

Proposal for the new DSEELL Undergraduate Curriculum

II. Rationale for the new curriculum

A. Objectives

1. To meet the demands of today's increasing international relations, global interaction, and need for interdisciplinarity. (Although the news changes do not require more faculty, the department in fact has just hired two assistant professor in cultural studies and they will contribute to the implementation of the changes)

2. To make the Russian Major curriculum more transparent, flexible, and rigorous.

- Rigor: increase of credit hours for the Russian major from 43-45 to 50. Most foreign language departments in the College of Humanities require from 50 to 60 credit hours majors. 50 credit hours requirement is also common for other Slavic Departments in comparable institutions (Big Ten).
- Flexibility: introduction of a second track (Literature/Culture/Film)
- Transparency: renumbering of courses

3. To add new objectives to the Russian Major Assessment Plan. This plan currently consists of assessments for language, but not literature, film, and culture. Adding new objectives to the Assessment Plan will clarify our expectations for Russian majors in these areas, and make it more comparable with those of other language departments in the College of Humanities.

4. To make sure that we keep pace with programs in comparable institutions, such as Big Ten universities. With our proposed plan, we would offer an equal or greater number of film, literature, and culture courses than similar programs at Indiana University, Northwestern University, University of Michigan, and other Big Ten universities.

B. Enrollments

In recent years, we have seen increasing enrollment in several areas of our curriculum. Last year, our third-year Russian courses required two sections, where previously we had had only one. Many of our courses in translation, such as Russian 360 (Russian Film) and Slavic 367 (The East European Experience in America) have met or exceeded enrollment caps in the past few years. Perhaps most importantly, the number of Russian majors has increased dramatically. In 2000, the department had 18 majors; this number grew to 61 by 2006, and as of this Spring 2008, there are 98. In order to satisfy this burgeoning group of students, with its increasingly diverse interests, we are trying to develop new courses in the areas of major concentration. We hope that this will attract even more majors to the program.

C. The effects of study abroad

We have a robust study abroad program. Many of our majors and minors have attended our study abroad program in Intensive Russian Language & Culture Program in Tomsk since we began it in 2004. Many students complete a year of language courses (15

language credits) during a summer abroad. There is also a Russian Culture and Society Program to St. Petersburg and Moscow program, which follows Russian 235 every other year. This past summer, 7 students participated in this program; a total of 45 have attended the three trips that have taken place in the past five years. Finally, Russian 697 (Russian Opera Today), a three-week summer program to St. Petersburg and Moscow that concentrates on opera, took place in 2005 and 2007, drawing 12 and 6 students, respectively; this program follows the Spring course Russian 694 (Russian Opera and Identity).

D. Methodology

The Russian major was last revised in 1998. In the decade since, there have been many changes in the status of Russian, areas of student interest in the language and culture, and department personnel, and we need to account for these. We have tried to do this by adding new cultural courses in recent years such as Russian 235, Slavic 360, Russian 657 (Gender and National Identity in Russian Cinema), Slavic H583, Slavic H584 (Literary Representations of Capital Punishment), and Russian 674 (Russian Opera and Identity).

Current Undergraduate Curriculum

Russian Major Program (43-45 hours)

Prerequisites (25 hours)

Russian 101, 102, 103, 104 (first year language series) (20 hours)

One of the following (5 hours):

Russian 135 (Introduction to Russian Culture)

Russian 250 (Masterpieces of Russian Literature)

Core Courses (30 hours)

Russian 405, 407 (second year language series)

Russian 560-562 (third year language series)

Russian 675 (writing seminar on topics of Russian literature, language, and life)

Concentration (13-15 hours)

(sample concentrations include Russian Language and Literature, Russian Literature, Russian Culture)

Russian 235 Modern Russian Culture: Murder, Mayhem, and Mafia (5 hours)

Russian 360 Russian Dreams and Nightmares: The Modern Russian Experience through Film (5)

Russian 511 Russian Language Maintenance (2 hours, repeatable)

Russian 512 Russian Practical Conversation (3 hours)

Russian 520 Russian Literature in Translation: Pushkin to Turgenev (5)

Russian 521 Russian Literature in Translation: Dostoevsky to Chekhov (5)

Russian 522 20th-Century Russian Literature in Translation: 1900-1928 (5)

Russian 523 20th-Century Russian Literature in Translation: 1928-2004 (5)

Russian 580 Reading Russian 1 (1-3 hours)

Russian 581 Reading Russian 2 (1-3 hours)
Russian 582 Reading Russian 3 (1-3 hours)
Russian 609 Advanced Reading, Conversation, and Composition 1 (5)
Russian 610 Advanced Reading, Conversation, and Composition 2 (5)
Russian 617 Business Russian (5)
Russian 631 Introduction to Russian Linguistics (5)
Russian 635 Practical Russian Pronunciation (5)
Russian 640 Introduction to the Structure of Russian (5)
Russian 644 Russian Folklore (5)
Russian 650 Dostoevsky (5)
Russian 651 Tolstoy (5)
Russian 653 Russian Drama (5)
Russian 656 Russian Women Writers (5)
Russian 660 Basic Approaches to the Study of Russian Literature (5)
Russian 661 Poetics of Russian Verse (5)
Russian 662 Poetics of Russian Prose (5)
Russian 664 Studies in 20th-Century Russian Literature (5)
Russian 693 Individualized Study (2-10 hours, repeatable)
Russian 694 Russian Group Studies (2-10 hours, repeatable)
Russian 697 Study at a Foreign Institution (5-15 hours)
Russian 720 History of the Russian Language (5)
Slavic H583 Cinderella's Fantasy: Gender and Women in Western and Eastern Europe (5)
Slavic 699 Senior Tutorial Essay (5)
Slavic 760 Survey of Slavic Languages (5)
Slavic H783 Honors Research (3-5 hours)

Proposed Undergraduate Curriculum

I. Russian Language Track (50)

Prerequisites

Russian 101, 102, 103, 104 (20)

And one course of the following (5):

Russian 230, 235, 250, 251, 360, History 213 (Medieval Moscow)

Core Language Proficiency (40)

Russian 401, 402, 501, 502, 503 (25)

And three of the following courses (15):

Russian 580, 581, 582, 601, 602, 617, 631, 635, 640, 720

Slavic 760

Russian 711

Core Literary/Cultural Proficiency (10)

Russian 675 (5) (capstone course and 2nd writing course)

And one course of the following (5):

Russian 360, 520, 521, 522, 523, 644, 650, 651, 653, 656, 657, 674, Slavic 360, Slavic H583, Slavic H584, Russian 697 (up to 10 hours by permission of advisor), Thesis hours (5), Honors Thesis (5), Russian 693.50 (independent studies, non-honors thesis, internship)

II. Russian Literature, Culture, and Film Track (50 hours) – **New Track**

Prerequisites (25)

Russian 101, 102, 103, 104 (20)

And one of the following (5):

Russian 230, 235, 250, 251, 360, History 213

(Russian 360 can count either as a prerequisite or, with permission of advisor, as core literary/cultural proficiency)

Core Language Proficiency (20)

Russian 401, 402 (10)

Two of the following: Russian 580, 581, 582 (10)

Core Literary/Cultural Proficiency (30, on 300 level or higher)

Russian 675 (5) (capstone and 2nd writing course)

AND

Two literature courses (10):

Russian 520, 521, 522, 523, 644, 650, 651, 653, 656

Two culture courses (10):

Russian 674

Slavic H583

Slavic H584

One film course (5):

Russian 360, 657

Slavic 360

One course of each category (literature, culture, and film) can be substituted with (total 15 hours):

Russian 697 (Study abroad- 5 hours)

Honors Thesis (5 hours)

Russian 693.50 (Independent Study)

E. Survey of students

We have surveyed a sample of our Russian majors (12) and minors (4), as well as students who are considering becoming a major (3) or minor (1), to find out their reactions to the proposed changes. 90% of them feel that they may benefit from more flexibility, the new track, and additional courses. 66% were hesitant about the increase of credit hours. We believe, however, that this increase will strengthen their knowledge of Russian language and culture and they will benefit from it. One additional course will not burden them much. As mentioned above, many students take advantage of the Language Summer Abroad program and this helps their progress toward degree.

F. Assessment Plan

1. A description of the Instructional Goals and Intended Learning Outcomes for Russian Language Courses for our department is attached at the end of this document.

G. Summary

The innovations and salient aspects of the new curriculum are:

1. The proposed changes make the Russian major more rigorous, with 50 credits required instead of 43-45. Most foreign language departments in the College of Humanities require from 50 to 60 credit hours majors. 50 credit hours requirement is also common for other Slavic Departments in comparable institutions (Big Ten). In addition, the Russian language, because of its level of complexity requires more contact hours (than French, German, or Spanish) for achieving the expected level of proficiency.
2. The choices of major have been diversified and at the same time clarified, with two distinct tracks that allow students to choose a concentration in language or in literature, film, and culture.
3. We have added several new prerequisite course options (Russian 235, 251, 360, MRS 213). This ensures a greater variety of film, culture, and literature courses for students who are becoming interested in Slavic Studies for the first time.
4. We have also added new courses (Russian 657, Slavic 360, Slavic H583, H584, Russian 674, etc.) to the core literary/cultural proficiency group. This provides for greater flexibility and variety in concentrations, and makes the major more evenly balanced in terms of literature, film, and culture courses.

**Russian Major (50 credit hours)
(New)**

Four-year Plan

Track One (Lang. Proficiency)

Track two (Cultural Proficiency)

Year 1

Au 101

Wi 102 GEC Prereq

Sp 103

Su

Year 1

Au 101

Wi 102 GEC Prereq

Sp 103

Su

Year 2

Au 104

Wi 401

Sp 402

Su (Option for Study Abroad -15 cr h)

Year 2

Au 104

Wi 401 Russ 360

Sp 402

Su (Option for Study Abroad -15)

Year 3

Au 501

Wi 502

Sp 503

Su (Option for Study Abroad -15 cr h)

Year 3

Au 580

Wi 581

Sp 523

Su (Option for Study Abroad -15)

Year 4

Au 650 580

Wi 581

Sp 675

Year 4

Au 656

Wi Slavic 360 Slavic H583

Sp 675

Russian Major Program Assessment Plan

I. Goals of the Russian Major Program

The undergraduate major in Russian is designed to maximize the student's ability to understand, speak, read, and write a foreign language (Russian) and to develop an informed appreciation of its literature and culture. While language skills are an important component of the Russian major, a foreign language can only be fully appreciated when one is aware of its literature, history, traditions, and cultural environments. The major program is no less concerned with these aspects. Students in the Russian major courses will compose their program of study from a variety of courses that will develop all these skills.

RUSSIAN MAJOR GOALS:

- 1) Russian majors will achieve proficiency and confidence needed for effective language use: students will be able to perform at a minimum at the IM (Intermediate Mid) level of proficiency according to the American Council for the Teaching of Foreign Languages Proficiency Guidelines in speaking, writing, listening and reading.
- 2) Russian majors will demonstrate analytic skills needed to discuss, analyze, and conduct research on Russian media, texts and other cultural artifacts.
- 3) Russian majors will demonstrate a critical understanding and appreciation of Russian literature, culture, history, traditions, etc.
- 4) Russian majors will demonstrate an experiential and pragmatic knowledge of Russian culture that enables them to communicate effectively with various speakers of Russian.
- 5) Russian majors demonstrate an awareness of international issues and an international outlook.

II. Russian Major Program Assessment Plan

In order to assess Russian majors' proficiency in each of the major components of the Russian Major, the department is currently implementing the following assessment activities:

1) **Formative assessment:**

(a) Information about students' language proficiency in four language skills (listening, reading, writing, and speaking) in Russian is drawn from the results of embedded testing in all language classes offered in the department (see Russian Language Program Intended Learning Outcomes section below for more details).

(b) Information about the level of students' cultural proficiency is drawn from the results of embedded testing across all courses offered as part of the Russian Major program. This embedded testing includes written tests, research papers, in-class student presentations and projects. All these assignments are structured so that they elicit student's knowledge of the content area, but also require that student demonstrates his/her ability to critically analyze the issue(s) involved.

2) **Advisory Proficiency Testing:**

Every quarter 25% of students in all Russian language courses are randomly administered an advisory Oral Proficiency Interview in Russian to assess their current language proficiency level in Russian. The assessment data is shared with appropriate committees and language instructors teaching the courses involved.

3) **Capstone Course:**

All students who are Russian majors are required to take a capstone course, Russian 675 (The Writing Seminar on Topics of Russian Literature, Language, and Life). In this capstone course students demonstrate they have acquired an appropriate level of cultural proficiency (that they have gained a broad general knowledge and understanding of Russian culture, including literature, history, social issues, music and fine arts and that they have developed an awareness and appreciation of the concept of culture and an international outlook) and that they have acquired the tools necessary to write an extended research paper on various aspects of Russian culture, literature and language in a clear and coherent fashion.

As part of the restructuring of the Major Program, the Department plans to implement the following assessment activity:

4) **Russian Major Portfolio:**

As part of the capstone course, all Russian majors will be required to compile a Portfolio that will consist of two (research) papers that will demonstrate that the student has achieved the goals of the Major Program outlined above. Each student will pick two papers from any of the courses they took as part of their Russian major, including Russian language classes. In addition, each student will be asked to write a reflection piece to accompany their portfolio in which they will describe how they have worked towards the goals of the Russian Major program (through the courses taken, extra-curricular activities, professional development opportunities, etc.) and how the

papers they have chosen for their Russian Major Portfolio demonstrate that they have successfully achieved those goals. The portfolios will be reviewed by the Department's Undergraduate Studies Committee for evidence of the successful achievement of the Russian Major Goals. The response of the Committee will be communicated to each student through their academic advisor.

III. Russian Language Program Intended Learning Outcomes

Below are the descriptions of instructional objectives and intended learning outcomes for each classroom-track Russian language course offered in the Department of Slavic and east European languages and Literatures. These descriptions are based on the ACTFL (American Council for the Teaching of Foreign languages) Proficiency Guidelines for four major language skills (speaking, listening, reading and writing) as they relate to students in the department's Russian language program using the following textbooks:

1st year Russian: RU101, 102 – *Nachalo* (2nd edition), Book I.
 RU103, 104 – *Nachalo* (2nd edition), Book II.

2nd year Russian: RU405, 407 – *Russian: Stage II.*

3rd year Russian: RU560, 561 – *Mir Russkih*
 RU562 – *News from Russia: Language, Life, and the Russian Media.*

An additional Culture component was added to the descriptions following the National Foreign Language Standards.

Each description below does not only serve as the baseline marker for each specific level, but also as a prerequisite for the next higher level. Each description is a representative, not exhaustive, sample of a particular range of ability expected at every level, and each level subsumes all previous levels, moving from simple to complex in an “all-before-and-more” fashion. In the descriptions below “target” is defined as a minimum level of performance expected from each specific level and specific language skill.

RUSSIAN 101.01

Speaking	Target: Novice Mid or higher	Measurements
<p>Communicative ability: At this level, students are able to communicate minimally, mostly using formulaic and rote utterances, lists and phrases; however they also show evidence of emerging ability to create with the language by combining and recombining learned vocabulary and grammatical structures to express personalized meaning. NOTE: the range of communicative ability is limited by the narrow scope of learned</p>		

vocabulary and grammatical structures which are presented below in the form of discrete points. As the proficiency level goes up, students' communicative ability will be measured more holistically.

By the end of RU101 students will:

- be able to handle at least partially a number of basic communicative tasks relating to everyday personal experiences and basic social situations:
 - Exchanging basic courtesies using appropriate formal or informal register (extending greetings, getting acquainted, asking how someone is doing, saying good-bye)
 - Requesting, giving and receiving things (using “спасибо” and “пожалуйста” and naming various objects)
 - Using cardinal numerals 0-12 in various situations (counting, exchanging phone numbers and addresses)
 - Talking about one's family (identifying people by relation (Это моя мама), identifying names (Его/её зовут...), identifying places of residence (Она живет...))
 - Talking about one's place of residence (exchanging addresses (Какой ваш адрес? → Мой адрес: г. Москва, ул. Морозова, д.6, кв. 5); stating where someone lives (Я живу в Америке, в доме); identifying rooms and objects using a limited number of adjectives (Это моя кухня/мой телевизор); describing objects' qualities (Кухня большая и новая/Какая старая кухня!))
 - Talking about one's neighborhood (identifying locations (Это почта); giving and receiving simple directions: Где почта? → Почта далеко. Она направо.)
 - Describing ongoing and habitual actions in the present (using Present tense forms for all persons for a limited number of common verbs, such as делать, любить, etc.) (Я читаю книгу).
 - Narrating in the past using the same range of verbs (Вчера я читал книгу.)
 - Expressing direct recipient of an action limited to inanimate and feminine animate nouns (using Accusative case forms: Мама читает книгу.)
 - Expressing location of various objects and places (using locative adverbs где, здесь, там, дома, далеко, рядом and Prepositional case forms)
 - Expressing motion and destination (using appropriate verbs of motion “идти” and “ехать”

1) Performance on classroom oral activities

2) Performance on two quarter oral exams; optional final oral exam (decided by instructors)

<p>and Accusative case forms)</p> <ul style="list-style-type: none"> ▫ Expressing ownership (of various objects (ручка, телевизор), clothing items (куртка, свитер), relatives (сестра) using appropriate possessive pronouns and Genitive singular case forms: Это моя сестра. Это куртка (моей) сестры.) ▫ Expressing presence or absence of something (using Nominative and Genitive case forms: У меня есть сестра. У него нет брата.) ▫ Indicating how someone does something (using adverbs: хорошо, оригинально, etc.) ▫ demonstrate evidence of emerging ability to create with the language by combining and recombining learned vocabulary and grammatical structures into meaningful albeit mostly simple or incomplete sentences ▫ be able to ask and answer a limited number of simple questions within the scope of learned material (see the description above) <p>Accuracy requirements: Despite frequent errors in vocabulary and grammar and strong influence of the first language on pronunciation, may be understood with some repetition by sympathetic natives and fluent non-natives used to the speech of non-natives</p>	
<p>Writing</p> <p>Target: VI or higher</p> <p>Writing conventions:</p> <ul style="list-style-type: none"> ▫ able to both copy and produce all letters of the Cyrillic alphabet using authentically appropriate cursive strokes ▫ able to produce from memory a substantial number of familiar words with appropriate spelling ▫ able to follow basic writing conventions (e.g. capitalization and basic punctuation) ▫ demonstrates an emerging awareness of writing organization (even though stringing of simple or incomplete sentences is prevalent) <p>Communicative ability:</p> <ul style="list-style-type: none"> ▫ able to satisfy at least partially the most basic communicative needs within the scope of learned lexical and grammatical material (see the description for Speaking above) ▫ able to produce memorized high-frequency (often formulaic) words and phrases (e.g. greetings, requests, etc.) ▫ demonstrates evidence of emerging ability to create with the language by combining and recombining learned vocabulary and structures into personalized meaningful, personalized albeit 	<p>Measurements</p> <p>1) Performance on written Workbook exercises and optional written exercises prepared by the instructor</p> <p>2) Performance on Controlled and Free Writing Sections of the chapter (chapter 1, chapter 2 and chapter 3) and the comprehensive final exam (chapters 1-4).</p>

<p>simple or incomplete sentences</p> <ul style="list-style-type: none"> • able to write short personalized messages mostly concerned with self and things of immediate personal value (e.g. a letter or a note to a pen pal, instructor, a journal entry) <p>Accuracy requirements:</p> <ul style="list-style-type: none"> • Despite frequent errors in vocabulary, grammar, spelling, and punctuation, writing can be understood by natives and fluent non-natives accustomed to the writing of non-natives • Strong interference from native language is likely to occur 	
<p>Reading</p> <p>Target: NM or Higher</p> <p>NOTE: Reading materials at all levels are authentic or adapted versions of authentic materials</p> <ul style="list-style-type: none"> • able to recognize all (both block and cursive) letters of the Cyrillic alphabet • able to recognize a substantial number of highly contextualized words, such as cognates and borrowed words in short (word-, phrase- or sentence-length) utterances (e.g. ads and various lists) • where vocabulary has been learned, able to derive meaning from short texts where context and extralinguistic background knowledge are supportive • requires rereading most of the time <p>Typical text types include:</p> <ul style="list-style-type: none"> ▫ various lists containing to a large degree combinations and recombinations of learned vocabulary or highly contextualized vocabulary items (such as cognates or borrowed words): newspaper and magazine ads, restaurant menus, TV programs, etc. ▫ short, simple, connected texts from a limited number of content areas within the scope of learned material (a course description, a description of a tour or a restaurant) 	<p>Measurements</p> <p>1) Performance on classroom and home reading activities</p> <p>2) Performance on Reading Comprehension sections of chapter (chapter 1, chapter 2 and chapter 3) and the comprehensive final exam (chapters 1-4).</p> <p>On the exams students are required to answer reading comprehension questions in English in order to control for within-skill interference; the language of classroom reading activities is determined by the instructor. However instructors should use Russian whenever feasible.</p>
<p>Listening</p> <p>Target: NM or Higher</p> <ul style="list-style-type: none"> • able to understand some learned words and short utterances within the scope of learned material (high frequency, formulaic utterances, such as greetings, high frequency requests, etc.) • able to understand a limited number of contextualized words, such as cognates or borrowed words where speech is audible, and where context and extralinguistic background knowledge are supportive • requires repetition and slower rate of speech for assimilation (on the exams listening comprehension 	<p>Measurements</p> <p>1) Performance on classroom activities involving this skill</p> <p>2) Performance on Listening Comprehension sections of chapter (chapter 1, chapter 2 and chapter 3) and the comprehensive final exam (chapters 1-4).</p>

<p>texts or dialogue are recorded 3 times: first time at a normal speed, second time at a slowed speed and third time at a normal speed again).</p>	<p>On the exams students are required to answer Listening comprehension questions in <u>English</u> in order to control for within-skill interference; the language of classroom listening activities is determined by the instructor. However, instructors should use Russian whenever feasible.</p>
CULTURE	
<p>Demonstrates an emerging awareness of Russian cultural norms in a limited number of contexts within the scope of learning experience:</p> <ul style="list-style-type: none"> ▪ awareness of appropriate use of formal/informal register ▪ awareness of the appropriate use of Russian names (first names, last names, patronymics, nicknames) ▪ familiarity with Russian living conditions (construction type, the layout of a typical apartment, problems encountered by Russians in terms of their housing) ▪ familiarity with basic information about Russian composers, history of the Russian alphabet, attending college in Russia, Russian postal services and etiquette of responding to compliments 	<p>Measurements</p> <p>1) Performance on various classroom activities</p> <p>2) Performance on various sections of classroom tests especially when productive (speaking and listening) skills are concerned</p>

RUSSIAN 102.01

Speaking

Target: NM or higher

Measurements

Communicative ability

At this level, as at the 101 level, students are able to communicate minimally, mostly using formulaic and rote utterances, lists and phrases. However, students show evidence of a **DEVELOPING ABILITY TO CREATE WITH THE LANGUAGE TO EXPRESS PERSONALIZED MEANING.**

The major difference between this and the previous level is the **RANGE OF COMMUNICATIVE ABILITY** (manifested in the learned vocabulary and grammatical structures of higher level of difficulty) and the **INCREASED QUANTITY** of speech.

BY THE END OF RUSSIAN 102 STUDENTS WILL:

(1) be able to handle (at least partially) an increasing number of basic communicative tasks relating to everyday personal experiences and basic social situations that **AT A MINIMUM INCLUDE THE FOLLOWING:**

- Ask about and describe location of various objects and people using nouns, possessive pronouns and adjectives (e.g. Я живу в Большом новом доме.) (pp. 179-182).
- Talk about what university and what department they study using учиться in the present tense and names of departments (e.g. Я учусь в университете штата Огайо на магистерском факультете.) (pp. 183-184, 206).
- Describing round-trip and habitual actions (using multidirectional verbs of motion ходить and ездить in the Past and the Present tense: (e.g. Я ходила (часто хожу) в театр. Он ездил (всегда ездит) на дачу.) as opposed to expressing location using the verb быть (e.g. Я вчера была в театре. Он был на даче.) (pp. 194-195, 218-219).
- Expressing wishes and abilities (using appropriate forms of the verbs хотеть and мочь in the present tense) (pp. 184-185, 203-204).
- Indicating direct recipient of an action (using Accusative and Accusative/Gentive case of nouns and pronouns) (e.g. Я знаю директора школы. Я знаю его.) (pp. 190-193, 215-216)
- Expressing strong feelings and opinions using так and такой (e.g. Это такой интересный фильм! Я так хочу спать!) (pp. 202-203)
- Expressing needs and obligations in the Present tense (using appropriate forms of нужен and надо and appropriate case forms) (pp. 268-269)

- 1) Performance on classr activities
- 2) Performance on two oral quizzes and a final o
- 3) Advisory OPI for 25% students

<ul style="list-style-type: none"> ▫ Contrasting repeated/habitual actions with one-time completed actions (using appropriate forms of Imperfective-Perfective verb pairs with a limited number of common verbs in all time frames: Я читаю книгу. Вчера я читала книгу. Вчера я прочитала газету. Завтра я прочитаю/буду читать книги) (pp. 286-292, 303-306) ▫ Talking about one's age in the Present tense (using Dative case forms: Мне 20 лет, а моему брату 2 года.) (pp. 232-237) ▫ Expressing likes and dislikes using appropriate forms of the verb нравиться and appropriate Accusative/Dative case forms (pp. 244-245) ▫ Indicating indirect recipient of an action (whom something is done for (using Dative case forms) (e.g. Брату я хочу купить книгу.) (pp. 232-234) ▫ Using ordinal and cardinal numerals 0-100 in various situations (counting, exchanging phone numbers, asking for and reporting time) (pp. 236-237, 256, 260) ▫ Asking for time and expressing time (Скажите пожалуйста, который час? Сейчас семь часов утра, вечера, летом, вечером, всегда, часто, в понедельник, в среду) (pp. 281, 300, 314) ▫ Expressing quantity using numerals 1-4 with Genitive singular (p.255) ▫ Expressing calendar dates (day + date + month: Сегодня двадцатое июля.) (pp. 257-259) <p>(2) demonstrate evidence of an increasing ability to CREATE with the language by combining and recombining learned vocabulary and grammatical structures into meaningful, personalized albeit mostly simple or incomplete sentences</p> <p>(3) show signs of spontaneity and increasing fluency, even though this ability comes short of the real autonomy of expression</p> <p>(4) able to ASK AND ANSWER an increasing number and variety of simple questions within the scope of learned material (see the description above)</p> <p>Accuracy requirements:</p> <ul style="list-style-type: none"> ▪ Despite frequent errors in vocabulary and grammar and strong influence of the first language on pronunciation may be understood with some repetition by sympathetic natives and fluent non-natives used to the speech of non-natives ▪ Strong interference from native language may occur 	<p>1) Performance on written Workbook exercises and written exercises prepared by instructor</p>
<p>Writing</p> <p>Writing conventions:</p> <ul style="list-style-type: none"> ▪ able to produce correctly from memory an increasing number of vocabulary within the scope of learning experience with appropriate spelling (see the description for Speaking above) ▪ demonstrates an increasing awareness of basic writing conventions (e.g. capitalization and basic punctuation) 	<p>Target: NM or higher</p> <p>Measurements</p>

Communicative ability:

- able to satisfy the most basic communicative needs in an increasing number of content areas within the scope of learned material (see the description for Speaking above)
- demonstrates an increasing ability to create with the language by combining and recombining learned vocabulary and structures into meaningful, personalized albeit simple or incomplete sentences
- able to write short personalized messages mostly concerned with self and things of immediate personal value (e.g. a letter or a note to a pen pal, instructor, a journal entry)
- able to appropriately write a personalized letter using accepted conventions (p. 327)

Accuracy requirements:

Despite frequent errors in vocabulary, grammar, spelling and punctuation, writing can be understood by natives and fluent non-natives accustomed to the writing of non-natives

Reading higher

- able to recognize an increasing number of highly contextualized words, such as cognates and borrowed words in short (mostly in word-, phrase- or sentence-length) utterances (e.g. ads and various lists)
- demonstrates evidence of an emerging ability to derive main ideas and some facts/details from short texts in a limited number of content areas within the scope of learning experience where context and extralinguistic background knowledge are supportive
- demonstrates emerging ability to apply various reading skills depending on the nature of the task (skimming, scanning, guessing meaning, using cognates, reading for gist, etc.)
- requires rereading most of the time

NOTE: As students' proficiency level goes up, the preference should be given to longer passages of connected text.

- short, simple, connected texts from a limited number of content areas within the scope of learned material (a descriptions of university departments, major programs, neighborhood and house/apartment types, etc.)
- various lists containing combinations and recombinations of learned vocabulary or highly contextualized vocabulary items (such as cognates or borrowed words): newspaper and magazine ads, restaurant menus, TV programs, etc.

Listening

Target: NM or higher

- able to understand longer (sentence-length) utterances mostly in conversational (dialogue) or short answering machine message format in a limited number of content areas based on the learned material, where speech is audible, and where context and extralinguistic background knowledge are supportive

- requires repetition and slower rate of speech for assimilation

Target: NM or higher

Measurements

- 2) Performance on Contr Free Writing Sections of chapter (chapter 5, chapter 7) exams

- 1) Performance on classr home reading activities
- 2) Performance on Readin Comprehension sections chapter (chapter 5, chapter 7) exams

Measurements

- 1) Performance on classr activities involving this sl
- 2) Performance on Listen Comprehension sections chapter (chapter 5, chapter

CULTURE	chapter 7) exams Measurements
<p>Demonstrates an emerging awareness of Russian cultural norms in an extended number of contexts within the scope of learning experience:</p> <ul style="list-style-type: none"> ▪ awareness of culturally appropriate way of addressing envelopes, writing down and giving phone numbers ▪ awareness of the norms of writing a personal letter to a Russian friend (p. 327) ▪ using ТЫ and ВЫ (pp. 231-232) 	<p>1) Performance on classroom activities</p> <p>2) Performance on various sections of classroom test especially when productive (speaking and listening) is concerned</p>

RUSSIAN 103.01

Speaking	Target: NI or higher	Measurements
<p>Communicative ability</p> <p>At this level, as at the 101 and 102 levels, students are able to communicate in a limited number of communicative and social situations in a rather limited fashion, despite the fact that the grammatical complexity of their speech, vocabulary volume and quantity of speech has increased from the previous levels. By the end of this course students demonstrate an ability TO CREATE WITH THE LANGUAGE by combining and recombining vocabulary and grammatical structures learned in Russian 101, 102 and 103 to express PERSONALIZED MEANING.</p> <p>By the end of 103 students will be able to:</p> <p>(1) handle an increasing number of basic COMMUNICATIVE TASKS relating to everyday personal experiences and basic social situations that AT A MINIMUM INCLUDE THE FOLLOWING:</p> <ul style="list-style-type: none"> ▪ Expressing destination and location (using prepositions <i>в, на, к, из, с, от</i> and appropriate Accusative/Prepositional/Dative case forms: Я иду к бабушке/от бабушки; Я иду в магазин/из магазина; Я иду на стадион/со стадиона.) ▪ Talking about going to, arriving and leaving places in all time frames (using appropriate forms of the prefixed verbs of motion: пойти/поехать, уйти/уехать, прийти/приехать, зайти/заяехать, войти/въехать and their Imperfective parts) ▪ Talking about activities someone is engaged in (using appropriate forms of the verb заниматься and Instrumental case forms: Я занимаюсь спортом.) ▪ Expressing accompaniment and means of achieving something (using Instrumental case forms: Я часто гуляю со своей собакой. Я чаще пишу ручкой.) 	<p>1) Performance on classroom activities</p> <p>2) Performance on two exams and a final oral exam</p> <p>3) Advisory OPIs for 25% students</p>	

- Expressing in which month or year something happened (using names of months, years and Accusative/Prepositional case forms)
 - Making suggestions (using “давай(те)” and appropriate Imperfective and Perfective verb forms: Давайте говорить по-русски! Давайте купим шампанское!)
 - Expressing ownership (using possessive pronoun “свой”). Я люблю свою семью.)
 - Talking about where someone is from (using Genitive case forms: Он из России.)
 - Making comparisons (using comparative and superlative degree of familiar adjectives and чем: Эта книга интереснее, чем та книга. Эта книга самая интересная.)
 - Expressing quantity and approximate quantity (using Genitive singular and plural case forms: В нашем университете много студентов.)
 - Expressing frequency (using appropriate question “Как часто...?” and various time expressions such as два раза в день, пять раз в неделю, каждую среду, etc.) and past time reference (using “назад” and “через”)
 - Telling the time (using both conversational and military time: Сейчас два часа. Сейчас 18:10.)
 - Talking about one’s age in the Past and Future tenses (using appropriate form of the copular verb “быть” and Dative case forms: Когда мне было (будет) ... лет, я жил (буду жить) в Москве.)
 - Expressing needs and obligations in the Past and Future tense (using appropriate forms of “нужен” and “надо” and appropriate case forms)
 - Giving commands in both formal and informal register (using imperatives: Говори громче! Посмотрите на доску!)
- (2) demonstrate evidence of an increasing ability to CREATE WITH THE LANGUAGE by combing and recombining learned vocabulary and grammatical structures into meaningful, personalized albeit mostly simple and even incomplete sentences
- (3) demonstrate evidence of increased spontaneity and fluency, even though this ability still comes short of the real autonomy of expression
- (4) able to ask and answer an increasing number of various types of simple questions within the scope of learned material (see the description above)

Accuracy requirements:

- Despite frequent errors in vocabulary and grammar and strong influence of the first language on pronunciation may be understood with some repetition by sympathetic natives and fluent non-natives used to the speech of non-natives
- Strong interference from native language may occur

Writing

Target: NH or higher

Measurements

Writing conventions:

- able to produce correctly from memory an increasing number of vocabulary within the scope of learning experience with appropriate spelling
- demonstrates an increasing awareness of basic writing conventions (e.g. capitalization and basic punctuation)

Communicative ability:

- able to satisfy the most basic communicative needs in an increasing number of content areas within the scope of learned material (see the description for Speaking above)
- demonstrates an increasing ability to create with the language by combining and recombining learned vocabulary and structures into meaningful, personalized albeit simple sentences
- demonstrates an emerging ability to use longer stretches of connected discourse
- able to write short personalized messages mostly concerned with self and things of immediate personal value (e.g. a letter or a note to a pen pal, instructor, a journal entry)

Accuracy requirements:

Despite frequent errors in vocabulary, grammar, spelling and punctuation, writing can be understood by natives and fluent non-natives accustomed to the writing of non-natives

Reading

Target: NH or higher

Measurements

- able to read consistently with a considerable degree of understanding simple, connected texts dealing with basic personal and social needs in a limited number of content areas within the scope of learning experience (occasionally misses details and/or main ideas of the text)
- able to derive main ideas and/or some details from the more complex text types (description and narration), although structural complexity may interfere with comprehension
- demonstrates emerging ability to apply various reading skills depending on the nature of the task (skimming, scanning, guessing meaning, using cognates, reading for gist, etc.)
- comprehension is not consistent is largely dependent on structural and grammatical complexity and level of vocabulary
- requires rereading most of the time

- 1) Performance on classroom reading activities
- 2) Performance on Reading Comprehension sections of tests and the final exam

Listening	Target: NH or higher	Measurements
<ul style="list-style-type: none"> ▪ able to understand longer (sentence-length) utterances mostly in conversational (dialogue) or short answering machine message format in a growing number of content areas within the scope of the learned material, where speech is audible, and where context and extralinguistic background knowledge are supportive ▪ requires repetition and slower rate of speech for assimilation 	1) Performance on classroom activities involving this skill 2) Performance on Listening Comprehension sections of tests and final exam	
CULTURE		
Demonstrates an emerging awareness of Russian cultural norms in an extended number of contexts within the scope of learning experience: <ul style="list-style-type: none"> ▪ awareness of shopping norms in Russia (currency, shopping at the store vs. shopping at a market) ▪ familiarity with Russian public transportation ▪ familiarity with basic information about student/teacher relationships, history behind street names, superstitions, recent construction projects and New Year's celebration in Russia 	Russian 1) Performance on classroom activities 2) Performance on various of classroom tests especially productive (speaking and if skills are concerned)	
RUSSIAN 104		
Speaking <i>Communicative ability:</i> At this level, as at the previous levels, students are able to communicate in a limited number of communicative and social situations. The quantity of speech and the range of learned material which determines the range of communicative ability continue to increase. Student shows strong evidence of the ability to create with the language.	Target: NH or higher Measurements	
NOTE: the range of communicative ability is limited by the narrow scope of learned vocabulary and grammatical structures which are presented below in the form of discrete points. As the proficiency level goes up, students' communicative ability will be measured more holistically. By the end of 104 students will: <ul style="list-style-type: none"> ▪ be able to handle an increasing number of basic communicative tasks relating to everyday personal experiences and basic social situations: <ul style="list-style-type: none"> ▫ Talking about being sick and getting well (discussing symptoms using appropriate verbs of various topic-related verbs in all time frames (Болеет, чихать, etc.); discussing remedies (using appropriate vocabulary and Instrumental case forms (Я лечусь домашними средствами, а моя мама всегда принимает аспирин.) ▫ Making comparisons (using comparative forms and Genitive case forms: Мед лучше любых лекарств!) ▫ Telling when something opens, closes, starts, ends in the Present tense (using appropriate forms of reflexive verbs: Лекция начинается в 8 утра.) 	1) Performance on classroom activities 2) Performance on two qualitative exams and an optional final exam (decided by the instructor)	

<ul style="list-style-type: none"> ▫ Describing things that could or could have happened (using conditional-hypothetic mood: Если бы у меня были деньги, я бы купил дом/Если бы я был президентом, я бы купил большой дом.) ▫ Talking about placing things in all time frames (using appropriate forms of verb of placement such as “ставить/поставить”, “класть/положить”, “вешать/повесить”: Лена поставила тарелки на стол. Я повешу картину на стену.) ▫ Expressing interests (using appropriate forms of the verb “интересоваться” and Instrumental case forms: Мой брат интересуется спортом.) ▫ Using people’s personal names in various situations (using appropriate forms of different types of Russian first names, patronymics and last names: Я часто говорю Ильей Ильичом Петровским.) ▫ Making and discussing plans ▫ Going to a restaurant and ordering from a menu ▫ Ordering a cab and checking on a late cab <ul style="list-style-type: none"> ▪ shows strong ability to create with the language by combing and recombining learned vocabulary and grammatical structures into meaningful albeit still mostly simple sentences ▪ demonstrate evidence of increased spontaneity and fluency, even though this ability still comes short of the real autonomy of expression ▪ able to ask and answer an increasing number of various types of simple questions within the scope of learned material (see the description above) <p><u>Accuracy requirements:</u></p> <ul style="list-style-type: none"> ▪ Despite linguistic inaccuracies (vocabulary, grammar, pronunciation) is generally understood with by sympathetic natives and fluent non-natives used to the speech of non-natives, although some repetition may be required ▪ Strong interference from native language may occur 	<p>1) Performance on written Workbook exercises and of written exercises prepared by instructor</p>
<p>Writing</p> <p><u>Writing conventions:</u></p> <ul style="list-style-type: none"> ▪ able to produce correctly from memory an increasing number of vocabulary within the scope of learning experience with appropriate spelling ▪ demonstrates an increasing awareness of basic writing conventions (e.g. capitalization and basic punctuation) 	<p>Target: NH or higher</p> <p>Measurements</p>

Communicative ability:

- able to satisfy the most basic communicative needs in an increasing number of content areas within the scope of learned material (see the description for Speaking above)
- shows strong evidence of the ability to create with the language by combining and recombining learned vocabulary and structures into meaningful, personalized albeit still mostly simple sentences
- able to write short personalized messages mostly concerned with self and things of immediate personal value (e.g. a letter or a note to a pen pal, instructor, a journal entry)

Accuracy requirements:

Despite frequent errors in vocabulary, grammar, spelling and punctuation, writing can generally be understood by natives and fluent non-natives accustomed to the writing of non-natives

Reading

Target: NH or higher

- able to read with a considerable degree of understanding simple, connected texts dealing with basic personal and social needs (may miss some details and occasionally the main ideas of the text)
- able to get some information and main ideas from the more complex texts (description and narration) although structural complexity may interfere with comprehension
- demonstrates emerging ability to apply various reading skills depending on the nature of the task (skimming, scanning, guessing meaning, using cognates, reading for gist, etc.)
- comprehension is not consistent
- requires rereading most of the time

Measurements

- 1) Performance on classroom reading activities
- 2) Performance on Reading Comprehension sections of (chapter 12, chapter 13 and 14) and the comprehensive exam (chapters 12-Epilogue

Listening

Target: NH or higher

- able to understand longer (sentence-length) utterances mostly in conversational (dialogue) or short answering machine message format in a growing number of content areas within the scope of the learned material, where speech is audible, and where context and extralinguistic background knowledge are supportive
- requires repetition and slower rate of speech for assimilation

Measurements

- 1) Performance on classroom activities involving this skill
- 2) Performance on Listening Comprehension sections of (chapter 12, chapter 13 and 14) and the comprehensive

<p>CULTURE</p> <p>Demonstrates an emerging awareness of Russian cultural norms in an extended number of contexts within the scope of learning experience:</p> <ul style="list-style-type: none"> ▪ familiarity with the Russian health care system ▪ familiarity with the Russian calendar and major holidays (with the focus on March 8 and February 23) ▪ familiarity with basic information about going out, ordering a cab, traveling and sports in Russia 	<p>exam (chapters 12-Epilogue)</p> <p>On the exams students are 1 to answer Listening comprehension questions in English in order control for within-skill in the language of classroom 1 activities is determined by 1 instructor. However, instructor should use Russian whenever feasible.</p> <p>Measurements</p> <p>1) Performance on classroom activities</p> <p>2) Performance on various : of classroom tests especially productive (speaking and listening skills are concerned</p>
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<p>Russian 405.01</p> <p>Speaking high level</p> <p>Target: NH or higher</p> <p>Communicative ability:</p> <p>Whereas many of the grammatical structures introduced in RU405-407 series serve as a consolidation of the previously learned material, the main focus at these levels is to increase students functional ability in 4 speaking, writing, reading and listening, to increase their active vocabulary and start developing higher-level language skills such as describing, narrating, hypothesizing, arguing, and stating supporting opinions. Even though many topics and situation remain similar to the ones discussed in RU101-104 series, it the quality and quantity of speech that is changing.</p> <p>NOTE: At this proficiency level, students' communicative ability is measured more holistically, rather than in terms of discrete grammatical points as was the case in the previous levels.</p> <p>By the end of 405 students will:</p> <ul style="list-style-type: none"> ▪ be able to handle successfully a wide range of communicative tasks and social situations and topics of personal and general interest: 	<p>Measurements</p> <p>1) Performance on classroom activities</p> <p>2) Performance on two qualitative exams and an optional final exam (decided by the instructor)</p>
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Reading	Target: NH or higher	Measurements
<ul style="list-style-type: none"> ▪ able to read consistently with a considerable degree of understanding simple, connected texts dealing with basic personal and social needs (may occasionally miss some facts and/or main ideas of the text) ▪ shows evidence of the developing ability to derive information and main ideas from the more complex texts (description and narration) although structural complexity may still interfere with comprehension ▪ demonstrates developing ability to apply various reading skills depending on the nature of the task (skimming, scanning, guessing meaning, using cognates, reading for gist, summarizing, etc.) ▪ shows evidence of more consistent comprehension ▪ requires rereading most of the time 	<p>1) Performance on classroom home reading activities</p> <p>2) Performance on Reading Comprehension sections of (chapters 1, 2, 3, 4) and the comprehensive final exam (1-5).</p> <p>On the exams students are required to answer reading comprehension questions in English in order to control for within-skill interference. The language of classroom reading activities is predominantly English even though English could be used if deemed unavoidable by the instructor.</p>	
Listening	Target: NH or higher	Measurements
<ul style="list-style-type: none"> ▪ able to understand longer (sentence-length) utterances mostly in conversational (dialogue) or short answering machine message format in a growing number of content areas within the scope of the learned material, where speech is audible, and where context and extralinguistic background knowledge are supportive ▪ requires repetition and slower rate of speech for assimilation 	<p>1) Performance on classroom activities involving this skill</p> <p>2) Performance on Listening Comprehension sections of (chapters 1, 2, 3, 4) and the comprehensive final exam (1-5).</p> <p>On the exams students are required to answer listening comprehension questions in English in order to control for within-skill interference. The language of classroom listening activities is determined by the instructor. However, the instructor should use Russian whenever feasible.</p>	
CULTURE	Measurements	
<p>Demonstrates an increased awareness of Russian cultural norms in a number of contexts within the scope of learning experience:</p>	<p>1) Performance on various classroom activities</p>	

- awareness of the phone etiquette
- making travel arrangements (buying tickets, checking into a hotel, etc.)
- Basic information about Russian weddings and wedding celebrations

2) Performance on various : of classroom tests especially productive (speaking and listening skills are concerned)

RUSSIAN 407.01

Speaking

Target: II or higher Measurements

Communicative ability:

Whereas many of the grammatical structures introduced in RU405-407 series serve as a consolidation of the previously learned material, the main focus at these levels is to increase students' functional ability in 4 language skills (speaking, writing, reading and listening), to increase their active vocabulary and start developing higher-level language skills such as describing and narrating in all time frames. Even though many topics and situations remain similar to the ones discussed in RU101-104 series, it is the quality and quantity of speech that is changing. Superior level functions such as stating and supporting opinions and hypothesizing should be encouraged by instructors at these levels, but at this level they will only occur within the abilities of the Intermediate level (formulated in a series of discrete, mostly simple sentences with a relatively low level of accuracy).

NOTE: At this proficiency level, students' communicative ability is measured more holistically, rather than in terms of discrete grammatical points as was the case in the previous levels.

By the end of 407 students will:

- be able to handle successfully a wide range of communicative tasks and social situations and topics of personal and general interest:
 - Expressing opinions and reacting to other's opinions on various subjects (cultural differences, food)
 - Expressing wishes and preferences
 - Describing people, places and events
- demonstrate evidence of increasing ability to communicate using longer utterances and incorporates complex sentences even though not consistently
- demonstrate evidence of increased spontaneity and fluency, even though this ability may still be short of complete freedom of expression

1) Performance on classroom activities

2) Performance on two quizzes and an optional final exam (decided by the instructor)

3) Performance on an informal

- able to successfully and comfortably ask and answer a large number of various types of questions within the scope of learned material and beyond above)

Accuracy requirements:

- Despite linguistic inaccuracies (vocabulary, grammar, pronunciation) is generally understood with by sympathetic natives and fluent non-natives used to the speech of non-natives, although some repetition or rephrasing may be required
- Some interference from native language may occur

Writing

Target: II or higher

Measurements

Writing conventions:

- able to produce correctly from memory an increasing number of vocabulary within the scope of learning experience with appropriate spelling
- demonstrates an increasing awareness of basic writing conventions (e.g. capitalization and basic punctuation)

1) Written Workbook exercise

2) Controlled and Free Writing Sections of the chapter and comprehensive final exam

Communicative ability:

- able to satisfy the most basic communicative needs in an increasing number of content areas within the scope of learned material (see the description for Speaking above)
- demonstrates an increasing ability to create with the language by combining and recombining learned vocabulary and structures into meaningful albeit simple or incomplete sentences
- able to write personalized messages mostly concerned with self and things of immediate personal value (e.g. a letter or a note to a pen pal, instructor, a journal entry)

Accuracy requirements:

Despite frequent errors in vocabulary, grammar, spelling and punctuation, writing can be understood by natives accustomed to the writing of non-natives

Reading

Target: II or higher

Measurements

- able to read consistently with a significant understanding simple, connected texts dealing with a wider range of basic personal and social needs (even comprehension tends to be more consistent in comparison with previous levels, may still occasionally miss or misunderstand some facts and much more rarely main ideas of the text)

1) Performance on classroom reading activities

- shows evidence of the developing ability to derive information and main ideas from the more complex texts (description and narration) although structural complexity may still interfere with comprehension

2) Performance on Reading Comprehension sections of (chapters 6, 7, 8, 9) and the comprehensive final exam (6-10).

- demonstrates developing ability to apply various reading skills depending on the nature of the task (skimming, scanning, guessing meaning, using cognates, reading for gist, summarizing, etc.)

- shows evidence of more consistent comprehension

- may require rereading

On the exams students are required to answer reading comprehension questions in English in order to control for within-skill interference in the language of classroom activities is predominantly even though English could form time to time if deemed

<p>Listening</p> <ul style="list-style-type: none"> ▪ able to understand longer (sentence-length) utterances mostly in conversational (dialogue) or short answering machine message format in a growing number of content areas within the scope of the learned material, where speech is audible, and where context and extralinguistic background knowledge are supportive ▪ requires repetition and slower rate of speech for assimilation 	<p>unavoidable by the instructor</p>
<p>CULTURE</p> <p>Demonstrates an increased awareness of Russian cultural norms in a number of contexts within the scope of learning experience:</p> <ul style="list-style-type: none"> ▪ Familiarity with basic information about going out and guesting etiquette 	<p>Measurements</p> <ol style="list-style-type: none"> 1) Performance on classroom activities involving this skill 2) Performance on Listening Comprehension sections of (chapters 6, 7, 8, 9) and the comprehensive final exam (6-10). <p>On the exams students are 1 to answer Listening comprehension questions in English in order to control for within-skill interlanguage activities is determined by 1 instructor. However, instructor should use Russian whenever feasible.</p>
<p>RUSSIAN 560</p> <p>Speaking</p> <p>Target: II or higher</p> <p>Measurements</p>	
<p>Communicative ability:</p> <p>RU560-562 series continue working on developing students' functional ability in 4 language skills (speaking, writing, reading and listening), their active vocabulary and place major focus on developing higher-level language skills – description and narration in all time frames. The quality and quantity of speech continues to change during this series of courses.</p> <p>Superior level functions such as stating and supporting opinions and hypothesizing should be encouraged by instructors at these levels, but at this level they will only occur within the abilities of the Intermediate level</p>	

(formulated in a series of discrete, mostly simple sentences with a relatively low level of accuracy).

Communicative ability:

- able to handle successfully a wide range of communicative tasks and social situations in informal (topics of personal and general interest) and some formal settings (making a presentation, participating in a debate)
- able to initiate, sustain and close a general conversation on a variety of topics using a number of strategies appropriate for a range of circumstances and topics, even though errors are evident
- demonstrates evidence of emerging ability to produce coherent, connected narrative and descriptive discourse, although not consistently
- able to successfully and comfortably ask and answer a wide range of questions of various types on various subjects even when new material is involved

Accuracy requirements:

- Despite frequent errors and limited vocabulary is generally understood even by speakers not accustomed to dealing with non-natives
- May occasionally require repetition or rephrasing

Writing

Target: II or higher

Communicative ability:

- able to meet an increasing number of practical writing needs and limited social demands (writing a letter to a pen pal, a note, etc.)
- able to take notes in some detail on familiar topics and respond to personal questions in writing
- able to write a 1-2 page opinion essay which includes elements of description, narration, formulation and adequate support of an opinion on a wide range of topics using appropriate vocabulary and grammar structures, but still requires guidance (choice of topic, organization of the essay) and multiple drafts

Accuracy requirements:

- Demonstrates evidence of control of the syntax of non-complex sentences and basic inflectional morphology, such as declensions and conjugation, even though errors are still evident
- Despite some inaccuracies and structural and organizational problems is generally understood without much difficulty by native and fluent non-native speakers accustomed to dealing with non-natives

1) Performance on classroom communicative activities

2) Performance on two presentations and a follow-up question-answer session with class

Measurements

1) Performance on written Workbook, Textbook exercises prepared by instructor

2) Performance on two essays submitted during the quarter

Reading

Target: II or higher

Measurements

- able to read consistently with significant, yet increasing understanding simple, connected texts with dealing with a variety of basic and social needs.
- shows evidence of the considerable ability to derive information and main ideas from the more complex texts (description and narration) although structural complexity may still interfere with comprehension
- able to translate authentic non-technical Russian texts in a variety of genres (with occasional reference to the dictionary)
- demonstrates increasing ability to apply various reading skills depending on the nature of the task (skimming, scanning, guessing meaning, using cognates, reading for gist, summarizing, etc.)

Typical text type:

- short fiction (written for a wide audience)

Measurements

- 1) Performance on classroom home reading activities
- 2) Performance on Reading Comprehension quizzes. On the quizzes students are to answer reading comprehension questions in English in order control with within-skill interference; the language work during reading activity predominantly Russian, however English can be used if deemed unavoidable by the instructor.

Listening

- able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places, however, comprehension is not consistent
- demonstrates emerging ability to understand main ideas and some details of connected discourse on a variety of topics beyond the immediacy of the situation and personal need. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information.
- demonstrates evidence of emerging ability to understand unadapted, authentic Russian conversation (recordings of Russian films and TV programming)
- may require repetition and slower rate of speech (when available) for assimilation

Measurements

- 1) Performance on classroom home reading activities
- 2) Performance on two Reading Comprehension quizzes. On the quizzes students are to answer reading comprehension questions in English; the latter of class work during reading activities is predominantly even though English can be deemed unavoidable by the instructor.

CULTURE

Demonstrates a substantial awareness of Russian cultural norms in a wide variety of contexts within the scope of learning experience:

- Dating practices and wedding ceremonies and traditions in Russia
- Family life issues and gender roles in Russia
- Russian cuisine origins and contemporary traditions
- Russian holiday and music traditions

Measurements

- 1) Performance in class activities
- 2) Performance on various assessment tasks especially productive (speaking and listening) skills are concerned

• Russian behavior standards and expectations

RUSSIAN 561

Speaking	Target: II or higher	Measurements
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Communicative ability:

- able to handle successfully a wide range of communicative tasks and social situations in informal (topics of personal and general interest) and some formal settings (making a presentation, participating in a debate)

- able to initiate, sustain and close a general conversation on a variety of topics using a number of strategies appropriate for a range of circumstances and topics, even though errors are evident
- demonstrates evidence of emerging ability to produce coherent, connected narrative and descriptive discourse, although not consistently

- able to successfully and comfortably ask and answer a wide range of questions of various types on various subjects even when new material is involved

Accuracy requirements:

- Despite frequent errors and limited vocabulary is generally understood even by speakers not accustomed to dealing with non-natives
- May occasionally require repetition or rephrasing

Writing	Target: II or higher	Measurements
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Communicative ability:

- able to meet an increasing number of practical writing needs and limited social demands (writing a letter to a pen pal, a note, etc.)
- able to take notes in some detail on familiar topics and respond to personal questions in writing

- able to write a 1-2 page opinion essay which includes elements of description, narration, formulation and adequate support of an opinion on a wide range of topics using appropriate vocabulary and grammar structures, but still requires guidance (choice of topic, organization of the essay) and multiple drafts

Accuracy requirements:

- Demonstrates evidence of control of the syntax of non-complex sentences and basic inflectional morphology, such as declensions and conjugation, even though errors are still evident

1) Performance on written Workbook and Textbook exercises/activities prepared instructor

2) Performance on two essays submitted throughout the quarter

<ul style="list-style-type: none"> ▪ Despite some inaccuracies and structural and organizational problems is generally understood without much difficulty by native and fluent non-native speakers accustomed to dealing with non-natives 	<p>Target: II or higher</p> <p>Measurements</p> <ol style="list-style-type: none"> 1) Performance on classroom home reading activities 2) Performance on two Rea Comprehension quizzes. On the quizzes students are to answer reading comprehension questions <u>in English</u>; the <u>law</u> of class work during reading activities is predominantly even though English can be deemed unavoidable by the instructor.
<p>Reading</p> <ul style="list-style-type: none"> ▪ able to read consistently with significant, yet increasing understanding simple, connected texts with dealing with a variety of basic and social needs. ▪ shows evidence of the considerable ability to derive information and main ideas from the more complex texts (description and narration) although structural complexity may still interfere with comprehension ▪ demonstrates increasing ability to apply various reading skills depending on the nature of the task (skimming, scanning, guessing meaning, using cognates, reading for gist, summarizing, etc.) ▪ able to translate authentic non-technical Russian texts in a variety of genres (with occasional reference to the dictionary) <p>Typical text type:</p> <ul style="list-style-type: none"> ▪ short fiction (written for a wide audience) 	<p>Measurements</p> <ol style="list-style-type: none"> 1) Performance on classroom home reading activities 2) Performance on two Rea Comprehension quizzes. On the quizzes students are to answer reading comprehension questions <u>in English</u>; the <u>law</u> of class work during reading activities is predominantly even though English can be deemed unavoidable by the instructor.
<p>Listening</p> <ul style="list-style-type: none"> ▪ able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places, however, comprehension is not consistent ▪ demonstrates developing ability to understand main ideas and some details of connected discourse on a variety of topics beyond the immediacy of the situation and personal need. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. ▪ demonstrates evidence of developing ability to understand unadapted, authentic Russian conversation (recordings of Russian films and TV programming) ▪ may require repetition and slower rate of speech (when available) for assimilation 	<p>Target: II or higher</p> <p>Measurements</p> <ol style="list-style-type: none"> 1) Performance on classroom home reading activities 2) Performance on two Rea Comprehension quizzes. On the quizzes students are to answer reading comprehension questions <u>in English</u>; the <u>law</u> of class work during reading activities is predominantly even though English can be deemed unavoidable by the instructor.
<p>CULTURE</p> <p>Demonstrates a substantial awareness of Russian cultural norms in a wide variety of contexts within the scope of learning experience:</p> <ul style="list-style-type: none"> ▪ Familiarity with Russian traditions and beliefs in various areas (Russian "bathroom", ▪ Familiarity with environmental issues as viewed by Russians ▪ Familiarity with the history and traditions of Russian art 	<p>Measurements</p> <ol style="list-style-type: none"> 1) Performance on various classroom activities 2) Performance on various assessment tasks especially productive (speaking and li

<ul style="list-style-type: none"> ▪ Familiarity with the concept of “the Russian Soul” ▪ Familiarity with several famous Russians and their role in the Russian history and culture ▪ Awareness of the existing image of America and Americans in Russian 	<p>skills are concerned</p>
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RUSSIAN 562

Speaking Higher	Target: M or	Measurements
<p>Communicative ability:</p> <ul style="list-style-type: none"> ▪ able to handle successfully a wide range of communicative tasks and social situations in informal (topics of personal and general interest) and an increasing number of formal settings (making a presentation, participating in a debate) ▪ able to initiate, sustain and close a general conversation on a variety of topics; demonstrates evidence of the ability to converse in a clearly participatory fashion using a number of strategies appropriate for a range of circumstances and topics, even though errors are still evident ▪ demonstrates evidence of increasing ability to produce coherent, connected narrative and descriptive discourse, although not consistently ▪ shows evidence of emerging ability to express and defend opinions on a wide range of topics of varying degree of familiarity from everyday to abstract topics dealing with Russian mass media, current political, socio-economic and cultural issues of the Russian society in longer chunks of connected discourse although not consistently <p>Accuracy requirements:</p> <ul style="list-style-type: none"> ▪ Despite some inaccuracies is generally understood without much difficulty by native and fluent non-native speakers not accustomed to dealing with non-natives ▪ May still require occasional repetition or rephrasing 	<p>Target: M or</p>	<p>Measurements</p> <ol style="list-style-type: none"> 1) Performance on classroom activities that focus on this 2) Performance on regular presentations on a topic related covered by Russian media ; follow-up question-answer with the class 3) Performance on an infor

<p>Writing Higher</p> <p>Communicative ability:</p> <ul style="list-style-type: none"> ▪ able to meet an increasing number of practical writing needs and limited social demands (writing a letter to a pen pal, a note, etc.) ▪ able to take notes in some detail on familiar topics and respond to personal questions in writing 	<p>Target: M or</p>	<p>Measurements</p> <p>1) Performance on written Textbook exercises in the free answers to questions, summaries, descriptions, analyses, expressing opinion on different issues</p>
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<ul style="list-style-type: none"> ▪ able to write a 5-6 page mini-research paper in Russian on contemporary issues related to Russian mass media which involves in-depth research of target language sources, and includes elements of description, narration, formulation and adequate support of a thesis using appropriate vocabulary and grammar structures, but may still require guidance (choice of topic, organization of the essay) and multiple drafts <p>Accuracy requirements:</p> <ul style="list-style-type: none"> ▪ Demonstrates evidence of control of the syntax of non-complex sentences and basic inflectional morphology, such as declensions and conjugation, even though errors are still evident ▪ Despite some inaccuracies and structural and organizational problems is generally understood without much difficulty by native and fluent non-native speakers accustomed to dealing with non-natives 	<p>2) Final paper/project on an related to Russian media, se by the students, which invo depth research of Russian a American media sources an multiple revisions. Student is provided minima guidance in the completion assignment.</p>
<p>Reading higher</p> <ul style="list-style-type: none"> ▪ able to read consistently with significant and increasing understanding simple, connected texts with dealing with a variety of basic and social needs. ▪ shows evidence of the considerable ability to derive information and main ideas from the more complex texts (description and narration) although structural complexity may still interfere with comprehension ▪ demonstrates increasing ability to apply various reading skills depending on the nature of the task (skimming, scanning, guessing meaning, using cognates, reading for gist, summarizing, etc.) ▪ able to translate consistently authentic non-technical Russian texts in a variety of genres (with occasional reference to the dictionary) <p>Typical text type:</p> <ul style="list-style-type: none"> ▪ short fiction (written for a wide audience) ▪ short non-technical texts derived from mass media (newspaper articles, excerpts from non-technical publications, etc.) 	<p>Target: IM or</p> <p>Measurements</p> <ol style="list-style-type: none"> 1) Performance on classroom reading activities 2) Performance on Reading Comprehension section of midterm exam. <p>On exam and in class student required to answer all questions in <u>Russian</u>.</p>
<p>Listening higher</p> <ul style="list-style-type: none"> ▪ able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places, however, comprehension is not consistent ▪ demonstrates increasing ability to understand main ideas and some details of connected discourse on a variety of topics beyond the immediacy of the situation and personal need. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. 	<p>Target: IM or</p> <p>Measurements</p> <ol style="list-style-type: none"> 1) Performance on classroom activities involving this skill 2) Performance on Listening Comprehension section of midterm exam. <p>On exam and in class student required to answer all questions in <u>Russian</u>.</p>

<ul style="list-style-type: none"> ▪ demonstrates evidence of developing ability to understand unadapted, authentic Russian conversation (recordings of Russian films, TV programming, radio and video news broadcasts) ▪ may require repetition and slower rate of speech (when available) for assimilation 	
<p>CULTURE</p> <p>Demonstrates a substantial awareness of Russian cultural norms in a wide variety of contexts within the scope of learning experience:</p> <ul style="list-style-type: none"> ▪ an awareness of the major aspects of political and cultural life in Russia as well as contemporary issues in Russian society 	<p>Measurements</p> <ol style="list-style-type: none"> 1) Performance on various activities 2) Performance on various assessment tasks especially productive (speaking and listening skills are concerned)
<p>RUSSIAN 609</p> <p>Speaking Target: M or higher</p> <p>Measurements</p>	
<p>Communicative ability:</p> <ul style="list-style-type: none"> ▪ able to handle successfully a wide range of communicative tasks and social situations in informal (topics of personal and general interest) and an increasing number of formal settings (making a presentation, participating in a debate) ▪ able to initiate, sustain and close a general conversation on a variety of topics; demonstrates evidence of the ability to converse in a clearly participatory fashion using a number of strategies appropriate for a range of circumstances and topics, even though errors are still evident ▪ demonstrates evidence of increasing ability to produce coherent, connected narrative and descriptive discourse with increasing consistency, a wider range of sentence structures and connectives, in a wider range of contexts ▪ shows evidence of developing ability to express and defend opinions on a wide range of topics of varying degree of familiarity from everyday to abstract topics in longer chunks of connected discourse with increasing consistency <p>Accuracy requirements:</p> <ul style="list-style-type: none"> ▪ Despite some inaccuracies is generally understood without much difficulty by native and fluent non-native speakers not accustomed to dealing with non-natives ▪ May still require occasional repetition or rephrasing <p>Writing Target: M or higher</p> <p>Measurements</p>	<ol style="list-style-type: none"> 1) Performance on classroom activities that focus on this 2) Performance on regular presentations on a topic relevant covered by Russian media; follow-up question-answer with the class 3) Performance on an informal
<p>Communicative ability:</p> <p>1) Performance on written</p>	

<ul style="list-style-type: none"> ▪ able to meet an increasing number of practical writing needs and limited social demands (writing a letter to a pen pal, a note, etc.) ▪ able to take notes in some detail on familiar topics and respond to personal questions in writing ▪ able to write a 5-6 page research paper in Russian on various topics relating to and presented in Russian film, which includes elements of description, narration, critical analysis, formulation and adequate support of a thesis using appropriate vocabulary and grammar structures, but may still require guidance (choice of topic, organization of the essay) and multiple drafts <p>Accuracy requirements:</p> <ul style="list-style-type: none"> ▪ Demonstrates evidence of control of the syntax of non-complex sentences and basic inflectional morphology, such as declensions and conjugation, even though errors are still evident ▪ Despite some inaccuracies and structural and organizational problems is generally understood without much difficulty by native and fluent non-native speakers accustomed to dealing with non-natives 	<p>Textbook exercises in the free answers to questions, summaries, descriptions, analyses, expressing opinion different issues</p> <p>2) Final paper/project on an related to Russian media, sk by the students, which involve depth research of Russian American media sources an multiple revisions.</p> <p>Student is provided minimal guidance in the completion assignment.</p>
<p>Reading</p> <ul style="list-style-type: none"> ▪ able to read consistently with significant and increasing understanding simple, connected texts with dealing with a variety of basic and social needs. ▪ shows evidence of the considerable ability to derive information and main ideas from the more complex texts (excerpts of research papers, extended articles) although structural complexity may still interfere with comprehension ▪ demonstrates increasing ability to apply various reading skills depending on the nature of the task (skimming, scanning, guessing meaning, using cognates, reading for gist, summarizing, etc.) ▪ able to translate consistently authentic non-technical Russian texts in a variety of genres (with occasional reference to the dictionary) <p>Typical text type:</p> <ul style="list-style-type: none"> ▪ short fiction (written for a wide audience) ▪ short non-technical texts derived from mass media (newspaper articles, excerpts from non-technical publications, etc.) 	<p>Target: IM or higher</p> <p>Measurements</p> <ol style="list-style-type: none"> 1) Performance on classroom home reading activities 2) Performance on Reading Comprehension section of midterm exam. <p>On exam and in class student required to answer all questions in Russian.</p>
<p>Miscellaneous</p> <ul style="list-style-type: none"> ▪ able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places, however, comprehension remains inconsistent 	<p>Target: IM or higher</p> <p>Measurements</p> <ol style="list-style-type: none"> 1) Performance on classroom activities involving this skill

<ul style="list-style-type: none"> ▪ demonstrates increasing ability to understand main ideas and some details of connected discourse on a variety of topics beyond the immediacy of the situation and personal need. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. Texts include films in Russian (in their entirety), interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. ▪ demonstrates evidence of developing ability to understand unadapted, authentic Russian conversation (Russian films, TV programming) ▪ may require repetition and slower rate of speech (when available) for assimilation 	<p>2) Performance on Listening Comprehension section of midterm exam. On exam and in class student required to answer all questions in <u>Russian</u>.</p>
CULTURE	
<p>Demonstrates a substantial awareness of Russian cultural norms in a wide variety of contexts within the scope of learning experience:</p> <ul style="list-style-type: none"> ▪ an awareness of the major themes and ideas as presented in Russian film from 1930s to the present day (ideology, gender relations, military conflicts, among many others) 	<p>Measurements</p> <p>1) Performance on various activities</p> <p>2) Performance on various assessment tasks especially productive (speaking and listening) skills are concerned</p>

RUSSIAN 610

<p>Speaking</p>	<p>Target: Mid or higher</p>
Communicative ability:	
<ul style="list-style-type: none"> ▪ able to handle successfully a wide range of communicative tasks and social situations in informal (topics of personal and general interest) and an increasing number of formal settings (making a presentation, participating in a debate) ▪ able to initiate, sustain and close a general conversation on a variety of topics; demonstrates evidence of the ability to converse in a clearly participatory fashion using a number of strategies appropriate for a range of circumstances and topics, even though errors are still evident ▪ demonstrates evidence of increasing ability to produce coherent, connected narrative and descriptive discourse, with increasing consistency ▪ shows evidence of emerging ability to express and defend opinions on a wide range of topics of varying degree of familiarity from everyday to abstract topics dealing with Russian society (Russian national identity issues, influence of religion on the society, etc.) in longer chunks of connected discourse with increasing consistency 	<p>1) Performance on classroom activities that focus on this</p> <p>2) Performance on regular presentations on a topic relevant covered by Russian media; follow-up question-answer with the class</p> <p>3) Performance on an informal</p>
<p>Accuracy requirements:</p> <ul style="list-style-type: none"> ▪ Despite some inaccuracies is generally understood without much difficulty by native and fluent non-native speakers not 	

<p>accustomed to dealing with non-natives</p> <p>• May still require occasional repetition or rephrasing</p> <p>Writing</p> <p><u>Communicative ability:</u></p> <ul style="list-style-type: none"> • able to meet an increasing number of practical writing needs and limited social demands (writing a letter to a pen pal, a note, taking notes on class at lectures and class discussions) • able to write a 5-6 page research paper in Russian on issues related to Russian culture and national identity which involves in-depth research of target language sources, includes elements of description, narration, critical analysis, formulation and adequate support of a thesis using appropriate vocabulary and grammar structures, but may still require guidance and multiple drafts <p><u>Accuracy requirements:</u></p> <ul style="list-style-type: none"> • Demonstrates evidence of control of syntax of non-complex sentences and basic inflectional morphology, such as declensions and conjugation, even though errors are still evident • Despite some inaccuracies and structural and organizational problems is generally understood without much difficulty by native and fluent non-native speakers accustomed to dealing with non-natives 	<p>Target: IM or higher</p> <p>Measurements</p> <p>1) Performance on written Textbook exercises in the free answers to questions, summaries, descriptions, analyses, expressing opinion on different issues</p> <p>2) Final paper/project on an related to Russian media, selected by the students, which involves depth research of Russian American media sources and multiple revisions.</p> <p>Student is provided minimal guidance in the completion assignment.</p>
<p>Reading</p> <ul style="list-style-type: none"> • able to read consistently with significant and increasing understanding simple, connected texts with dealing with a variety of basic and social needs. • shows evidence of the considerable ability to derive information and main ideas from the more complex texts (description and narration, research publications) although structural complexity may still interfere with comprehension • demonstrates increasing ability to apply various reading skills depending on the nature of the task (skimming, scanning, guessing meaning, using cognates, reading for gist, summarizing, etc.) • able to translate consistently authentic non-technical Russian texts in a variety of genres (with occasional reference to the dictionary) <p>Typical text type:</p> <ul style="list-style-type: none"> • short fiction (written for a wide audience) • longer (up to 3 pages) non-technical texts derived from mass media (newspaper articles, excerpts from non-technical 	<p>Target: IM or higher</p> <p>Measurements</p> <p>1) Performance on classroom reading activities</p> <p>2) Performance on Reading Comprehension section of midterm exam.</p> <p>On exam and in class student required to answer all questions in Russian.</p>

Listening	Target: M or higher	Measurements
<p>publications, etc.)</p> <ul style="list-style-type: none"> ▪ able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places, however, comprehension is not consistent ▪ demonstrates increasing ability to understand main ideas and some details of connected discourse on a variety of topics beyond the immediacy of the situation and personal need. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. Texts include interviews, authentic radio programs, TV broadcasts, short lectures on familiar topics, dealing both with factual information and analysis of the topics/issues at hand. ▪ demonstrates evidence of developing ability to understand unadapted, authentic Russian conversation (recordings of Russian films, TV programming, radio and video news broadcasts) ▪ may require repetition and slower rate of speech (when available) for assimilation 	<p>CULTURE</p> <p>Demonstrates a substantial awareness of Russian cultural norms in a wide variety of contexts within the scope of learning experience:</p> <ul style="list-style-type: none"> ▪ an awareness of the major aspects of the notion of Russian culture, issues and aspects relating to (Russian) national identity 	<p>1) Performance on classroom activities involving this skill</p> <p>2) Performance on Listening Comprehension section of midterm exam.</p> <p>On exam and in class student required to answer all questions in <u>Russian</u>.</p>
<p>Measurements</p> <p>1) Performance on various activities</p> <p>2) Performance on various assessment tasks especially productive (speaking and listening) skills are concerned</p>		

