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Radford University
P.O. Box 6904, Radford, VA 24142
Division of Academic Affairs

Cover Sheet for Proposal to the Undergraduate Curriculum and Catalog Review Committee

Note: For new courses, use the New Course Proposal Form

Proposal Number (Assigned by the Registrar):

Date: 1 Feb 2011

Department: Foreign Languages & Literatures

Contact Person: Philip Sweet

Course or Program ID: RUSS 100, Elementary Russian

Proposal Category (check all that apply):

Course Prerequisite Change

Course Title Change (23 characters):

Course Deletion

Course Number Change

Program Revision (Attach Revision of Existing Program Form)

New Program (Major, minor, and certificate)

Course Credit Hour Change

New Course (attach New Course Proposal Form)

Course Syllabi Change

Change to Catalog Description

Minor Change to Course

Proposal Description with Rationale (State current status, proposed change, and why the change is desired. Attach additional sheets if necessary. If the proposal in any way alters the requirements for the program, complete the Revision of Existing Program section of this form):

The old Russian 100 syllabus preceded the change to the Core Curriculum and needed to reflect the new goals and objectives of that program and also to be updated in general.

Approved proposals traditionally go into effect the next academic year. However, if seeking an alternative effective date, please indicate the requested date in the space provided below, along with reason:

Effective Date:

Reason for requesting an alternative effective date (please type or write in your reason for the change here):

Include a copy of the old and new syllabi to this proposal for comparison.

For Program Revisions, attach the Revision of Existing Program Form and include both the current and proposed program.

For New Course Proposals, attach the New Course Proposal and Assessment of Library Resources Forms with appropriate signatures.

Special Note: Changes to course syllabi must be submitted to the Registrar's Office on either a 3 1/4 floppy disk or ZIP disk after final approval by the Vice President for Academic Affairs.

Signature	Title	Date
	Department Curriculum Committee Chair	
	Department Chair	
	College Curriculum Committee Chair	
	College Dean	
If this proposal in any way affects a professional education program, it must be submitted to and approved by the Professional Education Committee and the Faculty Senate:		
	Professional Education Committee Chair	
	General Education Curriculum Advisory Committee Chair	
	Faculty Senate President	
	UG Curriculum & Catalog Review Committee	
	VP for Academic Affairs	

Revised 08/17/05

OLD:
RUSS 100
ELEMENTARY RUSSIAN

A. Catalog Entry

RUSS 100. Elementary Russian. (4)
Four hours lecture.

Students will receive an introduction to Russian and acquire a basic active command of the language with a balanced emphasis on listening, speaking, reading, writing, and culture.

B. Detailed Description of Content of Course

Communicative tasks covered are: greeting people, asking someone's name, identifying individuals, finding out about people, animals, and things, finding out where someone or something is, talking about family, asking and telling about locations, asking whether someone knows something, asking locations, asking where someone lives, talking about activities, naming the objects of actions, expressing opinions about actions, talking about possessions and relationships, expressing alternatives, pointing out objects and describing them, expressing likes and dislikes, and specifying or being specific.

C. Detailed Description of Conduct of Course

Class instruction focusses on communication practice utilizing the situations, communication tasks, vocabulary, culture, and grammar introduced in a given chapter. Other activities include: grammar and vocabulary explanations, pronunciation practice, listening comprehension exercises, and grammatical drills. Class is conducted almost exclusively in the target language.

D. Goals and Objectives of the Course

Students will develop language skills in listening, speaking, reading, and writing necessary for every day life in a Russian speaking country. As regards speaking, students will begin to communicate on a basic level with learned material in predictable situations. Students' listening skills will enable them to recognize learned material and some other words and phrases when strongly supported by context. As regards reading, students will be able to identify learned material without assistance and to understand some new material when strongly supported by cognates, context, or dictionary assistance. In writing, students will be able to produce isolated words and phrases from learned material. Students will be able to pronounce most Russian sounds accurately when uttered in isolation if not in rapid speech. As regards morphology and syntax, students will be able to analyze basic grammar in graded sentences. First semester students will be able to identify a number of basic cultural differences.

E. Assessment Measures

Speaking progress will be evaluated in oral interviews. Written homework assignments and test exercises provide a basis for the evaluation of writing progress. Listening and reading comprehension, grammatical accuracy, and familiarity with the new culture are tested in quizzes, chapter tests, and on the final exam.

F. Other Course Information

Russian 100 targets beginning language learners with no previous background in the language but can accommodate learners with one or two years in high school (the latter only in the case of inadequate progress).

G. Approval and Subsequent Reviews

DATE March 1998

REVIEWED BY

Philip Sweet



NEW
RUSS 100
ELEMENTARY RUSSIAN

1. Catalog Entry

RUSS 100. Elementary Russian. (4)

Four semester hours.

A balanced emphasis on listening, speaking, reading, and writing Russian, and on the culture where this language is spoken. This course has been approved for Core Curriculum credit in Foreign Languages.

2. Detailed Description of Content of Course

Communicative tasks covered are: greeting people, asking someone's name, identifying individuals, finding out about people, animals, and things, finding out where someone or something is, talking about family, asking and telling about locations, asking whether someone knows something, asking locations, asking where someone lives, talking about activities, naming the objects of actions, expressing opinions about actions, talking about possessions and relationships, expressing alternatives, pointing out objects and describing them, expressing likes and dislikes, and specifying or being specific. Other cultural topics focus on education, geography, humor, and office communication.

3. Detailed Description of Conduct of Course

Class instruction focuses on communication practice utilizing the situations, communication tasks, vocabulary, culture, and grammar introduced in a given chapter. Other activities include: simulation of cultural activities, grammar and vocabulary explanations, pronunciation practice, listening comprehension exercises, and grammatical drills.

4. Goals and Objectives of the Course

As regards morphology and syntax, first semester students will be able to analyze basic grammar in graded sentences. *They will be able to analyze some similarities and differences between their own and the target culture and will be able to explain some contemporary international issues from the perspectives of their own and the target culture. Students will demonstrate language skills in listening, speaking, reading, and writing that are appropriate to the level of study and that are necessary for everyday life in a Russian speaking country.*

Speaking and listening goals (standardized ACTFL proficiency criteria): Students will be able to communicate minimally with learned material. Students will produce oral speech using isolated words and learned phrases with predictable areas of need. Students will only be minimally able to recombine learned oral elements. Students will be able to pronounce most Russian sounds accurately (if not in rapid speech). As regards listening skills, students will be able to recognize learned material and isolated words and phrases when strongly supported by context. Students will be able to comprehend some words and phrases from simple questions, statements,

high-frequency commands, and courtesy formulae about topics that refer to basic personal information or the immediate physical setting.

Reading and writing goals (standardized ACTFL proficiency criteria): Students will be able to identify learned material without assistance and to understand some new material when strongly supported by cognates, context, or dictionary assistance. In writing, students will be able to produce isolated words and phrases from learned material and will be able to analyze and produce the most basic grammar in graded sentences.

5. Assessment Measures

Speaking progress will be evaluated in oral interviews. Written homework assignments and test exercises provide a basis for the evaluation of writing progress. Listening and reading comprehension, grammatical accuracy, and familiarity with the new culture are tested in quizzes, chapter tests, and on the final exam.

6. Other Course Information

Russian 100 targets beginning language learners with no previous background in the language but can accommodate learners with one or two years in high school, depending on their actual abilities.

7. Approval and Subsequent Reviews

DATE
Feb 2011

ACTION
Revised

REVIEWED BY
Philip Sweet and Yelena Kulagina