



# McGill

Department  
of Languages, Literatures, and  
Cultures  
Russian Studies

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## RUSS 310 Intermediate Russian Language 1 (3 credits) Fall 2024

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Office Hours: Mon/Wed 2.30am – 3.30pm and/or by appointment, SH680 R431

### Required materials:

1. Robin, Richard, Karen Evans-Romaine and Galina Shatalina. *Golosa: A Basic Course in Russian, Book Two*, 6<sup>th</sup> ed., Pearson, 2013 (available at McGill bookstore and McGill library course reserves <https://mcgill.on.worldcat.org/oclc/1395072823>)
2. Robin, Richard, Karen Evans-Romaine and Galina Shatalina. *Student Activities Manual for Golosa: A Basic Course in Russian, Book Two*, 6<sup>th</sup> ed., Pearson, 2013 (available at McGill bookstore and McGill library course reserves <https://mcgill.on.worldcat.org/oclc/1350417591>)

### Recommended materials:

1. Any reference grammar
2. Any Russian-English and English-Russian dictionary.

General Information: This course covers the first part of the Intermediate Russian Course Sequence at McGill University and introduces learners to the advanced elements of the Russian language. RUSS 310 carries three (3) undergraduate credits and must be taken for a letter grade. Prerequisites: Elementary Russian, or equivalent. Students of Russian ethnic origin and students who have lived under circumstances (e.g., family members, prolonged stay in Russia etc.) that would provide advantageous exposure to the language must inform the instructor about this. 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 content: *Detailed schedule for all assignments is available on myCourses.*

RUSS 310 focuses on developing learners' intermediate proficiency in speaking, reading, listening, and writing with emphasis on reading short authentic texts, using more complex grammar structure and more extensive vocabulary. The content of the course relies on the materials, topics and grammar drills presented in the textbook *Голоса 2*, accompanied by instructor-generated presentations and other materials. The course focuses on assisting students in making significant gains in their Russian oral and written production, as well as oral and written comprehension. Through daily engagement both in and outside the class, students will be better equipped to speak Russian as cleanly and fluently as possible.

Additional materials, such as video clips, songs, advertisements, short films, and other media will be used throughout the term to expose students to various facets of Russian culture. In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.

© *Instructor-generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. I remind everyone of their responsibility in ensuring that the instructor's materials 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. Thank you very much for your help with this.*

Learning outcomes: By the end of the term students will speak, read, listen, and write at a level equivalent to Intermediate Low (ACTFL Proficiency Scale), CERF: B1, or higher; demonstrate increasing control over basic aspects of Russian grammar, such as case usage, verbal conjugation, tense and aspect in controlled settings. This growing accuracy will allow them to begin narrating personal experiences. Students will also demonstrate a developing awareness of Russian cultural norms in a growing number of contexts within the scope of the learning experience. Specific targets of this course are formulated in terms of the following communicative tasks:

1. Speaking: "Engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national or international interest"
2. Reading: "understand the main ideas and supporting details of authentic narrative and descriptive texts";
3. Listening: "understand the main ideas and most supporting details in connected discourse on a variety of general interest topics, such as news stories, explanations, instructions, anecdotes, or travelogue descriptions.
4. Writing: employ "a variety of cohesive devices up to several paragraphs in length" and demonstrate "control of the most frequently used syntactic structures and a range of general vocabulary."

Instructional method: The course will be taught primarily in Russian, with occasional grammar explanations in English. The course is using a flipped approach. Classroom time is optimized for communicative practice and interactive activities, as well as for explanation/clarification of difficult grammar material. Because classroom time is used for the development of interactive proficiency, it is essential that you spend at least 2.5 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). Class will begin by reviewing items from both the previous class meeting and that class homework. The remainder of class will be spent discussing new material (class presentations), practicing it in groups or in brief writing assignments. Students will be evaluated on their participation, homework, compositions, final project, quizzes, and tests.

Classes will be held in-person. Should the mode of delivery change, students will be notified.

### *Attendance policy*

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 min in a regular 50min class hour) 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.
- 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. The instructor reserves the right to verify this information, and all final decisions are at the instructor's discretion.
- 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.

### Assignments and methods of evaluation:

		<b>Grade</b>	<b>Percentages</b>
		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%
Syllabus Quiz	1%		
Chapter Tests (5)	30%		
Quizzes (10)	17%		
Participation & Oral Practice	10%		
Homework	22%		
Compositions (2)	10%		
Semester Project with Final Presentation	10%		
	100%		

*Participation & Oral Practice – see MyCourses for detailed explanations and assessment criteria.* Students' active participation in a language class is essential. It is my goal as your instructor that each student be given ample opportunity to learn and apply the material. 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. To this end, I will not record our sessions, and I do not consent to them being recorded by any participant. Please respect one another, fully participate in all group/pair activities, come prepared, and strive to help one another out.

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-dependending nature, Participation & Oral Practice component cannot be made up.

*Home Assignments/Student Workbook activities – see MyCourses for detailed instructions and assessment criteria.*

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. Short writing assignments testing the Writing modality must be written in cursive.

Students are expected to read/study the new material before class. Then, in class we go over it together and practice. This approach is necessary for two reasons: 1) to optimise the class time for interactive communicative activities and practice; 2) 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. This course starts fairly intensively because it is difficult to do much of interest with a language until you've developed a bit of a foundation. After the first week or so, you should anticipate 2.5 hours of studying/homework per day. All due dates are indicated on myCourses. Students must complete all their assessments on time, as they are time-sensitive. Late assignments will NOT be accepted. Assignments submitted by email will NOT be accepted. Detailed instructions are available on myCourses.

*Quizzes and Chapter Tests – see MyCourses for detailed instructions and assessment criteria.*

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.

Vocabulary Quizzes aim to test students' knowledge of new vocabulary, writing and spelling. Grammar Quizzes aim to test students' knowledge of grammar and writing.

Tests aim to track students' progress in grammar, vocabulary, reading, writing, and listening. Five (5) chapter tests will cover the material of individual chapters + some old material. There will be NO final examination scheduled during the final week in this class.

*Compositions – see MyCourses for detailed instructions and assessment criteria.*

Compositions aim to help students develop their writing skills in the target language. There will be two compositions during the semester. The compositions will be written in two steps. The first step: students write the first draft and submit it. The instructor points out mistakes. Then students analyze and correct their mistakes and submit the second and final draft. Only the final draft will be graded.

*Semester Project with Final Presentation – see MyCourses for detailed instructions and assessment criteria.*

The class will be divided into small group, and each group will choose a topic related to Russian culture, lifestyle, history, famous people, etc. During this semester-long project that tests the speaking, grammar, vocabulary, and cultural competencies, students will be working on a presentation, to be performed on the last day of class. This is an interactive activity that includes spontaneous communication between the presenting group and the rest of the class. Due to its spontaneous and interactive, class-context dependent unique nature, Semester Project with Final Presentation 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.

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, 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.

### 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](#)” (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/>).

#### Health and Wellness Resources at McGill

Student well-being is a priority for the University. 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. 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: ; wellness resources are available on campus, off campus, and online.

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)).

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.

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.

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.

If students miss any assignments or assessments due to McGill Athletic activities and religious holidays consult McGill policy. Students must notify their instructor two (2) weeks in advance. If a graded activity falls on such a religious holiday or an athletic event, the student may be allowed a make-up, but this make-up must be arranged in advance before the due date. If a student fails to notify their instructor two (2) weeks in advance and allow sufficient time for make-up arrangements, a student forfeits their opportunity for a make-up. No make-ups after the due date will be allowed.

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.