

## UMBC UGC Instructions for New Course Request Form (revised 4/2016)

**Course number & title:** Enter the number and title of the course at the top of the page. Contact the Registrar's Office to confirm that the desired course number is available.

**Date submitted:** The date that the form will be submitted to the UGC.

**Effective date:** The semester the new course is in effect, if approved.

**Contact information:** Provide the contact information of the Chair or UPD of the department or program housing the course. If the course is not housed in a department or program, then provide the same information for the head of the appropriate academic unit. (See UGC Procedures) If another faculty member should also be contacted for questions about the request and be notified about UGC actions on the request, include that person's contact information on the second line.

**Course number:** For cross-listed courses, provide all the numbers for the new course.

**Transcript title:** Limited to 30 characters, including spaces.

**Recommended Course Preparation:** *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s) and that 100 or 200 level courses may have them.*

Here fill in what previous course(s) a student should have taken to succeed in the course. These recommendations will NOT be enforced by the registration system. Please explain your choices in the "rationale" (discussed below).

**Prerequisite:** *Please note that all 300 and 400 level courses should have either recommended course preparation(s) or prerequisite(s)* Here fill in course(s) students need to have taken before they enroll in this course. These prerequisites will be enforced through the registration system. Please explain your choices in the "rationale" (discussed below).

**NOTE:** Please use the words "AND" and "OR", along with parentheses as appropriate, in the lists of prerequisites and recommended preparation so that the requirements specified will be interpreted unambiguously.

**NOTE:** Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.

**# of credits:** To determine the appropriate number of credits to assign to a course please refer to the [UMBC Credit Hour Policy](#) which articulates the standards for assignment and application of credit hours to all courses and programs of study at UMBC regardless of degree level, teaching and learning formats, and mode of instruction.

**Maximum total credits:** This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.

**Grading method(s):** Check all that apply.

**Proposed catalog description:** Provide the exact wording of the course description as it will appear in the next undergraduate catalog. Course proposals should be a) no longer than 75 words, b) stated in declarative sentences in language accessible to students, and c) avoid reference to specific details that may not always pertain (e.g., dates, events, etc.). Course descriptions should not repeat information about prerequisites (which are always listed alongside the course description)."

**Rationale:** Please explain the following:

- Why is there a need for this course at this time?
- How often is the course likely to be taught?
- How does this course fit into your department's curriculum?
- What primary student population will the course serve?
- Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?
- Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).
- Explain the reasoning behind the P/F or regular grading method.
- Provide a justification for the repeatability of the course.

**Cross-listed courses:** Requests to create cross-listed courses must be accompanied by letters of support via email from all involved department chairs. Proposals for new courses or the addition of a cross-listing to an existing course must include as a part of the rationale the specific reason why cross-listing is appropriate. Email from all involved department chairs is also required when cross-listing is removed and when a cross-listed course is discontinued. Please note that Special Topics courses cannot be cross-listed.

**Course Outline:** Provide a syllabus with main topics and a weekly assignment schedule which includes complete citations for readings with page numbers as appropriate. Explain how students' knowledge and skills will be assessed.

*Note: the UGC form is a Microsoft Word form. You should be able to enter most of the information by tabbing through the fields. The document is protected. In the rare case that you need to unprotect the document, use the password 'ugcform'. Beware that you will lose all the data entered in the form's fields if you unlock and lock the document.*

## UMBC UGC New Course Request: RUSS 322: The Russians' World – II

Date Submitted: Sept. 28, 2016

Proposed Effective Date: Spring semester 2017

	Name	Email	Phone	Dept
Dept Chair or UPD	Dr. Omar Ka	ka@umbc.edu	410-455-2998	MLLI
Other Contact	Steve Young	young@umbc.edu	410-455-2117	MLLI

### COURSE INFORMATION:

Course Number(s)	RUSS 322
Formal Title	The Russians' World – II
Transcript Title (≤30c)	The Russians' World – II
Recommended Course Preparation	
Prerequisite <b>NOTE:</b> Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	RUSS 202 with a grade of C or better
# of Credits Must adhere to the <a href="#">UMBC Credit Hour Policy</a>	3 credits
Repeatable?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3 credits This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
Grading Method(s)	X Reg (A-F) Audit Pass-Fail

### PROPOSED CATALOG DESCRIPTION (no longer than 75 words):

RUSS 322 is a continuation of RUSS 321. As such, it aims to increase students' abilities in reading comprehension, conversational and cultural competence, and grammatical accuracy. There is continued emphasis on expanding vocabulary through a study of the customs, interests, and traditions of the Russian people. Taught in Russian.

### RATIONALE FOR NEW COURSE:

a) Why is there a need for this course at this time?

RUSS 322, like 321 is designed to address a long-perceived gap in our Russian program: the need for greater exposure to Russian at the intermediate level, especially in vocabulary, while providing students with materials on contemporary Russian culture. The course should give students a more solid lexical background and the confidence to continue more comfortably to the advanced level.

b) How often is the course likely to be taught?

We plan to offer the course once a year (the companion course is RUSS 321, The Russians' World – I, will also be offered yearly, in the semester preceding 322). Staffing is available to teach the course.

c) How does this course fit into your department's curriculum?

Like RUSS 321, this course will eventually be required of all Russian program majors. We will be updating our program to reflect this.

d) What primary student population will the course serve?

Russian majors and minors at the intermediate level who have already completed RUSS 202.

e) Why is the course offered at the level (ie. 100, 200, 300, or 400 level) chosen?

The material of the course reflects an intermediate-level background in Russian; students will already have had basic grammar and vocabulary, but need more exposure to the language before attempting advanced (400-level) courses.

f) Explain the appropriateness of the recommended course preparation(s) and prerequisite(s).

Students need to have mastered the more basic grammatical constructions presented in RUSS 202 before continuing to this course.

g) Explain the reasoning behind the P/F or regular grading method.

Regular grading, since the course will eventually be part of the requirements for the major track in Russian.

h) Provide a justification for the repeatability of the course. (N.A.)

### **ATTACH COURSE OUTLINE (mandatory):**

[Tentative syllabus for RUSS 322; assumes a TuTh or MW schedule]

### **Русский язык № 322**

Dr. Steven Young  
FA 465, young@umbc.edu  
Часы приёма:

RUSS 322 is a continuation of RUSS 321. As such, it aims to increase students' abilities in reading comprehension, conversational and cultural competence, and grammatical accuracy. There is continued emphasis on expanding vocabulary through a study of the customs, interests, and traditions of the Russian people. Taught in Russian.

### **Textbooks**

Zita D. Dabars, et al. 1997. *Mir russkikh*. Kendall/Hunt, ACTR. ISBN: 0-7872-2471-5

Zita D. Dabars, et al. 1997. *Exercise Book for Mir russkikh*. Kendall/Hunt, ACTR.  
ISBN: 0-7872-2733-1

### **Supplementary readings**

Genevra Gerhart. 2012. *The Russian's World: Life and Language*, 4<sup>th</sup> ed., Slavica.  
ISBN: 978-089357-380-5

The *Mir russkikh* textbook consists of twelve thematically-organized lessons; this semester we will cover lessons 7 through 12. Each lesson begins with an original expository text followed by a literary text, both with vocabulary and exercises; these are followed by a grammar review, preparation for a dialog or monologue (with online audio files), a section on contemporary Russian realia, and a summary vocabulary list, complete with grammatical information, including stress patterns. An exercise workbook accompanies the main textbook.

The textbook material will be supplemented by occasional readings from Genevra Gerhart, *The Russian's World: Life and Language*, as well as material (in Russian) from the Internet.

### **Evaluation**

- Class participation: 10%
- Homework: 20%
- Vocabulary quizzes: 10%
- Lesson Tests, 3 (15% each): 45%
- Final Exam (comprehensive): 15%

There will be a test after every two lessons, as well as several unannounced quizzes on vocabulary items and grammatical forms. The quizzes will reflect textbook vocabulary items and any new words introduced in class from outside material. **No make-ups.**

### **Homework evaluation**

- 5 points: Careful and accurate work, with open-ended activities showing thought;
- 4 points: Less than 90%, more than 80% correct;
- 3 points: Less than 80%, more than 70% correct;
- 1 point: Carelessly done with many mistakes; open-ended activities carelessly prepared;
- 0 points: Not submitted on time.

All homework must be written in cursive (Russians typically do not use block letters) and submitted on the date it is due. The aim of the homework is to reinforce current material. Therefore, *no late homework will be accepted*. All students, regardless of proficiency level, are expected to do the assigned homework exercises.

### **Academic Integrity and Online-Translator Policy**

*You are encouraged to make use of bilingual dictionaries, including online dictionaries such as [Мультитран \(http://www.multitrans.ru\)](http://www.multitrans.ru). In using a dictionary, you exercise your mind looking for the proper meaning of a word, recognizing forms, and determining correct usage, a process which helps you internalize the language. By contrast, when you use a web translator, a set of algorithms produces a translation (or more commonly, a mistranslation). No mental effort is involved and no progress is made. In this course, language use is a substantial part of all assignments and any unauthorized help a student may receive – from web translation tools or other unapproved resources – will be considered an act of academic dishonesty, resulting in a failing grade for the assignment.*

*In addition, your academic work is expected to be your own. Any use you make of someone else's work must be fully documented. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal. To read the full Student Academic Conduct Policy, consult the UMBC Student Handbook or the UMBC Policies section of the UMBC Directory.*

### **Tentative reading assignments and dates (unless otherwise noted, sections and page numbers refer to the *Mir russkikh* textbook)**

1. Lesson 7: *С Природой рядом* (Out in Nature): A1–A6 (pp. 212–17); Gerhart 263–99
2. Б1–Б15 (pp. 218–24)
3. В1–В7 (pp. 225–33)
4. Г1–Г10, Д1–Д2 (pp. 234–40)
5. Lesson 8: *Тем, кто любит искусство* (For Art Lovers): A1–A5 (pp. 246–58)
6. Б1–Б10 (pp. 259–67)
7. В1–В4 (pp. 268–75)
8. Г1–Г9, Д1–Д2 (pp. 276–83)
9. *Test, Lessons 7 and 8*
10. Lesson 9: *Русская душа* (The Russian Soul): A1–A2 (pp. 288–92)
11. Б1–Б8 (pp. 292–96)
12. В1–В4 (pp. 297–307)
13. Г1–Г8, Д1–Д2 (pp. 308–311)
14. Lesson 10: *Роль личности в истории* (The Role of the Individual in History): A1–A2 (pp. 316–20)
15. Б1–Б7 (pp. 321–26)
16. В1–В4 (pp. 326–38)

17. Г1–Г9, Д1–Д3 (pp. 339–46)
18. *Test, Lessons 9 and 10*
19. Lesson 11: *Америка глазами русских* (America through Russian Eyes): A1–A5 (pp. 352–54)
20. Б1–Б7 (pp. 355–59)
21. В1–В7 (pp. 359–75)
22. Г1–Г7; Д1 (pp. 376–80)
23. Lesson 12: *Описание и обсуждение* (Description and Discussion): А, Б 1–9 (pp. 384–88)
24. Б10–Б19 (pp. 389–93)
25. Б20–Б26 (pp. 394–97)
26. В (pp. 398–400)
27. В, продолжение/continued (pp. 398–400)
28. Г1–Г5 (pp. 401–3)
29. *Test, Lessons 11 and 12*