

Advanced Russian I - RUSS-3001-A

Welcome

Дорогие студенты!

Добро пожаловать на третий курс!

Я надеюсь, что вы хорошо отдохнули на каникулах и готовы опять начать заниматься нашим любимым русским языком.

До скорой встречи!

Валерия

Core IMPACTS statement

This is a Core IMPACTS course that is part of the Arts, Humanities & Ethics area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

How do I interpret the human experience through creative, linguistic, and philosophical works?

Completion of this course should enable students to meet the following Learning Outcome:

Students will effectively analyze and interpret the meaning, cultural significance and ethical implications of literary/philosophical texts in English or other languages, or of works in the visual/performing arts.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

Ethical Reasoning

Information Literacy

Intercultural Competence

Course Instructor

Dr. Valeriya Chekalina

vchekalina6@gatech.edu

Office Hours

Days&Time: Monday 4.00 – 5.00 Wednesday 4.00 – 5.00

Location: Swann 332

or in Zoom by appointment

<https://gatech.zoom.us/j/96158835452?pwd=SnZzbE1DM0Z2ZG1UM3FuSy9QWXU0QT09Links> to an external site.

ID: 961 5883 5452

Passcode: 370428

Course Information

Advanced Russian I

Our goals this semester are 1) to develop all four modalities of language use: listening, speaking, reading and writing; 2) to review and reinforce basic grammar and learn more complex structures; 4) to strongly expand students' vocabulary base, both active and passive, focusing on abstractions and the language of informal public discourse/newspapers; 5) to communicate spontaneously on a variety of topics, including school and academics, work life, leisure and lifestyle, family life and issues, and city vs. suburb vs. village; and 6) *most importantly, to enjoy the richness of Russian language and culture!*

ML PERFORMANCE GOAL #1: PROFESSIONAL COMMUNICATION

ML Learning Outcome 1
: Demonstrate oral and aural proficiency in the target language

RUSS 3001: Students will demonstrate oral proficiency at the Intermediate Mid level on the ACTFL scale, with the beginning of emergence of Intermediate High-level features.

ML Learning Outcome 2: Demonstrate effective presentation skills in the target language

Students will demonstrate the ability to present in class for 3 minutes or more without notes on an everyday topic.

ML Learning Outcome 3: Demonstrate writing proficiency in the target language

RUSS 3001: Students will produce topical essays at the Intermediate High level on the ACTFL scale.

ML Learning Outcome 4:

Demonstrate proficiency in comprehension of authentic written texts in the target Language

RUSS 3001: Students will demonstrate gisting without a dictionary and reading for detail with a dictionary of authentic texts (newspaper articles, short stories) related to unit topics.

ML PERFORMANCE GOAL #2: INTERCULTURAL SKILLS AND KNOWLEDGE

ML Learning Outcome 5: Demonstrate in-depth knowledge of a *specific* target-language country or region

RUSS 3001: Students will demonstrate knowledge of a group of issues impacting the lives of young people in the Russian-speaking world.

ML Learning Outcome 6:

Demonstrate the ability to analyze an issue from target-culture perspective(s)

RUSS 3001: Students will compare conflicting target-culture perspectives on issues.

ML Learning Outcome 7:

Demonstrate critical reflection on cultural complexity and context

RUSS 3001: Students will reflect in essays on their own experience in light of readings on the target culture.

Textbook and Other Materials

Olga E. Kagan, Anna Kudyma and Frank Miller *Russian: From Intermediate to Advanced* (textbook).

Course Requirements

Attendance and active participation (absolutely necessary to language study).

Timely completion of homework assignments.

In-class vocabulary and grammar quizzes and take-home compositions.

Four unit tests.

Midterm exam (written and oral parts).

Final composition.

Final exam (comprehensive, but weighted toward Book 2, Units 4 and 5)

Grading

Active participation	10%
Homework	10%
Compositions and Quizzes	10%
Unit tests	30%
Oral exams	10%
Final composition	10%
Final exam	20%

Homework expectations

Only homework which is submitted on time or with a valid excuse (e.g., illness) will be corrected.

Attendance Policy

You are allowed up to 3 unexcused absences. 1 point will be subtracted from your course average for every additional contact hour of unexcused absence after the third.

Participation grade:

No more than 3 unexcused absences and almost always well prepared for class – A;

Generally well prepared, sometimes partially prepared or unprepared – B;

Generally partially prepared or unprepared – C;

More than 3 unexcused absences – down one letter grade;

Significantly more than 3 – down two or more letter grades.

Absences

Students who are absent because of participation in approved Institute activities (such as field trips, professional conferences, and athletic events) will be permitted to make up the work missed during their absences. Approval of such activities will be granted by the Student Academic and Financial Affairs Committee of the Academic Senate, and statements of the approved absence may be obtained from the Office of the Registrar. [http://catalog.gatech.edu/rules/4/Links to an external site.](http://catalog.gatech.edu/rules/4/Links%20to%20an%20external%20site)

Composition grading

Compositions will be graded as follows:

Communicative Content	40%
Appropriate Lexicon	25%
Grammatical Accuracy	25%
Originality	10%

Use of Google Translate and Dictionaries

Spell-checkers and Google translate (or other comparable supports) **are not allowed** for *any* assignment or assessment.

Dictionaries are fair game, of course. However, I suggest that in writing your compositions or making up dialogs, you limit yourself to only a handful of key words you do not yet know. What you should strive for is to express as much as possible using the tools and building blocks you have.

A high-accuracy, free online English-Russian/Russian-English dictionary is available at www.lingvo.ru[Links to an external site.](#) (Scroll down below the rather large header, type in either language in the text box and click the blue button that says: “перевести”.)

Keep in mind that if there are multiple results, one has to choose between them, and many will be entirely wrong for a given situation. This is one of the reason why Kenneth [Katzner's Dictionary](#)[Links to an external site.](#) is the best all-around Russian-English/English-Russian dictionary out there. It has substantial annotations which clearly differentiate the meanings and usages of the various translations of words. (It is also well rounded, pretty comprehensive for everyday needs and extremely accurate.) I highly recommend getting a copy.

Language Policy

Язык наших занятий – русский! The only appropriate use for English during class is to ask questions about grammar, instructions or procedure.

Institute Activity Absences

Students who are absent because of participation in approved Institute activities (such as field trips, professional conferences, and athletic events) will be permitted to make up the work missed during their absences. Approval of such activities will be granted by the Student Academic and Financial Affairs Committee of the Academic Senate, and statements of the approved absence may be obtained from the Office of the Registrar. <http://catalog.gatech.edu/rules/4/>[Links to an external site.](#)

Student Disability Resources

Reasonable accommodations are provided to self-identified students with disabilities who meet the academic and technical standards requisite to admission or participation in the program of study. Consideration may be given to the substitution or modification of certain course requirements as long as such changes do not detract from the quality of the educational experience and the changes remain within the accreditation criteria for the degree program. Such substitutions or modifications must be approved by the school chair, department head, or college dean, and the Undergraduate Curriculum Committee and/or the Graduate Committee. For further information, please go to <http://disabilityservices.gatech.edu>[Links to an external site.](#)

GT Honor Code

"Having read the Georgia Institute of Technology Academic Honor Code, I understand and accept my responsibility as a member of the Georgia Tech community to uphold the Honor Code at all times. In addition, I understand my options for reporting honor violations as detailed in the Code." <http://www.policylibrary.gatech.edu/student-affairs/academic-honor-code>Links to an external site.

Space Free of Discrimination

The Ivan Allen College of Liberal Arts supports the Georgia Institute of Technology's commitment to creating a campus free of discrimination on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation, gender identity, or veteran status. We further affirm the importance of cultivating an intellectual climate that allows us to better understand the similarities and differences of those who constitute the Georgia Tech community, as well as the necessity of working against inequalities that may also manifest here as they do in broader society.