



RUSS 211 Elementary Russian Language 2

Winter 2024

Instructor: Ekaterina Tutatina

Office: 680 Sherbrooke West, office 345

E-mail: ekaterina.tutatina@mcgill.ca

Office Hours: M 02:30-03:30 p.m. or by appointment

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 had any prior exposure to the Russian language (prior course work, travel to 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.



Aleksandra Aleksandrovna Ekster

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 pass/fail. 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 pre-requisite for this course.

Learning Outcomes: This course has three main goals:

- to finish the introduction to 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 - and aspects.
- to build solid vocabulary and develop communication skills equivalent to Novice High- Intermediate Low (ACTFL Proficiency Scale) or A1/A2 (CEFR).

Oral Communication Skills:

- **Мой дом \ Моя квартира** – Talking about your house or apartment; describing rooms and furnishings; asking 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 offering gifts.
- **В ресторане \ Готовим еду** – Asking questions and ordering meals in a Russian restaurant; discussing restaurant menus and restaurant reviews; talking about food preferences and cooking plans.

- **Моя биография** – Talking about yourself, your childhood, your family history and hometown; asking questions about someone's biography and studies; interviewing a classmate.

Written Communication 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*: R. Robin, K. Evans-Romaine, G. Shatalina (5th edition), available online for free: Units 6-10. All chapters will be posted on myCourses.
- *Golosa. Student Activities Manual (SAM)*: R. Robin, K. Evans-Romaine, G. Shatalina (5th 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. 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. Your homework assignments will be completed on myCourses. During our 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).

Class Participation and Oral Interactive Practice: 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.

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 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.

More information will be posted on myCourses.

All absences will be marked in the Attendance register on myCourses throughout the semester.

- 4 absences – 50% of participation/practice 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.

Assignments and Methods of Evaluation:

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

Homework Assignments

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. 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 learn 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 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 is scheduled to miss a class (athletic events and/or religious holidays), the instructor may consider a make-up for a quiz or test, and that only with advance notice. **Vacations, family gatherings, tickets booked in advance, dates immediately preceding/following holidays, etc. are not legitimate excuses for a make-up test/quiz consideration.**

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 course when their health is strong enough not to disrupt their studying. 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 6-8. It will be followed by the instructor's questions to the material presented. This evaluation is scheduled for mid- to end of February. Details will be posted on myCourses.

Group Project

At the end of the term, the class will be divided in small groups, and each group will prepare 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. 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:

Date/ Дата	Chapter/ Урок	Grammar/ Грамматика	Communication/ Коммуникация
Jan 5-8	Review	-Review of the accusative and prepositional cases	-Oral review of communicative skills
Jan 10-15 <i>Add/Drop deadline: Tuesday, January 16</i>	Chapter 6	-Verbs of position -Verb <i>хотеть</i> -Genitive case uses: expressing ownership, nonexistence and absence, possession and attribution, expressing quantity, at someone's place	-Talking about homes, rooms, and furnishings -Describing spaces

Jan 17-22	Chapter 6 <i>Test 1, Jan 19 (Friday)</i>	-Genitive case practice	-Rental advertisements -Renting an apartment
Jan 24-29	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
Jan 31-Feb 5	Chapter 7	-Specifying quantity -Comparing ages -Accusative case: animate object	-Naming family members -Describing your family members in more detail (age comparison)
Feb 7-12	Chapter 8 <i>Test 2, Feb 7 (Wednesday)</i>	-Past tense -Past tense of <i>ЕСТЬ, ЕСТЬ</i>	-Reading job ads -Having a job interview
Feb 14-19	Chapter 8	-Verbs of motion in the past tense -Dative case: indirect objects; preposition <i>по</i>	-Asking for advice about purchases -Going shopping
Feb 21-26	Chapter 8 <i>Test 3, Feb 26 (Monday)</i>	-Dative case: expressing necessity, possibility, and impossibility; liking (<i>нравиться</i>)	-Reading and writing e-mails -Navigating through websites -Dialogues: dining out, ordering meals at a restaurant
<i>Mar 4 - Mar 8 (Inclusive): Reading Break</i>			
Feb 28 - Mar 11	Chapter 9	-Irregular verbs <i>есть, пить</i> -Instrumental case -Verbs with <i>-ОВА/-ЕВА</i>	-Talking about food preferences and cooking habits
Mar 13-18	Chapter 9	-Expressing future tense -Introduction to verbal aspect	-Making plans to cook dinner and go to a restaurant -Reading restaurant reviews and menus
Mar 20-25	Chapter 10 <i>Test 4, Mar 20 (Wednesday)</i>	-Expressing resemblance -Talking about your studies: <i>поступать - поступить,</i> <i>оканчивать - окончить</i> -Telling the calendar year	-Telling more about your past and your future (grad school)

Mar 27-Apr 1	Chapter 10	-Verbal aspect review	-Telling more about yourself and your family -Interviewing a classmate about his/her background.
Apr 3-10	Chapter 10 <i>Test 5. Apr 10 (Wednesday)</i>	-Verbal aspect (future and past tense)	-Review of the term
Apr 11, 12 Makeup Day: Thursday, April 11	<i>Last classes: Project Presentations</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/ 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. You will automatically receive 0 points if the use of such programs has been identified in your work.** 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 wellbeing 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.