Residential College
Intensive Russian Program
RC Lang 193/Russian 103, sec. 001
MTThF 11-1, 68 Greene, EQ
Instructors:
11-12 am Alina Makin (grammar/vocab practice),
12-1 p.m. Vadim Besprozvany (language skills)
Fall 2008

Welcome to Intensive Russian I!

Course description

This course is designed to introduce you to Russian language and culture through a variety of reading, listening, writing and oral activities, all aimed at the development of your communicative competence. It will provide you with a basic, but solid knowledge of grammar and syntax, a functional vocabulary, familiarity with intonational patterns and native pronunciation, and practice in speaking, reading, writing, listening, as well as an elementary knowledge of Russian culture. Upon completion of this course, you should be able to: understand simple written texts or short spoken passages without the aid of a dictionary; satisfy your most immediate writing needs in the form of notes and personal correspondence; and carry on a short, elementary conversation, dealing with survival situations, ask and answer questions, speak in complete sentences, and create with language. The socio-cultural knowledge you will acquire should enable you to function successfully (and without breakdown in comprehension) in your communications with native speakers and in your contact with Russian printed and spoken language.

Course format:

We will meet in class for two hours a day four days a week. Each day, the first hour (11-12) is devoted to development of vocabulary and to grammar practice, with the second hour (12-1) reserved for consolidating what you have just learned and putting it into active use through conversation, listening, reading and writing.

Since the course is intensive and we aim to cover one year of non-Intensive Russian in one semester, our pace will be fast and the workload heavy. Stay organized and prepared, and make sure you contact your instructors for extra help as soon as you need it. We are available not only during our regular (walk-in) office hours (see p. 9) but also by appointment. We are always available to help you out in any way we can: be it by going over the material again individually, developing an individualized study plan, providing you with emotional support and counseling, or making suggestions for
improvement. We really want you to succeed in this class and to develop your interest in Russian language and culture. We are also very confident that everyone has an aptitude for successful language learning (after all you are proficient at least in one language already, and there are around 200 million people speaking Russian worldwide). We strongly believe that, with motivation, daily exposure to Russian and consistent work in class and at home, awareness of your own learning preferences and appropriate study habits (see suggested study tips on p. 10 and strategies on pp. 11-13) you will succeed.

**Co-curricular activities**

To help you succeed in this class and become proficient in Russian, we offer an hour of daily language table held in room 164 1-2 p.m., as well as 2 hours of Russian Tea (Tue 3-5 in the Greene Lounge), thereby providing extra opportunities to practice your oral skills in informal situations.

At the **language tables** you will share (cafeteria or packed) lunch and a conversation with your classmates, more advanced students of Russian from the RC, and your instructors. If you feel particularly shy speaking in class, this will be a great chance for you to consolidate and activate what you have just learnt, as well as develop your language skills in a stress-free, friendly environment.

The **Russian Tea**, in contrast, is open to all students of Russian at the U of M and to native speakers, thus providing you with an opportunity to meet other Russianists and possibly make friends. At the Tea we discuss what interests you, share stories (and gossip!), discuss Russian culture and current events, watch films, play Russian games, listen to guest speakers, and have fun over a cup of tea with (free) cookies and baked goods. If you are an extravert, you may find the Teas very exciting and rewarding.

The activities are crucial to your proficiency and Russian, and we require that all Intensive students attend **3 hours of them per week**. Make sure that you factor them into your academic (and social) calendar. You can mix and match the two, or come to only language tables – the choice is yours. However, please notify your instructors on the first day of classes of any scheduling conflict that may prevent you from taking full advantage of these important resources – we will attempt to resolve it or will try to generate alternatives.

**Course texts:**

Throughout the semester we will be using a variety of materials, listed below. All required materials, bar the coursepack, video and video guide, are sold in one box. It is very important to purchase them on or before the first day of classes, as we will need all of them right away. To save you money on the textbook purchase, the video will also be placed on reserve throughout the term in the Language Resource Center and the video guide will be available in the coursepack, but if you prefer to have your own copy of either of them or both, they can be bought at the book stores.
All materials can be purchased at Shaman Drum book store on State Street (http://www.shamandrum.com/textbooks/students.php). Please see the note on course materials below (p.15) for a detailed overview. You will need the textbook in class every day; the rest of the materials are mainly for home use, although we will let you know when you will need them for occasional class use.

**Required textbooks and materials:**

2. Workbook for *Nachalo: Book 1 and Book 2*.
3. 2 Listening Comprehension CDs (1 for each book), accompanying the textbook.
4. **Coursepack**, containing 2 video guides, audioword and keys to workbook exercises, classroom expressions, test preview sheets for each unit, and the final review, can be bought at **Dollar Bill Copying** at 611 Church Street.

**Recommended, but not required:**

3. Video and video guide for Book 1 and Book 2 (otherwise available through ctools.umich.edu and for optional purchase at bookstores).
4. A set of audio CDs that accompanies both workbooks containing lab assignments for homework (otherwise available through course website at: ctools.umich.edu and for optional purchase at bookstores)

**Other resources:**

- **course website** is our primary collection of course resources. There you will find course syllabi, video segments and audio CD recordings for home lab assignments, handouts passed around in class, announcements about upcoming events, useful Russian language and culture resources, supplementary materials, etc. There is also a chat room where you can ‘meet’ with your class and you will be able to send e-mails to your classmates and instructors. The drop-box feature will allow you to leave typed assignments on-line confidentially on-line (only your instructors will be able to view your submissions). I strongly recommend that you try to use a wide variety of resources from this website and that you get familiar with it right away.

- **Language Resource Center** (LRC) located on the second floor of MLB. We strongly encourage you to investigate it. There you can listen to your language tapes/CDs, watch the textbook video, watch Russian news via satellite, surf the net for Russian-related web-resources, listen to Russian music, watch Russian films, use interactive
Russian-language software, and word-process in Russian. We have a large collection of Russian films there (see the above URL for a full list of titles). Let us know if you would like to view any of them and we will arrange it for you. LRC hours are: M-Th: 8:30 a.m.-9:30 p.m.; Fri – 8:30 a.m-5 p.m.; Sunday: 12-30 p.m. – 9:30 p.m.

- Check out a compilation of Russian links on our intensive program website. It contains links to sites related to language and culture. All you need to do is russify your computer and you are ready to go (see one of us for instructions on how to do that).

- We also have a big selection of Russian books for a beginning reader. If you find reading very rewarding and helpful, see A. Makin to borrow a book or a periodical.

- If you are an auditory learner, we have a large selection of audio and video tapes to lend to you for home use. Once again, don’t hesitate to see A. Makin for these materials.

- The Detroit Area has a relatively large Russophone community with a number of stores (food, clothes, books, videos, etc.) and restaurants. It also hosts frequent Russian events (plays, concerts, shows, discos, etc.) that are open to everyone. For more information please see “Russian Detroit”, an excellent compilation of these resources put together by Professor M. Makin, Slavic Dept’s undergraduate and concentration advisor, available online (in .pdf format).

- If you are thinking about choosing a Russian major or minor, studying in Russia, or undertaking a leisure trip to Russia or the Former Soviet Union, check out Prof. Makin’s ‘Twenty Questions of Russian Language and Literature at the U of M’.

- After completing the Intensive Russian program, you will be 2/3 of the way through the requirements for a Russian minor and will have almost half the way through the requirements for a Russian major. In fact most of the intensive students elect one or the other. For questions about a Russian minor, please visit these sites or stop by to talk to the Slavic Department Concentration advisor (for appointments call 763-5355)

- Every semester Slavic Department and Center for Russian and East European studies organize a number of academic and cultural events, such as public lectures, symposia, films, exhibitions, concerts and shows by Russian artists. These are great opportunities for you to explore Russian culture and expand your interest in Russian studies (check out http://www.umich.edu/~iinet/crees/events/index.html for the list of upcoming events). We will give you extra credit, or count it towards you co-curricular activities if you write a short, one-page report on anything you decide to participate in (in English or, if you like, in Russian) and/or prepare a short presentation for Russian Tea. All these events are open to the public, some of them
are free, others charge discounted student admission (bring your MCard to get a student discount).

**Course requirements and policies:**

Any language class (and an intensive language class in particular), due to the communicative nature of language, relies very heavily on cooperative (or group) learning and activities. In addition, your success as a language learner is directly dependent on the consistent effort you apply to the study and practice of language skills and to the careful attention you give to all course requirements and policies. Although they may seem to you draconian at first glance, they are designed for the benefit of all students and try to promote productive learning, to ensure success and to minimize disruption in the flow of class activities. Also, they help to ensure fairness in evaluation of everyone’s efforts and progress. Please read them carefully and let your instructors know if we can answer any questions or concerns you may have, to avoid confusion or disappointment later.

1. **Attendance and participation (30% of your grade or evaluation):**

   Regular attendance in class and at the co-curricular activities is crucial to your success in this class. Your participation in class and at the lunch tables and Russian Tea is required so that every day you may strengthen and practice your language skills and receive feedback from your instructor. Also, your participation effectively demonstrates your proficiency in the language. Language is communication in context. It is extremely difficult (or virtually impossible) to do it on your own. You need language contact hours and our classes, together with co-curricular activities, are designed to provide you with those hours. And last but not least, our classes are interactive and are structured around a variety of group/pair task-based activities, where every member of the group/pair receives a particular and a very important assignment. Therefore, *attendance and participation in our classes are mandatory and we do not allow any auditors.*

   Absences will affect your grade or evaluation as follows:

<table>
<thead>
<tr>
<th>Number of classes missed</th>
<th>Effect on your grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>None</td>
</tr>
<tr>
<td>5-10</td>
<td>Your participation grade will be lowered one notch (e.g. from A to A-, for each unexcused absence (for LSA students)) or your percentage (for RC students)</td>
</tr>
<tr>
<td>11-15</td>
<td>Your participation grade will be E or F (for RC students)</td>
</tr>
</tbody>
</table>
More than 15 You will receive a failing grade for the course

Note: Three late arrivals in class (even by a few minutes) are converted into an unexcused absence. If you miss class due to medical reasons, religious holidays or for family emergency (we are all human!), please notify your instructors in advance (over e-mail or by phone). Be prepared to present appropriate written documentation to explain your absences so that they could be marked as excused. Other (undocumented) absences will be marked as unexplained. You are responsible for finding out about missed assignments, both oral and written, and completing them by the time you return to class.

Participation in class means that you come prepared, ready to learn and having already practiced the material for the day at home. This means reviewing the texts/material we will be discussing in class before you come to class, so that you may ask questions if necessary and so that we can spend class time on reinforcing, consolidating and on interactive practice. Participation also means responding energetically and enthusiastically in your interactions with your classmates and instructors. The classroom is the place where you can try out everything you have learned and see how it works! Don’t be intimidated or discouraged by errors. It is the only and natural way to learn. Participation means taking part in all games and activities that we engage in, even if they initially may seem silly. All games and activities, no matter how amusing, have a very specific educational goal. We will make sure to explain these goals to you before we begin each activity.

2. Homework (30%)

You are required to complete your oral and written homework (indicated in the enclosed syllabus) every day. If you get behind, it is extremely difficult, if not impossible, to catch up. Therefore, we do not accept any delays. A missed homework assignment (collected daily) equals a missed class, so doing homework is not only important to your success with Russian, it will also impact your grade or evaluation.

Homework will not be graded on the usual scale, but on a P/F system (Pass: High Pass (HP), Pass (P), Low Pass (LP); or Fail (F)), which is intended to encourage you to experiment with the language and not to be afraid of making errors – they are an integral part of your cognitive development! If your instructor feels an assignment has not been completed, you will be asked to rewrite parts of the homework assignment (these re-writes should be turned in next time you hand in your homework). In order to receive a pass, all submitted assignments must be thoroughly completed and self-corrected in a different color of pen, using the keys in your coursepack. Each correction should also be accompanied by your comments on the nature of your error. Your homework will be returned to you at the next class session.
We will answer any questions you may have on your homework, so don’t hesitate to ask for help if you need it. Talking to us about difficulties and questions will help us to address your problems and find a solution.

While you will be evaluated on the basis of the written homework you hand in, it is important to understand that **homework is not only written work**. Homework is written work PLUS study of vocabulary and grammar, listening to audio and listening comprehension CDs, viewing videos, reading and preparation for the coming day of class. Make flashcards, listen to your tapes, practice OUT LOUD. Review, review and review again (in Russian we say that repetition is the mother of learning, or in English practice makes perfect). Treat your homework as a dialog with your instructors: write any questions/difficulties you may have in the margins so you won’t forget to ask them in class or during our office hours.

3. **Tests and quizzes (30%)**

Besides daily feedback given to you in class and on your home assignments, your progress in this class will be evaluated continuously throughout the semester. There will be:

- Ten vocabulary quizzes (15-20 mins in length) on the penultimate day of our progression through each of the chapters. Each of these quizzes is worth 20 points.

- There will be 7 one-hour-long in-class tests (a group quiz for chapter 1 and a test for every two chapters after that). Each is worth 100 points. The end of each chapter contains a comprehensive checklist of what you should know, while the coursepack has preview sheets for each of the tests, and we strongly recommend that you complete them in preparation for your tests.

For each of the quizzes and tests you will receive a P/F (for RC students) and a regular letter grade (for LSA students). Your grade will be assigned on the basis of the percentage of correct answers (earned points divided by all the points each quiz or test is worth). The percentage-grade correlation is as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade (for LSA students)</th>
<th>Grade for RC students</th>
</tr>
</thead>
<tbody>
<tr>
<td>97</td>
<td>A+</td>
<td>HP</td>
</tr>
<tr>
<td>93</td>
<td>A</td>
<td>HP</td>
</tr>
<tr>
<td>90</td>
<td>A-</td>
<td>HP</td>
</tr>
<tr>
<td>87</td>
<td>B+</td>
<td>P</td>
</tr>
</tbody>
</table>
Below 60  F  F
60  D-  F
63  D  F
67  D+  F
70  C-  LP
73  C  LP
77  C+  LP
80  B-  P
83  B  P

Note: *The lowest score will be dropped at the end of the semester.* For RC students, a Pass constitutes a percentage in the range of 70-100%

We understand that all of us may have an occasional bad day and that is why we have adopted the single retake policy outlined below. We are also interested in you *learning* the material and that is another reason for this policy. You may re-take any test or quiz only once according to the following rules:

**Single retake policy for first-year Russian**

If you take a chapter test or a quiz and do badly, you can retake it. However, please remember that restrictions apply. Read carefully:

- If you get under 80 on any chapter test, you are encouraged to retake another version of the same test. In order for a retake score to count, you must get 80 or higher.

- If you get 80 or higher on a subsequent retake, your score is averaged in with your score from the first test. Your final grade for that unit is the average or 80, whichever is higher. However, if you fail to reach a score of 80, the score on the subsequent retake will not count.

- You may retake a test/quiz only once. You have *one week from the day that the original test is handed back* to the class in which to complete a retake. Your absences from class during this period do not extend the retake window. *To ensure fairness to all, there are no exceptions to this rule, no matter how legitimate the excuse.*

- If you missed a class on which a test/quiz was administered, you will be allowed to make up for that quiz and/or test *only if* your absence is excused and supported by proper written documentation. In this case you will need to take that quiz/test as soon as your return to class and the above one week window will not apply to you.
• Retakes are given at the instructor's prerogative. If you make an appointment to retake at the last minute before a new unit test, and the instructor is unable to show up for whatever reason, you will not be allowed to make up the test after the next unit test. In other words, do not rely on retakes to keep your grade afloat. They are meant to be a last resort to repair a very occasional bad grade.

4. Final exams, oral and written (10%)

At the end of the term, there will be a short (15-minute) oral interview and a final written exam. The schedule for these exams is as follows:

**Oral interviews** will take place during the week of **December 1-5**. We will post a signup sheet for the 15-minute slots on the door of 110 Greene (A. Makin’s office) during the previous week. We will also provide you with detailed instructions for the oral part well in advance so that you can prepare for it.

**The written grammar/vocabulary/writing/reading exam** (2 hrs long) will be held on **Friday, December 12 11-1 p.m. in 68 Greene**. The coursepack contains a very detailed review check-list and a practice exam that we very strongly encourage you to complete in preparation for it. The grading of the written exam will be similar to the test grading (outlined above).

**Important:** Please mark these dates in your calendar early. These dates and times are final and no exceptions will be allowed (except, of course, for exam conflicts, religious holidays or documented illness). Therefore, please plan your holiday travel accordingly and in advance.

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**Alina Vladimirovna Makin**  
Office: 110 Greene, East Quad  
Phone: 647-4376  
Office hours: Mo, Fri 10-11  
E-mail: resco@umich.edu

**Vadim Besprozvany**  
Office: tba  
Phone: tba  
Office hours: tba  
e-mail: vbesproz@umich.edu
TIPS FOR SUCCESSFUL STUDY

- It is very important that you establish early your learning style preferences and develop appropriate learning strategies to study effectively and efficiently. To assist you in this, we are providing you with a Learning Style Survey and a Language Strategy Use Inventory and Index. Check out Learning How to Learn folder in the Resources rubric of our course website on ctools.umich.edu. Fill these surveys out and follow suggested recommendations on how to capitalize on your assets. Throughout the semester you will also be engaged in special activities directed at raising your strategy awareness, practicing new strategies and transferring these strategies to independent use. See suggestions on successful language learning strategies on the following page.

- Plan to study for two hours or more every day. Skipped study time mounts up.

- In learning new vocabulary, the number of repetitions is more important than the total amount of time spent learning. Start studying new vocabulary on the first day of each unit. Make flash cards (they can be just words with their translations (these are probably the least helpful but the most common ones), pictorial cards, words in phrases/sentences, whole phrases, words in associations (‘sounds like’), etc. Start each study session by going over your flash cards cumulatively. Cramming is an extremely inefficient use of time.

- Always study with a pencil in your hand. Write down tricky words, jot down questions, notes to yourself, etc. Both writing and saying words aloud will improve your ability to remember them.

- Using the language is the most efficient means of learning it. All the exercises are designed for that purpose. Don’t plan to spend your time reading the grammar explanations and trying to remember them. But do go through all the exercises, say the words, read the sentences, use the language.

- Use answer keys to correct your own answers the same day in a contrasting color of pencil or ink and provide written comments on the nature of each of your errors. If you cheat and peek while you are doing exercises the first time around, you will suffer unspeakable horrors when you are confronted with similar exercises in class and on tests and have no answer key to keep you company.

- Use your homework as a dialog with your instructor. Write down your questions, underline forms you are not certain of, tell your instructor what you find confusing.
• If you use these suggestions, you will find that you will spend less total time studying, and that the time you spend will not only be used more efficiently, but you will feel more confident of your ability to use the language actively.
SUCCESSFUL LANGUAGE LEARNING STRATEGIES:

- Seek out opportunities to communicate with peers, teachers and native speakers and ask everything. Make use of the language everyday.
- Read something in the foreign language continually, everyday.
- You must be able to live with mistakes, to view them as part of learning. Take risks in your language, guess/infer meaning, use contextual cues.
- Use memory aids, for example, mnemonics for learning new words.
- The main thing is that you overcome inertia and use the word and even when it is not absolutely correct.
- Instead of approaching the new language like a blank wall try to find everything you can that is related to what you already know, especially in lexical items.
- It is good to keep a diary, a learning diary that records your reactions and approaches to the learning situation. Compile a list of approaches/strategies that work for you and your style of learning.
- You simply have to sit down and work out a way that you can do each task before you do it. Plan and organize your learning, check your progress, make adjustments if necessary.
- Listen as attentively as you can to everything you can. Analyse what you hear and read.
- Don’t wait for the language to be laid out as a system for you. Be proactive, learn by induction.
- Have your work organized and up-to-date all the time.

Ten strategies used by successful language learners:

1. Planning strategy: awareness of personal learning style, with positive problem-solving strategies.
3. Empathetic strategy: positive, integrative attitude.
4. Formal strategy: knowing how to tackle the language.
5. Experimental strategy: making and revising hypotheses, ordering the language into a system and revising it systematically.
7. Practice strategy: seeking opportunities for practice (silently and out loud).
8. Communication strategy: risk-taking to put messages across, willing to use the language, turning for help.
10. Internalization strategy: learning to think in foreign language, learning to use it as a separate reference system.

How to be a more successful language learner:
- Involve yourself in the language learning process
- Find your own way
- Find a learning style that suits you
- Take into account the demands that foreign language learning imposes and find strategies to cope with it.
- Organize
- Be creative
- Make your own opportunities
- Learn to live with uncertainty
- Use mnemonics
- Make errors work
- Develop an awareness of language both as system and as communication
- Develop foreign language as a separate system
- Pay constant attention to expanding your language
- Let context help you
- Learn to make intelligent guesses
- Learn some lines as wholes
- Learn formalized routines (they take the pressure off communication)
- Learn production techniques
- Use different styles of speech.

Classification of strategies

**Direct strategies:**

**Memory strategies (they help you to commit language to memory):**

- Grouping
- Associating
- Placing new words/structures in context
- Use of imagery
- Reviewing
- Using physical response or sensation

**Cognitive strategies (they help you to understand and learn language)**

- Repeating
- Formal practice
- Using resources to send/receive messages
- Analyzing expressions
- Translating
- Taking notes
- Summarizing
- Guessing
- Using linguistic cues

**Compensatory (they help you to make up for what you cannot yet do):**

- Getting help
- Coining words
- Avoiding communication
- Using circumlocution

**Indirect strategies:**

**Metacognitive (they help you to organize your learning):**

- Centering your learning
- Arranging/planning your learning
- Evaluating your learning

**Affective (they help you create positive attitudes to learning):**

- Lowering your anxiety
- Encouraging yourself
- Taking your emotional/motivational temperature

**Social (they help you to enjoy learning and make it meaningful):**

- Asking questions
- Co-operating with others
- Empathizing with others

To summarize recent research on language learning strategies, the successful language learner is perceived as an active organizer, active learner and an active respondent. Anyone who is willing not to give up and who uses a wide array of strategies is bound to succeed. Try as many strategies as you can and see the difference!

**Notes on the texts**
**Syllabus:** The enclosed syllabus, as you can see, presents detailed daily notes on in-class activities for both hours: grammar and vocabulary practice (11-12) and skills (12-1), followed by homework assignments (домашнее задание). Be sure to go over the material for the next day’s activities while doing your homework the preceding evening. This is important since we can then engage in active practice after a brief explanation of the new material and after answering your questions. These oral assignments are just as important as written homework. Homework assignments will be for the next day the class meets unless otherwise noted. Here is a list of abbreviations you will find in the syllabus:

- **WB:** -- workbook/lab manual
- **VG:** video guide

**Note:** the assignments and descriptions of class activities for any given date listed below are merely suggested and may be changed or supplemented by your instructors. Bring this syllabus to class every day and write in any changes which may be made. Also, as you will see, the amount of English in the syllabus is gradually reduced, so pay attention to the translations for key phrases provided in the beginning. Throughout the course we will be studying some frequently used classroom expressions, a compilation of which you can find at the end of your coursepack.

**Materials for purchase:** The set of materials you will need to purchase comes in a box and includes: both textbooks of Nachalo (Book 1 and Book 2); 2 workbooks/lab manuals (for both books; 2 Listening Comprehension CDs (with recordings of textbook texts). 2 sets of audio CD program (with lab exercises in the workbook/lab manuals) a video tape and a video guide with viewing instructions/exercises are optional; the audio and video is streamed to our coursewebsite through the LRC and video guide can be found in your coursepack.

**Textbook format:** Each book is divided into 7 chapters (14 in total). Each chapter is broken into 4 parts. We will be covering one part throughout each class meeting. Beginning with chapter 2, each part is divided into four rubrics: С чего начать?; Чтение, Грамматика и практика, and Культура речи.

С чего начать?/Чтение (where do we start?/reading) -- contains a visual opener with active vocabulary we will be using in that part, and a reading passage. It is very important for providing you with lexical and grammatical context and focusing you on what we will be working on. This section will be introduced in class the day before we begin that part. At home you will need to begin your daily homework assignment by going over this material in preparation for the next day’s class. This will involve memorization of new vocabulary, as well as reading the passage, listening to it on the tape and viewing the video (if applicable). It is paramount that you listen to/watch these recordings two or three times a day. They may seem fast at first but your comprehension will improve significantly each time. When going over taped material you should remember to pause or stop the tape/CD long enough to repeat the utterance (ALOUD, please -- bother your roommate by all means), and do not hesitate to do this more than
once. Remember that audio-visual assignments and reading are as important as written homework, and they should precede your exercises in the workbook. You can use audioscript for audiovisual assignments to clarify a stubborn phrase that you could not understand after multiple listening/viewing. After the first part of each chapter you will need to listen/view/read these materials cumulatively (or in a snowball fashion, refreshing what has been studied before and adding new material for next day’s class). Don’t forget that repetition is the mother of learning! It is also useful to go over exercise A in the workbook for each part to check your comprehension of the reading passage.

Грамматика и практика (grammar and practice) -- stems from С чего начать/? чтение and introduces new grammar in non-technical language. We require and assume that you read all grammar explanations a day before they are introduced/practised in class, so that you can participate fully in class activities and ask questions, and so that we can focus on active practice after a brief explanation and clarification of difficult points. Each section in this rubric has corresponding exercises (usually two or three) in the workbook. The syllabus, taking into consideration your workload, contains assignments of one or two exercises to each of the grammar topics. However, if you feel you could benefit from more exercises on a particularly troublesome topic, please let us know and you will be awarded extra credit for your effort.

Within this part you will also see small rubrics related to cultural and linguistic information. Make sure you go over them at home after they were covered in class (the syllabus refers you to the relevant pages). These rubrics are:

- О России (about Russia) – contains cultural information, pertinent to an area of language or Russian life we will be exploring in the preceding sections

- Слова, слова, слова (words, words, words) – introduces peculiarities of word families and Russian word building elements.

- ReVERBerations – can be found throughout Book 2 and focuses on study of verbs: conjugations, aspects and the like.

- Учись учиться (learn to study) – is a very important section for freshmen and students for whom Russian is the first foreign language, introducing useful and productive study habits/techniques.

Культура речи (Speech culture) -- a major rubric that comes after grammar and summarizes each of the introduced topics through conversational practice. It contains the following subsections:

- Так говорят (They talk like this) – introduces and practices conversational phrases, idioms and speech etiquette items.

- Самопроверка (self-test) – checks how well you have comprehended key sentences from each of the grammar sections through translations.
Very useful as an independent consolidation exercise, which you could use when preparing for tests and quizzes.

- **Вопросы/ответы** (questions and answers) – pair/group question-answer activity based on personal information and related to themes, grammar and vocabulary of each part.

- **Диалоги** (dialogs) – sets contexts for familiar vocabulary and grammar.

- **Ваш диалог** (your dialog) -- is a summary of what you have learned in each part, challenging you to use your own imagination-knowledge and convey your own meaning.

- **А теперь** (and now…) – the last section for each part that integrates grammar and vocabulary in a realistic communicative situation.

The textbooks also contain a variety of useful consolidation materials, under the «Итак» (thus…) heading which you can find on tinted pages at the end of each chapter. We recommend that you go over these at the onset of each new chapter and familiarize yourself with these resources.

- **Новые слова** (new words) – lists all new vocabulary (1700 words throughout each textbook) in helpful word-meaning categories. This section is useful for your homework vocabulary study activities. You can use it for making your flashcards on the first day of each part, for reading/listening/viewing reference and in preparation for vocabulary quizzes. For vocabulary quizzes at the end of each unit you will need to know the words *very well*. For techniques for better memorization of the vocabulary consult your language learning questionnaires or talk to A. Makin for extra suggestions.

- **Что я знаю, что умек** (What I know, what I can do) – provides you with a checklist of what you’ve learned in each chapter in terms of grammar. Please make sure you go over this checklist in your preparation for the test.

- **Это надо знать** (You need to know this) – summarizes grammar topics into charts for quick reference, memorization and test preparations. This will help you complete your homework assignments and the review at the end of the unit.

- **Дополнительные тексты** (supplementary texts) – includes authentic Russian texts with comprehension exercises. If you learn best from reading or if you find reading particularly rewarding, you can use them as an extra resource. These are listed in your syllabus as optional (по выбору). In class we will be working with a variety of printed materials and will be engaged in many reading activities too.
Although the texts are quite difficult, the accompanying exercises are geared towards your level (i.e. first year). The authors opted to use authentic (rather than heavily edited or ‘dumbed-down”) texts with the aim fostering good reading habits right from the start. You will soon learn to extract meaning even when you cannot understand every word of a text.

- **Appendices** – found at the end of each textbook, provide you with a summary of major grammar topics covered in comprehensive charts and with useful cultural/geographical/historical information. These will be great for cumulative and final reviews.

**Audio and Audiovisual materials**: CD-recorded materials are marked in your textbook with headphones to the right of the exercise number), while dialogs from the video are marked with a videotape icon. As noted above, audio CDs are divided into two sets: Listening Comprehension CDs (included with your textbooks, with texts found in the С чего начать? section) and audio CD program (recorded lab exercises found in your book, available through ctools website or for individual purchase at the bookstores). The video (consisting of a video and a video guide, available for free through ctools and for individual purchase) contains a lively story about a Russian family and their relatives and friends, which will serve as a focus point for your study of language and Russian culture. The role of each video segment is twofold: it provides an interesting and continuing storyline, and serves as a primary source for the grammar, vocabulary, all the major communicative functions and cultural knowledge. Extracts from all episodes are also presented in the чтение section.

**Workbook**: contains written homework exercises and lab assignments (found on the audio CD program or through ctools). Assignments in the workbook correspond to the part we covered in class that day (e.g., part 1 in class – part 1 at home). Make sure you complete all written assignments for each day and self-correct them in a different color of pen using the coursepack keys and providing comments on the nature of your error. Lab assignments are as important as grammar/vocabulary assignments. However, exercise caution when using the keys. Use them for reference after you have completed your homework rather than before or, even worse, while you are working on it. The best attitude is to treat them as a diagnostic tool, helping you to pinpoint something you may have misunderstood in class and/or need more work on. Go back to the troublesome topic, do more reading or exercises, ask a question in class next day, meet with your instructors during their office hours for a tutorial.

**Non-required texts**: include a Russian-English/English-Russian dictionary and a reference grammar. Although this course will provide you with functional vocabulary and grammar, it is always useful to have a nice dictionary at hand (for authentic reading and listening) to clarify a persistent miscomprehension. However, learning to employ coping strategies and teaching yourself how to function without a help of a dictionary is more productive. Likewise, a good reference grammar may be useful for those of you who need to know more and get a global picture on any grammar topic. One word of
advice: while these may serve as useful supplementary tools for passive skills (reading and listening), active skills (speaking and writing) will improve better and faster if you try to incorporate your active vocabulary and grammar from the textbooks. Thus, try to use what you already know in your speech and in writing: you will improve both fluency and accuracy this way.

Troubleshooting:

- If you do not have a way to play the tapes/CDs/videos you may use the Language Resource Center (MLB, Second floor; bring your ID card to get headphones).

- You may have already realized that there is an enormous amount of material in these texts, and that this course will require a consistent and hard effort on your part – expect working at home 20-25 hrs per week. Don’t panic: we will be very specific about what we expect you to know. Besides, you can count on our help with anything that you may find difficult – all you have to do is ask. Do not even think twice to turn for help – this is what we are here for.

Good learning and good luck!