

# Comprehensive Course Syllabus

## Course Title

Russian II

WLG 520

2018-19

## Course Description:

Russian II students develop greater proficiency in listening, speaking, reading, and writing. The topical context is expanded from the students' immediate world to the world of the target culture. Topics include cuisine, geography, education, seasons and holidays, family, and character traits. Students build good pronunciation and listening skills, and read simple authentic texts. Russian II students are required to keep a journal throughout the school year.

**Instructor:** Paavo (Тавел) Husen

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

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**Times and Room** 2:20-3:15 (Period 7)

All Russian classes meet in A131

## Text(s) / Materials:

- Teacher-written workbooks (2)
- Teacher-generated handouts
- Marshak's Kruglyj god
- Russnet online language modules
- 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 II 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 II course 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 II you are expected to improve your speaking fluency, expand your vocabulary, and demonstrate reading and writing skills appropriate for the second year of Russian.

### 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 I, 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 II 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 II to rely solely on the vocabulary from Russian I. No high grades will be given for work done at the Russian I level.

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 I, please keep your past and present work in the Russian II 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 II 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 II for the 2018-19 school year is 60-75. 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 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: Greetings and farewells (three weeks)

Vocabulary: advanced greetings and farewells

Culture: greeting etiquette, Russian cartoons

### Unit Two: Perfective/imperfective verbs (six weeks)

Vocabulary: many new verbs

Grammar: concept and usage of perfective/imperfective verbal aspects

### Unit Three: School (six weeks)

Vocabulary: school subjects, places around school

Grammar: irregular plural nouns, relative pronoun *который*, comparative and superlative degrees of adjectives and adverbs

Culture: first day of Russian school year

Group video assessment: The Strangest Day of School

### Unit Four: Food (six weeks)

Vocabulary: advanced food vocabulary

Grammar: instrumental case of plural adjectives, nouns, and possessive pronouns, genitive case of plural adjectives, possessive pronouns, and nouns

Culture: Russian restaurants and menus

Partner project: Russian banquet

### Unit Five: Family and character traits (five weeks)

Vocabulary: advanced vocabulary for family members, appearance, and traits of character

Grammar: accusative case of plural nouns, adjectives, and possessive pronouns

Culture: Russian expressions about personal appearance and character

Group video assessment: original soap opera

### Unit Six: Seasons, weather, and holidays (four weeks)

Vocabulary: advanced vocabulary related to topic

Grammar: dative case of plural nouns, adjectives, and possessive pronouns

Culture: twelve poems by S. Marshak on the twelve months  
Partner project: peer-teaching of poetry

Unit Seven: *Geography* (four weeks)

Vocabulary: numbers greater than 100, new vocabulary related to the topic

Grammar: prepositional case of plural nouns, adjectives, and possessive pronouns

Culture: text about Russian geography, film about Lake Baikal

Partner project: country presentation

**Essential Standards of Significant Learning (SSLs):**

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

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 judgements 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.