oral checks, group presentation, and tests. There will be a flexible/asynchronous option for all evaluations.

Expectations for student participation:

To participate fully in this class, you will need to complete flexible activities. You will have the option to complete fixed activities, as well. Flexible activities (sometimes called asynchronous activities) are those that you can complete on your own time. These exercises will be essential to your learning and will count towards your homework grade. You will have a window of time (in between Zoom sessions) to complete these exercises before the fixed Zoom sessions. The only fixed element (synchronous) of this course will be the Zoom sessions.

Assignments and methods of evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Homework</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes (10)</td>
<td>20%</td>
</tr>
<tr>
<td>Oral Checks</td>
<td>15%</td>
</tr>
<tr>
<td>Chapter Tests (5)</td>
<td>25%</td>
</tr>
<tr>
<td>Group Video/Presentation Project</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

Homework

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 (SAM) and exercises from the Golosa textbook. All homework will be completed out at home and submitted to the MyCourses website.

**No late homework will be accepted.** If a situation arises that will keep you from submitting your homework on time, please let me know ahead of time so that we can find a solution.

**Quizzes and 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. The quizzes will have a time limit (20 minutes, subject to change) and you will not be able to return to the quiz after the time limit.

**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). Like quizzes, chapter tests will be administered outside of class time (asynchronously) via MyCourses. Again, there will be a time limit (90 minutes, subject to change) and you will not be able to submit the test after the time limit.

You will have a window of 48 hours to access quizzes and chapter tests: they will open at midnight the day before they are scheduled and close at midnight the day after. For example, if a quiz/test is scheduled for a Wednesday, it will open on Tuesday at 12 am EST and close on Thursday at 12 am EST.

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.

There will be NO midterm or final examinations in this class. Instead, this course is organized around continuous assessment of student performance based on a variety of asynchronous activities (homework assignments, quizzes/chapter tests, oral checks, group video/presentation project).

**Oral Checks**

For each of the five chapters covered in the course, there will be an Oral Check. Oral checks will be scheduled on the test day during our Zoom window or at an alternative time (for students unable to attend the Zoom sessions). Students will sign up for a time slot ahead of time. During your window, you will be interviewed by the instructor. Detailed information will be available prior to the first oral check.
**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 prepare a skit and submit it via MyCourses or 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 posted on the MyCourses page later in the term.

**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.

**McGill Policy Statements**

**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](https://www.mcgill.ca/deanofstudents/rights))

**RUSS 211 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.*

<table>
<thead>
<tr>
<th></th>
<th>Date/Дата (#classes)</th>
<th>Chapter/Урок</th>
<th>Grammar/Грамматика</th>
<th>Communicative Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W1</strong></td>
<td>January 4-8 (1)</td>
<td>Review/Chapter 6</td>
<td>Review of Accusative and Prepositional cases Verbs of Position Genitive Case (Possessive Pronouns (review))</td>
<td>Talking about homes, rooms Describing spaces</td>
</tr>
<tr>
<td><strong>W2</strong></td>
<td>January 11-15 (3)</td>
<td>Chapter 6</td>
<td>Genitive Case (expressing non-existence) Possession and Attribution Expressing Quantity</td>
<td>Reading and discussing advertisements Asking and answering questions about an apartment for rent</td>
</tr>
<tr>
<td><strong>W3</strong></td>
<td>January 18-22 (3) <strong>•Add/Drop deadline Friday, January 22</strong></td>
<td>Chapter 6</td>
<td>Review of Genitive case - practice Родиться,вырасти Dative Case – Expressing age Genitive Plural - Rules</td>
<td>Naming family members Talking about people: age occupation, etc.</td>
</tr>
<tr>
<td><strong>W4</strong></td>
<td>January 25-29 (3)</td>
<td>Test January 25 Chapter 7</td>
<td>Genitive Plural – Practice Specifying Quantity Comparisons Accusative Case review + Pronouns</td>
<td>Describing your family in one paragraph</td>
</tr>
<tr>
<td><strong>W5</strong></td>
<td>February 1-5 (3)</td>
<td>Chapter 7</td>
<td>Past tense Past tense of ECTb, HET Verbs of motion in the past tense</td>
<td>Reading job ads Having a job interview</td>
</tr>
<tr>
<td><strong>W6</strong></td>
<td>February 8-12 (3)</td>
<td>Test February 10 Chapter 8</td>
<td>Dative Case – noun case endings Use of Dative Case</td>
<td>Asking for advice about purchases Going shopping (Russian style)</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Chapter</td>
<td>Topic</td>
<td>Reading/Activity</td>
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<tr>
<td>W7</td>
<td>February 15-19 (3)</td>
<td>Chapter 8</td>
<td>Review of Dative</td>
<td>Reading emails, Reading advertisements</td>
</tr>
<tr>
<td>W8</td>
<td>February 22-26 (3)</td>
<td>Chapter 8, Test February 26</td>
<td>Expressing Necessity, Possibility, Impossibility, нравиться/любить</td>
<td>Making plans to cook dinner and go to a restaurant</td>
</tr>
<tr>
<td>W9</td>
<td>March 1-March 5 (0)</td>
<td></td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>W10</td>
<td>March 8-March 12 (3)</td>
<td>Chapter 9</td>
<td>Irregular Verbs – есть, Пить, Instrumental case – noun endings, Verbs in –ОВА\ЕВА</td>
<td>Reading restaurant reviews and menus</td>
</tr>
<tr>
<td>W11</td>
<td>March 15-March 19 (3)</td>
<td>Chapter 9</td>
<td>Instrumental Case - Review Expressing future tense, Introduction to Verbal Aspect</td>
<td>Dialogs – Dining out Ordering meals in a restaurant</td>
</tr>
<tr>
<td>W12</td>
<td>March 22-March 26 (3)</td>
<td>Test March 22, Chapter 10</td>
<td>Expressing resemblance, Talking about your studies: поступать-посту, пить, окончить, Telling the year</td>
<td>Talking about food preferences and cooking habits</td>
</tr>
<tr>
<td>W13</td>
<td>March 29-April 2 (2)</td>
<td>Chapter 10</td>
<td>Verbal Aspect Review</td>
<td>Telling more about yourself and your family</td>
</tr>
<tr>
<td>W14</td>
<td>April 5-April 9 (2)</td>
<td>Chapter 10</td>
<td>Verbal Aspect (future and past tense)</td>
<td>More about your past, review of year</td>
</tr>
<tr>
<td>W15</td>
<td>April 12-16 (3)</td>
<td>Chapter 10 Test (Monday, April 12) Project Presentations April 14-16.</td>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td>W16</td>
<td>April 19 (0)</td>
<td></td>
<td>Grades posted later in the week. Enjoy the summer!</td>
<td></td>
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</tbody>
</table>