



RUSS 415 (6 credits)  
**Advanced Russian Language (Intensive track)**  
MWF 8:35 – 10:00 am  
Winter 2021 – remote

Instructor: Dr. Maria Ivanova (Мария Владимировна)

Email: [maria.ivanova@mcgill.ca](mailto:maria.ivanova@mcgill.ca)

Office hours: via Zoom Monday 12:30–1:30 pm, Wednesday 10:00–11:00 am, and by appointment

Course materials:

1. Kagan, Olga E., Anna S. Kudyma and Frank J. Miller. *Russian: From Intermediate to Advanced*. London & New York: Routledge, 2015: you can use either a free version (available via McGill library) or a hard copy version (available for purchase via the McGill bookstore)
2. Free companion website
3. As always, there will be plethora of information and materials provided on myCourses by me. Please check regularly.

General information. This course covers the Advanced Russian Course Sequence at McGill University and introduces learners to the advanced elements of the Russian language. RUSS 415 carries six (6) undergraduate credits and must be taken for a letter grade. 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. RUSS 415 focuses on developing learners' advanced 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 *Russian: From Intermediate to Advanced*. 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. 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.*

Prerequisites. Intermediate Russian (RUSS 311 or RUSS 316), or equivalent, as determined by the placement test.

Learning outcomes. At the end of the term the students will be able to do the following (according to ACTFL Guidelines, 2012):

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 and use the flipped classroom pedagogy. 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 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, studying new material, 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. There will be NO final examination scheduled during the final week in this class. Hence, the grade will be calculated from your submitted homework, quizzes, cumulative tests, compositions, discussions, and debates.

Because this is an Advanced level and most of the grammar material introduced in chapters is an more in-depth presentation of the grammar material covered in previous levels (e.g., cases, verb aspect, participles, verbal adverbs, etc.), the classroom format will be predominantly the following:

1. At home: students read, review and study the new grammar material; complete assigned exercises;
2. In class: students participate in communicative activities and/or complete various assignments/exercises to practice and apply the studied grammar material. If there are certain aspects of the new material that are difficult to understand – these will be addressed in class.

Remote delivery. I understand and acknowledge that the remote learning presents a challenge for every participant, and I am committed to creating a meaningful, comfortable learning environment, which will allow all students to accomplish their goals. In order to help mitigate the effects of the remote learning and address the potential difficulties learners may face in Winter 2021 due to COVID-19, I have introduced the following measures:

- Following the Faculty of Arts guidelines, class time will be reduced to mitigate the effect of Zoom fatigue, and will be dedicated to developing students’ speaking in Russian.
- Attendance will not be taken.
- Tests and quizzes are assigned asynchronously and will have a time window (24 hr for quizzes up to 25 min duration and 48 hr for tests up to 75 min duration).
- Requirements and lengths for certain assignments are reduced (for detailed information, please refer to myCourses)

Assignments and methods of evaluation:

Homework	20%
Discussions	12%
Compositions	12%
Quizzes	18%
Tests	28%
Group debates	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%

Schedule. All the above assignments will be due by dates and times outlined in the beginning of the semester on myCourses (see Schedule).

Student participation. While attendance will not be taken in Winter 2021, I encourage you to attend our MWF Zoom sessions to practice your speaking and get extra feedback on tricky grammar material. 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 important that we all work together to make the Zoom 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 without fear of making mistakes. To this end, I will **not** record our Zoom sessions, and I **do not consent** to them being recorded by any participant. If you are unable to attend a Zoom session or a synchronous assessment, please refer to the exercises we did this day (posted on myCourses), to be completed asynchronously, and contact the instructor for an alternative arrangement. Please respect one another, fully participate in all group/pair activities, and come prepared. Your name (or preferred name) may be displayed on screen, and your instructor may call your name during the lecture. As such, this personal information will be disclosed to classmates.

*Technical requirements.* All students are required to have access to a computer, the internet, a microphone, and a webcam. We will use **Zoom** and the link to the meetings is available on myCourses. Before you join the course, please complete the following steps:

- 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](https://support.zoom.us/hc/en-us/articles/201362033-Getting-Started-on-Windows-and-Mac). 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 and/or a microphone should contact the instructor *in the beginning of the term*.

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:
  1. Username (use only your legal or preferred name)
  2. Visual backgrounds
  3. "Chat" boxes
- To maintain a clear and uninterrupted learning space for all, you should keep your microphone muted throughout your class period, unless invited by the instructor to speak.
- When logging-in to Zoom, please acknowledge your presence by typing Здравствуйте!
- Please use the wave hand signal or the chat to alert the instructor that you have a question or want to make a comment.

- Feel free to use the chat for the purpose of asking me questions.

Remote learning resources. Since learning remotely is a new skill for everyone, I would 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](#)

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 (flipped classroom language pedagogy); 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. You should anticipate at least 2 hours of studying/homework per day. Assignments should be submitted by due dates and times on myCourses. Homework submitted by email will not be accepted. **No late assignments will be accepted.** Homework will be graded for completion. HW completed in full, with answers corrected using a key provided on myCourses – 2 points. Fully completed HW without corrections via the key – 1 point. Late/incomplete/sloppy/absent HW – 0 points.

Discussions. The students will be divided into groups. Each group will be responsible for leading a class-wide discussion. Both, the discussion-leading group and the remainder of the class will be graded. Group members will be graded individually for their own preparation, delivery and participation (i.e., there will be no just one "blanket"-group grade). Non-presenting students will be graded based on their **active** participation and preparation (having read all required texts and watched required videos). You must attend and participate in **all** discussions, even if you are not presenting, in order to get points. Topics for discussions will be chosen from the topics covered in Chapters 1-10 in the textbook. Detailed instructions/grading rubric are posted on MyCourses.

Compositions. Compositions will be written at home. There will be two drafts of each composition. Detailed instructions are posted on myCourses separately.

Quizzes and tests. Quizzes based on the vocabulary and grammar will be given at different points of the term, after a portion of the course material has been covered. Tests will cover the material of individual chapters + some old material, for retention purposes. All necessary details for quizzes/tests are posted on myCourses.

Group debates. At the end of the term the class will be divided into groups. The statements for each debate team will be chosen from the topics covered in Chapter 1-10 in the textbook. Debates will take place during the last class. Detailed instructions/grading rubric are posted on myCourses.

Extra credit. RUSS program at McGill offers plenty of excellent opportunities for extracurricular activities (Conversation Club, Movie Nights, Help Desk, Russian Evening), which also allow to earn extra credit. All relevant information, including the schedule, is posted on MyCourses.

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 any 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. 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).

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>)

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 [McGill's guide to academic honesty](#) for more information).

Note that to support academic integrity, your assignments may be submitted to text-matching or other appropriate software.

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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 *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](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 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.

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.