

RUSS 102-001 Syllabus

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Course Description:

RUSS 102 is a continuation of RUSS 101. This 3-credit Russian course employs an applied, interactive approach with emphasis on speaking, listening, reading and writing. This course is intended for students who have no previous knowledge of Russian. Students previously exposed to Russian should discuss their Russian courses enrollment options with the course instructor.

Prerequisites: RUSS 101 or equivalent.

Learning Outcomes:

After successfully completing RUSS 102 (with active participation and completion of assignments), students will **be able to**

- apply and expand language skills learned in RUSS 101 to everyday situations;
- use Accusative and Genitive Cases of nouns, adjectives and pronouns and the Russian verbs (both perfective and imperfective aspects) in the past, present and future tenses;
- recognize and use approximately 800 Russian words in conversation and/or composition;
- apply techniques to improve pronunciation and conversational fluency;
- understand native speakers in discussions in everyday situations;
- clearly and confidently articulate ideas in Russian when delivering effective group presentations.

Course Format:

Classes will be conducted in an interactive, seminar style, using a combination of direct instruction, small and large group discussion, and small and large group activities. Each chapter starts with learning new vocabulary and phrases introduced by instructor and practicing pronunciation face-to-face, in pairs or groups. Grammar is presented through projected visuals followed by exercises.

Required Course Material:

Marita Nummikoski, *Troika. A Communicative Approach to Russian Language, Life and Culture*. NY: John Wiley & Sons

Evaluation:

Attendance	5%
Home assignments	15%
Online Quizzes	20%
In-class tests	20%
Final project	20%
Written Final Exam	20%

Attendance (5%)

According to the UBC Academic Calendar: *Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from final examinations (UBC, Academic Calendar)* For more information about attendance, see <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,36,0,0>

Home assignments (15%)

Home assignments are mandatory, and they will consist of written exercises from the textbook and other miscellaneous grammar and vocabulary assignment. Home assignment submitted after the due date will receive a maximum of 80% of the value of the assignment. No home assignment will be accepted after the end of classes.

Scoring Rubric for home assignments

Exceptional (100%)	<ul style="list-style-type: none"> • A home assignment is essentially error-free and meddles the style and format appropriate to the assignment.
Outstanding (80-99%)	<ul style="list-style-type: none"> • It may contain minor errors, but it follows normal conventions of spelling and grammar throughout, and it has been carefully proofread.
Competent (70-79%)	<ul style="list-style-type: none"> • Frequent errors in spelling and grammar that do not prevent comprehension.
Satisfactory (50-69%)	<ul style="list-style-type: none"> • Writing contains numerous errors in spelling, grammar and sentence structure which interfere with comprehension.
Inadequate (0-49 %)	<ul style="list-style-type: none"> • The assignment is not submitted or the writing is not comprehensible.

Online quizzes (20%)

There will be 12 open book online quizzes posted on Canvas, which will permit you to assess your listening and reading comprehension skills. The online quizzes can be completed at students' own pace; however, the quizzes submitted after the due date receive 80% of the grade. No online quiz will be accepted after the end of classes.

In-class tests (20%)

There will be 4 in-class written quizzes. Each quiz is worth 8 % Details of each quiz will be announced the week prior to the quiz date. Make-ups for the quizzes are permitted only in cases of documented illness or for the observance of a religious holiday

Final Project 20%

The final project will be an individual one, and it contains a written and oral components. You will have to write a 100-word essay about yourself (5%) , learn it, and be able to answer instructor's questions based on your essay (15%).

Writing prompts (required prompt are in bold):

Include the following plot points:

- **introduce yourself** (your name, nationality, your native language, and your language skills)
- say a few words about your family (e.g.names; your family members' occupations; special talents in sports or music etc.
- **tell about your preferences in music, arts and sports** (Ch. 8)
- tell about your daily activities; how often you do certain things and how often you go to a different places (Ch. 7)
- **describe how you spend your free time** (Ch. 9)
- **tell about yourself as a student e.g. year you are in, your favourite subjects, your major** (Chapter 10)

You should include 3 questions for the audience based on the information you have provided. E.g. Кто мой любимый писатель? Какие языки я знаю? etc.

Suggestions: do not try to be original if you are not sure about vocabulary and grammar. As much as it might be fun, we want to be "safe" for a final project. Provide as much detail as you can using the vocabulary and grammar that we have covered. Higher scores will be assigned for works that demonstrate relevant vocabulary and grammar material, correct words and coherent flow of ideas. See the Rubric below:

Rubric

Exceptional (95-100%)	<ul style="list-style-type: none">• Detailed information on both the required and additional writing prompt• Contains wide variety of learned expressions• Exceeds the minimum length (at least 100 words)• Everything in the text is comprehensible• All words are used in their correct meanings.• The work is essentially error-free (all subjects and verbs, and adjective and nouns agree; all verb tenses are correct for desired meanings; all endings are spelled correctly).
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Outstanding (90-94%)	<ul style="list-style-type: none"> • Gives information on the all required writing prompts. • Uses expressions sufficiently to tell the story. • Reaches the minimum length of 100 words. • Almost everything in the text is comprehensible. • All words are used in their correct meanings. • The work is almost error-free (nearly all subjects and verbs, and adjective and nouns agree; nearly all verb tenses are correct for desired meanings; nearly all endings are spelled correctly).
Competent (70-79%)	<ul style="list-style-type: none"> • Answers most of the required writing prompts. • Uses enough learned expressions to tell the story. • Reaches the minimum length of 100 words. • Most the text is comprehensible. • A few word choice errors. • Some errors, but most subjects and verbs, and adjective and nouns agree; most verb tenses are correct for desired meanings; some misspellings.
Satisfactory (50-69%)	<ul style="list-style-type: none"> • Answers some of the required prompts. • Short of minimum (less than 80 words). • Does not use learned expressions. • Parts of sentences are comprehensible. • A number of word choice errors. • Frequent misspellings of all types. • Many problems with agreements and verb tenses are not consistent.
Inadequate (0-49 %)	<ul style="list-style-type: none"> • Answers few or no prompts. • Far short of minimum length (less than 50 words) • Little of text is comprehensible. • Many words are not spelled correct. • Agreements happen seldom.

Rubric for the oral component

Exceptional (95-100%)	<ul style="list-style-type: none"> • well prepared and has obviously rehearsed • a fluent speaker, no pronunciation errors
Outstanding (90-94%)	<ul style="list-style-type: none"> • well prepared and has obviously rehearsed • a fluent speaker, a few minor pronunciation errors/ heritage learners are expected communicate without pronunciation errors
Competent (70-79%)	<ul style="list-style-type: none"> • prepared but may need more rehearsals • a fluent speaker, a few pronunciation errors/ heritage learners may make a few minor pronunciation errors
Satisfactory (60-69%)	<ul style="list-style-type: none"> • somewhat prepared but obviously need more rehearsals • frequently reads his/her notes • various pronunciation errors that do not affect understanding/ heritage learners may make occasional minor pronunciation errors
Adequate	<ul style="list-style-type: none"> • somewhat prepared

(50-59%)	<ul style="list-style-type: none"> occasional pronunciation errors that do not affect understanding/ heritage learners may make various pronunciation errors that do not affect understanding
Inadequate (0-49)	<ul style="list-style-type: none"> a student reads his or her notes through the entire conversation inadequate pronunciation and intonation, and a student is often difficult to understand

Final exam (20%)

The final exam is a cumulative 2.5 hour long written exam which consists of the following components: answering questions, multiple choice, reading comprehension and an essay (about 15-18 sentences).

Scoring Rubric for the Final Exam

Exceptional (90-100%)	<ul style="list-style-type: none"> Uses many different sentence structures, depending on contexts Virtually no grammar and/or spelling errors.
Outstanding (80-89%)	<ul style="list-style-type: none"> Uses a variety of sentence structures and makes some errors. Very few grammar and/or spelling errors.
Competent (70-79%)	<ul style="list-style-type: none"> Uses a variety of sentence structures and makes frequent errors, or Uses basic sentence structures with only a few errors. Very few grammar and/or spelling errors.
Satisfactory (60-69%)	<ul style="list-style-type: none"> Uses only basic sentence structure. Contains many grammatical and/or spelling errors which do not affect understanding.
Adequate (50-59 %)	<ul style="list-style-type: none"> Uses only basic structures Contains enough errors in grammar and/or spelling that understanding is affected. A native speaker would have problems understanding the narrative.
Inadequate (0-49%)	<ul style="list-style-type: none"> Can't use appropriate sentence structures. Uses only a few words and expressions or inadequate vocabulary. Egregious errors in grammar and/or spelling. Impossible to understand.

Course Policies

Late or Missed Assignments:

Missed Quizzes: Make-ups for quizzes are permitted only in cases of documented illness, where travel for recognised University activities conflicts with the test dates, or for the observance of a religious holiday. In a case of illness, written authorization is required from UBC Health Services. In the instance of a recognised University activity, authorization must be obtained from the University official responsible for the activity.

Late Penalties:

Home assignments submitted after the due date will receive 80% of the grade. Online quizzes submitted after the due date will allow only one attempt and receive 80% of the grade. No assignment or online quiz will be accepted after the end of classes.

Releasing and Adjusting Final Grades:

Before the final grades are submitted, the instructor either will publish the breakdown of your final grade on Canvas or send it via email. You are responsible for reporting any conflict in the calculation within three days of the publication. After that, no changes in grades will be made.

Departmental policy

The Department of Central, Eastern and Northern European Studies may, in exceptional cases, adjust the final course marks in order to conform to Departmental policy.

Classroom conduct

Classroom conduct will be guided by the following purposes and values:

- to promote free inquiry and debate
- to act as a community of scholars
- to respect, appreciate, and encourage diversity
- to display care and concern for the community

In our classroom, we seek to create and maintain an encouraging and a productive learning and working environment, that is, an environment in which there is:

- respect for the dignity of all persons
- fair and equitable treatment of individuals in our diverse community
- personal integrity and trustworthiness
- respect for academic freedom
- respect for personal and University property

UBC Policies

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., academic misconduct) lead

to the breakdown of the academic enterprise, and therefore serious consequences arise, and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam, and more serious consequences may apply WHEN the matter is referred forwards to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. Please refer to the UBC Calendar, under [Student Conduct and Discipline](#), for the full policy.

Access and Diversity

Students registered with [UBC Access and Diversity](#) must submit their information within the first two weeks of class to ensure they can be accommodated within the format of this course. Students are encouraged to visit the offices of Access and Diversity if they believe they should be registered to receive academic accommodations. Only students who are registered/approved through UBC Access and Diversity may receive academic accommodations per [UBC Policy](#).

Religious Accommodation

Students must give two weeks' notice of their intention to absent themselves under the terms of the University policy on religious holidays. You must either inform the instructor of each course or, where this can't be done, the head or director of the unit concerned. Check out additional resources here:

- [UBC Student Services on Religious Accommodations](#)
- [UBC Policy on Religious Observances](#)