

## Term Information

Effective Term Autumn 2017

## General Information

Course Bulletin Listing/Subject Area Russian  
Fiscal Unit/Academic Org Slavic/East European Lang&Cul - D0593  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 1133.01  
Course Title Intermediate Russian for Heritage Speakers  
Transcript Abbreviation Int. Rus. for HS  
Course Description Russian 1133.01 is designed for students who have a Russian background, hear and/or speak (to a different degree) Russian at home and want to learn to read and write in Russian OR to develop their speaking and literacy skills through formal Russian language study.  
Semester Credit Hours/Units Fixed: 4

## Offering Information

Length Of Course 14 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Recitation  
Grade Roster Component Recitation  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites Students must take a Russian placement exam, and test out of Russian 1101 and 1102  
Exclusions Not open to students with credit for Russian 1103.01

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 16.0402  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

General Education course:  
Foreign Language

## **Course Details**

### **Course goals or learning objectives/outcomes**

- Students will acquire a sufficient knowledge of the basic structure of the contemporary Russian language
- Learn spelling rules, basic grammar and morphology
- Produce grammatically correct meaningful sentences in oral and written forms in Russian
- Observe socio-cultural norms of communication by using correct formal forms of address and requests, and appropriate vocabulary
- Read authentic Russian texts (fiction and non-fiction)

### **Content Topic List**

- Alphabet, reading/writing
- Orthography
- Speech etiquette
- Grammar terminology; gender of nouns; notion of case; singular and plural nouns
- Grammar: The Infinitive. Grammatical category of Tense. Past tense. Verbal aspect.
- Education in Russia. How to speak about schooling in Russian. The Russian and US education systems compared.
- Orthography: The Russian husher consonant. Some rules of spelling.
- Grammar: First declension of nouns. First conjugation of verbs.

## **Attachments**

- Russian 1133 rationale[1].docx: Rationale  
*(Other Supporting Documentation. Owner: Peterson, Derek)*
- Curriculum Maps Russian Major Oct. 24.docx: Curriculum Map  
*(Other Supporting Documentation. Owner: Peterson, Derek)*
- Russian 1133.01 Syllabus.docx: Syllabus  
*(Syllabus. Owner: Peterson, Derek)*
- Russian 1133.01 Assessment Plan-1.docx  
*(GEC Course Assessment Plan. Owner: Peterson, Derek)*
- Appendix A.docx: Assessment Plan Appendix A  
*(Other Supporting Documentation. Owner: Peterson, Derek)*
- Appendix B.doc: Assessment Plan Appendix B  
*(Other Supporting Documentation. Owner: Peterson, Derek)*
- Appendix C.docx: Assessment Plan Appendix C  
*(Other Supporting Documentation. Owner: Peterson, Derek)*

## **Comments**

- Since students will need to take a placement test before enrolling, the course can potentially be scheduled in autumn 2017. The first scheduled placement test that students can take will be held in late April, with another in August. April would be the earliest that students could register for the course. *(by Peterson, Derek on 11/03/2016 10:42 AM)*

**COURSE REQUEST**  
1133.01 - Status: PENDING

Last Updated: Heysel,Garett Robert  
11/03/2016

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Peterson,Derek	11/03/2016 10:42 AM	Submitted for Approval
Approved	Suchland,Jennifer Anne	11/03/2016 11:25 AM	Unit Approval
Approved	Heysel,Garett Robert	11/03/2016 09:34 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	11/03/2016 09:34 PM	ASCCAO Approval

**Department of Slavic and East European Languages and Cultures**  
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**RUSSIAN 1133.01**  
**Departmental Syllabus and Student Information**  
**Recitation, 4 credit hours**

**Time:**  
**Room:**  
**Instructor:**  
**E-mail:**  
**Office hours:**

**Russian 1133.01** is designed for students who have a Russian background, hear and/or speak (to a different degree) Russian at home and want to learn to read and write in Russian OR to develop their speaking and literacy skills through formal Russian language study. The prerequisite for the course is taking the Russian placement test and testing out of Russian 1101.

Topics will include an intensive introduction to the Russian writing system, grammar, focusing, and analysis of authentic materials and examples drawn from classic and contemporary Russian culture and social life. Students who complete this course will fulfill the GE Foreign Language Requirement. Students who complete Russian 1133.01 and 2144.01 successfully can expect to advance to study in Russian at the third-year or fourth-year level depending on the final test results.

**Who is this course for?** Russian 1133.01 is meant for “**Minimal**” **Heritage Speakers of Russian**. A Minimal Heritage Speaker is one who grew up speaking some Russian in the house, but whose vocabulary, reading, and writing have been restricted.

\*A heritage speaker is a student who is exposed to a language other than English at home. Heritage speakers can be categorized based on the prominence and development of the heritage language in the student's daily life. Some students have full oral fluency and literacy in the home language; others may have full oral fluency but their written literacy was not developed because they were schooled in English. Another group of students—typically third- or fourth-generation—can speak to a limited degree but cannot express themselves on a wide range of topics. Students from any of these categories may also have gaps in knowledge about their cultural heritage. <http://www.learner.org/channel/workshops/tfl/glossary.html>

**GE Course Goals and Objectives:**

R 1133.01 (Elementary Russian I for Heritage Speakers) fulfills GE Foreign Language Requirement's third semester. The goal of courses in this category is to develop your skills in communication across ethnic, cultural, ideological, and national boundaries, and help you develop an appreciation of other cultures and patterns of thought (General Education Requirements for the Bachelor of Arts Degree: Semester Curriculum, [http://ascas.osu.edu/sites/ascas.osu.edu/files/BA\\_GE\\_SU12\\_6-12-12.pdf](http://ascas.osu.edu/sites/ascas.osu.edu/files/BA_GE_SU12_6-12-12.pdf), page 5).

Expected Learning Outcomes are the following: students will employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language; students will describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying; students will compare and contrast the cultures and communities of the language that they are studying with their own.

## Course Goals:

In this course students will work on developing literacy skills in Russian (writing and reading). Students will acquire a sufficient knowledge of the basic structure of the contemporary Russian language, learn spelling rules, basic grammar and morphology necessary to produce meaningful and grammatically correct sentences in Russian.

The students will be able to apply this knowledge to do the following:

- produce grammatically correct meaningful sentences in oral and written forms in Russian;
  - observe socio-cultural norms of communication by using correct formal forms of address and requests, and appropriate vocabulary;
- read authentic Russian texts (fiction and non-fiction).

## Course Materials:

**Required:** О. Е. Каган, А. С. Кудыма. Учимся писать по-русски: Экспресс-курс для двуязычных взрослых. This book is available through SBX, 1806 North High St., (614) 291-9528, <http://www.sbx-osu.com/>.

**Recommended:** *English-Russian, Russian-English Dictionary* by Kenneth Katzner.

## Grading:

Attendance and participation	15%
Homework	15%
Vocab/grammar quizzes	10%
Midterm written test	15%
1 scenario	10%
Midterm oral test	5%
Final oral test	5%
Cumulative final exam	25%

At the end of the semester your final percentage will determine your final grade, as follows:

93 - 100	<b>A</b>	80 - 82	<b>B-</b>	68 - 69	<b>D+</b>
90 - 92	<b>A-</b>	78 - 79	<b>C+</b>	65 - 67	<b>D</b>
88 - 89	<b>B+</b>	73 - 77	<b>C</b>	64 & below	<b>E</b>
83 - 87	<b>B</b>	70 - 72	<b>C-</b>		

## Attendance and participation:

Successful language learning requires frequent interaction, diligent preparation and active participation. Just as a basketball team, a violin student, or a serious runner must practice daily in order to excel, so must you in learning a language. For this reason, it is imperative that you attend class faithfully. Each day that you are absent will not only seriously affect your participation grade, but will also affect your performance on the tests, quizzes and homework. By missing class or coming to class unprepared, you are less likely to learn the material, will be unable to achieve your own language learning goals, and will deprive your classmates of opportunities to learn as well. Repeated and/or lengthy, unexcused absences will result in the filing of an absence report with your college office. Moreover, with each absence, your participation grade

will be seriously affected. Class attendance and participation will be assessed using the scale on page 5 of this syllabus. If you miss 4 weeks of classes (both excused and/or unexcused absences (barring exceptional circumstances at the discretion of the instructor)), you cannot pass the class.

Tardiness to class also robs you of your opportunity to learn the language. Any lateness of five minutes or more will result in a subtraction of 2 points (40%) from your daily participation grade.

### **Homework:**

You will have required written and/or oral homework nearly every night as a way of cementing what's being done in class. For every hour in class you should plan to spend approximately two hours per day at home studying Russian. Assignments will include readings mentioned in the tentative schedule, grammar/vocabulary exercises from the textbook, as well as watching excerpts from movies/cartoons/documentaries/programs, and four essays which will require you to compare and contrast the cultures and communities of the Russian language with your own.

Each homework assignment will be assessed using the rubric on page 5 of this syllabus. Late homework will be accepted with a deduction of -1 point (-20%) per day of lateness.

You will be assigned to watch 3 movies and write a short summary of what you saw (in Russian). This will be part of your homework.

### **Vocabulary/Grammar Quizzes**

In addition to doing your homework carefully, regular vocabulary and grammar quizzes will be given to ensure that you are able to use the vocabulary and the grammar communicatively. These will be short, and you will be given notice about the date of a quiz. Make-up quizzes are available if the absence is excused; however, it is *your* responsibility to speak with the instructor and arrange the make-up.

### **Scenarios, Oral Exams, Tests, and Final Exam:**

During the semester you will also have an in-class scenario (skit). Student groups will receive a prompt and will script and memorize a prompt to perform in front of your classmates. No English will be permitted during these skits, so you will need to know how to say everything you want to say. You will be graded on content, accuracy (pronunciation, grammar, and vocabulary), fluency, and comprehension. The date for the scenario is TBA.

During the semester, there will be two oral quizzes. The first oral quiz will take place at the beginning of the week 7; the final oral quiz will be administered at the beginning of the last full week of classes.

The midterm written exam is scheduled for the last class of week seven. It will include chapters covered up to week seven – The Alphabet and First, Last and Patronymic names in Russian as well as topics on orthography, reading and grammar. The final exam will take place according to the registrar schedule of the final exam week. Final exam will be cumulative which means that it will include all four chapters (The Alphabet, Last and Patronymic names in Russian, Childhood and Education) and respective grammar, vocabulary, and orthography.

### **Extra-Curricular Activities:**

Students of Russian at Ohio State may take advantage of a wealth of extra-curricular activities sponsored by the Department and by other units at Ohio State, including lectures, informal conversation gatherings (Russian Table), films, Russian news broadcasts, parties and more. You may receive **up to three points of**

**extra credit** added to each test/exam grade for attending these events. Extra-curricular activities will be announced in class, but we also encourage you to sign up for the Slavic Center Monday e-mail list at [csees@osu.edu](mailto:csees@osu.edu) that provides a comprehensive list of all Slavic related events at OSU and beyond.

## **DISABILITY SERVICES**

**Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>**

### **Academic Misconduct:**

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.”

Using Google Translate or other translation services to translate coursework is not permitted and constitutes academic misconduct. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

### **Sexual Harassment:**

“The University administration, faculty, staff, student employees, and volunteers are responsible for assuring that the University maintains an environment for work and study free from sexual harassment. Sexual harassment is unlawful and impedes the realization of the University’s mission of distinction in education, scholarship, and service. Sexual harassment violates the dignity of individuals and will not be tolerated. The University community seeks to eliminate sexual harassment through education and by encouraging faculty, staff, student employees, and volunteers to report concerns or complaints. Prompt corrective measures will be taken to stop sexual harassment whenever it occurs” (Source: <http://hr.osu.edu/policy/policy115.pdf>)

***ENJOY STUDYING RUSSIAN!***

**Course Schedule**  
(subject to change)

<b>Week</b>	<b>Chapter</b>	<b>Topic/Activity</b>
Week 1	Alphabet	Introduction of the alphabet. Learning to read/learning to write.
Week 2	Alphabet	Orthography: main orthographic rules
Week 3	Alphabet	Reading: Short biographies of Akhmatova, Shostakovich, Pavlov.
Week 4	First/last name, patronymic	Russian names. Names in the Russian speech etiquette
Week 5	First/last name, patronymic	Orthography: Reduction of vowels
Week 6	First/last name, patronymic	Grammar terminology; gender of nouns; notion of case; singular and plural nouns
Week 7	First/last name, patronymic	Reading: Russian fairy-tales. Midterm exam. Oral exam
Week 8	Childhood	Memories of childhood. Expression of feelings. Raising children.
Week 9	Childhood	Orthography: Types of consonants and vowels.
Week 10	Childhood	Grammar: The Infinitive. Grammatical category of Tense. Past tense. Verbal aspect.



Week 11	Childhood	Reading: Excerpt from Babel short story.
Week 12	Education	Education in Russia. How to speak about schooling in Russian. The Russian and US education systems compared.
Week 13	Education	Orthography: The Russian husher consonant. Some rules of spelling.
Week 14	Education	Grammar: First declension of nouns. First conjugation of verbs.
Week 16	Education	Reading: Excerpt from L. Tolstoy short stories. Oral exam.

## Russian 1133.01 Rationale

We propose the Russian 1133.01/Russian 2144.01 course sequence to better serve our students who are heritage speakers of Russian (students who have a Russian background, hear and/or speak [to a different degree] Russian at home and want to learn to read and write in Russian OR to develop their speaking and literacy skills through formal Russian language study). Students who come to Ohio State with this language background do not fit well into our 1101-2104 sequence, and often are unprepared for many aspects of 3101-5102.

This course sequence will take into account the students' existing knowledge of Russian and prepare them for higher levels of instruction by filling in gaps in their language skills, such as reading, writing, or grammar. Students will need to take a placement test (offered at the beginning and end of each semester) in order to place into Russian 1133.01. If a student does not test high enough to enter 1133.01, they will be placed in 1101. By placing into 1133.01, students will receive credit for Russian 1101 and 1102, and if they wish just to complete the GE language requirement, they will do so after 1133.01. If a student continues to and completes 2144.01, they will be able to enroll either in Russian 3101 or 4101 based on their final exam grade. The 2144.01 final exam will have 4 components: reading, writing, speaking, and grammar. If students score 95% or higher on 3 of these components and no less than 85% on any component, they will be able to enter Russian 4101.

We hope that these more rigorous courses will motivate students to improve their language skills by challenging them more than our standard 1101-2104.01 courses, and also encourage them to pursue the Russian major by offering them credit for their pre-existing language abilities.

Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.

- (a) Course Objectives: The objective of this course is to utilize students' preexisting knowledge of Russian to improve parts of their language skills where they be lacking.
- (b) Course Readings: Students will be reading material at an accelerated rate to account for prior vocabulary knowledge, allowing them to quickly catch up to their peers in higher level courses without becoming over-burdened by the material.
- (c) Course Topics: Students will cover topics essential for developing communicative skills that are expected of Russian speakers. Topics include: current events, politics, government, etc.
- (d) Written Assignments: Students will develop their writing skills through homework assignments as well as through examination sections. This will help students who have literacy issues in Russian bring their skills up to match their speaking abilities.

Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.

- The Course Objectives: Students will develop skills in communication across ethnic, cultural, ideological, and national boundaries, and help them develop an appreciation of other cultures and patterns of thought. They will be able to analyze and interpret literary and non-literary texts within their historic context and apply their knowledge to engage with and understand other cultural and societal traditions and perspectives, including those of their own.
- The Reading: Students will develop reading skills in accelerated pace. Reading authentic materials for informative purposes will enable them to succeed in interpreting of literary texts of different genres, and facilitate their move from comprehension to production.
- The Topics: The topics will develop from every-day conversations/situations and proceed to more elaborated where the extensive treatment of a topic will result in production of connected discourse.
- The written assignments: Through the written assignments students will be able to work with a greater variety of the texts dealing with more complex subject matter.

Students compare and contrast the cultures and communities of the language that they are studying with their own.

- The Course Objective: Students will explore the community's history to trace the influence of various epochs on present-day culture. Students will be able to recognize societal differences and compare and contrast various aspects of their own culture.
- The Readings: Students will be able to apply their reading skills and strategies to summarize, compare and contrast information in text, between texts and across cultures.
- The Topics: The topics of the course will help students to recognize patterns of cultural traits such as language, family structure, and customs. They also will help to identify and explain the significance of selected stories, poems and novels and recognize them as cultural heritage.
- The Written Assignments: They will help students to move beyond mere description by thinking deeply about the items being compared by analyzing, evaluating and synthesizing their thoughts and presenting them in a meaningful way.

## **RUSSIAN 1133.01 GE ASSESSMENT PLAN**

<b>GE Expected Learning Outcomes</b>	<b>Methods of Assessment</b> <i>*Direct methods are required. Additional Indirect methods are encouraged.</i>	<b>Level of student achievement expected for the GE ELO.</b> <i>(for example define percentage of students achieving a specified level on a scoring rubric)</i>	<b>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</b>
<b>ELO 1</b> Students employ communicative skills (e.g. speaking, listening, reading, and/or writing) in a language other than their native language.	Midterm and final oral exams, essay assignment; midterm and final discursive evaluations. See appendix A.	Students will score 80% on each exam section measured for this outcome	Instructor and language program coordinator will meet at the end of each term that 1133.01 is taught and examine student success in achieving expected learning outcomes. Students' performances after completing 1133.01 and 2144.01 will also be evaluated to determine how 1133.01 and 2144.01 are preparing students for higher levels of Russian. Appropriate changes will be made to expected levels of achievement and course content based on these results.
<b>ELO 2</b> Students describe and analyze the cultural contexts and manifestations of the peoples who speak the language that they are studying.	Oral exams, midterm and final exam reading/listening sections; midterm and final discursive evaluations. See appendix B.	Students will score 80% on each exam section measured for this outcome	
<b>ELO 3</b> Students compare and contrast the cultures and communities of the language that they are studying with their own.	4 homework essays; midterm and final discursive evaluations. See appendix C.	Students will score 80% on each exam section measured for this outcome	

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**\*Direct Methods** assess student performance related to the expected learning outcomes. Examples of direct assessments are course-embedded questions; pre/post test; standardized exams; portfolio evaluation; videotape/audiotape of performance; rubric-based evaluation of student work.

**\*Indirect Methods** assess opinions or thoughts about student knowledge, skills, attitudes, learning experiences, and perceptions. Examples of indirect measures are student surveys about instruction; focus groups; student self-evaluations.

After the second offering of the course, please submit an initial report summarizing the GE assessment results following the format of sections I and II of the “Assessment Report Requirements” in Appendix 8.

5. *For ASC units only:* If the GE request applies to a new course and the new course can also count toward the major of the submitting unit (whether as a required course or as an elective), please include the curriculum map of that program to which you have added the newly proposed course, indicating the program goal(s) and levels it is designed to meet. If the course is not new but the request involves moving the course to a new level or place on the major’s curriculum map, the updated map will need to be provided as well.

*Students must complete course work or achieve proficiency through the 1103 level in a foreign language.*

# APPENDIX A

During the semester there will be an in-class scenario (skit). Student groups will receive a prompt and will script and memorize a prompt to perform in front of your classmates. No English will be permitted during these skits. Students will be graded on content, accuracy (pronunciation, grammar, and vocabulary), fluency, and comprehension. The date for the scenario is TBA.

During the semester, there will be two oral quizzes. The first oral quiz will take place at the beginning of the week 7; the final oral quiz will be administered at the beginning of the last full week of classes.

Example topics:

1. Introduce the members of your family to a stranger.
2. You are on a study abroad program. Meet the members of the host family and ask them appropriate questions.
3. You are hosting a student from Russian who is interested in the system of pre-school education and traditional ways of raising children in your country. Discuss in details the topic, provide your own examples. Think about the questions you might want to ask the student.
4. You are participating in the round-table discussion about the system of education in the US and in Russia. Find two similar features and two differences to compare them. Make sure you prepare the questions for your partner.

## ORAL QUIZ RUBRIC

**TOTAL POSSIBLE: 40 POINTS**

### I. Content of Response – 10 points

**10-9 points:** communicates all expected/required content (information, vocabulary, expressions, questions, etc.).

**8 points:** Communicates most of the expected/required content. Omitted information is not crucial to the overall message.

**7 points:** Communicates needed information, but fails to include some key elements, which begins to impede communication.

**6 points:** Communicates only the basics. Message is noticeably and seriously incomplete.

**5-4 points:** Not enough content to make any real communication possible.

### II. Accuracy (Grammatical and Lexical) – 10 points

**10-9 points:** Few errors, if any; no pattered errors, errors do not interfere with communication.

**8 points:** Some errors which do not interfere with communication.

**7 points:** Many errors (grammar, intonation, word order, vocabulary) that begin to impede communication.

**6 points:** Numerous errors, constant false starts, restatements, etc. that make communication extremely difficult.

**5-4 points:** So many errors as to make communication impossible in any real sense.

### **III. Comprehension – 10 points**

**10-9 points:** Comprehends all expected or required content (information, expressions, questions, etc.)

**8 points:** Comprehends most of the expected or required content. Information that is not comprehended is not crucial to the overall message.

**7 points:** Generally comprehends needed information, but fails to comprehend some key elements.

**6 points:** Comprehends only the basics. There is a serious lack of comprehension.

**5-4 points:** Message is not comprehended (resulting in a communication failure).

### **IV. Fluency – 10 points**

**10-9 points:** Speaks with little or no hesitation, does not have long pauses between responses.

**8 points:** Some small pauses to consider the correct form or content, but disrupt the flow of conversation only marginally.

**7 points:** Significant pauses within utterances while student tries to comprehend and form utterances; communication is stilted.

**6 points:** Large pauses and false starts throughout the interaction, making communication extremely difficult.

**5-4 points:** so many pauses and hesitations as to make communication impossible in any real sense.

## APPENDIX B

Sample topics:

1. In class, we read texts and discussed the situations where people were reflecting on their childhood and formative years. Think about two examples and discuss how social and cultural situations in the two counties influenced the people's views about their past and their goals for the future.
2. If you were to advertise a school that you just organized for the kids who are interested in learning foreign languages from elementary school, what would you like to emphasize or mention for the target audience in Russia and in the US.

### Written Composition Grading Rubric

Score	Level	Criteria	Comments
<b>CONTENT</b>			
	30-27	<b>excellent to very good:</b> communicates all expected/required content • substantive • thorough development of topic • relevant to topic	
	26-22	<b>good to average:</b> communicates most of expected/required content • adequate development of topic, but lacks detail or adequate support • mostly relevant to topic	
	21-17	<b>fair to poor:</b> communicates some of expected/required content • inadequate development of topic • lacks key elements and detail • scarcely relevant to topic	
	16-11	<b>very poor:</b> communicates little to no of expected/required content • non-substantive • not pertinent to topic • <b>OR not enough content to evaluate</b>	
<b>ORGANIZATION</b>			
	15-14	<b>excellent to very good:</b> fluent expression • smooth transitions • cohesive • ideas clearly stated and supported • logical sequencing	
	13-12	<b>good to average:</b> occasional problems in cohesion and/or logical sequencing but main ideas stand out	
	11-10	<b>fair to poor:</b> somewhat choppy • loosely organized • lacks logical or complete sequencing • re-reading may be required	
	9-6	<b>very poor:</b> ideas confused or disconnected • essay does not look like a cohesive piece • <b>OR not enough to evaluate</b>	
<b>VOCABULARY</b>			
	20-18	<b>excellent to very good:</b> adequate range for expected/required level • effective word/idiom choice • appropriate register • no patterned errors	
	17-14	<b>good to average:</b> sufficient range but below expected/required level • occasional errors of word/idiom choice, form, and register • meaning is seldom obscured	
	13-10	<b>fair to poor:</b> limited range for expected/required level • frequent errors of word/idiom choice, form, and register • meaning is confused or obscured	
	9-6	<b>very poor:</b> no knowledge of Russian vocabulary, idioms, word form • <b>OR not enough to evaluate</b>	
<b>LANGUAGE USE</b>			
	25-23	<b>excellent to very good:</b> effective constructions at expected/required level • few errors of agreement, tense, number, case, aspect, negation, pronouns, prepositions which do not distract from the message • no patterned errors	
	22-20	<b>good to average:</b> several errors in agreement, tense, number, case, aspect, negation, pronouns, prepositions, word order • meaning is seldom obscured	



19-15	<p><b><i>fair to poor:</i></b> frequent errors of agreement, tense, number, case, aspect, negation, pronouns, prepositions, word order, run-ons, incomplete sentences • meaning is confused or obscured</p>	
14-9	<p><b><i>very poor:</i></b> virtually no mastery of sentence construction rules • dominated by errors •  <b>OR not enough to evaluate</b></p>	
<b>MECHANICS</b>		
10-9	<p><b><i>excellent to very good:</i></b> demonstrates mastery of conventions at expected/required level  • few errors in spelling, punctuation, capitalization which do not distract from the message</p>	
8-7	<p><b><i>good to average:</i></b> occasional errors of spelling, punctuation, capitalization • meaning not obscured</p>	
6-5	<p><b><i>fair to poor:</i></b> frequent errors of spelling, punctuation, capitalization • meaning confused or obscured</p>	
4-3	<p><b><i>very poor:</i></b> virtually no mastery of writing conventions • dominated by errors • illegible <b>OR not enough to evaluate</b></p>	

## **APPENDIX C**

Students will have required written and/or oral homework nearly every night as a way of cementing what's being done in class. Assignments will include readings mentioned in the tentative schedule, grammar/vocabulary exercises from the textbook, as well as watching excerpts from movies/cartoons/documentaries/programs, and four essays which will require students to compare and contrast the cultures and communities of the Russian language with their own.

Each homework assignment will be assessed using the rubric on page 5 of this syllabus. Late homework will be accepted with a deduction of -1 point (-20%) per day of lateness.

Students will be assigned to watch 3 movies and write a short summary of what they saw (in Russian).

Example homework assignments:

1. Do the exercise providing correct grammatical forms and lexical items.
2. Read, translate the text/excerpt and answer the questions. Discuss in details the author's arguments, approach to the topic.
3. What historic events took place just before or right after this work appeared? Is it reflected in the text? Provide examples.
4. Watch a movie/cartoon and explain why it was funny/tragic?
5. Write an opinion piece in which you express your subjective opinions, wishes, and feelings about a controversial issue touched upon in the text. Provide your argument to support the opinion.

### **WRITTEN HOMEWORK GRADING SCALE**

Homework is assessed on a daily basis according to the following scale:

0 = Did not turn in or no work completed

1 = Carelessly done with many mistakes; no evidence of use of answer key; open-ended activities carelessly prepared

3 = Some exercises done carefully, others hastily completed or not completed at all. Some evidence of correction of exercises using answer key (if applicable)

5 = All exercises carefully done; all exercises carefully corrected using answer key; open-ended activities show thought and attention

## Curriculum Map for Russian Major

	Program Goals		
	Goal 1 Lang. Proficiency	Goal 2 Analytic Skills	Goal 3 Cult. Appreciation
<b>Prerequisites</b>			
Russian 1101	Novice Low/Mid	NA	Novice Low
Russian 1102	Novice Mid/High	NA	Novice Mid
Russian 1103	Novice High	NA	Novice High
Russian 1133	Intermediate Low	NA	Intermediate Low
<b>Required Courses</b>			
Russian 2104	Novice High/ Intermediate Low	NA	Novice High/Intermediate Low
Russian 2144	Intermediate Low/Mid	NA	Intermediate Mid
Russian 3101	Intermediate Low	NA	Intermediate Low
Russian 3102	Intermediate Mid	NA	Intermediate Med
Russian 4575	Intermediate High	Advanced	Advanced
<b>Language Elective Courses</b>			
Russian 3121/3122	Intermediate Low	NA	Intermediate High
Russian 4101/4102	Intermediate Low/Mid	NA	Advanced
Russian 4135	Novice/Intermediate	Intermediate	Novice
Russian 4136	Intermediate/Advanced	Advanced	Intermediate/Advanced
Russian 5101/5102	Intermediate High/Advanced Low	Advanced	Advanced
<b>Literature, Culture, Linguistics Elective Courses</b>			
Medren 2513	NA	Novice	Novice
Russian 2250	NA	Novice	Novice
Russian 2335	NA	Novice	Novice
Russian 2345	NA	Novice	Novice
Russian 3460	NA	Intermediate	Intermediate
Russian 3350	NA	Intermediate	Intermediate
Russian 3470	NA	Intermediate	Intermediate
Russian 4220/4221	NA	Advanced	Advanced
Russian 4600	Novice	Advanced	Advanced
Russian 5225	NA	Advanced	Advanced
Russian 5250	NA	Advanced	Advanced
-(including all decimal suffixes)			

Russian 5530	Intermediate	Advanced	Advanced
Russian 5601	Advanced	Advanced	Advanced
Russian 5701	Advanced	Advanced	Advanced
Slavic 2330	NA	Novice	Novice
Slavic 3360	NA	Intermediate	Intermediate
Slavic 3310	NA	Intermediate	Intermediate
Slavic 3333	NA	Intermediate	Intermediate
Slavic 4520H	NA	Advanced	Advanced
Slavic 4560H	NA	Advanced	Advanced
Slavic 4260H	NA	Advanced	Advanced
Slavic 4597	NA	Advanced	Advanced
Slavic 5450	NA	Advanced	Advanced