
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 1205
Course Title Russian through Posters, Propaganda, and Poetry
Transcript Abbreviation Posters & Poetry
Course Description In this class, students further develop their Russian reading comprehension, conversation skills, and vocabulary on a foundational level—by exploring visual arts as well as futurist and conceptualist poetry. Through posters and poetry, students expand their knowledge about the history and culture of primarily the capital of Russia and the Soviet Union, Moscow.
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 Elementary Russian I 1101.01 (In-person), Elementary Russian I 1101.51 (Self-paced), or Elementary Russian I 1101.61 (Self-paced Online); Intermediate Russian for Heritage Speakers 1133
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.0402
Subsidy Level General Studies 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 of Russian propaganda, poetry; familiarity with terminology for description of consonants and vowels; understanding the relationship between sounds of speech and letters; knowledge of basic rules governing Russian

Content Topic List

- Weekly selection of short texts and posters, weekly discussion of culture content, pronunciation, and grammar based on texts and visual materials.

Sought Concurrence

No

Attachments

- Curriculum Maps Russian Major - Oct 6 2023.docx: Curriculum Map
(Other Supporting Documentation. Owner: Ernst, Joseph)
- Letter of Response Russian 1201-1205.docx: Cover Letter
(Cover Letter. Owner: Ernst, Joseph)
- R1205_Syl_Spring_2025_pg_2024_01_31[73]-2 (1) (1) (1).docx: revised syllabus 3/25/24
(Syllabus. Owner: Ernst, Joseph)

Comments

- Please see contingency feedback email sent 03/22/2024. *(by Hilty, Michael on 03/22/2024 03:28 PM)*
- Hi all, it might be best to apply the Arts and Humanities subcommittee 1 feedback pertaining to Russian 1201, 1202, and 1203 to this course as well. *(by Vankeerbergen, Bernadette Chantal on 02/14/2024 11:19 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 for in October 2023. /PG *(by Gleissner, Phillip on 01/31/2024 05:01 PM)*

COURSE REQUEST
1205 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/25/2024

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Ernst, Joseph	01/31/2024 04:45 PM	Submitted for Approval
Approved	Gleissner, Philip	01/31/2024 05:01 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	02/14/2024 11:19 AM	College Approval
Submitted	Ernst, Joseph	02/15/2024 08:54 AM	Submitted for Approval
Approved	Ernst, Joseph	02/15/2024 08:55 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/19/2024 03:50 PM	College Approval
Revision Requested	Hilty, Michael	03/08/2024 02:47 PM	ASCCAO Approval
Submitted	Ernst, Joseph	03/19/2024 01:04 PM	Submitted for Approval
Approved	Ernst, Joseph	03/19/2024 01:04 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/19/2024 05:16 PM	College Approval
Revision Requested	Hilty, Michael	03/22/2024 03:28 PM	ASCCAO Approval
Submitted	Ernst, Joseph	03/25/2024 10:55 AM	Submitted for Approval
Approved	Ernst, Joseph	03/25/2024 10:55 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/25/2024 01:16 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/25/2024 01:16 PM	ASCCAO Approval



SYLLABUS

RUSSIAN 1205

Russian through Posters, Propaganda, and Poetry

Spring 2025 (full term)
1 credit hour, Tuesdays 4:00-5:00pm

Location: TBD

Instructor

Instructor: Dr. Angela Brintlinger
Email address: Brintlinger.3@osu.edu
Office: 400 Hagerty Hall
Office hours: XX PM and by appointment

Prerequisites

Elementary Russian I 1101.01 (In-person), Elementary Russian I 1101.51 (Self-paced), or
Elementary Russian I 1101.61 (Self-paced Online);

Intermediate Russian for Heritage Speakers 1133

Please note: Ohio State regulations require syllabi to be provided in English. Students will also be provided with a simplified version of the document in the target language, which we will use in class.

COURSE OVERVIEW

Course learning outcomes



In this class, students further develop their Russian reading comprehension, conversation skills, and vocabulary on a foundational level—by exploring visual arts as well as futurist and conceptualist poetry. This course is designed in a way that makes it accessible to students from the second semester and beyond. Through posters and poetry, students expand their knowledge about the history and culture of primarily the capital of Russia and the Soviet Union, Moscow. They will be able to identify some of the ideals and problems of two important Soviet periods: the revolutionary/1920s futurist moment, with its famous ROSTA propaganda posters that incorporated the poetry of Vladimir Mayakovsky and others, and the so-called “Moscow Conceptualism” moment of the 1980s, when poets and artists inverted propaganda techniques to question the Communist values of the Soviet State and reintroduce universal values of family, everyday life, and community.

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 a Satisfactory/Unsatisfactory basis.

This is not a General Education course.

Course Description

In this course, students develop their basic Russian language skills by viewing and analyzing propaganda posters, especially from the 1910s and 1920s as well as some Soviet war and hygiene posters, as well as short conceptualist poems by such artists as Lev Rubinstein and Dmitry Aleksandrovich Prigov. Both of the latter worked underground, for private audiences and/or using “actions” where, for example, D.A. Prigov glued short, typed statements to telephone poles and bus shelters. Each of the posters and poems will be carefully selected to present common linguistic structures in Russian, and students will learn to pronounce their own short statements in Russian to mimic the masters. (Prigov, for example, has a series of short poems that are exhortations: “Citizens! Look up! The sky is blue!” that can be pronounced and played with.) This is a productive way to learn to understand written Russian. Simple introductory lectures and worksheets help students understand the language and context of these works of propaganda / parodies of propaganda. In class, we closely look at individual posters and poems, rehearse familiar and new vocabulary, and have simple conversations about the society that produced them.

This course is tailored specifically for students who have completed between two and five semesters of Russian language study, and they will help each other in learning to parse and



produce Russian texts both written and oral. The instructor provides pre- and post-class exercises and activities. By supporting each other, students will by the end of the term move toward analysis of content and linguistic style in Soviet posters, propaganda slogans, and poetry of two important eras. In class we will have dedicated reading time, and we will work as a group and/or in pairs to extract information from selected materials, including grammatical information and vocabulary, as well as share knowledge about Soviet and Russian history and culture and produce our own propaganda posters and poems.

In this sense though the materials of the course include **posters and poetry from two important Soviet eras**, the course itself is still a Russian-language course that closely integrates cultural knowledge.

Posters:

ROSTA Posters (Russian: ОКНА ПОСТА, from the acronym for the Russian Telegraph Agency, the state news agency from 1918 to 1935). These posters instilled ideology and were vivid, colorful, and sometimes amusing complements to Muscovites' daily lives.

Poetry:

Vladimir Mayakovsky, selected ROSTA poems, *In Full Voice*, *Vladimir Ilych Lenin*

Lev Rubinshtein, "Mama washed the window frame"

D. A. Prigov, "Militianer," "Citizens!"

D.A. Prigov, Monsters (icon-like drawings with words inscribed)

Assignments:

Attendance	20%
Participation/discussions	50%
Homework (Completion of viewing worksheets, etc.)	30%

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

Since there are no exams in this course, it is extremely important that you attend the class faithfully. Following departmental policy, absences will **ONLY** be excused with appropriate documentation (i.e. a doctor's note) **WITHOUT ANY EXCEPTIONS**.

Your **attendance grade** for the class will be present/not present. See the absence policy below.

PARTICIPATION/DISCUSSIONS: Contribution to the Discussion and Professionalism

Learning how to "see" and critique Russian-language posters, read to yourself and aloud simple-yet-challenging poetry of two fascinating periods of Russian/Soviet literature and



history, improve pronunciation, vocabulary, and comprehension, including listening comprehension, speaking skills, and knowledge about the culture and history of Russia and the Soviet Union are the ultimate goals of this course. The skills you gain—including patience with difficult tasks, but also the ability to understand Russian written and spoken texts and compare/contrast them to images—will prepare you to engage with more Russian texts and visual imagery in the original. These are real-life skills and knowledge that will improve your ability to use the Russian language and engage with native speakers. Success of each class period depends on every student in the class. Every participant is expected to come to class with homework completed and a willingness to engage with classroom work, including with peers who have varying language levels. Students are expected to interact with their peers respectfully.

Your daily class participation will be assessed on a scale from 0 – 5 (0—student absent; not available for participation grade; 1—student present, but without completed homework; 2—actively listens but does not successfully contribute; 3—occasionally able to help others and/or make progress in comprehension; 4—makes progress and willingly offers assistance to others; 5—willingly participates in class activities, volunteers ideas; uses Russian almost exclusively).

HOMEWORK:

In order to be able to participate in discussions, be able to follow the class and do the in-class activities, it is absolutely necessary that you spend time reading, viewing, and thinking about our weekly images and texts. You are not required to complete any homework assignments, but your preparation will be clear to your instructor and classmates based on your class performance/participation.

Students who miss class cannot make up for the missed discussions unless proper documentation is provided. In this case the student may meet with the instructor to discuss the texts/images during office hours within 2 weeks.

Other considerations:

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 at all times**.
2. The posters, slogans and poetry you will encounter in this class may be **very different from what you have experienced in the contemporary United States**, and you may find them challenging to understand at times. But this is also an opportunity—it is part of learning about a new culture! This class requires serious attention to color, imagery, rhyme, syntax, and you may find yourself frustrated with the difficulty of engaging with authentic materials, particularly when it comes to highly ideological or absurd poetry. Be patient with yourself and others and it will help you to succeed.
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.

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

Weekly 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 a 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.

Notes:

- Participation on days you choose to use your non-excused absence will NOT be excused.

III. Students with more than 4 total absences (excused AND non-excused combined) will not receive a passing grade for the course, regardless of the reasons for the absences, since in-class communicative activities cannot be made up. Please, keep a record of your absences using the table Record of Absences and Tardies in the end of this syllabus.

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.



Your mental health

Feeling Stressed?

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and Consultation Services (614-292-5766; <http://www.ccs.ohio-state.edu>) for assistance, support and advocacy. This service is free and confidential.

As a student you may experience a range of issues that can cause barriers to learn, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at

OTHER COURSE POLICIES

Academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct." 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 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

“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>)

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, Kellie Brennan, at titleix@osu.edu

Mandatory Reporter Statement:



As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as an instructor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct or information about a crime that may have occurred on Ohio State's campus with the University. Students may speak to someone confidentially by calling 1-866-294-9350 or through the [Ohio State Anonymous Reporting Line](#).

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.

Student Advocacy Center:

The Student Advocacy Center can assist students with appeals, petitions and other needs when experiencing hardship during a semester. Learn more at <http://advocacy.osu.edu/>

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



As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

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

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with



applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

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



RECORD OF ABSENCES & TARDIES

Key to abbreviations used in chart

E = Excused Absence (Acceptable, documented, and verifiable reason for missing class)

N = Non-Excused Absence (All other absences)

(for use by the student)



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

Week One	Introduction to the course.	HW: a. Analyze piece in assignment 1. b. What is the piece describing? c. What is the purpose of the piece?
Week Two	Early Soviet posters, ROSTA and others. Review of select vocabulary and grammatical structures. Culture discussion based on HW.	HW: a. Analyze piece in assignment 2. b. What is the piece describing? c. What is the piece of the piece?
Week Three	Early Soviet posters, ROSTA and others. Review of select vocabulary and grammatical structures. Culture discussion based on HW.	HW: a. Analyze piece in assignment 3. b. What is the piece describing? c. What is the purpose of the piece?
Week Four	Early Soviet posters, ROSTA and others. Review of select vocabulary and grammatical structures. Culture discussion based on HW.	HW: a. Analyze piece in assignment 4. b. What is the piece describing? c. What is the purpose of the piece?
Week Five	Mayakovsky's poems. Review of select vocabulary and grammatical structures. Culture discussion based on HW.	HW: a. Read part of "In Full Voice." b. What is the piece describing? c. What is the purpose of the piece?
Week Six	Mayakovsky's poems. Review of select vocabulary and grammatical structures. Culture discussion based on HW.	HW: a. Read part of "In Full Voice." b. What is the piece describing? c. What is the purpose of the piece?
Week Seven	Mayakovsky's poems. Review of select vocabulary and grammatical structures. Culture discussion based on HW.	HW: a. Read part of "Vladimir Ilyich Lenin." b. What is the piece describing? c. What is the purpose of the piece?



Week Eight	Mayakovsky’s poems. Review of select vocabulary and grammatical structures. Culture discussion based on HW.	HW: a. Read part of “Vladimir Ilyich Lenin.” b. What is the piece describing? c. What is the purpose of the piece?
Week Nine	Prigov’s “Monsters.” Review of select vocabulary and grammatical structures. Culture discussion based on HW.	HW: a. Analyze Prigov’s “Monsters.” b. What is the piece describing? c. What is the purpose of the piece?
Week Ten	Prigov’s “Militianer,” “Citizens!” Review of select vocabulary and grammatical structures. Culture discussion based on HW.	HW: a. Read section “Militianer,” “Citizens!” b. What is the piece describing? c. What is the purpose of the piece?
Week Eleven	Prigov’s “Militianer,” “Citizens!” Review of select vocabulary and grammatical structures. Culture discussion based on HW.	HW: a. Read section “Militianer,” “Citizens!” b. What is the piece describing? c. What is the purpose of the piece?
Week Twelve	Rubinshtein’s, “Mama washed the window frame.” Review of select vocabulary and grammatical structures. Culture discussion based on HW.	HW: a. Read section “Mama washed the window frame.” b. What is the piece describing? c. What is the purpose of the piece?
Week Thirteen	Rubinshtein’s, “Mama washed the window frame.” Review of select vocabulary and grammatical structures. Culture discussion based on HW.	HW: a. Read section “Mama washed the window frame.” b. What is the piece describing? c. What is the purpose of the piece?
Week Fourteen	Wrapping up, final discussions. Course evaluations.	

Sample of home assignment analysis and reading prompts:

- a. Find the materials 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 text. Practice reading it aloud trying to imitate the narrator.
- c. Think what the text is about and what it compares to in your culture (author, poem, story, cartoon, song, film, etc).