



Russian 1
Yearlong Course

2019-2020

Добро Пожаловать!

Class Dates:

Fall 2019: **September 3 - December 16**

Spring 2020: **January 13 –May 22**

Breaks:

Thanksgiving (Nov. 25-29)

Christmas (Dec. 16-Jan. 10)

Winter Break (Feb. 17-21)

Holy Week, Pascha, and Bright Monday (April 13-20)

Class Times:

Mondays & Wednesdays 12:30 — 1:30 pm (EST)

Instructor: Kristin Edwards-Kubrina, M.A. Slavic Languages and Literature, ABD

E-mail: kedwardskubrina@raphaelschool.org

Office Hours: TBD

Required Texts:

Golosa: A Basic Course in Russian, Book 1, Fourth Edition

*Used is acceptable and can be found [here](#) and [here](#).

ISBN-13: 978-0131986282

Golosa: Book 1, Student Activities Manual, Fourth Edition

*Used (with minimal marking) is also acceptable and can be found [here](#) and [here](#).

ISBN-13: 978-0131986299

Recommended Optional Text:

English-Russian, Russian-English Dictionary by Kenneth Katzner

Available [here](#) and [here](#).

Course Map

Fall 2019:

Introductory Phrases and the Russian Alphabet (Алфавит)	Sept 3-Sept 18
<i>Review and Mini Exam</i>	<i>Sept 23</i>
Unit 1 (Урок 1: Немного о себе)	Sept 24-Oct 16
<i>Review for Exam Unit 1</i>	<i>Oct 21</i>
Unit 2 (Урок 2: Что у меня есть?)	Oct 22-Nov 6
<i>Review for Exam Unit 2</i>	<i>Nov 11</i>
Unit 3 (Урок 3: Какие языки вы знаете?)	Nov 12-Dec 11
<i>Exam Unit 3 (Oral) + Christmas Tea Party</i>	<i>Dec 16</i>

Spring 2020:

Unit 4 (Урок 4: Университет)	Jan 13-Feb 10
<i>Review for Exam Unit 4</i>	<i>Feb 12</i>
Unit 5 (Урок 5: Распорядок дня)	Feb 13-Mar 25
<i>Review for Exam Unit 5</i>	<i>Mar 30</i>
Unit 6 (Урок 6: Дом, Квартира, Общежитие)	Mar 31-May 18
<i>Exam Unit 6 (Oral)</i>	<i>May 20</i>

Course Description

This course is an introduction to modern Russian, where students will be given the foundation to communicate in written and oral forms. It will be rigorous and, yet, takes time to linger with the richness and beauty brought to the language by its historical and cultural context. The class is creatively tailored to move systematically through the building blocks of Russian by a combination of explicit grammatical explanation with active, “real-life” based conversation between everyone in the class. The basis of the curriculum around unit topics serves to provide an interesting framework in which conversation is related to students’ everyday lives.

Vocabulary and grammar are clearly presented and explained in a logical progression, and then, the material is allowed to restfully “sink in” over the days when class is not held. At least 75% of each lesson is conducted in Russian, where in-class repetition and exploration of new concepts also engage the students’ senses: Russian conversation, art as visual aids, reading children’s stories or Biblical passages, virtual tea parties, singing or chanting, drawing, poetry or prayer memorization, Russian recipes, and the occasional special guest. Written homework will be required after each lesson to allow for quiet contemplation and further reinforcement of the new material. Vocabulary quizzes will be brief, but a frequent occurrence to stimulate the ongoing memorization of new vocabulary (lists can be found at the end of each unit). Though demanding and challenging, the course holds promise for students to experience the wonder and delight of discovery, beauty, and a sense of great accomplishment.

In the course, students will learn how to:

- Read, write, and pronounce the Russian alphabet
- Memorize and understand Russian vocabulary and distinguish between masculine, feminine, neuter, and plural forms
- Understand and conjugate some basic Russian verbs
- Distinguish between grammatical cases and tenses; students will begin to use and form the appropriate endings in their own speaking and written work
- Have elementary-level conversations in formal and informal settings, to include (but not limited to) such topics as introductions, giving and asking for information about others, cardinal numbers, talking about one's family and/or nationality, expressing location and possession, expressing dismay or delight, talking about likes and dislikes, and talking about one's hobbies or interests.
- Appreciate aspects of Russian culture and history that are embedded in the language, especially those related to Russian Orthodox tradition.

Student Conduct and Expectations:

****Course Participation****

Most importantly, students will be expected to strive for a love of God and one's neighbor by showing respect for others in the class. Secondly, I cannot stress enough the importance of active participation in each class. Learning to speak a language is impossible unless the student is found willing to speak out loud and potentially make a mistake! Mistakes are welcome in the Russian classroom, as it means that the process of learning is happening. Please don't be afraid to make a mistake! Students will be asked to speak and practice pronouncing words repeatedly throughout every lesson.

As much as possible, students should also attempt to spend at least a few minutes each day memorizing and spelling new vocabulary. ***Without memorized vocabulary, the student will find the classes increasingly difficult and confusing.***

In general, students at Scholé Academy and St. Raphael School are encouraged to develop and hone the five "Executive Function Skills:"

1. An Engaged Student: One who is willing to step into the arena of class discussion, ask questions, supply answers, generate the internal dialogue necessary to determine if what's being discussed is important and necessary to himself.

2. Note Taking: A student who during and after being engaged with the class has been trained to note important and relevant content in an organized fashion. His notes would then be consulted, independently, for application in assignments and assessments.

3. Attention to Detail & Preparedness: These students are ones who consistently adhere to deadlines, submission requirements, adhering to style guides and codes, confirm technology is working prior to the start of class, be responsible to determine how to proceed after an absence, be responsible for consulting his course

syllabus and adjusting as the class proceeds, etc.

4. Employ Critiques: These students are ones who receive feedback to one of their submissions, and then are sure to apply that feedback to future assignments rather than repeating mistakes. These students also glean information from the live class critiques of fellow students and note mistakes to avoid by learning from others.

5. Initiative/Maturity: This student would hear the teacher comments and be able to assess whether or not the teacher was describing his work, and then take the initiative to schedule office hours with his teacher if necessary.

Assignments and Evaluation:

Students will receive homework assignments after every lesson, which they will submit through the free online grading system, Schoology. The assignments will receive full credit if submitted on time and fully completed. Errors on homework will need to be corrected but will not count against the student's homework grade. All assignments must be submitted by the given due date; if an extension is needed, each student is responsible for contacting the instructor. Mrs. Edwards-Kubrina will also communicate with students regarding assignment feedback and grading through Schoology. Exams and Quizzes will be assigned a point-value grade. The teacher will provide students with more detailed information and access to *Russian 1* course page during class.

While pursuing the *Russian 1* through Scholé Academy, although “restful” learning, we also recognize the need to provide grades for students. It's a delicate balance to achieve both restful learning and excellent academic performance. Earning a specific grade should not overshadow achievement goals for mastery. The following grades will be assigned to your student's level of achievement: *magna cum laude* (with great praise); *cum laude* (with praise); *satis* (sufficient, satisfactory) and *non satis* (not sufficient).

Ideally, every average student working diligently should do praiseworthy work (*cum laude*). Those who excel beyond this expectation will be the *magna cum laude* students. Students who do adequate but not praiseworthy work be designated *satis*. *Non satis* means lacking sufficiency or adequacy.

Inasmuch as you might be fully on board with this grading method in theory, there will undoubtedly be the need to complete a college transcript with either a numeric or traditional letter grade. Traditional percentage grades will be provided and will be readily accessed on the *Russian 1* Schoology page. Additionally, Mrs. Edwards-Kubrina will provide a transcript of that grade to the requesting parent at the end of the year.

Student's grades will be comprised of:

1. Participation—30%
2. Exams – 30%
3. Homework – 30%
4. Vocabulary Quizzes — 10%

****A note about Academic Dishonesty****: Students may take parts of their assessment exams and/or quizzes privately at home. Each student is on their honor to abide by [Scholé Academy's Learning Philosophy](#) which assumes the personal cultivation of Student-Virtues described in the Student-Parent Handbook.

Virtual Classroom

We will be using the free online “virtual classroom” software provided by Zoom, one of the leading companies that provides such software. The virtual classroom will provide students with interactive audio, text chat and an interactive whiteboard in which texts, diagrams, video and other media can be displayed and analyzed. We will provide students with a link (via email) that will enable students to join the virtual classroom.

Specific information regarding the technology used by Scholé Academy (including required technology) can be found by visiting the [Technology in the Classroom](#) section of the Student Parent Handbook.

Students will submit documents by scanning and uploading them to their personal computer, then attaching those files as .pdfs to an email. They will submit their work to the *Russian 1* Schoology assignment page (access granted after enrollment is secured).

About the Instructor

Kristin Edwards-Kubrina was born in Wyoming, where she went to public school and completed her bachelor’s degree. She then received an M.A. in International Affairs from the George Washington University and worked in refugee resettlement for several years in Washington D.C. and New York City. Most recently, Kristin made a career change with the hopes of spending more time with her young daughter and entered graduate school for a second time. She received an M.A. in Slavic Languages and Literature from the University of Wisconsin (2016) and is currently writing a dissertation on the Lives of the Saints and twentieth-century Russian literature. She and her family have recently moved into a new home in Columbia, South Carolina where they will attend Holy Apostles Orthodox Church.

Kristin comes to St. Raphael School with four years of experience teaching at the university level, as well as having known twenty years of being a language-learner herself. It is a great joy and a special privilege for Kristin to teach. She hopes that both the rigor and beauty of learning Russian will enrich the minds, hearts, and everyday lives of her students.