**General Education Course Inclusion Proposal**

**SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number: Elementary Russian I (RUS 101)**

**Home Department: Modern Languages**

**Department Chair Name and Contact Information** (phone, email):

 Tim Compton 906-227-1107 tcompton@nmu.edu

**Expected frequency of Offering of the course** (e.g. every semester, every fall): every fall

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

**A. Overview of the course content**

This course introduces students to the language and culture(s) of the Russian-speaking world. Students work on the four basic skills (reading, writing, listening and speaking) and expand their knowledge of a new culture through their newly acquired language skills.

**B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes**

Language-learning forces students to reflect on their own language, enhances their understanding of how we communicate and encourages comparison between different methods of expressing ideas. Additionally, the past twenty years have seen a significant change in introductory language texts, which have dramatically expanded their inclusion of social, historical and cultural content as scholars’ understanding of the connection between language and culture has improved. This course, therefore, teaches a new language as a tool to understanding another culture and it includes material that requires comparison between differing cultures and traditions. Students must process and assess the target language at the simplest level (learning new vocabulary), at more advanced levels (using new grammatical structures, understanding idioms and expressions) and at more complex levels (understanding the cultural differences that the language reflects). Students learn the rules of word formation and sentence structure and then apply that information in new, communicative situations.

**C. Describe the target audience (level, student groups, etc.)**

This course does not have a prerequisite, so it is open to students at all stages of their studies. Traditionally students begin with the basic language courses early so they have time to progress through the more advanced levels, but this is not required.

**D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)**

While this course is not required for the major or the minor it is a prerequisite for the more advanced language courses that do count towards the major and/or minor.

**E. Provide any other information that may be relevant to the review of the course by GEC**

**PLAN FOR LEARNING OUTCOMES
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Evidence** | Assesses quality of information that may be integrated into an argument | **Task Type and Frequency**: Students write short essays (with revisions) and/or take written chapter tests.**Overall Grading Weight**: essays approximately 10-20%chapter tests approximately 30-50%**Expected Proficiency Rate**: 75%**Rationale**: Students begin to work with linguistic registers (formal and informal address, for example) and learn to assess communicative situations and apply what they have learned appropriately as they express themselves in the target language. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | **Task Type and Frequency**: Students write short essays (with revisions), and/or take written chapter tests and an oral proficiency exam.Students will learn about morphology of Russian and English language. They will be able to apply it in different contexts (speaking, writing, and reading)**Overall Grading Weight**: essays approximately 10-20%chapter tests approximately 30-50%oral exam approximately 10-25%**Expected Proficiency Rate**: 75%**Rationale**: After learning new vocabulary, students must be able to integrate what they have learned into various contexts and apply their language skills to express themselves. Negotiating new vocabulary, word formation and grammar, and drawing on their knowledge to create new vocabulary for them and structures demonstrates a mastery of the materials taught and the ability to apply their understanding of the language in new situations. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | **Task Type and Frequency**: Students write short essays (with revisions) and/or take written chapter tests.**Overall Grading Weight**: essays approximately 10-20%chapter tests approximately 30-50%**Expected Proficiency Rate**: 75%**Rationale**: The writing assignments and chapter tests require students to work with the rules and structures they have learned to evaluate new information (reading comprehension texts, for example) and integrate these with the principles they have learned. |

**PLAN FOR LEARNING OUTCOMES
SOCIAL RESPONSIBILITY IN A DIVERSE WORLD**

*Attainment of the SOCIAL RESPONSIBILITY IN A DIVERSE WORLD Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** |
| **Knowledge of cultural worldview frameworks**  | Knowledge of elements important to members of another culture | **Task Type and Frequency**: Cultural information, including short readings on history, traditions, folk tales, artists, musicians, writers, architecture, etc. are found in every chapter; frequently.**Overall Grading Weight**: Tests cover vocabulary, grammar and the cultural information from the chapter; tests are 30-50% of the final grade and each test includes approximately 20-30% on the cultural information in the chapter.**Expected Proficiency Rate**: 75%**Rationale**: Students learn about everything from holiday celebrations to customs and traditions, from fortresses and churches to famous Russian people, and through these readings acquire an understanding of many of the issues important to members of target culture(s). |
| **Intercultural Awareness** | Awareness of multiple cultural perspectives | **Task Type and Frequency**: Cultural information, including short readings on traditions, artists, musicians, writers, architecture, etc. are found in every chapter; frequently.**Overall Grading Weight**: Tests cover vocabulary, grammar and the cultural information from the chapter; tests are 30-50% of the final grade and each test includes approximately 20-30% on the cultural information.**Expected Proficiency Rate**: 75%**Rationale**: The cultural information contained in each chapter is not provided in a vacuum. The school system in Russia, for example, is compared with that in the United States, and many other cultural notes are contrasted with US perspectives. Additionally, the Russian-speaking world is neither homogenous (there are 196 nationalities in Russian Federation) nor does it consist of just one country (former Soviet republics are independent countries now a days) so students not only encounter ideas and traditions which vary from their own, but also the plurality found in the Russian-speaking world. |
| **Intercultural Engagement** | Being willing to engage with cultures other than one’s own | **Task Type and Frequency**: Cultural information, including short readings on history, artists, musicians, writers, architecture, etc. are found in every chapter; weekly.**Overall Grading Weight**: Tests cover vocabulary, grammar and the cultural information from the chapter; tests are 30-50% of the final grade and each test includes approximately 20-30% on the cultural information.**Expected Proficiency Rate**: 75%**Rationale**: Similar to “awareness of multiple cultural perspectives,” students not only encounter the great variety of cultural diversity found in the Russian-speaking world, but are also encouraged to engage with those differences and compare value systems from different cultures. Additionally, although study abroad is not required, all basic languages programs encourage students to take advantage of opportunities to live abroad and therefore these cultural readings are often a point of departure for discussions about differing value systems which students may encounter should they take part in a study abroad program. |
| **Ethical Issue Recognition**  | Awareness of ethical issues as they relate to cultures | **Task Type and Frequency**: Cultural information, which also includes short readings on gender roles, minority cultures in the Russian-speaking world, etc. is found in every chapter; frequently.**Overall Grading Weight**: Tests cover vocabulary, grammar and the cultural information from the chapter; tests are 30-50% of the final grade and each test includes approximately 20-30% on the cultural information.**Expected Proficiency Rate**: 75%**Rationale**: Awareness of other cultural values invites students to contrast those with their own. A number of the short readings on the history and traditions found in the Russian-speaking world address topics with ethical implications, and issues of assimilation and integration in multi-ethnic societies, for example, there are 196 nationalities in Russian Federation that have different cultures and traditions, practice different religions. |

**Welcome to Russian 101**

**Winter 2015**

**Instructor**: Dinara Fisher

**Office hours**: Monday, Wednesday at 1:30 p.m. - 3:30 p.m. or by an appointment

**Office**: Whitman Hall, Room 161

 **E-mail**: difisher@nmu.edu

 **Class time:** Mondays and Wednesdays at 4 p.m. - 5:40 p.m.

 **Classroom:** Jamrich Hall, Room 3101

**Required Textbooks**:

* “Golosa” a basic course in Russian, Book 1, 5th edition, Richard Robin
* Student Activities manual, 5th edition.

Do not buy a used work book.

**Required materials:**

* Notebook
* Folder
* Laptop (for homework only). Do not use it in class.
* Flashcards
* Colored markers or pens

**Course Outcomes:**

The method will be using is a balance between communication and structure. We will focus on the development of functional competence in the four skills (listening, speaking, reading and writing).

By the end of the course students will

* read and write in Russian (Cyrillic alphabet). They will learn to write cursive writing since people in Russia use cursive writing (as measured by quizzes and tests).
* speak and write about themselves, their hobbies, families (as measured by an essay, tests and the final exam).
* use complete sentences to express immediate needs and interests. They will be able to hold a simple conversation about daily routine, home, and school (as measured by tests and a final exam).
* learn about grammatical gender, pluralization, and cases in Russian language. They will learn about nouns, adjectives, verbs and adverbs (as measured by quizzes, tests and the final exam).
* learn numbers, colors, time, objects, and clothes. They will be able to describe objects (as measured by an essay, tests and the final exam).
* learn countries, nationalities, languages in Russian.
* speak in Present Tense and Past tense. They will be able to conjugate certain verbs as measured by quizzes, tests and the final exam).
* read signs and public notes, understand common printed advertisements and announcements, understand basic personal and business correspondence (as measured by quizzes, tests and the final exam).
* communicate through e-mails and letters, providing basic biographical information (as measured by an essay and a test).
* learn about Russian-speaking world - culture, food, holidays and traditions (as measured by tests and the final exam).

**The web site** [**www.prenhall.com/golosa**](http://www.prenhall.com/golosa) **(the part for students)** provides a set of full audio programs for the textbook and the Student Activities Manual, video, and interactive material**. Audio program starts with the vocabulary for each unit, then conversations and exercises, then recordings for the student book.**

**Audio program** is represented in CDs which are available at a Language Lab. **It is required to listen to recordings every day and** **to repeat after the speakers**. You can also go to the web site and listen to the recordings through your lap top.

**Language Lab:**

It is **required** to go to the language lab at least once a week. There will be a tutor in the lab. Her name is **Elena Marshall**. Make sure you make time to see her. **Her schedule is: Tuesdays, Thursdays 12:00 pm – 1:30 p.m.** It is in a basement of a library. Room 111i.

**ATTENDANCE POLICY:**

Attendance in the class meetings is expected at all times. Keep in mind that a language course is different from other courses in that **much of our work takes place in the classroom and there is no substitute or make-ups possible for the oral interaction between a student and an instructor or a student and group members.** You will learn **new** **vocabulary, new grammatical phenomena every lesson**.

It is **crucial that you attend every class meeting** otherwise you will not be able to catch up. More than five absences will lower your final grade by one letter grade.

**If you are sick, bring a note from your doctor.** Let me know that you are sick or there is an emergency before the class starts. If you do not show up in class, you will get **zero points for participation**.

**You are responsible for your homework.** You are supposed to be prepared for your next class even if you were absent the previous meeting in class.

**Participation:**

Class work will be conducted mostly in Russian. Science most of your in-class practice will be done in small groups, do speak Russian with the members of your group. Your participation grade is based on your **active effort to speak Russian** in class.

**Tests and Quizzes:**

We will write tests after completing each Unit (Урок).The **test** will consist of **written part, listening part and oral translation** of the sentences (knowledge of the Unit vocabulary is required).

We will write **quizzes every week**, except the first week of semester and the week before exam week.

**Grading system**:

Participation – 30% (show up – 70%, participate – 89%, speak Russian – 100%)

Homework assignments – 20%

Quizzes and Tests – 25%

Final Exam – 25%

**Grading Scale:**

 A 100 – 90%

 B 89 – 80%

 C 79 – 70%

 D 69 – 60%

 F less than 60%

You will find your grade for this class in EDU Cats.

**ADA Statement*:***

*If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Dean of Students Office at 2001 C. B. Hedgcock Building (227-1700). Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.*

**Daily activities and assignments:** (all dates are subject to change)

**January**

January 12 through January 26 Introductory Unit

January 28 Test

**February**

February 2 through February 18 Unit 1

February 23 Essay

February 25 Test

**March**

March 9 through March 23 Unit 2

March 18 Essay

March 25 Test

March 30 Unit 3

**April**

April1 through April 20 Unit 3

April 10 Essay

April 22 Test

April 27 4 p.m. - 5:50 p.m. **Final** **Exam**

*January 19 is observation of Martin Luther King`s Day*

*February 28 through March 9 is spring break*

**Exam:**

You will read a passage.

You will translate sentences that include vocabulary from Units 1, 2 and 3.

You will make dialogues with another student. Topics are from Units 1, 2, and 3.

***This is an adventure! I hope you will enjoy the experiences and learn about Russian language and Russian culture!***