Intermediate Russian II

General Information

RUSS 2002, Intermediate Russian II, aims to build oral and written communication skills in Russian at the intermediate level and improve cultural awareness and literacy of the Russian-speaking world. RUSS 2002 contributes to students' education in the humanities by teaching both the Russian language and the humanistic cultures of the Russian-speaking world.

This semester we will continue to develop all four modalities of language use: listening, speaking, writing and reading; study new grammar topics and complete our survey of the fundamental structures of Russian; expand our vocabulary base, both active and passive; and communicate spontaneously on a variety of topics (including literature and reading, sports and leisure, health and the body, and family relations); and *most importantly, enjoy the richness of Russian language and culture!*

Learning Objectives:

Upon successful completion of this course student will be able to:

1. Use Russian to communicate with peers and instructor both orally and in writing at the intermediate level on a broad range of topics of personal interest.
2. Employ strategies to comprehend texts written by and for Russian speakers (written, aural and/or video) for gisting and for detail.
3. Employ strategies to express ideas in interpersonal contexts in culturally appropriate ways.
4. Develop an understanding of practices and perspectives of the cultures of Russian-speaking countries.
5. Develop intercultural awareness through the study of the similarities and differences among and the relationships between language and culture systems.
6. Be prepared to continue developing your Russian language skills and cultural understanding in the Russian LBAT or RUSS 3001 and onward.

Textbook: *Golosa*, Book II, 6th ed. and *Student Activities Manual/Workbook*; materials from Hall and Vlasikova, *Let's Talk about Life*; supplemental materials (print and internet).

Course requirements:

- Attendance and active participation (absolutely necessary to language study).
- Timely completion of homework assignments (which will facilitate active participation)
- Quizzes and in-class compositions
- Three unit tests
- Two oral exams (midterm and final). These are conducted in the format of free-form one-on-one conversations, centering thematically around the topics of the units covered and

are graded on a rubric evaluating successful fulfillment of communicative tasks, grammar and vocabulary, pronunciation and intonation, and fluency.
- Final composition (expectation is two pages handwritten based on a prompt linked to the course topics and given in the detailed syllabus).
- Final exam (comprehensive and including material from Unit 5)

Grading:

Active participation	15%
Compositions and Quizzes	10%
Unit tests	30%
Oral exams	15%
Final composition	10%
Final exam	20%

Participation grade:

No more than 3 unexcused absences and 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 will lower the participation grade by one letter grade;
Significantly more than 3 unexcused absences will lower the participation grade two or more letter grades.

Homework is corrected but not graded. Timely homework completion is necessary in order to participate effectively in class and gain the proficiency benefits and grammatical and lexical foundation necessary to succeed on tests. Homework submitted more than one day late will be corrected only at the discretion of the instructor.

Compositions will be graded as follows:

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

Compositions will be written in class off-line. Language resources (dictionaries, grammar references will be available for your use). In general, we 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. You should strive to express as much as possible using the tools and building blocks you have.

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

A high-accuracy, free online English-Russian dictionary is available at https://dictionary.cambridge.org/dictionary/english-russian/. Kenneth Katzner's Dictionary (English-Russian/Russian-English) 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.) We recommend getting a copy.

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

Grading Scale

Your final grade will be assigned as a letter grade according to the following scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

This is a Core IMPACTS course that is part of the Humanities area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students 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 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 Expectations & Guidelines

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. For information on Georgia Tech's Academic Honor Code, please visit http://www.catalog.gatech.edu/policies/honor-code/ or http://www.catalog.gatech.edu/rules/18/. Any student suspected of cheating or plagiarizing on an assignment, project or exam will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, contact the Office of Disability Services at (404)894-2563 or http://disabilityservices.gatech.edu/, as soon as possible, to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Collaboration and Group Work

Language learning occurs in a community of people. However, the following forms of assistance are not allowed for doing any of the work in this course: copying (from someone else's assignments or from another source [a reading in a textbook, the Internet, etc.]) without clear attribution of the source; having another student, a tutor, or a friend suggest changes or correct the work you are to turn in; completing assignments in consultation with other students ("working together") unless specified by your instructor; translating directly from another source; and especially **using electronic translation or artificial intelligence programs**. These restrictions apply to any work turned in for this course, even daily homework assignments.

Student-Faculty Expectations Agreement

At Georgia Tech we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See http://www.catalog.gatech.edu/rules/22/ for an articulation of some basic expectation that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Campus Resources for Students

The Center for Academic Success (success.gatech.edu/) offers a variety of academic support services to help students succeed academically at Georgia Tech (e.g. tutoring, peer-led study groups, study skills, etc.).

The Office of Disability Services (disabilityservices.gatech.edu/) ensures that students with disabilities have equal access to all programs and activities offered at Georgia Tech. They provide documentation and officially sanctioned requests for accommodation for students, and serve as a resource for instructors as they build learning environments to meet the needs of all students.

OMED: Educational Services (omed.gatech.edu/) is the unit charged by Georgia Tech with the retention, development, and performance of the complete student learner who is traditionally underrepresented: African American, Hispanic, and Native American. OMED's programming and academic support services are aimed at equipping all students with strategies to navigate the Georgia Tech environment.

Support for Students in Distress

Counseling Center: counseling.gatech.edu/ 404-894-2575
Dean of Students (Student Life): studentlife.gatech.edu/ 404-385-8772
Student financial assistance: star.studentlife.gatech.edu/
GT Police: police.gatech.edu/ 404-894-2500

Stamps Health Services: health.gatech.edu/ 404-894-1420