

Course Syllabus

RUSS 400 B Fourth Year Russian Department of Central, Eastern and Northern European Studies

Prerequisites: RUSS 300 or permission of the department.

Instructor: Veta Chitnev

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ZOOM meeting ID: 621 5205 0465

Password: 400

Class time: Mon Wed Fri 11:00 - 12:00

Skype Name: live:9f4d048513cf5dde

Office Hours: by appointment



Course Description and Format

Conducted in Russian, this course uses interactive approach and offers advanced practice in oral work and written composition. The goal is to raise the linguistic skills of the students to the intermediate-advanced threshold and maximally enrich students' vocabulary.

Variety of resources are used in the course to facilitate the understanding of cultural complexities, including folk, classical and modern literature, music and song lyrics, poetry, art, drama, newspaper, magazine, radio and Internet reports, film and cartoons.

Please note that the students entering this course are usually of different language levels, including heritage speakers of the Russian language. Therefore, the grading of assignments,

projects and other work in this course will be based on your work in the course and your progress rather than on a comparison with other students in the same class.

Evaluation

Attendance and participation	15%
Home assignments	25%
In-class quizzes & tests	25%
Individual presentation	10%
Final project draft	5%
Final project	20%

Assignments and Assessment

Attendance and participation (15%)

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>

A classroom participation grade generally rewards students who demonstrate that they have completed their home assignments and are well prepared to discussions in class.

Home assignments (25%)

Home assignments are mandatory, and they will consist of written exercises from the textbook, home essays, 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.

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.

In-class quizzes (25%)

There will be 4 in-class written tests on the material covered in class. Details of each quiz will be announced the week prior to the quiz date.

Individual Presentation (10%)

You will deliver a five-minute individual presentation on the topics of your choice. Preparedness of your presentation, pronunciation, fluency, and accuracy of your speech will be taken into consideration when grading your performance. You may bring along a file card with brief notes of ideas or vocabulary (no complete sentences or phrases), but you will lose marks if you read off a complete sentence or a prepared statement.

Individual Presentation Scoring Rubric (Guideline)

Performance

Exceptional (95-100 %)	<ul style="list-style-type: none"> •well prepared and has obviously rehearsed •elaborates their notes, not just reads his/her notes • a fluent speaker, no pronunciation errors
Outstanding (90-94 %)	<ul style="list-style-type: none"> •well prepared and has obviously rehearsed •elaborates their notes, not just reads his/her notes •a fluent speaker, a few minor pronunciation errors/heritage learners are expected to communicate without pronunciation errors
Competent (85-89 %)	<ul style="list-style-type: none"> •prepared but may need more rehearsals •elaborates their notes, not just reads his/her notes •a fluent speaker, a few pronunciation errors •heritage learners may make a few minor pronunciation errors
Satisfactory (70-84%.)	<ul style="list-style-type: none"> •somewhat prepared but obviously need more rehearsals •frequently reads his/her notes

	<ul style="list-style-type: none"> •various pronunciation errors that do not affect understanding/ heritage learners may make occasional minor pronunciation errors
Adequate (50-69%)	<ul style="list-style-type: none"> •a student reads his or her notes through the entire presentation • 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 presentation •inadequate pronunciation and intonation, and a student is often difficult to understand

The Final Project (25%)

The Final Project consists of the draft (5%) and the final version of the project (20%). You are supposed to write 5-6 pages on the novel “Master and Margarita” Part 1 by Bulgakov.

Scoring Rubric for The Final Project

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.
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Course Policies

Late or Missed Assignments:

Missed Tests: Make-ups for test are permitted only in cases of documented illness, where travel for recognized University activities conflicts with the test dates, or for the observance of a religious holiday. If circumstances such as illness prevent you from taking the test, please contact Arts Advising, and Advising will contact the instructor for accommodation. In the instance of a recognized University activity, authorization must be obtained from the University official responsible for the activity.

Late Penalties

Home assignments and the individual project are due on the day originally announced. Home assignments submitted after the due date will receive a maximum of 80% of the value of the assignment ; whereas the penalties for a late submission of the individual project will be two points per day. Penalties will be waived with a valid medical or equivalent excuse.

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.

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.

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 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., 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 to the Office of the Dean. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [UBC Calendar: Student Conduct and Discipline](#).

Academic Accommodation for Students with Disabilities

Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the [Centre for Accessibility](#) (previously known as Access & Diversity). The Centre will determine that student's eligibility for accommodations in accordance with [Policy 73: Academic Accommodation for Students with Disabilities](#). Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

Conflicting Responsibilities

UBC recognizes that students may occasionally have conflicting responsibilities that affect their ability to attend class or examinations. These may include: representing the University, the province or the country in a competition or performance; serving in the Canadian military; or observing a religious rite. They may also include a change in a student's situation that

unexpectedly requires that student to work or take responsibility for the care of a family member, if these were not pre-existing situations at the start of term.

Students with conflicting responsibilities have a duty to arrange their course schedules so as to avoid, as much as possible, any conflicts with course requirements. As soon as conflicting responsibilities arise, students must notify either their instructor(s) or their Faculty Advising Office (e.g. Arts Academic Advising), and can request academic concession. Instructors may not be able to comply with all such requests if the academic standards and integrity of the course or program would be compromised.

Varsity student-athletes should discuss any anticipated and unavoidable regular-season absences with the instructor at the start of term, and provide notice of playoff or championship absences in writing as soon as dates are confirmed.

Religious observance may preclude attending classes or examinations at certain times. In accordance with the UBC Policy on Religious Holidays, students who wish to be accommodated for religious reasons must notify their instructors in writing at least two weeks in advance. Instructors provide opportunity for such students to make up work or examinations missed without penalty.