

Comprehensive Course Syllabus

Course Title

Russian III

WLG 530

2017-18

Course Description:

In Russian III students continue to master and refine communication skills developed in Russian I and II. Reading authentic Russian literary and non-literary texts is at the foundation of the Russian III curriculum. Students read short stories by Pushkin and Chekhov, fairy tales, 19th and 20th century poetry, and newspaper abstracts. Students participate actively in extended oral and written discourse, using compound and complex sentences to provide and obtain information in a coherent and fluent manner. Students narrate and describe past and present events, and they predict future events. Students keep a journal throughout the school year as a reflective and assessment tool. This course includes several aspects of advanced Russian grammar. In addition, students regularly work with online language modules in order to improve proficiency in listening, speaking, reading, and writing.

Instructor: Paavo (Павел) Husen

Office/Hours: A125; walk-ins, prearranged, and I-Days 1-3 pm

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Times and Room 3:20-4:15 (Period 8)

All Russian classes meet in A131

Text(s) / Materials:

- Teacher-written workbook
- Teacher-generated handouts
- Marshak's *Kruglyj god*
- Chekhov's *Smert chinovnika*
- Pushkin's *Pikovaya dama*
- Russnet online language modules
- Online Russian newspapers

- Selected Russian fairy tales
- Russian-English/English Russian Dictionary
- 1-2" three-ring binder

Instructional Design and Approach:

One of the main objectives in teaching foreign languages at the Illinois Mathematics and Science Academy is for students to engage, on a deep, intellectual, and personal level, in new ways of seeing, thinking, interacting, and communicating. In order for this objective to be realized, students must encounter a communicative system and cultural perspectives different from their own. It is essential for our students' growth that they engage in immersion-based learning experiences where they are supported in going beyond normal comfort levels, and where they learn to function within a system that is unfamiliar to them, thereby developing real-world proficiency in another language and in other cultures.

World Languages teachers establish an immersion classroom where the goal is correct, uninhibited, creative expression and communication in the target language. "Communication" includes speaking, reading, listening, and writing.

Russian III is built on the premise of "learning together," in which students are active participants in every aspect of learning and instruction. In practice, this means that:

- a) active participation in all learning activities is required and expected,
- b) lectures or formal presentations are not part of instruction,
- c) frequent and ongoing interaction with other students and the instructor are integral components of each lesson,
- d) pair activities and small group interactions for practicing the language are the most common instructional arrangement,
- e) passive listening, mechanical note-taking (or other tasks lacking in individual engagement and personal meaning-making) are not featured in the course,
- f) variety and choice of instructional formats (individual, pair, small group), assessment types (presentations, skits, discussion) and media (audio, video, pictures, music, etc.) are built into the course,
- g) self-reflection is promoted by means of self-assessments for video projects, the design of rubrics by the students themselves, and the identification of strategies to enhance individual learning.

Student Expectations:

Course objectives

The aim of our immersion-based Russian III classroom is to continue harmonious development of all four language skills: speaking, listening comprehension, reading, and writing. Correct and creative expression in Russian is emphasized. In Russian III you are expected to improve your speaking fluency, expand your vocabulary, and demonstrate reading and writing skills appropriate for the third year of Russian. No high grades will be given for work done at the Russian II level.

In-class expectations

Each day you are given opportunities to practice Russian in discussions, dialogues, paired activities, and whole-class activities. Such exercises allow you to assimilate and practice the material being taught in class. **ACTIVE AND EXTENSIVE CLASS PARTICIPATION IS A MUST.** No high grades will be given to students who do not participate. Only Russian is permitted in class. As always, you are encouraged and expected to speak Russian informally with me and peers when not in class.

Homework

As in Russian II, assignments are given each day. Daily assignments include review of the material covered in class, practice sheets, written assignments, and individual and group projects. It is important to understand that homework assignments are not designed just to be completed, collected, and graded. Rather, assignments encourage you to think about the language, to practice, to learn, to research, to study, to memorize, and yes, to have fun! Please understand that in Russian III it is your responsibility to memorize new vocabulary and use it in your written work. Your grades will reflect your ability to creatively use new vocabulary, grammatical structures, and phrases. It is not acceptable in Russian III to rely solely on the vocabulary from Russian II.

In order to develop Russian language proficiency, you must commit 20 to 30 minutes to study outside of class each day. Shorter, daily study sessions are far more productive for language acquisition than one or two longer study sessions during the week.

Reduced credit is given for late work. Missed or late assignments will contribute to a lower grade. If you are absent from class for any reason, it is your responsibility to inform yourself of what we did in class, to get the homework, and to turn in the homework as soon as possible.

Assignments are to be neatly hand-written or, when appropriate, typed on a computer. As in Russian II, please keep your past and present work in the Russian III binder.

Attendance Expectations

Please see the 2016-2017 IMSA Student/Parent Handbook.

Academic Honesty

IMSA students are expected to conduct themselves in accordance with five fundamental values: honesty, trust, fairness, respect, and responsibility. Students are to act so that they are worthy of the trust bestowed on them by teachers and peers, conduct themselves honestly, and carry out their responsibilities with honor and fairness.

At the minimum, students involved in breaches of academic integrity will receive a failing grade for the assignment with the possibility of a lower or failing course grade.

Cheating, plagiarism, and inappropriate collaboration are examples of a breach of academic integrity. The teacher will exercise professional judgment in determining breaches of academic integrity. Cheating includes: copying another person's work and representing it as your own; acting contrary to the teacher's instructions regarding collaboration; seeking unfair advantage, use of notes on a test (unless permitted), getting exam questions from an earlier test taker, and aiding or abetting another in cheating. Specific examples of cheating in the Russian classroom include: using an English version of a foreign language text; and using an online translator for more than individual words. When in doubt, ask me for clarification.

Assessment Practices, Procedures, and Processes:

The emphasis of assessment in the Russian III classroom is on your continued efforts to improve your language proficiency. You are assessed daily on the production of written and spoken language, and on reading and

listening comprehension. Written proficiency is assessed through reading comprehension quizzes, newspaper summaries, fairy tale summaries, short writes, and essays. Oral performance is assessed through informal conversations, individual and group work, in-class presentations, and video assessment. Class participation will be assessed each quarter, using an appropriate rubric. All grades will be regularly entered into Power School. It is your responsibility to monitor your academic progress.

The projected number of assessments in Russian III for the 2016-17 school year is 70-80. Reflective of the nature of foreign language acquisition, most assessments in Russian I will be formative. A precise timeline of assessment is not possible, because assessment is driven by instruction and progress in assimilation of material and concepts.

Classroom Grading

The traditional Russian grading system is used for most assessments in Russian classes at IMSA. This is a numerical system. The correspondence between Russian and U.S. grades is shown below, as well as the PowerGrade value for each grade. Most assessments are worth 10 points (or a multiple of 10).

<u>Russian grade</u>	<u>U.S. grade</u>	<u>PowerGrade Value</u>
5	A	9.5
5-	A-	9.1
4+	B+	8.8
4	B	8.5
4-	B-	8.1
3+	C+	7.8
3	C	7.5
3-	C-	7.1
2	D	6.5
0	F	0.0

In addition, P (pass) and F (fail) are used for certain assessments.

Assessments graded on the P/F scale do not affect a student's overall grade.

PowerTeacher Gradebook Grade Scale

A	92.1-100
A-	90.0-92.0
B+	87.5-89.99

B	82.5-87.49
B-	80.0-82.49
C+	77.5-79.99
C	72.5-77.99
C-	70.0-72.49
D	00.0-69.99

Sequence of Topics and Activities:

Unit One: Peer-teaching of poetry.

Students write instructional materials and peer-teach twelve poems by S. Marshak on the twelve months

Unit Two: Case Review

Students create and peer-teach grammar review lessons of singular and plural nouns, adjectives, and personal and possessive pronouns in all six cases

Unit Three: Russian newspapers (weekly)

Activities: Students read and discuss Russian newspaper abstracts

Written assessment: students retell newspaper abstracts

Unit Four: A. P. Chekhov's short story "The Bet"

Activities: Read biography of Chekhov; read, retell, and discuss each episode of the story with partner/class; practice flashcards of assigned vocabulary; watch a film adaptation of the story; conduct debate on life imprisonment vs. capital punishment; write and discuss original metaphors for the story; perform improvisational dialogues based on story; peer-edit essay outlines and draft essays

Oral assessments: In-class discussions; improvisational dialogues based on story; debate participation

Written Assessments: Daily content quizzes; prediction about conclusion of the story; final essay

Unit Five: Conditional mode

Students learn to form conditional clauses for both real and unreal conditions

Unit Six: A. P. Chekhov's short story "The Death of a Clerk"

Activities: Read, retell, and discuss each episode of the story with partner/class; practice flashcards of assigned vocabulary; perform improvisational dialogues based on story; learn about system of ranks in nineteenth century Russia; discuss and explain meanings of the hero's surname; peer-edit essay outlines and draft essays
Oral assessments: In-class discussions; improvisational dialogues
Written assessments: Daily content quizzes; original conclusion for the story; final essay

Unit Seven: Prefixed verbs of motion

Students learn to form imperfective/perfective pairs from unidirectional and multidirectional verbs of motion.

Unit Eight: Participles

Students learn to recognize, translate and form Russian participles

Unit Nine: Russian fairy tales (weekly during third and fourth quarters)

Activities: Complete Russnet Russian Fairy Tales online module; listen to and retell traditional Russian fairy tales
Oral assessments: In-class discussions; fairy tale presentation
Written assessments: Retell fairy tales presented in class; original fairy tale

Unit Ten: A. S. Pushkin's "The Queen of Spades"

Activities: Research life of Pushkin; read, retell, and discuss each episode of the story with partner/class; explain new vocabulary to partner; perform improvisational dialogues based on story; watch a film adaptation of the story; write original dialogues for all episodes in story; peer-edit essay outlines and draft essays
Oral assessments: In-class discussions; improvisational dialogues based on story; in-class dramatization of story
Written assessments: Daily content quizzes; final essay

Unit Eleven: Russian poetry

Activities: Learn vocabulary for poetry; read and discuss a selection of 19th and 20th century Russian poetry
Oral assessments: In-class discussions; capstone poetry presentation

Written assessments: poetry quizzes

Essential Standards of Significant Learning (SSLs):

I.A. Develop automaticity in skills, concepts, and processes that support and enable complex thought.

I.B. Construct questions which further understanding, forge connections, and deepen meaning.

I.D. Evaluate the soundness and relevance of information and reasoning.

II.A. Identify unexamined cultural, historical, and personal assumptions and misconceptions that impede and skew inquiry.

II.B. Find and analyze ambiguities inherent within any set of textual, social, physical, or theoretical circumstances.

III.B. Recognize, pursue, and explain substantive connections within and among areas of knowledge.

IV.A. Construct and support judgments based on evidence.

IV.B. Write and speak with power, economy, and elegance.

IV.D. Develop an aesthetic awareness and capability.

V.A. Identify, understand, and accept the rights and responsibilities of belonging to a diverse community.