

ELR102.xxxx Elementary Russian 2 (Elem Russian 2)

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SEMESTER

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Instructor's Information

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Preferred communication: E-mail is preferred, with which you should expect my response within 24 hours.
Class Schedule: xxx (Room: xxxx) & xxx (Room: xxxx)

Course goals and objectives

Catalog Course Description: This course is a continuation of ELR101 Elementary Russian 1. The course is designed to further develop listening, speaking, reading, and writing within a cultural context.

Section Description: INSERT COURSE DESCRIPTION

Prerequisites: ELR101 or Exemption exam

Pre/Corequisites: CSE095 and ESL097

Flexible Core Objectives: World Cultures and Global Issues

The course bears 3 credits that count as Flexible Core (World Cultures and Global Issues) of the CUNY's new general education curriculum (Pathways). Note that students can receive only up to 6 credits in one Flexible Core area (a.k.a. bucket) and all elementary-level modern language courses are paired (i.e., you must take 102 in order to receive credits from 101). In other words, you will not be able to take any other World Culture and Global Issue class if you intend to receive Flexible Core credits from the modern languages classes.

In this course you will:

- **Gather, interpret, and assess information from a variety of sources and points of view.**
- **Evaluate evidence and arguments critically or analytically.**
- **Produce well-reasoned written or oral arguments using evidence to support conclusions.**
- **Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues.**
- **Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.**
- **Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.**

More specifically, by the end of the semester, you will be able to

- identify and write the Cyrillic alphabet with confidence and ease
- communicate orally in Russian on subjects covered in the topical outline;
- communicate with a native speaker of Russian using the graded vocabulary specified in the course proposal;
- explain the meanings of graded texts in Russian within the topical outline of the course;
- write coherent idiomatic Russian demonstrating an understanding of syntax and grammar;

- present on aspects of Russian culture and tradition that students have researched.

Textbook, grading, and other class logistics

Textbooks: The following textbooks are required for this class.

- Robin, R. M., Evans-Romaine, K., Shatalina, G., and Robin (2012). *Golosa: A Basic Course in Russian Book 1*. Prentice Hall, xx, 5th edition. ISBN: 9780205895557; Course: ELR101, ELR102; Price: \$181.40.

Grades: Your final grade will be determined based on the following evaluation points.

- Midterm 20%
- Final exam 20%
- Quizzes (4 quizzes x 5) 20%
- Homework (10 HW x 1) 10%
- Lab (10 labs x 1) 10%
- Presentation 20%

- **Grade distributions:** **A:** 95-100%, **A-:** 90-94%, **B+:** 86-89%, **B:** 83-85%, **B-:** 80-82%, **C+:** 76-79%, **C:** 73-75%, **C-:** 70-72%, **D+:** 66-69%, **D:** 63-65%, **D-:** 60-62%, **F:** -59%, **WU:** Unofficial withdraw (≈F), **W:** Withdraw

Weekly schedule (subject to change)

Lab: Students are required to attend the lab session for one hour every week.

Week	Topic
Week 1 [Insert DATE]	Week 1 Introduction, syllabus; Точка отсчёта, pp. 190-192.; Dialogue 1, p. 195.; Грамматика 1-2, pp. 203-205.; Dialogue 4, p. 196.; Грамматика 3, pp. 205-207.; Classroom exercises 6-1 – 6-2, p. 192; 6-4 – 6-5, pp. 200-201.; Dialogue 2, p. 195.; Грамматика 4-5, pp. 208-211.; Classroom exercises 6-6 – 6-8, pp. 200-201.
Week 2 [Insert DATE]	Week 2 Dialogue 3, p. 196.; Грамматика 6-9, pp. 211-215.; Classroom exercise 6-3, p. 200; 6-10, p. 202.; Dialogue 5, p. 197.; Classroom exercises 6-9, p. 201, 6-11 – 6-12, p. 202.; Давайте почитаем, ex. 6-32 – 6-33, pp. 216-221.; Давайте почитаем, 6-34, pp. 221-223 Lab 1: 1% Homework 1: 1%
Week 3 [Insert DATE]	Week 3 Точка отсчёта, pp. 230-235.; Dialogue 1, p. 236.; Грамматика 1-2, pp. 243-245.; Classroom exercises 7-1 – 7-5, pp. 232-234, 238.; Dialogue 4, p. 237.; Грамматика 3, textbook pp. 245-250.; Dialogue 2, p. 236.; Грамматика 4-5, textbook pp. 251-253.; Classroom exercise 7-7, pp. 239-241.; Dialogue 3, p. 236.; Грамматика 6-7, textbook pp. 254-256.; Classroom exercise 7-6, p. 238. Quiz 1: 5% Lab 2: 1% Homework 2: 1%
Week 4 [Insert DATE]	Week 4

	<p>Dialogue 5, p. 237.; Classroom exercises 7-8, 7-10 – 7-12, pp. 241-242.; Давайте почитаем, ex. 7-33 – 7-35, pp. 257-260.; Давайте почитаем, ex. 7-37, pp. 261-263</p> <p>Lab 3: 1%</p> <p>Homework 3: 1%</p>
Week 5 [Insert DATE]	<p>Week 5</p> <p>Точка отсчёта, pp. 270-271.; Dialogue 2, p. 274.; Classroom exercises 8-1 – 8-5, pp. 271-280.; Dialogue 1, p. 274.; Грамматика 1-2, pp. 283-286.; Dialogue 3, p. 274.; Грамматика 3, pp. 287-290.; Classroom ex. 8-7, p. 281.</p> <p>Quiz 2: 5%</p> <p>Lab 4: 1%</p> <p>Homework 4: 1%</p>
Week 6 [Insert DATE]	<p>Week 6</p> <p>Dialogue 4, p. 276.; Грамматика 4, pp. 291-292.; Classroom exercise 8-1, using the dative case: «Я хочу купить маме платок.»; Dialogue 5, p. 277.; Грамматика 5, pp. 293-297.; Classroom ex. 8-8 – 8-9 (1&2), p. 281.; Грамматика 6, pp. 298-299.; Давайте почитаем, ex. 8-34, pp. 302-304.; Classroom ex. 8-9 (continued), p. 282.</p> <p>Midterm: 20%</p> <p>Lab 5: 1%</p> <p>Homework 5: 1%</p>
Week 7 [Insert DATE]	<p>Week 7</p> <p>Classroom ex. 8-6, pp. 280-281, 8-10, p. 282.; Давайте почитаем, ex. 8-32 – 8-33, pp. 300-301.; Shopping: reports of findings to the class</p> <p>Lab 6: 1%</p> <p>Homework 6: 1%</p>
Week 8 [Insert DATE]	<p>Week 8</p> <p>Точка отсчёта, pp. 312-315.; Грамматика 1, p. 323.; Classroom ex. 9-1 – 9-4, p. 315.; Dialogue 1, p. 318.; Грамматика 2, pp. 324-326.; Dialogue 2, p. 319.; Грамматика 3, pp. 327-328.; Classroom ex. 9-5, p. 321.; Classroom ex. 9-8, situation 1, p. 322.; Dialogue 3, p. 319.; Грамматика 4-5, pp. 328-330.; Classroom ex. 9-9, p. 322.</p> <p>Quiz 3: 5%</p> <p>Lab 7: 1%</p> <p>Homework 7: 1%</p>
Week 9 [Insert DATE]	<p>Week 9</p> <p>Dialogue 4, p. 319.; Грамматика 6, pp. 330-333.; Dialogue 5, p. 320.; Грамматика 7, pp. 333-334.; Давайте почитаем, ex. 9-25, pp. 335-337.; Classroom ex. 9-6, p. 321.; Давайте почитаем, ex. 9-26 – 9-27, pp. 337-342.; Classroom ex. 9-7, pp. 321-322</p> <p>Lab 8: 1%</p> <p>Homework 8: 1%</p>

Week 10 [Insert DATE]	<p>Week 10</p> <p>SAM pp. 09-28 – 09-29. Share recipes, conduct interviews.; Write a restaurant review with a partner and present it to the class. Conduct a class poll on most and least favorite restaurants.; Classroom ex. 9-8, p. 322.; Write a restaurant ad with a partner and present it to the class.; Review for Unit Test, Unit 9. Homework: ; Write a restaurant review, either in the form of a letter to a friend or for publication.</p> <p>Quiz 4: 5%</p> <p>Lab 9: 1%</p> <p>Homework 9: 1%</p>
Week 11 [Insert DATE]	<p>Week 11</p> <p>Unit Test, Unit 9.; Точка отсчёта, pp. 350-351.; Dialogue 3, p. 353.; Грамматика 1-2, pp. 360-362.; Classroom ex. 10-1 – 10-2, pp. 350-351; 10-3, p. 355; 10-5, p. 356.; Dialogue 2, p. 353.; Грамматика 3-5, pp. 362-365.; Classroom ex. 10-4, p. 356; ex. 10-6 – 10-8, pp. 356-357.</p> <p>Lab 10: 1%</p> <p>Homework 10: 1%</p>
Week 12 [Insert DATE]	<p>Week 12</p> <p>Dialogue 1, p. 353.; Грамматика 6, pp. 366-370.; Dialogue 5, p. 355.; Грамматика 7-8, pp. 371-373.; Classroom ex. 10-10, p. 358.; Давайте почитаем, ex. 10-37 – 10-39, pp. 374-380.; Interviews from SAM ex. 10-25, p. 252.</p> <p>Presentation: 20%</p>
Final [Insert DATE]	<p>Week 13</p> <p>Final Exam: 20%</p>

Policies

Classroom policies: The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time.
- Please prepare for each class meeting by completing all writing/reading assignments beforehand.
- Please turn your cell phone to silence during class.
- Please turn off your cell phone during the exam and the quiz.

Valuing LaGuardia’s Diversity: As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. I concur with **the College’s Declaration of Pluralism**, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

Rules for Personal Conduct: You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

The student attendance policy: As stated in the college catalog: "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15\% of the number of class hours. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program" (117).

The academic dishonesty policy: As stated in the catalog: "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College. Academic Dishonesty includes:

- Cheating
- Plagiarism
- Internet Plagiarism
- Obtaining Unfair Advantages
- Falsification of Records and Official Documents
- Misconduct in Internships (117)

Policy on assigning the grade of Incomplete: As stated in the college catalogue: "The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the course may request an incomplete grade. To be eligible, such a student must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded." (120).

Declaration of pluralism: The Education and Language Acquisition Department embraces diversity. We must respect each other regardless of race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class. For detailed information regarding the policy, please refer to Student Handbook 2011-2012 (p.89).