

Tompkins Cortland Community College
Master Course Syllabus

Course Discipline and Number: RUSN 102
Course Title: Russian II

Year: 2018-2019
Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

This course is designed to expand and improve the student's ability to speak, read, write and understand Russian at a beginning level. Russian history and culture are also included. RUSN 102 fulfills the SUNY General Education Foreign Language requirement. Prerequisite: RUSN 101. 3 Cr. (3 Lec.) Spring semester.

Course Context/Audience

The course offers current and useful vocabulary with functionally based grammar explanations, integrating small-group and partner/pair activities to encourage students to use Russian in meaningful, communicative situations. Rich video material is integrated to introduce different cultural aspects.

Basic Skills/Entry Level Expectations

- Writing:** W0 Very limited or no writing skills are required.
- Math:** M0 Very limited or no math skills are required.
- Reading:** R0 Very limited or no reading skills are required.

Course Goals

Upon successful completion of this course, students will be able to keep basic conversations about themselves, their friends and family, pets, and housing, talk about traveling, locations, destinations, playing musical instruments and sports, discuss everyday activities. They will also be able to read and write short simple texts.

Course Objectives/Topics

Objective/Topic	# Hours
Colors	3 hours
Countries, nationalities, languages	3 hours
Days of the week; months	3 hours

Musical instruments	2 hours
Playing sports	2 hours
Family trees	1 hour
Adjectives (antonyms; superlatives)	12 hours
Possessives	6 hours
Demonstratives	6 hours
Ordinals	6 hours
Verbs	3 hours
Prepositional case	12 hours
Genitive case	6 hours
Accusative case	6 hours
Poems	2 hours
Songs	2 hours
Cartoons	2 hours
Movies	6 hours

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	<p>Studying a foreign language cannot be separated from studying a foreign culture. To understand it better, the students are encouraged to ask questions and explore the new cultural realities.</p> <p>Explanations of cultural issues are dispersed throughout the course and are introduced as needed: the ways people address, greet and introduce each other in formal and informal ways; the logic behind some phrasal expressions; social situations in movie segments and cartoons, etc. are discussed and analyzed.</p> <p>Many times, current events are being discussed in class; students share what they have read on the Internet or seen on TV. Free discussions and analyses of event interpretation in American and Russian sources make it really fascinating and greatly promote critical thinking.</p> <p>Looking at a different grammar, students learn certain structural patterns and learn to recognize and apply them when they analyze or produce new language material.</p> <p>Grammar exercises and situational speaking activities (dialogues, skits), which involve following a pattern; basic reading to recognize familiar patterns in a text are consistently done in class and at home.</p> <p>Studying a foreign language often means getting into an uncustomary mindset and facing uncustomary realities. This exposure tends to lead to open-mindedness; at the same time, bringing greater self-awareness and awareness of one's own culture.</p> <p>Discussions of cultural issues, comparing and analyzing what the students are accustomed to in their familiar settings and what appears strange or unusual in a foreign society. Organizing a trip to Russia for the Spring break might also work towards this goal.</p>

SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>Studying a foreign language promotes interest in the country where the language is spoken, which, in turn, opens up the world beyond a student's town/county/state or country.</p> <p>Following the current news related to US / Russia relationship, discussing how it affects lives of regular people, the students included.</p> <p>Studying differences in cultures and social behavior and how a wrong move can be misinterpreted from both sides could be really fascinating.</p> <p>Watching video episodes and movie excerpts, analyzing people's behavior and interpreting their intentions can prove very educational.</p>

Instructional Methods

Considerable oral practice in class individually, as well as in pairs and/or small groups; writing practice at home; checking home work together in class as necessary. Enhancing the learning process by supplementing the textbook with original movies, animation and basic readings relevant to unit topics; engaging students in singing songs, reciting poetry, and performing skits, motivating students by demonstrating photographs and cultural artifacts.

Methods of Assessment/Evaluation

Method	% Course Grade
Class participation	20%
Home work	20%
Quizzes	20%
Language lab	10%
Tests	30%

Text(s)

Lekic, Maria D., Dan E. Davidson, and Kira S. Gor Live from Russia! Russian Stage One. 2nd. ed. Vol. 1 Textbook. Dubuque: Kendall/Hunt, 2008.

Hardman, Inna A., and Kira S. Gor Live from Russia! Russian Stage One. 2nd. ed. Vol. 1 Workbook. Dubuque: Kendall/Hunt, 2008.

Bibliography

No resources specified

Other Learning Resources

<p>Audiovisual 7+ DVDs on reserve in the library (Russian movies and animation)</p> <p>Instructional video <i>Nachalo</i> with accompanying exercises</p>
<p>Electronic <i>Rosetta Stone</i> and other software in the Language Lab in the library</p>
<p>Other No resources specified</p>