

Comprehensive Course Syllabus

Course Title

Russian III
WLG 530
2019-20

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.

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Meeting Days, Time/Period and Room

ABCD 3:20-4:15 (Period 8) A131

Text(s) / Materials:

- Teacher-written workbook
- Teacher-generated handouts
- 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

Essential Content:

At the Illinois Mathematics and Science Academy, one of our main objectives in teaching foreign languages 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.

As a result of language learning, our students think and act globally, are cosmopolitan in their outlook, and international in their understanding. They will be ethical leaders who advance the human condition. When students speak another language, they think and act differently. Their perspective is widened and horizons are expanded. Students have a greater capacity to empathize, to make friends, to imagine “it would be like” to be in another person’s shoes. Imagination is stretched. Students no longer see “aliens” or “others,” but rather they see real people with differences and similarities. If students stop studying a language, they may forget the words and grammar details. However, learning another language and its culture(s), learning how to effectively communicate with other human beings, and learning how meaning is constructed through words other than one’s native tongue, will remain for a lifetime.

Students studying world language at IMSA will:

- A. communicate in multiple modes (interpersonal, interpretive, and presentational).
- B. understand the relationships among the practices, products, and perspectives of the cultures studied.
- C. reinforce and further knowledge of other disciplines through the world language.
- D. acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.
- E. understand the nature of language through comparisons of their own language and the language studied.
- F. understand the concept of culture through comparisons of their own culture and the cultures studied.
- G. use the knowledge of language and culture both within and beyond the school setting for person enjoyment and enrichment.

In addition, the World Languages team guides students in the development of their meta-cognitive skills, their ability to collaborate, and their ability to accurately assess learning—skills which are applicable to all of their learning experiences.

Standards of Significant Learning and Outcomes:

I.A. Students are expected to demonstrate automaticity in skills, concepts, and processes that support and enable complex thought by

- controlling the linguistic system (syntax, morphology, phonology, semantics, lexis)
- engaging in oral and written discourse
- using strategies that enhance the effectiveness of communication
- applying content knowledge to create with the target language
- providing and obtaining information
- decoding written and spoken language on a variety of topics
- presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics

- transferring content knowledge in alternative scenarios and new problems

II.A. Students are expected to identify unexamined cultural, historical, and personal assumptions and misconceptions that impede and skew inquiry by

- recognizing that language learning is not simply a word-for-word translation process, but rather the acquisition of an entirely new set of concepts
- processing information on the nature of language and/or culture
- identifying patterns among language systems

IV.B. Students are expected to write and speak with power, economy, and elegance by

- providing and obtaining information
- presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- controlling the linguistic system (syntax, morphology, phonology, semantics, lexis)
- using strategies that enhance the effectiveness of communication
- engaging in oral and written discourse on given topics
- recognizing the linguistic and cultural differences that contribute to the distinctive viewpoints that are only available through the world language and its cultures
- compensating for linguistic inadequacies and cultural differences when they occur, and applying knowledge of cultural perspectives governing interactions between individuals of different age, status, and background

IV.D. Students are expected to develop an aesthetic awareness and capability by

- recognizing that language learning is not simply a word-for-word translation process, but rather the acquisition of an entirely new set of concepts
- recognizing that people of other cultures view the world from a perspective different from their own
- experiencing more fully the artistic and cultural creations of other cultures

V.A. Students are expected to identify, understand, and accept the rights and responsibilities of belonging to a diverse community by

- recognizing the existence of other peoples' world views, their unique way of life, and the patterns of behavior which order their world
- assessing the linguistic and cultural differences that contribute to the distinctive viewpoints that are only available through the world language and its cultures
- engaging in oral and written discourse
- providing and obtaining information
- expressing feelings and emotions
- exchanging opinions
- compensating for linguistic inadequacies and cultural differences when they occur, and applying knowledge of cultural perspectives governing interactions between individuals of different age, status, and background

- explaining the process of stereotyping and the role stereotypes play in forming and sustaining prejudice
- demonstrating mutual cultural understanding and respect
- engaging in meaningful direct interaction with members of other cultures
- sharing their knowledge of language and culture

Instructional Design and Approach:

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. We denote, and help students to develop skills in, three modes of communication: presentational, interpersonal, and interpretive. Our instructional design provides the opportunity for students to develop core competency learner characteristics. We empower and enable students to discover what they personally need in order to acquire and use a foreign language; we place responsibility on the individual student to collaborate, utilize problem-solving skills, and critical and creative thinking. We ask students to persist through frustration, and to maintain a tolerance for ambiguity; we demand that they look at problematic situations from various viewpoints and perspectives, and we design instruction so that they must develop and go beyond automaticity, actively construct meaning, seek connections and interactions that deepen understanding, and appreciate the value of knowledge from multiple sources and perspectives. We help students develop the cultural sensitivity that is necessary to guard against miscommunication or misunderstanding. We assume that students will display the motivation, maturity, and personal responsibility necessary to participate in this sort of language acquisition environment.

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:

You are expected to be a positive contributor to the community of learners that is the Russian III class. As a student of Russian at IMSA, you develop communicative

competency within the immersion environment of our classroom. You are expected to speak Russian to the best of your ability and to not speak English unless instructed to do so. You are expected to be in class daily, to be punctual, and to be prepared, i.e. assignments completed, and in possession of materials that the teacher has prepared or distributed which are necessary for participation in class. You should understand that assignments are not only written documents which are periodically collected for review by the teacher, but also include thinking about language, practicing, learning, studying, and memorizing.

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 2019-20 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 2019-20 school year is 70-80. Reflective of the nature of foreign language acquisition, most assessments in Russian III 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: 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 Two: Russian newspapers (weekly)

Activities: Students read and discuss Russian newspaper abstracts

Written assessment: students retell newspaper abstracts

Unit Three: 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 Four: Conditional mode

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

Unit Five: 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 Six: Prefixed verbs of motion

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

Unit Seven: Participles

Students learn to recognize, translate and form Russian participles

Unit Eight: 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 Nine: 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 Ten: 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