Term Information

Effective Term   Autumn 2024

General Information

Course Bulletin Listing/Subject Area	Russian
Fiscal Unit/Academic Org	Slavic/East European Eurasian - D0593
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	1201
Course Title	Basic Russian Phonetics through Children's Poetry and Songs
Transcript Abbreviation	Basic Phonetics
Course Description	This class focuses on the foundational development of communicative skill areas: listening, reading, speaking, and writing. We will work to improve communicative competence in Russian with a special focus on two skills, speaking/pronunciation and listening, through the lens of Russian children's poetry and songs.
Semester Credit Hours/Units	Fixed: 1

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	Satisfactory/Unsatisfactory
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites	None
Exclusions	
Electronically Enforced	No

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

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes	• knowledge Russian children's poetry and songs familiarity with terminology for description of consonants and vowels. understanding of the relationship between the sounds of speech and letters. knowledge of basic rules governing Russian
Content Topic List	• Weekly selection of simple short texts, weekly discussion of pronunciation, and culture content, based on texts.
Sought Concurrence	No

Attachments

- Curriculum Maps Russian Major - Oct 6 2023.docx: Curriculum Map

  (Other Supporting Documentation. Owner: Gleissner,Philip)

- Russian_1201.docx: New Syllabus 1/19/2024

  (Syllabus. Owner: Gleissner,Philip)

- Russian_1201 (1).docx: Revised Syllabus 2/14

  (Syllabus. Owner: Ernst,Joseph)

- Letter of Response Russian 1201-1205.docx: Cover Letter

  (Cover Letter. Owner: Ernst,Joseph)

Comments

- Please see Subcommittee feedback email sent 02/13/2024. *(by Hilty,Michael on 02/13/2024 08:57 AM)*

- This course serves to supplement the major--however, it does not count toward credit hours for completion of the major. The department is introducing this course, because we are required to offer this course format if we receive Flagship program status from the U.S. government, which we applied far in October 2023.

  1/19 I updated the course number to 1201. PG *(by Gleissner,Philip on 01/19/2024 09:48 AM)*

- Returned to the dept so that they can select new number. *(by Vankeerbergen,Bernadette Chantal on 01/18/2024 05:37 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Gleissner,Philip	01/16/2024 03:26 PM	Submitted for Approval
Approved	Gleissner,Philip	01/16/2024 03:27 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	01/18/2024 05:37 PM	College Approval
Submitted	Gleissner,Philip	01/19/2024 09:48 AM	Submitted for Approval
Approved	Gleissner,Philip	01/19/2024 09:49 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	01/23/2024 10:10 AM	College Approval
Revision Requested	Hilty,Michael	02/13/2024 08:57 AM	ASCCAO Approval
Submitted	Ernst,Joseph	02/15/2024 09:05 AM	Submitted for Approval
Approved	Ernst,Joseph	02/15/2024 09:05 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	02/19/2024 03:52 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Neff,Jennifer Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	02/19/2024 03:52 PM	ASCCAO Approval

Dear Colleagues,

This letter responds to the questions regarding the new course proposals for Russian 1201, 1202, 1203, and 1205, raised by the Arts and Humanities 1 Subcommittee of the ASC Curriculum Committee at their meeting on January 30, of which we were informed on February 13.

1. What is the flagship program and how do these courses fit within that program?

Sponsored by the Federal Government, flagship programs at U.S. colleges and universities provide a 4-year curriculum for undergraduate students aiming to reach professional-proficiency in Arabic, Chinese, Korean, Persian, Portuguese, or Russian. Students engage in immersive study, cultural experiences, and a rigorous, outcomes-based approach while pursuing the major and career of their choice. Following the competition of the domestic program, qualified students embark on a Capstone year overseas, where they have the opportunity to study and intern in their chosen field while fully immersed in the target language of study.

2. What populations of students does the department envision enrolling within these courses?

Students enrolled in the federal flagship program.

3. These courses are mentioned as being supportive or supplemental in nature. What does the department envision these courses supporting or supplementing?

These courses supplement Russian language classes on all levels from beginners to advanced level. Matching the content of our regular language curriculum (grammar, vocabulary, etc.), they offer additional opportunities for students from different social and cultural environments to get to benchmark levels of the Flagship program, which would be hard to achieve otherwise.

4. Are these courses required of any students in order to successfully complete any requirements, such as prerequisites?

These courses satisfy the requirements of the Flagship program but will be made available to any students desiring to expand their knowledge.

5. The committee's questioning of our choice of authentic cultural content, e.g. children's poetry.

Immersed in the subject matter and current research on foreign language pedagogy, a team of faculty in SEELC has chosen the content material for these courses, which will match our

textbooks in Russian 1101 and beyond, and serve the learners of the respective levels. Children's poetry and songs are often short, i.e. manageable for students, demonstrate common phonetic patterns, feature basic vocabulary, and feature basic cultural information. The teaching faculty make selections from this existing corpus of texts to match the specific needs of our students.

We thank the Subcommittee for its observations regarding the syllabi, which we have incorporated in the revised versions:
- In Russian 1201, 1202, and 1203, we have clarified how many points are needed for a student to successfully earn an "S" within the course.
- In Russian 1201, 1202, and 1203, we have removed the phrase "You will be graded on Pass/Fail" be removed from the syllabus.
- In Russian 1201, 1202, and 1203, we have updated the Mental Health statement.
- In Russian 1203 and 1205, we have clarified the prerequisites for the course. The prerequisite is Russian 1101. We have changed the forms in the curriculum system accordingly.

Sincerely,

Dr. Philip Gleissner
Chair of the Undergraduate Studies Committee.

Joseph Ernst
Senior Academic Program Services Coordinator

THE OHIO STATE UNIVERSITY

SYLLABUS
RUSSIAN 1201

Basic Russian Phonetics through Children's Poetry and Songs.

Autumn 2024 (full term)
1 credit hour

COURSE OVERVIEW

Instructor

Instructor: Drs. Dmitry Arzyutov/Larysa Stepanova

Email address:

Office: 338 Hagerty Hall

Office hours:

Prerequisites

None.

Course description

This class supplements the core Russian curriculum course Russian for Beginners 1101 and focuses on the development of communicative skill areas: listening, reading, speaking, and writing. In this class we will work to improve communicative competence (understanding and using) in Russian with a special focus on two language skills, speaking/pronunciation and listening, through the lens of Russian children's poetry and songs.

During the semester students are expected to have significant improvement in their Russian-speaking intelligibility. They will practice sounds separately, on the word level and sentence level, work on syllables and stress, vowel reduction, palatalization, and intonation patterns. The course will raise awareness of common pronunciation challenges faced by people

who speak English (and/or other languages) as their first language. The class will use authentic materials for content discussions.

Course learning outcomes

By the end of this course, students:

- are acquainted with some Russian children's poetry and songs.

- are familiar with basic terminology appropriate to the description of consonants and vowels.

- understand the relationship between the sounds of speech and letters.

- know some basic rules governing Russian pronunciation.

- understand differences between English and Russian sounds.

- have improved their pronunciation of Russian sounds within a context of syllable, word, and at word boundary.

- will have practiced and know to predict the stress in Russian within disyllabic and polysyllabic words.

- will have practiced and know to predict the stress on the larger phonological construction (spoken phrase and sentence).

- are aware of differences between Russian sounds and orthographical representation.

This is not a General Education course.

HOW THIS COURSE WORKS

Mode of delivery: This course is taught in person, meeting once a week for 55 min.

There is no final letter grade for this course. You will be graded on Satisfactory/Unsatisfactory basis.

Credit hours and work expectations: This is a **1-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect about 1 hour per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 2 hours of homework (reading and assignment preparation, for example).

Attendance and participation requirements:

- **Preparation**: All of our class meetings have assigned readings and translation assignments. Since there are no exams in this course, <u>it is extremely important that you attend the class faithfully</u>. Following the departmental policy, absences will ONLY be excused with appropriate documentation (i.e. a doctor's note) WITHOUT ANY EXCEPTIONS. Make sure to be prepared in order to contribute to the class work/discussions.

COURSE MATERIALS AND TECHNOLOGIES

Course materials

Course materials are provided on <mark>Carmen</mark>, including links to open sources. For example:
Materials (samples):

Moydodyr by Korney Chukovsky: https://www.youtube.com/watch?v=izZEyB3i66A
Telephone by Korney Chukovsky: https://www.youtube.com/watch?v=Zhjk8SlblSY
Baggage by Marshak, Samuil: https://www.youtube.com/watch?v=9z5n2mkvun0
Tanya by Agnia Barto: https://www.youtube.com/watch?v=MaziNhhpp4Y

Books: Since this course supplements a core curriculum course R 1101, the students are expected to have the textbook for R 1101 – *Golosa Booook One* (6th edition) and accompanying Student Activity Manual.

Course technology

Technology support
For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at ocio.osu.edu/help/hours, and support for urgent issues is available 24/7.
- **Self-Service and Chat support:** ocio.osu.edu/help
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu
- **TDD:** 614-688-8743

Technology skills needed for this course
- Basic computer and web-browsing skills.
- Navigating Carmen (go.osu.edu/canvasstudent)

Required equipment
- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection. Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (go.osu.edu/add-device).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (go.osu.edu/install-duo) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

GRADING AND FACULTY RESPONSE

How your grade is calculated. *To receive a passing grade (satisfactory), you need to score a minimum cumulative grade of 210 points (60%):*

ASSIGNMENT CATEGORY	POINTS
Attendance	70 (equals 20%)
Participation/discussions	140 (equals 40%)
Homework	140 (equals 40%)
Total	**350 (equals 100%)**

Descriptions of major course assignments

Attendance/Absences/Make up Policy/Policy on Attendance and Chronic Tardiness

Daily class attendance is crucial for the development of your language skills and, therefore, for your success in this course. **Regular attendance is required**. Absences will be closely monitored and fall into two categories: *excused* absences and *non-excused* absences.

I. Absences may only be excused for an acceptable, verifiable reason. Excused absences are strictly limited to the following: 1) medical emergencies; 2) family emergencies; 3) officially excused university-related absences for athletes, band members, etc.; 4) military orders; 5) jury duty (and such). Original (i.e. not photocopied or scanned) official documentation (such as a note from an emergency department, a university athletic division, government institution, etc.) must be presented to the instructor for the absence to be excused. Such documentation typically provides a phone number that can be called for verification. Personal notes from friends or relatives will not be accepted as official documentation. Documentation should be presented to your instructor as soon as possible. Repeated and/or lengthy, absences will result in the filing of an absence report with your college office and/or advisor.

Notes:
- The falsification of official documents is a serious offense that will be reported to COAM. See the discussion on Academic Misconduct below.
- The Explanatory Statement for Absence from Class or Absence Excuse Form available on the "Advice Nurse" page of the Student Health Services is *NOT* an acceptable excuse.

II. Over the course of the semester, you will be allowed one (1) **non-excused absence** of 55 minutes (equivalent to one (1) week of class) without the need for official documentation. This day ***should not*** be interpreted as free day! ***Use it wisely!*** It should be reserved for foreseeable or unforeseeable events, such as non-emergency medical issues, weddings, job interviews, vacations, car trouble, etc.

Note:
- Homework due or assigned on day you choose to use your four non-excused absences will NOT be excused. Homework is still expected to be turned in on time (through email, for example).
- Participation on days you choose to use your four non-excused absences will NOT be excused.

If you miss four class meetings, you cannot pass this course.

For each attended class meeting, you receive 5 points toward your attendance score, which accounts for 20% of the course grade. The total possible score for attendance is therefore 70 points.

Participation/Discussion

The discussions of the texts are the ultimate goal of this course. They are your chance to work on reading and translation skill in Russian on a specific topic. Thus, the success of each class depends on every student in the class. The most important thing is that **communication** and **negotiation of**

meaning happen. This means that every participant is expected to listen to the discussion, statements and questions of others attentively and to respond to such questions and statements appropriately, offer their understanding and explanation.

Your daily class participation will be assessed on a scale from 0 – 10 (0-student absent; not available for participation grade; 2-student present, but does not participate in the discussion; 6-occasionally volunteers/occasionally able to answer when called on; 10-willingly participates in class activities, volunteers answers; uses Russian almost exclusively). The total possible score for participation is therefore 140 points. Participation points account for 40% of your course grade.

Homework

In order to be able to participate in class group work and discussions, be able to follow the class and do the in-class activities, it is absolutely necessary to do all the homework assigned on weekly basis. Even if you are not required to turn in your homework, if you are prepared or not (meaning if you did your homework or not) will be clear based on your class performance/participation.

Completion of the homework for each class meeting is worth 10 points toward your homework grade. The total possible score for homework is therefore 140 points, Homework accounts for 40% of your course grade.

Students who miss class, <u>cannot make up for the missed discussions</u> unless proper documentation is provided. In this case the student may submit home assignment at a later date for full credit. The in-class participation component cannot be made up for.

<u>Other considerations:</u>

1. In order to promote Russian language learning, it is necessary to maximize your opportunities to speak and hear Russian. Therefore, you are **expected to use Russian in the classroom as much as possible.**

2. In language classes, you are often asked to share personal information. If you don't feel comfortable divulging personal information to someone you don't know very well, **make something up!** We are not going to call your grandfather to see if he actually water-skis, has a mohawk, and plays the balalaika. As long as it is grammatical, makes sense, and is good-natured, no harm is done in being creative!

3. **You are responsible for your academic progress and success.** If you have doubts, ask the instructor to clarify them. If you are not sure about something, it is your duty to let the instructor

know. If you miss a class, it is your task to find out what you have missed and catch up on the assignments. I am at your service and willing to discuss any aspect of the course, any issues or concerns you have. As your instructor I will work with your special needs as best as I can, but if I don't know these needs, I can't help you.

OTHER COURSE POLICIES

Academic integrity policy

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/**.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- *Ten Suggestions for Preserving Academic Integrity (*go.osu.edu/ten-suggestions*)*

Student Services and Advising

University Student Services can be accessed through BuckeyeLink. More information is available here:
https://contactbuckeyelink.osu.edu/

FOR UNDERGRAD COURSES: Advising resources for students are available here:
http://advising.osu.edu

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated

with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at http://titleix.osu.edu or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

My goal as an instructor is to be a sympathetic and supportive interlocutor. This includes cases when you choose to talk to me about experiences that might fall under Title IX. Since I am not trained in social work or mental health, I will suggest resources and places where you can find help. However, you need to be aware that I am also what is referred to as a **mandated reporter**. **This means that if you disclose experiences with violence and harassment based on sex and gender, I am legally required to report this to the Title IX Office.**

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land Acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.
More information on OSU's land acknowledgement can be found here:
https://mcc.osu.edu/about-us/land-acknowledgement

Your mental health

ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the **Safe and Healthy Buckeyes site** for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at **slds@osu.edu**; 614-292-3307; or **slds.osu.edu**.

Religious accommodations

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief. Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after

the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

Weather-Related and Other Short-Term Closing

Should in-person classes be canceled, I will notify you as to which alternative methods of teaching will be offered to ensure continuity of instruction for this class. Communication will be via CarmenCanvas.

Accessibility of course technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- Canvas accessibility (go.osu.edu/canvas-accessibility)
- Streaming audio and video
- CarmenZoom accessibility (go.osu.edu/zoom-accessibility)
- Collaborative course tools

COURSE SCHEDULE

Refer to the Carmen course for up-to-date assignment due dates.

Week One	Introduction to the course.	HW: a. Read poem/song in assignment 1. b. Listen to the poem/song and practice. c. What the poem/song is about?
Week Two	Practice Russian alphabet, reading basic words and phrases. Culture discussion based on HW.	HW: a. Read poem/song in assignment 2. b. Listen to the poem/song and practice. c. What the poem/song is about?
Week Three	Practice Russian alphabet, reading basic words, phrases, and sentences. Culture discussion based on HW.	HW: a. Read poem/song in assignment 3. b. Listen to the poem/song and practice. c. What the poem/song is about?

Week Four	Reading basic words, phrases, and sentences. Working on two-way translations based on R 1101 material and culture content (provers and sayings). Culture discussion based on HW.	HW: a. Read poem/song in assignment 4. b. Listen to the poem/song and practice. c. What the poem/song is about?
Week Five	Reading basic words, phrases, and sentences. Working on two-way translations based on R 1101 material and culture content (proverbs and sayings). Culture discussion based on HW.	HW: a. Read poem/song in assignment 5. b. Listen to the poem/song and practice. c. What the poem/song is about?
Week Six	Reading basic words, phrases, and sentences. Working on two-way translations based on R 1101 material and culture content (proverbs and sayings). Culture discussion based on HW.	HW: a. Read poem/song in assignment 6. b. Listen to the poem/song and practice. c. What the poem/song is about?
Week Seven	Reading basic words, phrases, and sentences. Working on two-way translations based on R 1101 material and culture content (proverbs and sayings). Culture discussion based on HW.	HW: a. Read poem/song in assignment 7. b. Listen to the poem/song and practice. c. What the poem/song is about?
Week Eight	Reading dialogues and texts, working on two-way translations based on R 1101 material and basic culture content. Culture discussion based on HW.	HW: a. Read poem/song in assignment 8. b. Listen to the poem/song and practice. c. What the poem/song is about?
Week Nine	Reading dialogues and texts, working on two-way translations based on R 1101 material and basic culture content. Culture discussion based on HW.	HW: a. Read poem/song in assignment 9. b. Listen to the poem/song and practice. c. What the poem/song is about?
Week Ten	Reading dialogues and texts, working on two-way translations based on R 1101 material and basic culture content. Culture discussion based on HW.	HW: a. Read poem/song in assignment 10. b. Listen to the poem/song and practice. c. What the poem/song is about?
Week Eleven	Reading dialogues and authentic texts, working on two-way translations based on R 1101 material and basic culture content. Culture discussion based on HW.	HW: a. Read poem/song in assignment 11. b. Listen to the poem/song and practice.

		c. What the poem/song is about?
Week Twelve	Reading dialogues and authentic texts, working on two-way translations based on R 1101 material and basic culture content. Culture discussion based on HW.	HW: a. Read poem/song in assignment 12. b. Listen to the poem/song and practice. c. What the poem/song is about?
Week Thirteen	Reading dialogues and authentic texts, working on two-way translations based on R 1101 material and basic culture content. Culture discussion based on HW.	HW: a. Read poem/song in assignment 13. b. Listen to the poem/song and practice. c. What the poem/song is about?
Week Fourteen	Wrapping up, final discussions. Course evaluations.	

Sample of home assignment:

a. Read poem/song in assignment 1. Read the English translation. What phonetic phenomena that we discussed in class can you find in the first four lines (vowel reduction, devoicing, palatalization, etc.).

b. Listen to the recording of the poem/song. Practice reading it aloud trying to imitate the narrator.

c. Think what the poem/song is about and what it compares to in your culture (author, poem, story, cartoon, song, film, etc).