

Course Change Form

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Attachments:

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	ID	Attachment
Delete	6681	RUS501_SampleSyllabus_updated_4_12.docx
Delete	7086	RUS 501Jeanmarie Rouhier.docx

First 1 Last

NOTE: Start form entry by choosing the Current Prefix and Number
(*denotes required fields)

	Current Prefix and Number: RUS - Russian RUS 501 STRUCTURE OF RUSSIAN	Proposed Prefix & Number: (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	RUS 501
*	What type of change is being proposed?	<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major – Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, exception 600-799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not imply change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in course content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, check the areas that apply: <input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
1. General Information			
a.	Submitted by the College of: ARTS & SCIENCES		Submission Date: 4/13/2016
b.	Department/Division:	Modern & Classical Languages	
c.*	Is there a change in "ownership" of the course?		
	<input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? <input type="text"/> Select...		
e.*	* Contact Person Name: Jeff Rogers Email: nelsjrogers@uky.edu Phone: 7-4540 * Responsible Faculty ID (if different from Contact) Email: Phone:		
f.*	Requested Effective Date:	<input checked="" type="checkbox"/> Semester Following Approval	OR Specific Term: 2
2. Designation and Description of Proposed Course.			
a.	Current Distance Learning(DL) Status:	<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) that the proposed changes do not affect DL delivery.			
b.	Full Title:	STRUCTURE OF RUSSIAN	Proposed Title: * Structure of Russian: subtitle required
c.	Current Transcript Title (if full title is more than 40 characters):		STRUCTURE OF RUSSIAN
c.	Proposed Transcript Title (if full title is more than 40 characters):		Structure of Russian: subtitle
d.	Current Cross-listing:	<input checked="" type="checkbox"/> N/A	OR Currently ³ Cross-listed with (Prefix & Number): none
Proposed – ADD³ Cross-listing (Prefix & Number):			

Proposed – REMOVE 3.4 Cross-listing (Prefix & Number):

- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern type.

Current:	Lecture 3	Laboratory ⁵	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other	Please explain:	
Proposed: *	Lecture 3	Laboratory ⁵	Recitation	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other	Please explain:	

- f. Current Grading System:

ABC Letter Grade Scale

Letter (A, B, C, etc.)

Pass/Fail

Medicine Numeric Grade (Non-medical students will receive a letter grade)

Graduate School Grade Scale

Proposed Grading System:*

- g. Current number of credit hours:

3

Proposed number of credit hours:*

3

- h.* Currently, is this course repeatable for additional credit?

Yes No

* Proposed to be repeatable for additional credit?

Yes No

If YES: Maximum number of credit hours:

6

If YES: Will this course allow multiple registrations during the same semester?

Yes No

- i. Current Course Description for Bulletin:

An in-depth study of the history and structure of Russian in a variety of textual contexts. Historical changes that have led to significant contemporary features will be emphasized. Taught in Russian.

* Proposed Course Description for Bulletin:

Repeatable up to 6 credits. The course will examine the structure of the Russian language in its historical or contemporary contexts. Students will read, write, and edit extensively in Russian. Possible topics include Russian syntax, morphology, phonology, or semantics. Taught in Russian. Prereq: RUS 402 or consent of instructor.

- j. Current Prerequisites, if any:

Prereq: RUS 404 or consent of instructor.

* Proposed Prerequisites, if any:

Prereq: RUS 402 or consent of instructor.

- k. Current Supplementary Teaching Component, if any:

Community-Based Experience

Service Learning

Both

Proposed Supplementary Teaching Component

Community-Based Experience

Service Learning

Both

No Change

3. Currently, is this course taught off campus? Yes No

* Proposed to be taught off campus? Yes No

If YES, enter the off campus address:

4.* Are significant changes in content/student learning outcomes of the course being proposed? Yes No

If YES, explain and offer brief rationale:

This is a course in Russian linguistics. The change in the course description more accurately reflects what will be taught in the course while providing instructors with the flexibility to focus on a variety of specific topics that fit under the rubric of the linguistic structure of Russian such as syntax, phonology, morphology, or semantics. In addition, given the variety of topics that fit under this rubric, students should be able to avail themselves to taking the course for up to 6 credits given that it will cover different elements of Russian linguistic structure each time it is taught.

5. Course Relationship to Program(s).

a.* Are there other depts and/or pgms that could be affected by the proposed change? Yes No

If YES, identify the depts. and/or pgms:

b.* Will modifying this course result in a new requirement² for ANY program? Yes No

If YES², list the program(s) here:

6. Information to be Placed on Syllabus.

a. Check box if changed to 400G or 500. If changed to 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

⁶ You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

RUS 501
Structure of Russian:
Sound System and Word Formation
Spring 2015
Barker Hall 301
TR 2-3:15

Jeanmarie Rouhier-Willoughby
1061 POT
j.rouhier@uky.edu
257-1756
Office Hours: M 12-2 and by appt.

Books:

Garza, Thomas. *Fundamentals of Russian Verbal Conjugation*.
Hamilton, William, *Introduction to Russian Phonology and Word Structure*.
Patrick, George. *Roots of the Russian Language*.
Natalia Baranskaia, *Неделя как неделя*.

Course Description: Repeatable up to 6 credits. The course will examine the structure of the Russian language in its historical or contemporary contexts. Students will read, write, and edit extensively in Russian. Possible topics include Russian syntax, morphology, phonology, or semantics. Taught in Russian. Prereq: RUS 402 or consent of instructor.

Learning Outcomes: At the conclusion of this course students should be able to:

- 1) Demonstrate familiarity with and an understanding of Russian language structure pertinent to the above topics;
- 2) analyze Russian linguistic data accurately;
- 3) produce and discuss correct/accurate Russian phonetics/phonological/morphological forms in speaking and writing.

Grading (UG):

Grading Scale (UG):

Class participation: 20%	90-100%	A
Homework assignments: 20%	80-89%	B
Final exam: 20%	70-79%	C
Root Quizzes: 20%	60-69%	D
Oral Assessments: 20%	59 or below	E

** Midterm Grades will be given for undergraduates.

Grading (G):

Grading Scale (G):

Class participation: 20%	90-100%	A
Homework assignments: 20%	80-89%	B
Final exam: 20%	70-79%	C
Root Quizzes: 10%	69 or below	E
Oral Assessments: 10%		
Reading Response: 10%		
Research Project: 10%		

Graduate Students will have additional readings to which they will respond in writing. These responses, Reading Responses, are 10% of final grade. Readings will be discussed and determined

the first of class. In addition, Graduate students will complete a short literature survey on a research topic of their choice. This must be approved by the professor prior to Spring Break.

Reading Assignments: You are responsible for the assignments given below in the daily syllabus. You should read the material BEFORE the class in which we will cover it, so that you will be prepared to discuss it. Not being prepared will adversely affect your class participation grade, which will be assessed daily through graded in-class writing and discussion assignments. The material in the readings/viewings is only the basis for class discussion. Therefore, you are also responsible for the material covered in class, which may not be in the readings/viewings.

Class Participation: Along with regular attendance, I expect your regular and full participation in classroom discussions. Needless to say, your ability to participate regularly and fully in class discussions will be greatly improved by your conscientious preparation of the required readings BEFORE the session in which we will discuss it. Not being prepared will adversely affect your class participation grade, which will be assessed daily through graded in-class writing and discussion assignments. Class participation will be assessed as follows:

- 5 Student is completely prepared to answer or attempt to answer all questions (written or oral) and participate in the discussion/in-class exercises actively and thoughtfully (and considerately).
- 4 Student is partially prepared to do the above.
- 3 Student is minimally prepared to do the above.
- 2 Student is completely unprepared to do the above.
- 0 Student is absent.

Attendance: Attendance is mandatory. More than two unexcused absences will lower your grade by one full letter grade. Continued unexcused absences (0 on class participation) will be calculated on the basis of the reduced letter grade. If you miss a class session for any reason, it is your responsibility to find out what was covered in that session and ensure that you understand the material covered. Get notes from your classmates and/or come to see me to find out what you missed. In addition, I expect everyone to come to class on time and to stay for the full duration of the class session. If you are absent from class *for one of the following reasons* on a day when an assignment is collected, you must make arrangements with me within one week of your absence to arrange for making up that work and bring appropriate documentation of the reason you missed class. If you are absent from class *for any other reason* on a day when an assignment is collected, you will not be allowed to make up that work and it will be assigned a grade of "0" ("zero").

Making up missed work: Make-up work will only be allowed when the work is missed for one of the reasons listed in University Faculty Senate Rule 5.2.4.2 5.2.4.2 Excused Absences [US: 11/11/85; 2/9/87; 4/12/04] A student shall not be penalized for an excused absence. The following are defined as excused absences:

- A. Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification.
- B. The death of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification. For the purpose of this rule, immediately family is defined as spouse or child or parent (guardian) or sibling (all of the previous include steps, halves and in-laws of the same relationship); and grandchild or grandparent
- C. Trips for members of student organizations sponsored by an educational unit, trips for University

classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. When feasible, the student must notify the Instructor of Record prior to the occurrence of such absences, but in no case shall such notification occur more than one week after the absence. Instructors of Record may request formal notification from appropriate university personnel to document the student's participation in such trips.

D. Major Religious Holidays. Students are responsible for notifying the Instructor of Record in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class.

E. Any other circumstances which the Instructor of Record finds reasonable cause for absence. [US: 4/23/90]

Students missing any graded work due to an excused absence bear the responsibility of informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The Instructor of Record shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred. [US: 11/10/85 and RC: 11/20/87] If attendance is required by the class policies elaborated in the syllabus or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one-fifth of the class contact hours for that course, a student shall have the right to petition for a "W", and the Instructor of Record may require the student to petition for a "W" or take an "I" in the course. [US: 2/9/87; RC: 11/20/87] * If a student has an excused absence on a day when a quiz is given, the instructor may not deny permission for a makeup exam and simply calculate the student's grade on the basis of the remaining requirements. [RC: 8/20/87]

Homework: You will write weekly homework related to the topic(s) we are discussing. These will be either exercises in the books or analysis of the material under discussion in Baranskaia's *Неделя как неделя* (or both). During the phonetics section (and once a month thereafter), you will submit oral recordings for assessment.

Homework will be assessed as follows:

- 5 Student demonstrates complete mastery of all the required criteria.
- 4 Student demonstrates partial mastery of all the required criteria.
- 3 Student demonstrates minimal, yet acceptable mastery of the required criteria.
- 2 Student demonstrates insufficient mastery of the required criteria.
- 0 Assignment not completed

Final Exam: The written portion of the final take home exam will be due at 1 p.m. on Thursday, 5/7/15. From 1-3 p.m. that day, you will give your final oral presentation on some topic of your choice. **Note: Graduate students will have more extensive final written and oral exam assignments than undergraduates in the class.**

Cheating and Plagiarism: I expect all work that you submit for a grade produced on your own. This does not mean that you cannot study with a friend or in study groups, but it does mean that the work that you submit must not be the product of collaboration with others or stolen from someone else. **You may work together on the assignments, but once you begin writing the answer, no consultation with others is permitted. The minimum penalty for handing in an assignment any part of which is copied from another student or from another source or from which another student is allowed to copy is an E for the course.** Here, for your reference, are the official definitions of plagiarism and cheating from the University Faculty Senate Rules (September

2009):

“6.3.1 Plagiarism

All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these *Rules* shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.”

E-mail: You must have a UK e-mail account; I will use that account for communication related to this class.

Classroom Etiquette; Students are expected to behave with respect toward other students and to the professor. You should not talk over others, insult them or their ideas, raise your voice, sleep, write in your planner, do puzzles, read newspapers or other material unrelated to the class. These behaviors will not only result in a reduced class participation grade, but if persistent, will result in consultation with the Dean of Students, which may result in removal from the class.

Lateness will not be tolerated. If you are not in the classroom when class begins, you will lose class participation points for each instance. After two instances of lateness, you will receive a 0 in class participation for any further instances of lateness.

You may not use cell phones, tablets or computers (exceptions will be made for students with a disability who provide proper documentation or when we are discussing online material). If I see or hear a cell phone or computer (or any other electronic device) or see a website not associated with the discussions at hand on your desktop, students will receive a 0 for class participation that day.

Disability Policy: If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Expectations from the professor: This class requires daily reading, writing and class participation. I have high standards for my classes and for my students. I also have high standards for myself.

I will return your assignments, graded and with comments, within a week. In order for you to have the weekend to work on the material, they are generally due on Tuesdays. As a result, I cannot have them read the same week, since I also need a weekend to grade.

I will be at my office hours. If I have to cancel office hours, I will email changes and will offer alternate times to ensure that I am in my office at least 2 hours a week.

I will make appointments with you if you cannot meet with me during office hours and will always try to answer questions in class and outside of it.

I will be flexible regarding deadlines (within reason), but a majority of the class must agree for a deadline to be changed. Once a deadline is set, you should expect all work to be due by class. I will not accept any work that is late, even by five minutes.

Daily Schedule

R 1/15 Introduction to the course

International Phonetic Alphabet: <http://www.omniglot.com/writing/ipa.htm>

IPA for Russian: http://en.wikipedia.org/wiki/Russian_phonology

http://en.wikipedia.org/wiki/Help:IPA_for_Russian

T 1/20 Phonetics and Phonology: The Sound System

Before class: read Hamilton, pp. 1-15 and look over the IPA charts linked above for Russian. As you read Hamilton, jot down answers to the questions he asks or to the exercises he provides (and bring your answers to class). He provides answers for them, but you should try to answer them BEFORE reading his answers.

Homework #1 Due: Oral Assessment Baseline (listen to recording 1 on Blackboard and make your own recording of that portion of Baranskaia, p. 2, lines 19-30. Email me your recording no later than Tuesday at 2 p.m. Baranskaia's novella is online at this address: <http://www.a-z.ru/women/texts/baranr-e.htm>)

Read Baranskaia, pp. 1-2

R 1/22 Phonetics and Phonology

Before class: Read Hamilton, pp. 16-27. As you read Hamilton, jot down answers to the questions he asks or to the exercises (and bring your answers to class). He provides answers for them, but you should try to answer them BEFORE reading his answers.

Read Baranskaia, pp. 3-4

T 1/27 Phonetics and Phonology

Before class: Read Hamilton, pp. 28-34. As you read Hamilton, jot down answers to the questions he asks or to the exercises (and bring your answers to class). He provides answers for them, but you should try to answer them BEFORE reading his answers.

Homework #2 Due: Listening and Oral Assessment: listen to recordings 2 and 3 on Blackboard and make your own recording of that portion of Baranskaia, p. 3, lines 7-20 and pp. 5-6, lines 20-34. Transcribe one of the following lines in phonetic transcription: 1) А вот физико-механические - это наше узкое место and 2) И так всегда - один уже здоров, а у другого в разгаре.

Read Baranskaia, pp. 5-6

R 1/29 Phonetics and Phonology

Before class: Read Hamilton, pp. 35-42. As you read Hamilton, jot down answers to the questions he asks or to the exercises (and bring your answers to class). He provides answers for them, but you should try to answer them BEFORE reading his answers.
Read Baranskaia, pp. 7-8

T 2/3 Phonetics and Phonology

Before class: Read Hamilton, pp. 43-50. As you read Hamilton, jot down answers to the questions he asks or to the exercises (and bring your answers to class). He provides answers for them, but you should try to answer them BEFORE reading his answers.
Homework #3 Due: Listening and Oral Assessment: listen to recordings 4 and 5 on Blackboard and make your own recording of that portion of Baranskaia, pp. 7-8, lines 31-34 and lines 1-7 and p. 9, lines 6-27. Transcribe one of the following lines in phonetic transcription: 1) От дочери она требует только - делать покупки, стирать большую стирку и обязательно ночевать дома; 2) Обняв меня за плечи и чуть притянув к себе, она говорит нараспев, покачиваясь вместе со мной.
Read Baranskaia, pp. 9-10

R 2/5 Phonetics and Phonology

Before class: Read Hamilton, pp. 51-58. As you read Hamilton, jot down answers to the questions he asks or to the exercises (and bring your answers to class). He provides answers for them, but you should try to answer them BEFORE reading his answers.
Read Baranskaia, pp. 11-12

T 2/10 Phonetics and Phonology

Before class: Read Hamilton, pp. 59-67. As you read Hamilton, jot down answers to the questions he asks or to the exercises (and bring your answers to class). He provides answers for them, but you should try to answer them BEFORE reading his answers.
Homework #4 Due: Listening and Oral Assessment: listen to recordings 6 and 7 on Blackboard and make your own recording of that portion of Baranskaia, p. 12, lines 21-31 and pp. 15-16, lines 28-34 and lines 1-8. Transcribe one of the following lines in phonetic transcription: 1) Она голодна, как зверь, и мы съедаем половину моей колбасы; 2) Тут подключается Дима - надевает им шубки, подвязывает кашне и пояса.
Read Baranskaia, pp. 13-16

R 2/12 Phonetics and Phonology

Before class: Read Hamilton, pp. 68-79. As you read Hamilton, jot down answers to the questions he asks or to the exercises (and bring your answers to class). He provides answers for them, but you should try to answer them BEFORE reading his answers.
Read Baranskaia, pp. 17-18

T 2/17 Phonetics and (Morpho)Phonology

Before class: Read Hamilton, pp. 80-92. As you read Hamilton, jot down answers to the questions he asks or to the exercises (and bring your answers to class). He provides answers for them, but you should try to answer them BEFORE reading his answers.
Homework #5 Due: Listening and Oral Assessment: listen to recording 8 on Blackboard and make your own recording of that portion of the Baranskaia, p. 20, lines 21-35. Transcribe the following line in phonetic transcription: Сказала я об этом в консультации немолодой женщине, соседке по очереди.
Read Baranskaia, pp. 19-20

R 2/19 Morphophonology

Before class: Read Hamilton, pp. 93-97. As you read Hamilton, jot down answers to the questions he asks or to the exercises (and bring your answers to class). He provides answers for them, but you should try to answer them BEFORE reading his answers.
Read Baranskaia, pp. 21-22

T 2/24 Noun/Adjective Morphology: Deriving Words

Before class read Patrick, pp. 1-13 and Townsend, *Russian Word Formation*, pp. 35-36 (The pages you are required to read from Townsend, as well as his two chapters on Nouns and Adjectives, are on the BB site in the Course Content section. While you will not be required to read the Noun and Adjective chapters, they are good resources for when/if you have questions about how to make words, what prefixes/suffixes are used in what kinds of words, what prefixes/suffixes are productive (still used in contemporary Russian to make new words) and which are unproductive (remnants from an earlier stage of Russian).
Homework #6 Due: Write ex. 1, 2, 8, pp. 213-214, Patrick.
Read Baranskaia, pp. 23-24

R 2/26 Noun/Adjective Morphology: Deriving Words

Continue discussing Townsend and Patrick.
Root Quiz #1 (A, Б, B)
Read Baranskaia, pp. 25-26

T 3/3 Noun/Adjective Morphology: Deriving Words

Before class read Townsend, pp. 43-60 (on BB site, Course Content).
Homework #7 Due: Write ex. 12-14, pp. 215-216 Patrick.
Read Baranskaia, pp. 27-28

R 3/5 No class: Southern Conference on Slavic Studies and Association for Women in Slavic Studies Conference in town

T 3/10 Noun/Adjective Morphology: Cases and Declension

Before class read Janda and Clancy, pp. 3-51 (on BB site under Course Content)
Homework #8 Due: Nominative exercise 3, pp. 173-174 and Instrumental exercise 3, pp. 176-177
Read Baranskaia, pp. 29-31

R 3/12 Noun/Adjective Morphology: Cases and Declension

Before class read Janda and Clancy, pp. 52-81
Root Quiz #2 (Г, Д)
Read Baranskaia, pp. 32-34

3/16-3/20 **Spring Break**

T 3/24 Noun/Adjective Morphology: Cases and Declension

Before class read Janda and Clancy, pp. 82-137
Homework #9 due: Mixed case exercises 2 and 4, pp. 192-194
Read Baranskaia, pp. 35-38
Submit March Oral Assessment Recording: Make a recording of a Pushkin poem of your choice. Submit the text as well (either scanned and emailed or a web link is fine).

- R 3/26 Noun/Adjective Morphology: Cases and Declension
Before class read Janda and Clancy, pp. 138-152
Root Quiz #3 (E, Ж, 3, И)
Read Baranskaia, pp. 39-40
- T 3/31 Verbal Morphology: Making Verbs and Aspect
Before class, read Townsend, pp. 114-148 (on BB under Course Content).
Homework #10 Due: Write ex. 4, 6, 7, pp. 213-214 Patrick
Read Baranskaia, pp. 39-40
- R 4/2 Verbal Morphology: Making Verbs and Aspect
Continue discussing Townsend, pp. 114-148. We'll do the first ten sentences from the exercise on pp. 147-148 together.
Root Quiz #4 (K, Л, М)
Read Baranskaia, pp. 41-42
- T 4/7 Verbal Morphology: Conjugation, The One-Stem System, Stress Patterns
Before class, read Garza, pp. 1-7
Homework #11 Due: Write the exercise on pp. 147-148, Townsend. Each of you will be assigned 10 sentences as follows: Sentences 11-20: Lauren; 21-30: Katka; 31-40: Brad; 41-50: Misha. We will discuss some of your answers in class.
Read Baranskaia, pp. 43-45
- R 4/9 Verbal Morphology: Conjugation
Before class, read Garza, p. 15, and look over the lists on 212, 214, 216-224.
Root Quiz #5 (H, O, П)
Read Baranskaia, pp. 47-48
- T 4/14 Verbal Morphology: Conjugation
Before class, read Garza, pp. 16-18, and look over the lists on pp. pp. 194-209, 213, 227-229, 230-231.
Homework #12 Due: Choose five different verbs from the Baranskaia reading for today that are not in the past tense: 1) define them (based only on context and your knowledge of the roots/prefixes/suffixes); 2) determine their aspect (based only on context and your knowledge of aspectual suffixes and prefixes); 3) determine which one-stem class they belong to and explain how you made that decision.
Read Baranskaia, pp. 49-51
Submit April Oral Assessment Recording: Make a recording of a Russian poem of your choice by any poet other than Pushkin. Submit the text as well (either scanned and emailed or a web link is fine).
- R 4/16 Verbal Morphology: Conjugation
Root Quiz #6 (P, C, T)
Read Baranskaia, pp. 52-53
- T 4/21 Verbal Morphology: Conjugation
Read Garza, pp. 19-22 and look over the lists on pp. 210-211, 215, 224-226, 229, 232.
Homework #13 Due: Choose ten different verbs from the Baranskaia reading for today that are not in the past tense: 1) define them (based only on context and your knowledge of the roots/prefixes/suffixes); 2) determine their aspect (based only on context and your

knowledge of aspectual suffixes and prefixes); 3) determine which one-stem class they belong to and explain how you made that decision.

Read Baranskaia, pp. 54-55

R 4/23 Verbal Morphology: **Possibly no class due to KFLC: The Languages, Literatures and Cultures Conference (TBA)**

T 4/28 Verbal Morphology: Conjugation

Read Garza, pp. 8-14, 233-235

Root Quiz #7 (Y, X, Ц, Ч, Ш, Щ, Ы, Я)

Read Baranskaia, pp. 56-57

R 4/30 Overview/Review

R 5/7 1-3 p.m. **Final Exam: Written portion (take home) due by 1PM; From 1-3PM you will be giving presentations on a topic of your choice (which will be recorded) for oral assessment as well as evaluated for accuracy of the morphological system.**