

RUSS 1001: BEGINNING RUSSIAN LANGUAGE AND  
INTRODUCTION TO RUSSIAN CULTURE  
Spring 2009

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Required Texts

*Robin, Richard, K. Evans-Romaine, G. Shatalina. Golosa, A Basic Course in Russian, Book I, 4<sup>th</sup> ed., Prentice Hall, 2007*

*Robin, Richard, K. Evans-Romaine, G. Shatalina, Golosa: Lab Manual/Workbook, 4<sup>th</sup> ed., Prentice Hall, 2007.*

Classroom materials (suggested but not required)

Supply of 3 x 5 index cards, 3-ring notebook, and a yellow highlighter.

Course Objective/Description.

This is an elementary Russian course for beginners in Russian. The purpose of this course is to develop elementary skills in Russian with emphasis on reading, writing, speaking, and listening comprehension, as defined by the American Council on the Teaching of Foreign Languages Guidelines as well as introduce students to Russian culture and gain some cultural knowledge of Russia and Russian people. The course aims at helping the student to acquire a novice level knowledge of Russian so that he/she could communicate with Russians on topics covered by the situations dealt with in the course; express his/her thoughts in Russian on the basis of the grammar and vocabulary studied; read with a dictionary, understand and reproduce simple phrases and words.

Each lesson in the textbook is organized around a central theme, e.g. Speaking about Oneself, Family, etc. Dialogues for memorization and for listening, grammar and vocabulary explanations, listening, reading, and role-playing exercises are all contained in the main textbook; further oral and written exercises for home work are contained in the Lab Manual/Workbook. Students will work on role-playing situations with partners in and outside of class. Students will be required to use the GOLOSA website on a regular basis <http://www.prenhall.com/golosa/>, where *full audio-program for the textbook and Lab/Manual Workbook, as well as authentic readings and expanded on-line written homework exercises can be found.*

Videos and movies will be shown in and outside of class to enhance the cultural aspect of the course.

Course Standards, Goals, and Outcomes (Novice Low level)

In this document ACTFL refers to the American Council on the Teaching of Foreign Languages Proficiency Guidelines, which can be found at:

<http://www.sil.org/lingualinks/languagelearning/OtherResources/ACTFLProficiencyGuidelines/contents.htm> And (Speaking, revised 1999; Writing, revised 2001)  
<http://www.actfl.org/i4a/pages/index.cfm?pageid=4236>

At the end of the course students will be able to express themselves in Russian with certain facility and carry out the following tasks in each communication area:

1) Listening- students will be able to understand occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions by native speakers about home, family, school and biographical information; 2) Speaking- oral production consists of isolated words and perhaps a few high-frequency phrases; students will be able to meet people and make introductions in Russian, use formal and informal speech etiquette, ask simple questions and make simple statements; maintain a simple dialogue consisting of questions and answers with a native speaker about home, family, school, work, etc.; 3) Reading - able occasionally to identify isolated words and/or major phrases when strongly supported by context ; students should be able to read short texts and dialogues provided in the text-book; 4).Writing- able to form letters and simple words in the Russian alphabetic system providing biographical information, as well as about one's family, home, school.

Valdosta State General Education Outcomes can be found at:

<http://www.valdosta.edu/academic/VSUGeneralEducationOutcomes.shtml>

Future and prospective teachers (Foreign Language Education majors) may consult the Conceptual Framework of the College of Education at:

<http://www.valdosta.edu/coe/ecre/documents/COEConceptualFrameworkELEMENTSANDINDICATORS2.doc>

*Course Outcomes\**

At the end of instruction in Russ 1001 the learner is able to:

1. Describe self and provide autobiographical details.
2. Express likes and dislikes.
3. Identify and describe others (such as immediate and extended family, friends, colleagues, classmates, and roommates).
4. Express actions and states of being.
5. Describe commonplace activities.
6. Indicate possession or //ownership for self and others.

7. Use numbers to give and receive information.
8. Demonstrate basic cultural knowledge.
9. Perform simple oral communicative tasks.
10. Speak Russian with a pronunciation able to be understood with effort by sympathetic listeners.

Upon completion of the course the student will demonstrate proficiency in the four language skills (listening, reading, writing and speaking) at the novice low level of proficiency as defined by the American Council on the Teaching of Foreign Languages Proficiency Guidelines (ACTFL) and an awareness of various sociocultural aspects and the distinctiveness of certain cultural traditions.

In addition, students will grasp the essentials of culture necessary for active and receptive skills: background information on the topics covered in each chapter. They will gain some knowledge of Russian culture and the Russian way of life. Students will learn some facts from the political and historical background of Russia, as well as become familiar with some of Russia's cultural heritage.

Russian differs much more from English than French, German, Italian, or Spanish do, and an American student's progress in learning Russian will thus tend to be somewhat slower than the progress of one studying those other languages. American students taking Russian, therefore, should not be overly concerned if friends in other language classes become more capable of certain types of language activity earlier than they do.

Take advantage of *free tutors*. Tutors are available and are quite beneficial for difficulties with speaking, listening and/or homework. See 128 West Hall for schedule.

### Target Level: Novice Low

Course Outcomes	*Grade Components used to Measure Outcomes	Types of Assessments	ACTFL/NCATE Program Standards	VSU General Education Outcomes	Projected Major Outcomes
1	1,2,3,5,7,9	Formative written and oral assessments	1,a, 1,b	2,3,4,7	1,2,3,4,6,9
2	1, 2, 3, 5,7,9	Formative written and	1,b, 1,c	2,3,4,7	1,2,3,4,6,9

		oral assessments			
3	1,2,3,5,7,9	Formative written and oral assessments	1.a,1.b, 2.a	3,4,6,7	1,2,3,4,6,9
4	1,2,3,4,5,7,9	Formative written and oral assessments Summative written examination Summative oral examination	1.a, 1.b, 1.c	3,4,6,7	1,2,3,4,6,9
5	1,2,3,4,5,7,8,9	Formative written and oral assessments	2.a, 2.b	4,6,7	1,2,3,4,6,9
6	1,2,3,4,5,7,8,9	Formative written and oral assessments Summative written examination Summative oral examination	1.a, 1.b, 2.c	4,6,7,8	1,2,3,4,6,9
7	1,2,3,5,7,9	Formative written and oral assessments	1.a	2,4,7	1,2,3,4,6,9
8	2,3,4,5,7,9	Formative written and oral assessments Summative written examination Summative oral examination	2.a, 2.b, 2.c	2,3,4,6,7	1,2,3,4,6,9

9	5,7,8	Formative oral assessments Summative oral examination	1.a,1.b	4,6,7	1,2,3,4,6,9
10	5,7,8	Formative oral assessments Summative oral examination	1.a, 1.b, 1.c	4	2,5

\*These refer to the evaluation activities listed under Assignments and Evaluation in Section 5, below.

**\*Comprehensive Assessment Rubric (To be completed for every student)**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Task completion Self-directedness and thoroughness in fulfilling the requirements of the situation Score =	Completes all required tasks without prompting or questioning by the instructor. Provides most details/data essential to the transaction.	Completes most required tasks without prompting. Needs to be questioned to provide some details/data essential to the transaction.	Completes some required tasks without prompting. Needs to be questioned to provide many details/data essential to the transaction.	Completes very few required tasks without excessive prompting. Needs to be questioned to provide most details/data essential to the transaction.
Comprehension and Interpersonal Communicative Strategies Active participation and responsiveness in conversation; Ability to clarify misunderstanding Score=	Consistently participates actively and responds in conversation; usually clarifies by asking questions. Responds appropriately to unexpected complications.	Almost always participates actively and responds in conversation; often clarifies by asking questions. Hesitates a bit in comprehending unexpected complications, but then responds appropriately.	Often participates actively and responds in conversation. May avoid attempts at clarification. Hesitates a great deal in comprehending unexpected complications and/or does not respond appropriately.	Rarely participates actively or responds in conversation. Avoids any attempt at clarification. Shows evidence of not comprehending unexpected complications and/or cannot respond to them at all.
Vocabulary Appropriate,	Consistently uses appropriate and logical	Almost always uses appropriate and logical	Often uses appropriate and logical	Rarely uses appropriate or logical vocabulary

varied, and rich use of words in context  Score =	vocabulary for the context. Uses a broad range and variety of vocabulary.	vocabulary for the context. Uses a somewhat limited range and variety of vocabulary.	vocabulary for the context. Uses a more limited range and variety of vocabulary.	for the context. Uses a clearly limited range and variety of vocabulary.
Grammar  Accurate word order, verb endings, noun/adjective agreement  Score=	Consistently uses well-constructed sentences. Controls almost all verb conjugations and consistently observes agreement. Almost perfect; some minor, very few major errors.	Almost always uses well-constructed sentences. Controls most verb conjugations and almost always observes agreement. Majority of structures are accurate.	Often uses well-constructed sentences. Controls some verb conjugations and frequently observes agreement. Approximately half of structures are accurate.	Rarely uses well-constructed sentences. Controls very few verb conjugations and rarely observes agreement. Less than half of structures are accurate.
Comprehensibility  Degree to which the language produced is understandable to a native speaker Score =	Pronunciation is consistently correct, especially in terms of vowel sounds. Very few words are mispronounced, and there is very little English interference. Very few brief pauses to reorganize thoughts. Message totally comprehensible.	Pronunciation is almost always correct. Some words are mispronounced, there is some English interference, but utterances are still understandable. One or two pauses of somewhat considerable length. Majority of message is comprehensible.	Pronunciation is often correct. Many words are mispronounced, there is a lot of English interference which often makes utterances difficult to understand. Several pauses of more considerable length. Approximately 1/2 of message is comprehensible.	Pronunciation is rarely correct. Most words are mispronounced, English is used, and most utterances are not understandable. Number and length of pauses distracts significantly. Less than 1/2 of message is comprehensible.
Total raw score				

\*This rubric was adapted with slight modifications with the permission of Dr. Eileen Glisan of the Spanish and Teacher Education Program at the University of Indiana, Pennsylvania

### **Composition of Grades**

Participation	20%
Homework	20%
Quizzes	20%
Exams	30% (15% each)
Presentations	10%

### **Student Evaluation**

Grades are based on active and consistent participation, regular and on time completion of assignments, evaluations during quizzes and tests.

### **Course Requirements**

Attendance Policy. Students are expected to attend all class meetings and stay for their duration. Each unexcused absence after *three* will reflect in one letter grade off your final grade. Exceptions are made only for medical reasons or personal emergencies. Unexcused absence from three classes or more may result in an F. The student is responsible for all materials covered in his/her absence. Any work missed must be made up the day the student returns to class.

Participation. Participation is important. This is the grade you earn by coming to class regularly and willing to participate.

### Homework

Daily homework will be assigned and you are expected to complete it and to come to class prepared. If you fail to turn in assigned homework you will receive a 0.

- Neat work with 5 or fewer errors is an A
- Fewer than 10 errors is a B
- More than 11 is a C
- A homework that fails to indicate sufficient effort will be given an F and may be rewritten

Quizzes. Short quizzes will be given over each section in the chapter

Exams. There will be two exams during the semester. The first exam will take place on Thursday, February 26, 2009 and the final exam will take place during Finals week as scheduled. Each exam will consist of written and oral parts. Exams will be based on materials covered in class.

Presentations. Each student should research a topic dealing with some aspect of Russian culture (art, history, historic event, sports, music, people, personality, place, education, etc) and present it to class **in English**. Students are encouraged to use visual aids, videos, music, technology (Power Point), etc. to deliver the presentation. Hard copy (summary) of the presentation must be submitted on the day of the presentation.

The presentations will be graded on a 100 point scale as follows:

Thorough/Excellent understanding of the topic and good effort, with visual displays for other students to see is 100 points.

Good understanding of the topic and good effort 90 points

Fair understanding of the topic and fair effort 80 points

Poor understanding of the topic and poor effort 50 points

### **Academic Rules and Procedures**

Course Withdrawals. A student may withdraw from the course following the scheduled drop-add period by completing the appropriate forms and acquiring the appropriate signatures. A student will not be allowed to withdraw from the course after mid-term, which occurs on Thursday, March 5, 2009.

Make-up exams will be permitted for medical reasons or personal emergencies only.

Disability. Valdosta State University complies fully with the requirements of the Americans with Disabilities Act (ADA). If you believe that you are covered under this act, and if you have need for special arrangements to allow you to meet the requirements of this course, please contact the Office of Special Services in Nevins Hall. Also, please discuss this with the instructor at the time of the first class. The Department is happy to do whatever it can to ensure each student a full and rewarding participation in class.

*This syllabus is subject to revision due to unforeseen circumstances or needs required by the class or professor.*