

# Comprehensive Course Syllabus

## Course Title

Russian I

WLG 510

2018-19

## Course Description:

Students in Russian I begin to develop proficiency in listening, speaking, reading, and writing. Students learn the Cyrillic alphabet and are expected to master Russian penmanship. Topics revolve around the students' immediate world, including self, family, friends, home communities, interests, food, professions, health, transportation, holidays, and seasons. In addition, this course seeks to develop and enhance an understanding of Russian culture.

**Instructor:** Paavo (Тавел) Husen

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

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## Times and Room

Russian Ia 10:00-10:55 (Period 3)

Russian Ib 12:20-1:15 (Period 5)

All Russian classes meet in A131

## Text(s) / Materials:

- Teacher-written workbooks (3)
- Teacher-generated handouts
- Langenscheidt's Universal 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 I 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.

**Course objectives:**

The aim of the immersion-based Russian classroom is harmonious development of all four language skills: speaking, listening comprehension, reading, and writing. Topics revolve around your immediate world, including self, family, friends, school and home communities, free-time activities, food, professions, health, transportation, holidays, and seasons. Correct and creative expression in Russian is emphasized. Also, you are expected to develop a sensitivity and appreciation for Russian culture.

## **Student Expectations:**

### In-class expectations

As a student of Russian at IMSA, you develop communicative competency within the immersion environment of our classroom. Each day I provide you with opportunities to learn and practice Russian in individual, paired, and whole-class activities. I EXPECT ACTIVE AND EXTENSIVE CLASS PARTICIPATION. You are expected to be in class daily, to be punctual, and to be prepared. Only Russian is permitted in class after the first semester. In addition, you are encouraged and expected to speak Russian informally with me and your peers outside of class.

### Homework

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!

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. I ask that you keep all work and materials in your Russian I binder.

### Attendance Expectations

Please see the 2018-2019 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 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 quizzes and short writes. 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 I for the 2018-19 school year is 50-60. 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 can affect a student's overall grade.

#### PowerTeacher Percent Cut-off Scores

A	93
A-	90
B+	87
B	83
B-	80
C+	77
C	73
C-	70
D	60

#### **Sequence of Topics and Activities:**

Unit One: Russian Alphabet (two weeks)  
 Writing and reading the Cyrillic alphabet

Unit Two: Greetings and Farewells (three weeks)

Vocabulary: greetings and farewells  
Grammar: personal pronouns  
Culture: formal vs. informal "you," greeting etiquette

Unit Three: Family (four weeks)

Vocabulary: family members and pets  
Grammar: possessive pronouns, gender of nouns, accusative and genitive cases of personal pronouns  
Culture: имена-отчество

Unit Four: Numbers and Time (two weeks)

Vocabulary: numbers 1-100  
Grammar: dative case of personal pronouns  
Culture: 24-hour clock, Russian grading system

Unit Five: Adjectives (three weeks)

Vocabulary: colors, adjective to describe external and internal characteristics, age descriptions  
Grammar: adjective-noun agreement  
Individual video assessment: Family Presentation

Unit Six: Food (five weeks)

Vocabulary: foods, drinks, eating verbs, descriptive adjectives for foods and drinks  
Grammar: first-conjugation verbs, second conjugation verbs, accusative case of singular nouns, adjectives, and possessive pronouns, irregular verbs (хотеть and есть), use of infinitives with double verbs  
Culture: Russian eating habits, foods specific to Russia  
Partner video assessment: presentation on food preferences and habits

Unit Seven: Professions (five weeks)

Vocabulary: professions, places of work, relevant verbs  
Grammar: prepositional case of singular nouns, adjectives, and possessive pronouns, reflexive verbs, овать/евать verbs, past tense of intransitive verbs

#### Unit Eight: Free Time (three weeks)

Vocabulary: sports, musical instruments, relevant verbs, adverbs for feelings

Grammar: dative case of personal pronouns, impersonal constructions, adjective-adverbial pairs, нравиться vs. любить

Culture: typical Russian free time activities

#### Unit Nine: Parts of the Body and Health (two weeks)

Vocabulary: parts of the body, illnesses, relevant verbs

Grammar: review of the dative case of personal pronouns and impersonal constructions

Culture: Russian hospitals and clinics, Celsius vs. Fahrenheit

#### Unit Ten: House and Apartment (three weeks)

Vocabulary: basic furniture, rooms in a house or apartment, person hygiene verbs, different types of buildings, relevant verbs

Grammar: masculine prepositional ending in -y, genitive case of singular nouns, adjectives and possessive pronouns

Culture: typical Russian apartment, concept of дача

#### Unit Eleven: Weather, Seasons, Months, Days of the Week (two weeks)

Vocabulary: weather, seasons, months, days of the week, ordinal numbers

Grammar: genitive case of months, compound sentence structure

Culture: Russian calendar

#### Unit Twelve: Holidays (two weeks)

Vocabulary: holidays, relevant verbs

Grammar: dative case of singular nouns, adjectives, possessive pronouns

Culture: Russian holidays

Group video assessment: creation and celebration of an original holiday

#### Unit Thirteen: City and Transport (two weeks)

Vocabulary: places around town, modes of transportation

Grammar: nominative plural of nouns and adjectives, accusative vs. prepositional, verbs of motion (walking and riding), imperative forms

of all verbs, instrumental case of singular nouns, adjectives, and possessive pronouns

Culture: slides of Russian cities, modes of transportation in Russia

Partner video assessment: presentation on hometown or any city

**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.