



## RUSS 211 Elementary Russian Language 2

Winter 2021

**Instructor:** Dr. Izabela Zdun (she/her)

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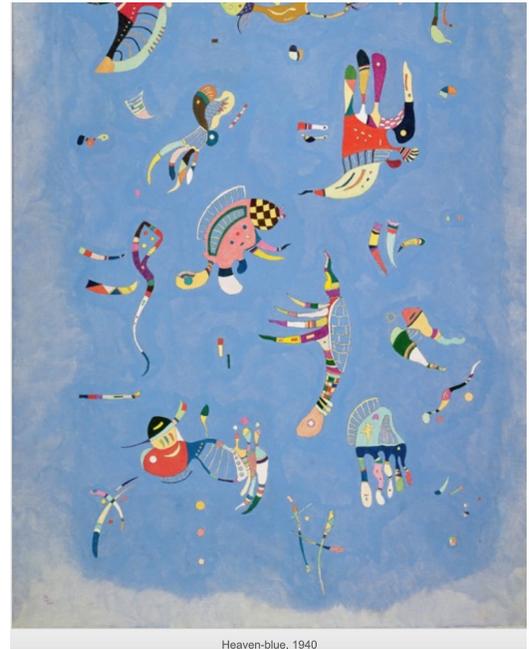
**Office Hours:** Wednesdays, 12:30-13:30 p.m. or by appointment (online)

**Meeting Times:** MWF 11:35-12:25 (online)

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

*Please contact Dr. Ivanova for a placement test if you don't know your level in Russian and/or 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.*



Heaven-blue, 1940

**Course Overview:** RUSS 211 covers the second part of the Elementary Russian course sequence (210-211). It carries three (3) undergraduate credits and is taken for a letter grade. Alternatively, it may be taken as a pass/fail option. This course continues to develop learner's beginning proficiency in listening, speaking, reading, and writing with primary emphasis on effective oral and written expression. RUSS 210 is the only pre-requisite for this course.

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

- 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.
- to learn how to use Russian verbs in all time tenses - past, present, and future (perfective; compound forms).
- to build solid vocabulary and develop speaking skills equivalent to Novice High-Intermediate Low (ACTFL Proficiency Scale) or A1/A2 (CEFR).

### Speaking Skills:

- **Мой дом \ Моя квартира** – Talking about your house or apartment; describe rooms and furnishings; ask simple questions about an apartment you want to rent.
- **Моя семья \ Мои друзья** – Talking 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.

- **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 hometown; asking questions about someone's biography and studies; interviewing a classmate in Russian.

### **Writing Skills:**

- Writing short communications, notes, and e-mails in Russian.
- Signing postcards in Russian.
- Writing essays about yourself, your family, and your life in Montreal.

### **Required materials:**

- *Golosa. A Basic Course in Russian. Book Two*: R. Robin, K. Evans-Romaine, G. Shatalina (5<sup>th</sup> edition), available online for free: Units 6-10. All chapters will be posted on myCourses.
- *Golosa. Student Activities Manual (SAM). Book One*: R. Robin, K. Evans-Romaine, G. Shatalina (5<sup>th</sup> edition), available online for free. All assignments will be posted 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. 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. Flexible options will be provided for students who cannot attend a Zoom session (e.g.: slides, asking questions, answering questions, conducting a discussion, and/or completing a reading and submitting short written replies). All teaching materials will be posted on myCourses. Students should expect to spend about 135 hours over the semester, including contact time, reading time, assignment completion, and review time.

Our course will follow the **flipped classroom** method. As the learner, it will be your responsibility to complete flexible learning activities (i.e. reading textbook pages, watching short instructional videos, and completing homework assignments) before Zoom sessions. These activities will be indicated on myCourses. Zoom sessions will take place during the regular class time and will be your opportunity to practice the skills you have learned from the flexible learning activities. These fixed sessions will also give you the chance to interact with your classmates through group and partner activities and ask questions about the course material. We will also have review sessions for the chapter tests through Zoom. We will have in-person activities this term:

McConnell Engineering Building, 13

Jan 13

Jan 27

Feb 10

Feb 24

Mar 10

Mar 24

Apr 7

Online classroom 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). Class will begin by an oral revision of the items from the previous class. The remainder of the class will be spent on new material. *Practicing new material will involve the whole class together, one student at a time and/or work in pairs or groups.*

**Class Participation:** Although attendance will not be taken and participation graded in Winter 2021, 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.

Because of the significant 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 not 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! As such, I **will not record** our class time to ensure the privacy of all students, and I **do not consent** to having the class recorded.

**Technical Requirements:** All students are required to have access to a computer, the internet, a microphone, and--it is strongly recommended in language learning and teaching--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](#). If the link does not work, go to: <https://support.zoom.us/hc/en-us/articles/201362033-Getting-Started-on-Windows-and-Mac>
- Students who do not have a webcam or a microphone should contact the instructor.

**Netiquette:** The University recognizes the importance of maintaining teaching spaces that are respectful and inclusive for all involved. To this end, offensive, violent, or harmful language arising in contexts such as the following may be cause for disciplinary action:

- Username (use only your legal or preferred name)
- Visual backgrounds
- "Chat" boxes

Please keep your microphone muted. If you have a question or want to share something, please use the raise hand option on Zoom and activate your microphone when invited to speak. Please also respect the class schedule.

Remember that we are communicating through technology and online platforms but still require the warmth and understanding of human social interactions. The most important rule in netiquette is to remember the human(s) behind the machine(s). Always treat your instructor and classmates with respect in Zoom sessions, emails, or any other communication.

### Remote Learning Resources:

Since learning remotely is a new skill that we all have to acquire, I 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:** If you are having consistent issues, or if you have particular concerns, please do not hesitate to contact me.

### Assignments and methods of evaluation:

Homework	30%
Quizzes (10)	20%
Oral Checks (5)	15%
Chapter Tests (5)	25%
Group Video/Presentation 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%

### *Home 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 recorded with an assigned 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 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. You will have a window of 48 hours to complete quizzes and 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.

#### *Oral Checks*

For each of the five (5) chapters covered in the course, there will be an oral examination designed to test 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.

#### *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. 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 211 Class Schedule and Test Dates:**

<b>Date/ Дата</b>	<b>Chapter/ Урок</b>	<b>Grammar/ Грамматика</b>	<b>Communication/ Коммуникация</b>
Jan 8	Review	-Review of the accusative and prepositional cases	-Oral review of communicative skills
Jan 11-15	Chapter 6	-Verbs of position -Verb <i>хотеть</i> -Genitive case	-Talking about homes, rooms, and furnishings -Describing spaces
Jan 18-22	Chapter 6 <i>Add/Drop deadline (Jan 22)</i>	-Genitive case: non-existence and absence; possession and attribution; expressing quantity; at someone's place	-Discussing rental advertisements -Renting an apartment
Jan 25-29	<i>Test 1, Jan 25 (Monday)</i> Chapter 7	-Verbs <i>родиться, вырасти</i> -Dative Case: expressing age -Genitive plural	-Talking about people: age occupation, where they were born and where they grew up

Feb 1-5	Chapter 7	-Specifying quantity -Comparing ages -Accusative case: animate object	-Naming family members -Describing your family in more detail
Feb 8-12	<i>Test 2. Feb 10 (Wednesday)</i> Chapter 8	-Past tense -Past tense of <i>ЕСТЬ, ХЕТ</i> -Verbs of motion in the past tense	-Reading job ads -Having a job interview -Describing a shopping event
Feb 15-19	Chapter 8	-Dative case: indirect objects; preposition <i>но</i>	-Asking for advice about purchases -Going shopping
Feb 22-26	Chapter 8 <i>Test 3. Feb 26 (Friday)</i>	-Dative case: expressing necessity, possibility, and impossibility; liking ( <i>нравиться</i> )	-Reading and writing e-mails -Reading and writing advertisements -Making plans to cook dinner and go to a restaurant
<i>Mar 1-5: Study Break</i>			
Mar 8-12	Chapter 9	-Irregular verbs – <i>есть, пить</i> -Instrumental case -Verbs in <i>-ОВА/-ЕВА</i>	-Reading restaurant reviews and menus
Mar 15-19	Chapter 9	-Instrumental case -Expressing future tense -Introduction to verbal aspect	-Dialogues: dining out, ordering meals in a restaurant
Mar 22-26	<i>Test 4. Mar 22 (Monday)</i> Chapter 10	-Expressing resemblance -Talking about your studies: <i>поступить - поступить,</i> <i>окончатъ - окончить</i> -Telling the calendar year	-Talking about food preferences and cooking habits
Mar 29-31	Chapter 10	-Verbal aspect review	-Telling more about yourself and your family -Interviewing a classmate
Apr 7-9	Chapter 10	-Verbal aspect (future and past tense)	-Telling more about your past -Review of the term
Apr 12-16	<i>Test 5. Apr 12 (Monday)</i> <i>Project</i> <i>Presentations:</i> <i>Apr 14-16</i>		

## **McGill 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/](http://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](http://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](http://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.