CAS/GRS New Course Proposal Form
This form is to be used when proposing a new CAS or GRS course.

This form should be submitted to Senior Academic Administrator Peter Law (617-353-7243) as a PDF file to pgl@bu.edu. For further information or assistance, contact Associate Dean Susan Jackson (617-353-2410; sjackson@bu.edu) about CAS courses or Associate Dean Jeffrey Hughes (617-353-2690; hughes@bu.edu) about GRS courses.

DEPARTMENT OR PROGRAM: World Languages & Literatures DATE SUBMITTED: August 29 2016

COURSE NUMBER: LR 445

COURSE TITLE: Russian in Boston: Advanced Experiential Russian

INSTRUCTOR(S): Svitlana Malykhina

TO BE FIRST OFFERED: Sem./Year: _Spring__ / _2017____

SHORT TITLE: The “short title” appears in the course inventory, on the Link University Class Schedule, and on student transcripts and must be 15 characters maximum including spaces. It should be as clear as possible.

| R | U | S | S | I | A | N | I | N | B | O | S |

COURSE DESCRIPTION: This is the description that appears in the CAS and/or GRS Bulletin and The Link. It is the first guide that students have as to what the course is about. The description can contain no more than 40 words.

In this immersive experiential course, students connect classroom learning to hands-on work in the community. Students are expected to help and learn from members of the Boston Russian community, and to reflect creatively on real-life experiences. Taught entirely in Russian.

PREREQUISITES: Indicate “None” or list all elements of the prerequisites, clearly indicating “AND” or “OR” where appropriate. Here are three examples: “Junior standing or CAS ZN300 or consent of instructor”; “CAS ZN108 and CAS ZN203 and CAS PQ206; or consent of instructor”; “For SED students only.”

1. State the prerequisites:

LR 303 or consent of instructor.
2. Explain the need for these prerequisites:

   The course provides extensive practice in oral communication and development of writing skills at the advanced level. To reach the Intermediate-High or Advanced Low rating on the Oral Proficiency Interview students a firm background in Russian language.

CREDITS: (check one)

☐ Half course: 2 credits          ☐ Variable: Please describe.
☒ Full course: 4 credits          ☐ Other: Please describe.

Provide a rationale for this number of credits, bearing in mind that for a CAS or GRS course to carry 4 credits, 1) it must normally be scheduled to meet at least 150 minutes/week, AND 2) combined instruction and assignments, as detailed in the attached course syllabus, must anticipate at least 12 total hours/week of student effort to achieve course objectives.

This course is built to develop functional linguistic proficiency in the four basic skills of listening, speaking, reading, and writing, and requires extensive work on advanced speaking and writing skills. Apart from the weekly meeting (one hour), students will be expected to perform community service (using their Russian) for four hours a week, and to read texts for discussion in advance, and prepare presentations and written assignments. The course will require at least 12 hours a week of student effort.

DIVISIONAL STUDIES CREDIT: Is this course intended to fulfill Divisional Studies requirements?

☒ No.
☐ Yes. If yes, please indicate which division ______________________ and explain why the course should qualify for Divisional Studies credit. Refer to criteria listed here and specify whether this course is intended for “short” or “expanded” divisional list.

HOW FREQUENTLY WILL THE COURSE BE OFFERED?

☐ Every semester  ☐ Once a year, fall  ☒ Once a year, spring  ☐ Every other year
☐ Other: Explain:

NEED FOR THE COURSE: Explain the need for the course and its intended impact. How will it strengthen your overall curriculum? Will it be required or fulfill a requirement for degrees/majors/minors offered by your department/program or for degrees in other departments/school/colleges? Which students are most likely to be served by this course? How will it contribute to program learning outcomes for those students? If you see the course as being of “possible” or “likely” interest to students in another departments/program, please consult directly with colleagues in that unit. (You must attach appropriate cognate comments using cognate comment form if this course is intended to serve students in specific other programs. See FURTHER INFORMATION below about cognate comment.)
This course is part of a strategic initiative in our program to reach beyond our own students to the BU student community at large. The course will be immense interest to advanced Russian students in our program and to Russian heritage students throughout the university who are interested in the Russian Émigré experience, who want to develop practical ties with the Russian-speaking world of Boston, and who want to improve their spoken and written Russian.

ENROLLMENT: How many undergraduate and/or graduate students do you expect to enroll in the initial offering of this course? 10

CROSS-LISTING: Is this course to be cross-listed or taught with another course? If so, specify. Chairs/directors of all cross-listing units must co-sign this proposal on the signature line below.

OVERLAP:

1. Are there courses in the UIS Course Inventory (CC00) with the same number and/or title as this course?
   - [x] No.
   - [ ] Yes. If yes, any active course(s) with the same number or title as the proposed course will be phased out upon approval of this proposal.
   
   NOTE: A course number cannot be reused if a different course by that number has been offered in the past five years.

2. Relationship to other courses in your program or others: Is there any significant overlap between this course and others offered by your department/program or by others? (You must attach appropriate cognate comments using cognate comment form if this course might be perceived as overlapping with courses in another department/program. See FURTHER INFORMATION below.)

There is no overlap with any existing courses.

A slight adjustment to the Russian Major text is required to account for the added option: The underlined text below changes to: “and two language courses at the 400 level.”

Four advanced language courses:

- CAS LR 303 Third-Year Russian: Reading, Grammar Review, and Conversation
- CAS LR 304 Third-Year Russian II: Reading, Grammar Review, and Conversation
- CAS LR 403 Advanced Russian Grammar
- CAS LR 404 Advanced Russian Conversation
FACILITIES AND EQUIPMENT: What, if any, are the new or special facilities or equipment needs of the course (e.g., laboratory, library, instructional technology, consumables)? Are currently available facilities, equipment, and other resources adequate for the proposed course? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

Students will use computer labs which are configured for their specific needs and IT Services, equipment and other resources provided by Geddes Language Center. There are also computers for general educational use available in the Library.

STAFFING: How will the staffing of this course, in terms of faculty and, where relevant, teaching fellows, affect staffing support for other courses? For example, are there other courses that will not be taught as often as now? Is the staffing of this course the result of recent or expected expansion of faculty? (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

This course will in no way affect staffing support for other courses. We try to offer an advanced 400-level Russian course every semester, and this course will fall into our 400-level rotation.

BUDGET AND COST: What, if any, are the other new budgetary needs or implications related to the start-up or continued offering of this course? If start-up or continuation of the course will entail costs not already discussed, identify them and how you expect to cover them. (NOTE: Approval of proposed course does not imply commitment to new resources to support the course on the part of CAS.)

None

EXTERNAL PROGRAMS: If this course is being offered at an external program/campus, please provide a brief description of that program and attach a CV for the proposed instructor.

FURTHER INFORMATION THAT MUST BE ATTACHED IN ORDER FOR THIS PROPOSAL TO BE CONSIDERED:

- A complete week-by-week SYLLABUS with student learning objectives, readings, and assignments that reflects the specifications of the course described in this proposal; that is, appropriate level, credits, etc. (See guidelines on “Writing a Syllabus” on the Center for Excellence & Innovation in Teaching website.) Be sure that syllabus includes your expectations for academic honesty, with URL for pertinent undergraduate or GRS academic conduct code(s).

- Cognate comment from chairs or directors of relevant departments and/or programs. Use the form here under “Curriculum Review & Modification.” You can consult with Susan Jackson (CAS) or Jeffrey Hughes (GRS) to determine which departments or programs inside and outside of CAS would be appropriate.
DEPARTMENT CONTACT NAME AND POSITION: Svitlana Malykhina, Lecturer, Head of Russian Language Program

DEPARTMENT CONTACT EMAIL AND PHONE: SVITLANA@BU.EDU.

DEPARTMENT APPROVAL: J. Keith Vincent 9-20-16
Department Chair

Other Department Chair(s) (for cross-listed courses) Date
CAS/GRS CURRICULUM COMMITTEE APPROVAL:

☐ Approved  Date: ________________
☐ Tabled    Date: ________________
☐ Not Approved  Date: ________________

Divisional Studies Credit:

☐ Endorsed

☐ HU
☐ MCS
☐ NS
☐ SS

☐ Not endorsed

______________________________________________________________
Curriculum Committee Chair Signature and Date
Comments:

PROVISIONAL APPROVAL REQUESTED for Semester/Year ________________

______________________________________________________________
Dean of Arts & Sciences Signature and Date
Comments:

CAS FACULTY: Faculty Meeting Date: ________________  ☐ Approved  ☐ Not Approved

______________________________________________________________
Curriculum Administrator Signature and Date
Comments:
Spring 2017

LR 445 – Russian in Boston: Advanced Experiential Russian

Time and Place: TBD

Prof. Svitlana Malykhina
STH 635A (745 Comm Ave.)
svitlana@bu.edu
Office hours: TBD, and by appointment
STH 635A (745 Comm Ave.)

COURSE DESCRIPTION

In Advanced Experiential Russian, students increase their proficiency in Russian (in speaking, listening, reading, and writing) by using their skills both in the classroom and in a real-world setting. There are three parts to the immersive and experiential learning that the course offers. First, each student will be paired up with a Russian-speaking community site in Boston in order to provide some form of community service and for the opportunity to use language skills (Russian-English-Russian) in the real world (three hours a week, depending on the goals of the needs of the service site). Second, each student will interview and get to know a member of the Russian community in order to produce a written biography/life story of that person to present to the class (and to publish on the course website) at the end of the semester. Third, we will meet once a week as a class to discuss progress and to read and examine Russian texts that depict the Russian Émigré experience. The texts are designed to inform and illuminate students’ active experience with the real-life Russian Émigré community; final projects (the life story of a Russian emigre) should draw on parallels between some of these texts and the experiences of our Russian interlocutors.

This course will be taught entirely in Russian.

Partnership sites for community-service work include the Brighton House, Boston Latin High School, TV3 Medford (in its production of two shows – "Russian Time" (Russian) and "Meeting Interesting People"), and Arlekin Players Theater, Davis Center at Harvard University, Ballet Russes Art Initiative.

ELIGIBILITY

The course is designed for both heritage and second-language learners, 300 and 400 classes in Russian. As a minimum, all students are expected to start the class at Intermediate-Mid oral proficiency level on the ACTFL scale.
REQUIRED READINGS

Required course readings will be made available as hard copies or through our class Blackboard site.

Russian short stories:

Ivan Bunin, “In Paris”
http://bunin.niv.ru/bunin/rasskaz/temnye-allei/v-parizhe.htm

Vladimir Nabokov, A Guide to Berlin”
http://www.lib.ru/NABOKOW/berlinGuide.txt

Gaito Gazdanov, “Black Swans”
http://www.lib.ru/PROZA/GAZDANOW/gazdanov_lebedi.txt

Teffi, “Que Faire”
http://az.lib.ru/t/teffi/text_1920_que_fer.shtml

Sergei Dovlatov, “The Finnish Crepe Socks”
http://www.sergeidovlatov.com/books/chemodan.html#%D0%9A%D0%A0%D0%95%D0%9F%D0%9E%D0%92%D0%AB%D0%95

Film East/West (dir. Wargnier, 1991) (on reserve at Geddes Center)

COURSE OBJECTIVES

*To connect the knowledge received in the classroom to real-life issues that exist in our society and to reflect on the knowledge gained from real-life experiences.

*To develop an in-depth knowledge of and appreciation for the life experiences (and historical background) of the older generation of Russian immigrants in Boston

*To reach the Intermediate-High rating on the Oral Proficiency Interview; any student who has already achieved this should strive toward the Advanced-Low category

*To give back to the larger Russian-speaking Boston community

* To learn how to apply Russian scholarship and interview-taking method to practice

LEARNING OUTCOMES

At the end of the course students to:
- develop their skills in research methods (data collection and analysis); compiling oral histories and conducting interviews;
- raise reading abilities to the higher level; understand and translate material from Russian prose and verse, showing attention to the meanings generated not only by the grammatical forms and vocabulary, but also the cultural contexts of the work, and the type(s) of discourse used.
- increase vocabulary; express their thoughts in a Russian-like way, show good strategies for coping with discussions on abstract topics and featuring unfamiliar vocabulary.
- develop public speaking (oral presentation of information within a group settings) skills; narration and interpretation skills; handle successfully conversations on the factual topics; narrate coherently using both accurate tense and aspectual forms;
- reinforce writing skills (including correct spelling and punctuation);

Students will also develop skills in teamwork; independent thinking and leadership; critical thinking; flexibility; organization (managing multiple responsibilities effectively); and multimedia application (to use in promoting their work).

**GRADING**

Your grade will be based on the following components:

1. Participation and Attendance (10%)
2. Conducting and Presenting Interviews (20%)
3. In-class and on-line discussions and reflection journals (20%)
4. On-line discussion forum (10%)
5. Oral Presentations (20%)
6. Promotional Flyer or Commercial (10%)
7. Final Project (20%)

**1. Participation and Attendance (10%)**

The class meets once a week and your attendance is mandatory. You are expected to come to class prepared and to participate actively in all class discussions. If you miss a class because of illness, you are responsible for contacting the instructor or a classmate for any homework assigned and materials covered that day. Please notify me in advance in the case of a pre-arranged absence. Persistent lateness will result in grade reduction and possible course failure. Participation also includes attending speaker events.

All assignments must be turned in on time. All homework assignments must be done in electronic format and be available for sharing electronically in class. Likewise, reflection essays must be submitted electronically as MS Word documents.
2. Interviews with Russian-speaking community members
Students work closely with Russian-speaking community members and conduct two 30-minute interviews and make two presentations based on this interviews. The most important part of your interviews is the actual analysis itself. Do not simply summarize the text. Analyze and interpret it. In your analysis you need to do close textual analysis, focusing on specific words, images, and events. You need to "get beneath the surface" of the scripts and offer some interpretation of them that is not immediately obvious and that would not have been available to you without the use of a theoretical approaches that we have discussed in class.

3. In-class and on-line discussion forum and reflection journal (10+10 %)
Every other week you will be expected to submit a one-page reflection essay which details your activities and learning experiences. Topics will be posted on the Blackboard course site. You will be expected to respond to these topics and provide at least one thought-provoking response to each of your classmates’ posts for each of the discussion forums. One on of these occasions you will be expected to post a two-page double-spaced paper that summarize an interview with your subject about specific topic/dilemmas your subject has experienced.
We also discuss in details Audio Recording Release Form and Oral Consent Script. Also, on-line discussions will be used to discuss interviews’ mechanics, such as
*the interview should last about 30 minutes,
*note-taking skills,
*getting permission to record, and giving chance an interviewee stop the interview at any time, not answer every question asked etc.
Students are particularly encouraged to discuss your work in progress, and get suggestions for revision before your presentations and projects are submitted for a final grade. Students will be given open-ended questions and selected questions from the Interview Guide.
Students will be given prompts and tips in conducting interviews, in using Russian in formal contexts, and will be able to ask pertinent question to gain a better understanding of the 20th-century history of the Soviet Union and the Russian Federation.
Timely completion of assignments is essential; late assignments will receive half-credit. No credit will be granted for assignments more than one week late. All assignments will be due before the class meetings (except for discussion forum postings).

4. Oral Presentations (10%)
Students will share their progress with their classmates through oral presentations (once or twice during the semester). Presentations can be done in groups or individually. On one or two occasions during the semester, each student will take responsibility for initiating in-class
discussion by presenting a brief overview of the day's readings and critical questions. The discussion catalyst should post critical questions on the discussions board on Blackboard, or on BU Wiki.

In order to engage the entire class, students will be required to take notes on each presentation. After the presentations, the presenters must come up with discussion questions, to create a discussion about the cultural references and help students retain the information provided. This task will provide practice in classroom discussion of ideas and refinement of speaking skills.

**5. Create a Promotional Flyer or Commercial (10%)**

You will be expected to create a brochure that discusses (in Russian) what you gained from this course

OR

You will be expected to develop a 2-5 minute commercial /public service announcement showcasing any aspects of the experiential course, your experience, and/or accomplishment. You are free to use any audio/visual aids including PowerPoint to create your commercial. If using PP please be sure to include narration. Suggestions on aspects you may want to include in your presentation are listed below in under “Assessment.” You do not have to include all of the items listed there in your commercial but your commercial should accurately and effectively showcase your work – informatively and concisely.

**6. Conferences with Instructor**

Students should feel free to seek help from the instructor, or to talk with her about any aspect of the course, as often as they wish during regularly scheduled office hours, or by appointment. Individual conferences with your Professor (at least once a month) are especially valuable to ask questions and discuss your writing process in detail. During the individual conferences Instructor discuss presentational skills and writing techniques, discuss students’ progress in bilingual potential, discuss issues and concerns in improving their speaking, reading and writing proficiency in Russian. If you have doubts about the appropriateness of your planned topic, please discuss them with Instructor.

**7. Final Project and presentation (30%)**

Examples are term paper, original research paper, other written genres, documentary film, etc. The goal of the Final Project should be relevant to your interest and academic/professional development. For all large projects, an outline, key questions, and literature review/bibliography
will be due in late March. Oral presentations of Final Projects will occur during the mini-
conference we will convene over the last class session. These projects are to demonstrate your
familiarity with methods and tools of oral interviews and understanding of how to implement
these tools efficiently. Collaborative projects are welcome.

The term culminates with group or individuals giving a final comprehensive overview of their
ideas and findings. The students' final project (the life story of a Russian émigré) could draw on
parallels between some of the texts we studied and the experiences of their Russian partner.

During the semester, students will sustain a relationship with Russian community in Boston
through service work. In addition, they will have the opportunity to hear scholars, artists,
lecturers, practitioners, executives speak about their respective areas of expertise. During the
final presentation, students will also report on their experiences with these communities.

ASSESSMENT

In addition to course evaluation forms, students will be asked to complete a self-assessment
questionnaire addressing their progress (with the option to remain anonymous.) All forms will be
made available online. Entries might focus on topics such as: progress towards course goals;
learning moments from the course; skills used and acquired; connections between classroom
reading and the dialogues with subjects; a challenging or stressful situation that you had to
manage; how the course is helping you to define your career goals/values; research activities that
pertain to the course.

CLASS POLICIES

Outside class preparation
In four-credit undergraduate classes, it is expected that students will spend up to eight hours per
week on outside class preparation activities, which may include reading, independent research,
meeting and interviewing subjects. Student groups must commit to a regular one-hour weekly
meeting and keep a record of their activities.

Learning and testing accommodation

Boston University complies with the Americans with Disabilities Act and Section 504 of the
Rehabilitation Act. If you are a student who needs academic accommodations because of a
documented disability, you should contact me and present your letter of accommodation as soon
as possible. If you have questions about documenting a disability or requesting academic
accommodations, contact the Office of Disability Services at access@bu.edu and 617-353-3658.
Letters of accommodations should be presented as soon as possible to ensure that student needs
are addressed from the start of the course.
Learn more at http://www.bu.edu/disability/policies-procedures

**Academic Conduct**

All members of the University are expected to maintain the highest standards of academic honesty and integrity; we have the same expectations of each other in this course. We take the issue of plagiarism seriously and expect all the work you do in this course to be your own. If you have questions about what plagiarism is and how it differs from the appropriate use of other people’s work, speak with your instructor or consult the *Academic Conduct Code* at http://bu.edu/academics/cas/policies/academic-conduct.

**Course Schedule** (subject to modification):

The following schedule is subject to change, with advanced notice. Thus, it is essential that you check Blackboard every week for updates on readings, assignments, etc. It is also your responsibility to check email daily for updates.

The due dates for Interviews Presentations are

**WEEK 4** – The First Interview Presentations

**WEEK 9** – The Second Interview Presentations

**WEEK 1**

20 January  
Topic: Russian Cultural Competence and Listening Comprehension through Video Interviews

**WEEK 2**

27 January  
Topic: Resources for developing interview questions and conducting interviews


**WEEK 3**

3 February Discussion Questions: Selected Questions from the Interview Guide

**WEEK 4**

10 February  Topic: Students’ introduction of community sites and members. Evaluation and revision of introduction. Discussion question: What does it take for a language to survive in the presence of another, dominant language?

Reading: Dubinina I, Polinsky M. *Russian in the USA*. In: Slavic Languages in Migration, ed. M.Moser. Wien: University of Vienna ; 2013. (pdf)

**WEEK 5**

17 February – Presentation on White Russian Emigration.

Discussion of Teffi, “Que Faire”

**WEEK 6**


Topic: Writing Workshop: Techniques of Writing an Essay

**WEEK 7**

3 March  Presentation on Russian Emigre Writers.

Discussion of Ivan Bunin, “In Paris”

**WEEK 8**

10 March – Spring Break -- no meeting this week

**WEEK 9**

17 March Presentation: The Russian and Soviet Émigré in America.

Discussion of Sergei Dovlatov, “The Finnish Crepe Socks”
WEEK 10
24 March Topic: Critical reflection on findings (both written and oral) as an integral component of experiential learning. Discussion question: developing listening comprehension:


WEEK 11
31 March Topic: Understanding of historical and contemporary tensions between various cultures.


Discussion of East/West (dir. Wargnier, 1991)

WEEK 12
7 April Topic: The contemporary cultural milieu that have resulted from past conflicts and their resolutions.


WEEK 13
14 April Topic: Historical cross-cultural "encounters" which have shaped the world we live in today. Discussion of Gaito Gazdanov, “Black Swans”

WEEK 14
21 April Topic: Peer Review Projects

WEEK 15
28 April  Final presentations