**RUSS 3005**

**RUSSIAN for HERITAGE SPEAKERS**

In this course, students with partial knowledge of a second-language gained while living in a target-culture family, but not in the target country, learn to place this knowledge within the context of a deeper and more complete understanding of the target language and culture. They gain exposure to a broader range of registers of language and types of “texts” used within the target culture and compare their own experience and views to that of peers growing up abroad. They learn not only to communicate more effectively in the target language, but also to understand the complex interrelationship between their own liminal/dual culture and the cultures of the United States and Russia.

**Goals.** This course provides an introduction to the fundamental structures of Russian grammar, explained in terms oriented to heritage speakers (students who can communicate orally in the language on day-to-day topics, but who have not had or not completed formal schooling in Russia or other Russian-speaking countries); problems of reading and writing/spelling; stylistics of more formal language use and differentiation of stylistic levels. Sophistication of language use is increased through work with and discussion of authentic texts (mass media, film, prose). Topic areas for reading/viewing and discussion help students place their personal experience in a more sophisticated matrix of cultural understanding, relating to both Russian and American cultures. Depending on general proficiency level in Russian, students completing this course can go on to additional language preparation in RUSS 3002 (Advanced Russian II), or immediately proceed to content courses taught in the target language at Georgia Tech or abroad, internships, etc.

**Grading**.

Quizzes and bi-weekly compositions 20%

Unit tests (six) 30%

Attendance and active participation 15%

Final essay 15%

Final (grammar, orthography, stylistics) 20%

**Materials.** Tatiana Akishina, Olga Kagan, Richard Robin. *Russian for Russians*. (textbook and webpage). Andrei Gelasimov, *Zhazhda* (novella). Valerii Todorovsky, *Stilyagi* (film). Newspaper articles and other media.

**Syllabus.** Study of grammar, orthography and stylistics will follow *Russian for Russians*. The textbook will be supplemented with additional authentic reading and viewing materials. Adjustments will be made based on the entry-level skills of the enrolled students. See topic breakdown below.

**Prerequisite.** There is are no formal prerequisites.Students sign up for the course with permission of the department.

**Unit 1: Meetings 1, 2, 3, 4, 5, 6, 7, 8**

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| Main Theme | Grammar | Vocabulary | Spelling |
| **Детство и семья**  Childhood and family, differences in family relations and childrearing | Gender, with special attention to neuter.  Overview of Russian Cases. Learning to identify cases through questions .  Plural of nouns | Expressing one’s emotions |  Hard and soft sounds  7 letter rule (**и**after **к**, **г**, **х**, **ш**, **ж**, **ч**)  5 letter rule (**о/е** after **ш, ж, ч, щ, ц**)  Vowel reduction  Voiced/voiceless consonants  Combinations of **чн, чт, сч** Unstressed **о / е**;  **ь** in feminine nouns |

**Unit 2 Meetings:  9, 10, 11, 12, 13, 14**

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| Main Theme | Grammar | Vocabulary | Spelling |
| **Биография**  Biographies and family histories | Verbal conjugations, past tense, infinitive  Pronouns. Special attention to **их**. | Core biographic vocabulary (**родиться, вырасти, жениться, назвать**) | Capital letters;  Absence of **ь** in certain Consonant clusters (**чк, чн, нч**)  **ь** in infinitives |

**Unit 3: Meetings  15, 16, 17, 18, 19, 20**

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| Main Theme | Grammar | Vocabulary | Spelling |
| **Образование**  Education: Russian and American schools and universities – structures and issues | First declension (а/я noun endings)  Adjectives: feminine endings  First conjugation -**ать** verbs | Vocabulary that enables students to talk about their education | **-ся-** with verbs;  **ь** in the conjugation |

**Unit 4: Meetings  21, 22, 23, 24, 25, 26**

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| Main Theme | Grammar | Vocabulary | Word-formation |
| **Русские и американцы:**  **Взгляды на жизнь**  Russian and American values and ethics | Second declension (masculine hard and soft ending, neuter)  Adjectives: masculine and neuter endings  Second conjugation | Comparison, interests, preferences, hobbies.  Differences between **а, и, но** | Roots: spelling unstressed vowels and silent consonants (e.g. **солнце**) |

**Unit 5:  Meetings  27, 28, 29, 30, 31, 32**

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| Main Theme | Grammar | Vocabulary | Word- Building |
| **Бизнес**  Work, money, business, ads business letters; values and protocols | Third declension  1st conjugation:   **нуть, -ова-/-ева-, -ва-**  Negation (**ни...не**) | Everyday finances | Prefixes: unchangeable prefixes (**с-, о-, до-, по-, под-, про- , пере-, в-**) |

**Unit 6:  Meetings  33, 34, 35, 36, 37, 38**

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| Main Theme | Grammar | Vocabulary | Spelling andWord- Building |
| **Пол и гендер в России**  Gender issues and gender roles | Declension of proper nouns  Time expressions and dates | Vocabulary relating to gender relations and family issues as they are reflected in the public sphere | **ь** in numerals  Prefixes (**рас-/рос-, вос-/ воз-, бес-/без-, из-/ис-**) |

**Unit 7:  Meetings  39, 40, 41, 42, 43, 44, 45**

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| Main Theme | Grammar | Vocabulary | Spelling and Word- Building |
| **СМИ и русская политика**  Mass media and Russian politics; comparison with American system | Syntax: **ли** and **который**  Verbs of motion  Use of cases after prepositions | Core vocabulary of history terms to enable students to understand Russian history texts and political news | Suffixes: general information  Spelling of adverbial suffixes (**-а, -о, -у**)   * participles |

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| **ML PERFORMANCE GOAL #1: PROFESSIONAL COMMUNICATION** | |
| **ML Learning Outcome 1 : Demonstrate oral and aural proficiency in the target language** | RUSS 3005: Students will demonstrate the ability to maintain connected speech within formal and informal registers while discussing a range of topics and issues. |
| **ML Learning Outcome 2:** Demonstrate effective presentation skills in the target language |  |
| **ML Learning Outcome 3: Demonstrate writing proficiency in the target language** | RUSS 3005: Students will produce essays with proper spelling, grammar and stylistics on topics of personal and societal interest. |
| **ML Learning Outcome 4:**  Demonstrate proficiency in comprehension of authentic written texts in the target Language | RUSS 3005: Students will read for speed and for detail authentic texts (newspaper articles, short stories, a novella, internet materials, etc.) related to unit topics. |
| **ML PERFORMANCE GOAL #2: INTERCULTURAL SKILLS AND KNOWLEDGE** | |
| **ML Learning Outcome 5: Demonstrate in-depth knowledge of a *specific* target-language country or region** | RUSS 3005: Students will demonstrate knowledge of a group of issues impacting the lives of young people in the Russian-speaking world. |
| **ML Learning Outcome 6:**  Demonstrate the ability to analyze an issue from target-culture perspective(s) | RUSS 3005: Students will compare conflicting target-culture perspectives on issues. |
| **ML Learning Outcome 7:**  Demonstrate critical reflection on cultural complexity and context | RUSS 3005: Students will reflect in discussion and in essays on their own experience in light of readings on the target culture and on the differences between Russian and American cultures |