



**THE UNIVERSITY OF NEW MEXICO**  
Department of Foreign Languages and Literatures  
[www.fl.unm.edu](http://www.fl.unm.edu)

**Fall 2018**  
**Russian 201**

Class time: Monday & Wednesday & Friday 2-2:50pm

Location: Mitchell Hall 106

Professor: Dr. Irina Vasilyeva Meier

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Office: Ortega Hall, room 323B

Office hours: Thursday 10:20am-12:20pm; Friday 10:50am – 11:50am

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Required Textbooks and materials: ***Beginner's Russian with Interactive Online Workbook*** by Anna S. Kudyma, Frank J. Miller, and Olga E. Kagan.

***Stay updated about the Russian Program events:***

*Join our Facebook groups: U.S.S.R (University Students Studying Russian), Russian club Kamchatka, and Russian Headlines: Socio-Political Forum at UNM*

*Join our Russian list-serv to hear about internships, opportunities and many more: send a request to join to Dr. Irina Meier at [imeier@unm.edu](mailto:imeier@unm.edu)*

## **INTRODUCTION**

Welcome to Russian 201! This course is designed to further your understanding of the Russian language and Russian cultures and will prepare you to continue your study of Russian at the 202-level. Conducted exclusively in Russian, the course helps you to develop the basic communicative skills of listening, speaking, reading and writing in a dynamic student-interactive learning environment. 2-3 hours of homework per class session is considered standard.

By the end of the semester, the student will be able to:

- Hear, speak, read, and write Russian at an ACTFL **intermediate-low** level.
- Converse and write on topics related to appearance and character traits, hobbies, travel, healthcare, and the larger Russian world.
- Comprehend both artificial and authentic written and aural texts of moderate length on familiar topics.
- Use essential grammar concepts.
- Identify patterns of cultural behavior or customs that have been presented in class discussions.

## **ASSESSMENTS**

Students will be assessed over the course of the semester in the following areas:

- interpersonal communication
- listening and reading comprehension

- writing
- oral interview
- oral cultural presentation

This course follows ACTFL language guidelines, integrating the five C's: communication, cultures, connections, comparisons and communities, to offer the student a well-rounded classroom experience.

Russian 201 is for students who have had 2 semesters of Russian in college. Many of you who have such a background may never have experienced a course in which your participation and energy are so crucial. Although you may feel anxious at first about having to express yourself in Russian, you will find that your progress will surprise you. Of course, your success in communicating in class will be directly related to the time you invest in preparation. We hope that your experience in this course will be a positive and productive one.



Qualified students with disabilities needing appropriate academic adjustments should contact their instructor as soon as possible to ensure their needs are met in a timely manner.

## CONVERSATION SECTION

### **CAPS (Center for Academic Program Support)**

Students are required to attend 2 CAPS conversation group sessions over the course of the semester. Be sure to fill out the **instructor notification form** prior to the CAPS sessions so that your instructor will be notified of your attendance. For attendance in sessions beyond the 2 required, the student will receive .5% extra credit for each session (maximum total of 2%). Failure to attend these sessions will result in a loss of 2% on your overall grade per session.

CAPS also offers free Russian language tutoring. For more information on scheduling, see: [caps.unm.edu/](http://caps.unm.edu/)

Instructor notification form: <http://caps.unm.edu/tutoring/inf>

## COURSE REQUIREMENTS

**PARTICIPATION AND ATTENDANCE:** In Russian 201, the regular attendance and active participation of each student are essential. Since the class is based on student interaction, your absence will be felt sorely. If you do miss a class, please contact a classmate to ensure that you keep abreast of assigned homework. Students are allowed one absence during the semester without medical excuse. After one unexcused absence, your attendance grade will be lowered by 2% per class.

**COMMUNICATION WITH YOUR PROFESSOR:** All emails sent to your professor **should be in Russian** (use a dictionary for new words that you do not know).

**HOMEWORK:** You will find that regular rather than sporadic preparation will help you to make steady progress in this course. Always come to class prepared by completing the assigned exercises. Very often our activities in class will be based on your homework. Do not let down your class partner and come prepared!

A number of items on the tests are modeled closely on homework exercises, so be sure to work through the exercises (even those that are not graded) thoroughly.

**Exercises without answers must be turned in at the end of class *WITHOUT PROFESSOR'S REMINDER* on the day when they are due. Late homework will be accepted no later than the next class period with a penalty of 10% from the homework grade.**

**CULTURE ASSIGNMENTS:** You are required to complete at least 4 Cultural Assignments in English per semester as indicated by your instructor (1) Gender expectations in Russia; 2) Russian vs. American health care; 3) FIFA 2018 Through the Russian Eyes; 4) Thematic Russian tour). Length of the entries will be determined by your instructor. These will be graded according to the rubric (see appendix).

**COMPOSITIONS:** Two 350-word compositions will be assigned over the course of the semester (see rubrics in appendix): 1) Немного о себе 2) Мой любимый город OR Мой родной город. They will be assessed according to the following criteria: vocabulary, grammar, organization/style, communication of ideas. **Compositions should be typed (Times New Roman, 14 font) and double-spaced.** The first draft (черновик) should be turned in on its due date as a hard copy. The final draft should be uploaded on Learn. Late compositions will not be accepted. Students are required to revise compositions and hand them in a second time. The grade may be adjusted according to the quality of the rewrite by a maximum of 10%. Naturally, the student will be expected to create and write these compositions by him/herself, without help from others and without the use of a computer translator or any other form of computer dictionary software. Suspicion of plagiarism will be reported to the Dean of Students.

#### **ORAL ASSIGNMENTS:**

For the **oral presentation**, the students will be asked to present on an art form, a sport, a music or film genre, etc. in Russia that is relevant to their own interests, using the vocabulary of the course (5-8 min). If you are presenting a Powerpoint, you are limited to a maximum of 5 words of text per slide. A more in-depth description will be made available by your instructor later in the semester. The presentation will be evaluated according to the following criteria: grammar, ease of expression, pronunciation, vocabulary, creativity, and the ability to engage class.

For the **oral interview (8-10 min)**, the instructor will interview each student individually on the topics covered during the semester.

**EXAMS AND QUIZZES:** There will be 2 exams given over the course of the semester. These are proficiency and grammar tests. No make-up exams will be given. In addition, a number of mini quizzes will be given throughout the semester. These are to ensure that you are staying abreast of the material. The instructor may or may not be more specific as to the format and content of each quiz.

**E-PAL PROJECT:** Each of you will receive an email of your Russian e-pal. Your e-pals are Russians who study English as a foreign language.

- 1- You are required to send and/or respond to AN EMAIL that is **HALF IN RUSSIAN** (a solid paragraph of 8-10 sentences minimum!) **AND HALF IN ENGLISH every month**. 4 emails total. Your email should touch upon the topic of the chapter that we study at that time and inquire information that will be useful for your cultural

assignments (if applicable). **Do not write a paragraph in Russian and then translate it into English.** Instead, continue your line of thought. Submit the snapshots of your emails on UNM Learn.

- 2- You are required TO SKYPE with your e-pal **once every month** for 30 min (15 min in Russian/15 min in English). 4 Skype sessions total. Possible questions/topics will be provided for each conversation. Upload a report about each conversation on UNM Learn (the template can be found on UNM Learn).

*If you cannot get in touch with your e-pal for two weeks, inform your instructor and proceed to find a temporary e-pal on The Mixxer ([www.language-exchanges.org](http://www.language-exchanges.org)) or the HelloTalk app. **Remember to be very careful when talking to e-pals through the social sites** (do not give them any sensitive personal/financial information, stop your interaction immediately if your e-pal behaves inappropriately, etc.).*

**COLLABORATION WITH THE LOCAL RUSSIAN DIASPORA:** By the end of this semester, we will organize a concert for the local Russian diaspora. You will compose and perform a fairy-tale for children from the Russian school in Albuquerque.

**LEARN:** You are expected to consult the class UNM LEARN site daily for updates, as well as rubrics for writing and oral assignments.

**FINAL EXAM:** This is a combination proficiency exam for reading and writing, as well as a grammar exam.

**EXTRA CREDIT:** Two points of extra credit on the final grade are available for students who attend **Kamchatka Russian club** events and activities (some of which may require the submission of brief reports). Students will receive .5% for each event attended, with a maximum of 2% overall.

**INCOMPLETES:** In accordance with University policy, incompletes are granted only in the most extreme and unusual circumstances. Your instructor cannot award you an incomplete. An unapproved incomplete given by teaching assistants will be converted to an "F".

Finally, if you have problems or questions concerning this course, please contact your Instructor or the Lower Division Coordinator. We will be glad to help you.

### GRADE DISTRIBUTION

Participation and attendance	8%
Homework	10%
E-pal project	8%
Mini-Quizzes	5%
Exam 1	5%
Exam 2	5%
Final exam (listening/reading/writing/grammar)	20%
Oral interview	10%
Cultural Assignments (4)	4%
Compositions (2)	10%

Oral presentation	10%
Collaboration with the local Russian diaspora	5%

**Russian 201 (the schedule is subject to change at the instructor's discretion)**  
**Refer to the HOMEWORK DUE folder on Learn for detailed instructions about the homework.**

		<i><b>В КЛАССЕ</b></i>	<i><b>Домашнее задание HOMEWORK FOR TODAY</b></i>
20 августа	<i>пнд.</i>	<b>Введение</b>	
22 августа	<i>ср.</i>	Глава 13: Какое сегодня число? Повторим месяцы/годы (какой год, в каком году). Как мы выглядим? Новые слова и выражения: стр. 171-173. Интервью на стр. 170. Русский романс “Очи чёрные.”	<ul style="list-style-type: none"> <li>➤ Study the interviews.</li> <li>➤ Study the ordinal numbers.</li> <li>➤ Review Grammar Comment 12-1 and complete ex. 13-23 on p. 182.</li> <li>➤ Read the culture articles on age and appearance from Gerhart’s <i>The Russian’s World</i>.</li> </ul>
24 августа	<i>пт.</i>	Игра: «Половинки». Дательный падеж: местоимения и существительные. Глаголы с дательным падежом. Упр. 13-5 и 13-6 на стр. 174.	<ul style="list-style-type: none"> <li>➤ Complete ex. 13-2 (web).</li> <li>➤ Create written reports about favorite actors and actresses of your friends/roommates/family members – <b>turn them in in class</b>.</li> <li>➤ Complete ex. 13-22 on pp. 181-182.</li> <li>➤ Review Grammar Comment 12-3.</li> </ul>
27 августа	<i>пнд.</i>	<b>Mini-quiz #1: Dative case.</b> Нравиться/понравиться кому? Упр. 13-8 на стр. 175 (using the reports). Жесты: как выглядеть русским?	<ul style="list-style-type: none"> <li>➤ Complete ex. 13-3 (web).</li> <li>➤ Prepare for the mini-quiz on Dative.</li> <li>➤ Complete Oral Drills #1 and #2 on Dative.</li> <li>➤ Read the story “Двоюродная сестра” and answer the questions.</li> <li>➤ Read the culture article on gestures from Gerhart’s <i>The Russian’s World</i>.</li> </ul>
29 августа	<i>ср.</i>	Разговор по телефону: (по)звонить кому?	<ul style="list-style-type: none"> <li>➤ Complete ex. 13-4 (web).</li> <li>➤ Complete ex. 13-13 and 13-14 on pp. 178-179.</li> </ul>

		Дательный падеж: прилагательные и притяжательные местоимения. Упр. 13-9 на стр. 176.	➤ Complete ex. 13-16 on p. 179 – <b>turn in your answer in class.</b>
31 августа	<i>пт.</i>	Говорим по телефону: ситуации – pp. 176-177. Putting everything together: диалог. Песня «Вася» (Zeas). Игра: «Ты помнишь?»	➤ Study the phone vocabulary. ➤ Complete ex. 13-10 and 13-11 on pp 176- 177. ➤ Complete ex. 13-5 and 13-6 (web). ➤ Write and record a story about your best friend.
3 сентября – День Труда (занятий нет)			
5 сентября	<i>ср.</i>	Скороговорки на -Ы. Глава 14: Какие мы? Новые слова и выражения стр. 185- 186. Диалог по 13 и 14 главам. Наречия, образованные от прилагательных (стр. 186) – так/такая! Упр. 14-6 and 14-7 на стр. 186-187. Восклицания: как звучать по- русски?	➤ Study the interviews. ➤ Read Grammar Comment 14-1 on p. 186. ➤ Read the culture article on interjections from Gerhart’s <i>The Russian’s World</i> and complete the exercise.
7 сентября	<i>пт.</i>	Повторим диалог. Impersonal Constructions. Послушаем: упр. 14-11 на стр. 189. Conducting interviews: the table on p. 190.	➤ Contact your e-pal if you haven’t done so yet (see the details in the folder E-pal Project). ➤ Complete ex. 14-2 and 14-3 (web). ➤ Complete ex. 14-4 and 14-5 (web). ➤ Practice the dialogue. ➤ Read Grammar Comment 14-2 on p. 187.
10 сентября	<i>нд.</i>	<b>Mini-Quiz #2: Impersonal Constructions.</b> Можно/нельзя/нужно на стр. 188. Упр. 14-10 на стр. 188. Игра: «Почемучка».	➤ Prepare for the mini-quiz on impersonal constructions. ➤ Complete ex. 14-6 (web). ➤ Complete ex. on Impersonal Constructions on Learn. ➤ Complete Oral Drills #3 and #4. ➤ Read Grammar Comment 14-3 on p. 188.
12 сентября	<i>ср.</i>	Повторим диалог. Идеальный мужчина/женщина. Игра;	➤ Complete ex. 14-7 and ex. 14-8 (web). ➤ Complete ex. 14-14 on p. 190.

		«Вторые половинки: Знакомство по объявлению». Повторяем числа – ex. 14-23 on p. 194.	<ul style="list-style-type: none"> <li>➤ Complete ex. 14-15 on p. 191.</li> <li>➤ Complete ex. 14-9 (web).</li> </ul>
14 сентября	<i>пт.</i>	Скороговорки. Повторим диалог. Игра «Морской бой» (повторяем спряжения). Признания в любви от мужчин и от женщин: песня «Ах, какая женщина!» и песня «Боже, какой мужчина!»	<ul style="list-style-type: none"> <li>➤ <b>1<sup>st</sup> set of emails with your e-pal is due.</b></li> <li>➤ Write about differences in the perceptions of an ideal man and an ideal woman – <b>turn in your answers in class.</b></li> <li>➤ Write and record a story about your family.</li> <li>➤ <b>Culture Assignment #1 is due.</b></li> </ul>
17 сентября	<i>нд.</i>	Глава 15: Что у вас болит? Интервью. Части тела. Болит/болят. Болен/больна/больны. Ex. 15-4, ex. 15-5, and 15-6 on p. 198. Диалог.	<ul style="list-style-type: none"> <li>➤ Study the interviews.</li> <li>➤ Start learning the body parts, complete the handout.</li> <li>➤ Read the culture articles on medicine from Gerhart's <i>The Russian's World</i>.</li> <li>➤ Read Grammar Note "Что у вас болит?" on p. 198.</li> </ul>
19 сентября	<i>ср.</i>	Игра: «Обклей меня». Повторим диалог. ПО-/ПРИ- с глаголами движения – ex. 15-9 on p. 200. Игровые ситуации – p. 202. Спрашивать - спросить/просить – попросить (чтобы...).	<ul style="list-style-type: none"> <li>➤ Oral Drill #5.</li> <li>➤ Ex. 15-2 and ex. 15-3 (web),</li> <li>➤ Read Grammar Comment 15-2 on p. 200.</li> <li>➤ Practice the dialogue.</li> <li>➤ Ex. 15-12 on pp. 201-202.</li> </ul>
21 сентября	<i>пт.</i>	Игра: «Привет ногами». <b>Mini-quiz #3: Части тела.</b> Куда и к кому – pp. 199-201. Ералаш: «Медицина бессильна». Conducting interviews – p. 203.	<ul style="list-style-type: none"> <li>➤ Ex. 15-5 (web).</li> <li>➤ Complete exercise on the verb "to ask."</li> <li>➤ Read Grammar Comments 15-1 and 15-3 on pp. 199-200.</li> <li>➤ Read the story "Света болеет" and answer the questions.</li> <li>➤ Write a short story about the last time you were sick – <b>turn it in in class.</b></li> <li>➤ Be ready for the mini-quiz on body parts.</li> </ul>
24 сентября	<i>нд.</i>		<ul style="list-style-type: none"> <li>➤ Ex. 15-6, 15-7, and 15-8 (web).</li> <li>➤ Ex. 15-15, 15-16, and 15-17 on p. 204-205.</li> </ul>

		Скороговорки. Повторим диалог. Сказка «Красная шапочка».	
26 сентября	ср.	Медицинская анкета. Сказка «Красная шапочка». An alternative ending?	<ul style="list-style-type: none"> <li>➤ Ex. 15-18, 15-19, and 15-20 on p. 206-207.</li> <li>➤ Ex. 15-9 (1 and 2) (web).</li> <li>➤ <b>1st Skype report is due.</b></li> </ul>
28 сентября	пт.	<b>Exam Review.</b>	<ul style="list-style-type: none"> <li>➤ Watch the video and answer the questions.</li> <li>➤ Print out, complete and bring the exam study guide to class.</li> </ul>
1 октября	нд.	<b>EXAM 1.</b>	<ul style="list-style-type: none"> <li>➤ Prepare for Exam 1.</li> </ul>
3 октября	ср.	Глава 16: Каждый день... Интервью. Время - стр. 212. Упр. 16-4 and 16-6 на стр. 211-212. Диалоги из Голосов (урок 5). Диалог.	<ul style="list-style-type: none"> <li>➤ Study the interviews.</li> <li>➤ Read “Clock Time” on p. 212.</li> <li>➤ Read the fairy-tale «Двенадцать месяцев» and answer the questions.</li> <li>➤ Watch the cartoon «Двенадцать месяцев» and write a brief observation about the differences – <b>turn it in in class.</b></li> </ul>
5 октября	пт.	Повторим диалог. День Максима – стр. 215. Время (часть 2). Видео: <a href="https://www.youtube.com/watch?v=CN8gEBbJd3Y">https://www.youtube.com/watch?v=CN8gEBbJd3Y</a>	<ul style="list-style-type: none"> <li>➤ Ex. 16-2 and 16-3 (web).</li> <li>➤ Practice the dialogue.</li> <li>➤ Read “Распорядок дня” and answer the questions.</li> <li>➤ <b>2nd set of email snapshots is due.</b></li> </ul>
8 октября	нд.	Скороговорки. Где? Куда? Откуда? – р. 213-214. Игра: «Журналисты – потерянные вопросы» (Выходной день студента).	<ul style="list-style-type: none"> <li>➤ <b>Culture Assignment #2 is due.</b></li> <li>➤ Complete Oral Drill #6.</li> <li>➤ Read Grammar Comments 16-1, 16-2, and 16-3 on p. 213-214.</li> <li>➤ Complete ex. 16-13 and ex. 16-14 on pp. 216-217.</li> </ul>
10 октября	ср.	<b>Mini-quiz #4: Где? Куда? Откуда?</b> Повторим диалог. До, после, сначала, потом – р. 215. Сказка: «Морозко»	<ul style="list-style-type: none"> <li>➤ <b>Composition 1 Draft is due. Print it out and bring it to class.</b></li> <li>➤ Ex. 16-4, 16-5, and 16-6 (web).</li> <li>➤ Ex. 16-16 and 16-17 on pp. 218-219.</li> <li>➤ Ex. 16-9 (web).</li> </ul>

		<a href="https://www.youtube.com/watch?v=CQEyUW8GSzw">https://www.youtube.com/watch?v=CQEyUW8GSzw</a>	<ul style="list-style-type: none"> <li>➤ Read Grammar Comment 16-4 on p. 215.</li> <li>➤ Prepare for the mini-quiz.</li> </ul>
<b>11-12 октября ~ Осенние каникулы</b>			
15 октября	<i>пнд</i> .	Скороговорки. Повторим диалог. Conducting interviews – pp. 221-222. Составляем сказку!	<ul style="list-style-type: none"> <li>➤ <b>2nd Skype report are due.</b></li> <li>➤ Finish watching «Морозко».</li> <li>➤ Read the fairy-tale «Морозко» and answer the questions.</li> <li>➤ Think about the typical fairy-tale elements, possible characters, plot twists, and endings.</li> <li>➤ Ex. 16-20 on p. 220 – write a brief report about American and Russian students' habits. – <b>Turn it in in class.</b></li> <li>➤ Write and record a story about your typical week.</li> </ul>
17 октября	<i>ср.</i>	Глава 17: Чем интересуетесь? Хобби и виды спорта – стр. 226-227. Творительный падеж: стр. 226-227.	<ul style="list-style-type: none"> <li>➤ Study the interviews.</li> <li>➤ Study the handout about hobbies and sports.</li> <li>➤ Read Grammar Comment 17-2 on p. 226-230.</li> <li>➤ Read the story “Москвичи и спорт” and answer the questions.</li> </ul>
19 октября	<i>пт.</i>	Скороговорки. Игра: «Я знаю, что ты делаешь». Диалог. - ОВА-/-ЕВА- verbs стр. 224. Творительный падеж (2) стр. 229-230.	<ul style="list-style-type: none"> <li>➤ <b>Composition 1 Final Draft is due.</b></li> <li>➤ Ex. 17-3 (web).</li> <li>➤ Read Grammar Comment 17-1 on p. 224.</li> <li>➤ Orall Drill #7.</li> <li>➤ Don't forget to work on the fairy-tale with your group !</li> </ul>
22 октября	<i>пнд</i> .	Повторим диалог. СВОЙ – стр. 230. Настольная игра с кубиками на повторение.	<ul style="list-style-type: none"> <li>➤ Ex. 17-2, 17-5, and 17-6 (web).</li> <li>➤ Read Grammar Comment 17-3 on p. 230.</li> <li>➤ Ex. 17-12 on p. 231 and ex. 17-13 on p. 232.</li> <li>➤ Practice the dialogue.</li> <li>➤ Read the fairy-tale “Снегурочка” and answer the questions.</li> </ul>
24 октября	<i>ср.</i>	<b>Mini-quiz #5: Vocabulary.</b> Видео: Поговорим о спорте. The Case System Bootcamp.	<ul style="list-style-type: none"> <li>➤ Conduct interviews with 3 people about their hobbies and interests and write a brief report about your findings – <b>turn it in in class.</b></li> </ul>

			<ul style="list-style-type: none"> <li>➤ Ex. 17-17 (web).</li> <li>➤ Prepare for the mini-quiz on hobbies and interests.</li> </ul>
26 октября	<i>пт.</i>	Повторим диалог. Поиграем в крокодила. Приглашения – стр. 231-232. Making plans. Putting the fairy-tale together.	<ul style="list-style-type: none"> <li>➤ Ex. 17-15, 17-16, and 17-17 on pp. 233-234.</li> <li>➤ Ex. 17-8 and 17-9 (web).</li> <li>➤ Watch the video (from Golosa) about free time and answer the questions.</li> <li>➤ <b>The fairy tale is due.</b></li> </ul>
29 октября	<i>пнд</i>	<b>Exam Review</b>	<ul style="list-style-type: none"> <li>➤ <b>3rd set of email snapshots is due.</b></li> <li>➤ Write and record a story about your hobbies and interests.</li> <li>➤ Print out, complete and bring the study guide to class.</li> </ul>
31 октября	<i>ср.</i>	Хэллоуин. Играем в русские игры.	<ul style="list-style-type: none"> <li>➤ <b>3rd Skype report is due.</b></li> <li>➤ <b>Cultural Assignment #3 is due.</b></li> <li>➤ Ex. 17-21 on p. 236.</li> <li>➤ Read the culture article on Gorodki, Lapta, and Indoor Games from Gerhart's <i>The Russian's World</i></li> </ul>
2 ноября	<i>пт.</i>	<b>Exam 2</b>	<ul style="list-style-type: none"> <li>➤ Get ready for the exam.</li> <li>➤ Ex. 17-20 on p. 235.</li> </ul>
5 ноября	<i>пнд</i>	Глава 18: В городе. Интервью. Стр. 238-241. Мой родной город. Диалог.	<ul style="list-style-type: none"> <li>➤ Study the interviews.</li> <li>➤ Read the culture article on public transportation from Gerhart's <i>The Russian's World</i></li> <li>➤ Read the story «Москва – культурный центр России» and answer the questions.</li> </ul>
7 ноября	<i>ср.</i>	Родительный падеж множественное число – стр. 242-243. Сколько в городе...? Игра: «Налоговая».	<ul style="list-style-type: none"> <li>➤ Practice the dialogue.</li> <li>➤ Read Grammar Comment 18-1 on pp. 242-243.</li> <li>➤ Ex. 18-2 (web).</li> <li>➤ Practice for the concert.</li> <li>➤ Ex. 18-26 on p. 251 – oral drill #7.</li> </ul>
9 ноября	<i>пт.</i>		

		Встречаем русских гостей: Panel of Guest Speakers from the Local Russian Diaspora.	<ul style="list-style-type: none"> <li>➤ Think about questions you might want to ask our guest speakers.</li> <li>➤ Ex. 18-3 (web).</li> <li>➤ Ex. 18-15, 18-16, and 18-17 on pp. 246-247.</li> <li>➤ Practice the dialogue.</li> </ul>
12 ноября	<i>пнд</i> .	Повторим диалог. Родительный падеж с числами. Родительный падеж: прилагательные и притяжательные местоимения. Рр. 243-244. Называться vs. звать.	<ul style="list-style-type: none"> <li>➤ Read Grammar Comments 18-2 and 18-3 on pp. 243-244.</li> <li>➤ Ex. 18-13 on p. 245.</li> <li>➤ Conduct interviews with 3 people about their home town, current town, and their favorite things about their towns. Write a brief report – <b>turn it in in class.</b></li> </ul>
14 ноября	<i>ср.</i>	Скороговорки. Игровые ситуации – стр. 244-245; р. 249. Practice for the concert. Numbers for UNM. Песня: «Подмосковные вечера».	<ul style="list-style-type: none"> <li>➤ Ex. 18-12 on pp. 244-245.</li> <li>➤ Ex. 18-19 on pp. 248-249.</li> <li>➤ Ex. 18-4, 18-5, and 18-6 (web).</li> <li>➤ Using the pic of MGU with numbers, write a story about the university.</li> </ul>
16 ноября	<i>пт.</i>	Oral presentations.	<ul style="list-style-type: none"> <li>➤ <b>Composition 2 Draft is due. Print it out and bring it to class.</b></li> <li>➤ Read the story “Поездка за город” and answer the questions.</li> <li>➤ Ex. 18-7, 18-8 and 18-9 (web).</li> </ul>
19 ноября	<i>пнд</i> .	Oral presentations. Practice for the concert.	<ul style="list-style-type: none"> <li>➤ Read the story «О Петербурге» and answer the questions.</li> <li>➤ Write and record a story about Albuquerque.</li> </ul>
21 ноября	<i>ср.</i>	Oral presentations.	<ul style="list-style-type: none"> <li>➤ Watch the videos about GUM, Bolshoi Theater and Arbat.</li> <li>➤ Practice for the concert.</li> <li>➤ <b>4th set of email snapshots is due</b></li> </ul>
<b>22 ноября ~ День Благодарения</b>			
26 ноября	<i>пнд</i> .	Oral presentations.	<ul style="list-style-type: none"> <li>➤ <b>Culture Assignment #4 is due.</b></li> <li>➤ Practice for the concert.</li> </ul>

28 ноября	<i>ср.</i>	Practice for the concert. Oral presentations.	<ul style="list-style-type: none"> <li>➤ <b>Composition 2 Final Draft is due.</b></li> <li>➤ Practice for the concert.</li> <li>➤ <b>4th Skype report is due.</b></li> </ul>
30 ноября	<i>пт.</i>	Готовимся к сегодняшнему концерту!	➤ <b>КОНЦЕРТ!!</b>
3 декабря	<i>нд</i> .	Oral interviews	
5 декабря	<i>ср.</i>	Oral interviews	➤ <b>Can-do statements are due.</b>
7 декабря	<i>пт.</i>	<b>Final Exam Review</b>	
10 декабря	<i>нд</i>	<b>FINAL EXAM TIME AND CLASSROOM TBA</b>	

**Appendix – Rubrics & ACTFL Level**

<b>Culture rubric</b> (80% meets objectives)	Excellent 100 – 90%	Good 89 – 80%	Limited 79 – 70%	Poor 69 – 0%
Understanding of cultural piece/text/video etc.	Clear understanding demonstrated.	Understanding is demonstrated for the most part.	Understanding is incomplete, but potential is there.	No understanding demonstrated, or misunderstood
Comparisons (between target culture and native culture) Articulation of differences and/or similarities	In-depth, insightful comparisons made. Multiple angles explored.	Interesting comparisons made, lacking some depth. Multiple angles mentioned.	Comparison(s) is mentioned but not explored. Superficial.	No comparisons
Personal, thoughtful engagement with topic	Original personal investment in the topic that seems well thought-out	Some personal engagement with evidence of reflection.	Personal engagement is either minimal and/or unconvincing	No personal engagement demonstrated
Relevance to topic	Completely and consistently on topic	Mostly on topic	Somewhat on topic	Not on topic
*Evidence of research	Excellent demonstration of researched topic	Demonstration of research is apparent, but lacks rigor	Demonstration of research is poor. Sources	No research demonstrated

			are poorly chosen.	
**Length	Required length achieved	Required length achieved	Required length almost achieved	Unacceptable length
***Peer response	Complete	Missing some of the requirements	Missing most of the requirements	No peer response, or late peer response

\* evidence of research would only be applied in journal entries (in other words, not on the exam questions)

\*\* length must be determined by individual instructors

\*\*\* Peer response valid only in on-line threaded discussions where peer responses are required

Compositions	Vocabulary	Grammar/Usage	Organization/Style	Communication of ideas
90-100%	Excellent and appropriate control and choice of vocabulary; variety of words used	Excellent control of grammar, spelling, and punctuation; very few errors	Sentence lengths and patterns varied; tone consistent; writing contains related ideas; writing follows logical plan with a clear sense of beginning and closure	Relevant and appropriate response to task, content communicated well; appropriate length
80-89%	Good control and choice of vocabulary; moderate variety of words	Good control of grammar, spelling, and punctuation; some avoidable errors	Sentence lengths and patterns show some variety; tone is generally consistent; most ideas are related; writing usually follows a logical plan with some sense of beginning and closure	Generally good content, though topic may not be fully explored; appropriate length
70-79%	Fair control and choice of vocabulary; minimal variety of words used	Fair control of grammar, spelling, and punctuation; many errors	Sentence lengths and/or patterns are seldom varied; tone is inconsistent or shows lack of involvement; ideas are often unrelated; writing often strays from a logical plan with a weak sense of beginning or lack of closure	Adequate content, though repetitious and simplistic; not long enough
63-69%	Poor control and choice of vocabulary; definite lack of variety	Excessive grammar, spelling, and punctuation errors	Sentence lengths and patterns are repetitious; tone is lifeless and shows no involvement; writing follows no logical plan	Inadequate development of ideas and content; poor ability to communicate; brevity compromises message
50-62%	Incomprehensible	Meaning blocked; text dominated by errors	No evidence of organization or style	No relevance to task; not enough to evaluate

<b>ACTFL oral proficiency guidelines: Speaking</b> for sample audio clips, go to: <a href="http://actflproficiencyguidelines2012.org/speaking">http://actflproficiencyguidelines2012.org/speaking</a>	
<p><b>INTERMEDIATE</b> general description</p>	<p>The Intermediate level is characterized by the speaker’s ability to:</p> <ul style="list-style-type: none"> <li>▪ create with the language by combining and recombining learned elements, though primarily in a reactive mode</li> <li>▪ initiate, minimally sustain, and close in a simple way basic communicative tasks</li> <li>▪ ask and answer questions.</li> </ul> <p>Speakers at the Intermediate level are distinguished primarily by their ability to create with the language when talking about familiar topics related to their daily life. They are able to recombine learned material in order to express personal meaning. Intermediate-level speakers can ask simple questions and can handle a straightforward survival situation. They produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. Intermediate-level speakers are understood by interlocutors who are accustomed to dealing with non-native learners of the language.</p>
<p>Intermediate-low</p>	<p>Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.</p> <p>Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give</p>

	<p>form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.</p>
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<b>ACTFL proficiency guidelines: Writing</b> for writing samples, go to: <a href="http://actflproficiencyguidelines2012.org/writing">http://actflproficiencyguidelines2012.org/writing</a>	
INTERMEDIATE general description	<p>Writers at the Intermediate level are characterized by the ability to meet practical writing needs, such as simple messages and letters, requests for information, and notes. In addition, they can ask and respond to simple questions in writing. These writers can create with the language and communicate simple facts and ideas in a series of loosely connected sentences on topics of personal interest and social needs. They write primarily in present time. At this level, writers use basic vocabulary and structures to express meaning that is comprehensible to those accustomed to the writing of non-natives.</p>
Intermediate-low	<p>Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material. Most sentences are recombinations of learned vocabulary and structures. These are short and simple conversational-style sentences with basic word order. They are written almost exclusively in present time. Writing tends to consist of a few simple sentences, often with repetitive structure. Topics are tied to highly predictable content areas and personal information. Vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling, and in the formation and use of non-alphabetic symbols. Their writing is understood by natives used to the writing of non-natives, although additional effort may be required. When Intermediate Low writers attempt to perform writing tasks at the Advanced level, their writing will deteriorate significantly and their message may be left incomplete.</p>

<b>ACTFL proficiency guidelines: Listening</b> for listening samples, go to: <a href="http://actflproficiencyguidelines2012.org/listening">http://actflproficiencyguidelines2012.org/listening</a>
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<p>Intermediate general description</p>	<p>At the Intermediate level, listeners can understand information conveyed in simple, sentence-length speech on familiar or everyday topics. They are generally able to comprehend one utterance at a time while engaged in face-to-face conversations or in routine listening tasks such as understanding highly contextualized messages, straightforward announcements, or simple instructions and directions. Listeners rely heavily on redundancy, restatement, paraphrasing, and contextual clues.</p> <p>Intermediate-level listeners understand speech that conveys basic information. This speech is simple, minimally connected, and contains high-frequency vocabulary.</p> <p>Intermediate-level listeners are most accurate in their comprehension when getting meaning from simple, straightforward speech. They are able to comprehend messages found in highly familiar everyday contexts. Intermediate listeners require a controlled listening environment where they hear what they may expect to hear.</p>
<p>Intermediate-low</p>	<p>At the Intermediate Low sublevel, listeners are able to understand some information from sentence-length speech, one utterance at a time, in basic personal and social contexts, though comprehension is often uneven. At the Intermediate Low sublevel, listeners show little or no comprehension of oral texts typically understood by Advanced-level listeners.</p>

<p><b>ACTFL proficiency guidelines: Reading</b>                  for reading samples, go to:  <a href="http://actflproficiencyguidelines2012.org/reading">http://actflproficiencyguidelines2012.org/reading</a></p>	
<p>Intermediate general description</p>	<p>At the Intermediate level, readers can understand information conveyed in simple, predictable, loosely connected texts. Readers rely heavily on contextual clues. They can most easily understand information if the format of the text is familiar, such as in a weather report or a social announcement.</p> <p>Intermediate-level readers are able to understand texts that convey basic information such as that found in announcements, notices, and online bulletin boards and forums. These texts are non-complex and have a predictable pattern of presentation. The discourse is minimally</p>

	<p>connected and primarily organized in individual sentences and strings of sentences containing predominantly high-frequency vocabulary.</p> <p>Intermediate-level readers are most accurate when getting meaning from simple, straightforward texts. They are able to understand messages found in highly familiar, everyday contexts. At this level, readers may not fully understand texts that are detailed or those texts in which knowledge of language structures is essential in order to understand sequencing, time frame, and chronology.</p>
Intermediate-low	<p>At the Intermediate Low sublevel, readers are able to understand some information from the simplest connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will be challenged to derive meaning from connected texts of any length.</p>