Course Materials:
Loose-leaf binder or notebook and folder for notes, tests, and assignments.

Course Description:
Russian 377.208 is a multimedia course in the language and culture of the Russian-speaking world offered by the Hopkins-Goucher Cooperative Program in Russian Language and Literature. The course emphasizes communicative competence in four areas: reading, writing, speaking, and listening. It is the third course of the four-semester grammar sequence offered by the Program. Russian 377.132 or exam placement is pre-requisite.

From the very first day of class, you will be hearing authentic, spontaneous Russian spoken at normal speed. This strategy is typical of an immersion setting, and while it can be a bit frustrating and even frightening at first, with regular practice, you will be able to understand more of the details and develop your own communicative competence that will aid you in your academic career, internships, and possibly even employment. Grammar terminology in Russian will be used frequently so as to prepare students for study abroad experiences.

Learning Outcomes:
Students who successfully complete the course will:

- use some of the more advanced grammatical structures of Russian.
- acquire a better command of Russian pronunciation and intonation.
- acquire practical vocabulary related to everyday themes such as studying, travel abroad, necessities.
- make statements and ask questions on studied material.
- acquire further understanding of the cultures of the Russian-speaking world.
- discuss the context and structures of Russian cultural traditions in terms of literature, art, music, culture, and/or society.
- describe important movements and processes that have affected the cultural heritage of Russia.
- use methodologies associated with the study of cultural traditions in the arts and humanities to reflect on the experiences of a particular society.
- engage in a critical assessment of how the student’s own experience has been affected by particular cultural traditions in the arts and humanities.
Formal Requirements:
The appropriate textbook/workbook and dictionary must be brought to class every day. All work is your responsibility until these materials are acquired, and if they are absent for any reason, you must find a way to complete the assignments.

All work that is handed in must be on 8 ½ x 11 loose-leaf paper with no ragged/torn edges. Individual assignments of more than one page should be stapled together and labeled, or they will not be accepted.

Do not staple together more than one day’s worth of homework, even if two end up being assigned.

NEVER e mail or phone asking IF you missed anything when absent – if you missed class, you missed the work on the syllabus, perhaps more. Contact a reliable student to be certain, or ask me if anything changed from the syllabus.

FINAL GRADE

<table>
<thead>
<tr>
<th>FINAL GRADE</th>
<th>GRADING SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm and Final</td>
<td>20%</td>
</tr>
<tr>
<td>Tests (4), Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Oral Tests (4)/Quests (4)</td>
<td>15%</td>
</tr>
<tr>
<td>Homework</td>
<td>15%</td>
</tr>
<tr>
<td>Compositions (Typed)</td>
<td>10%</td>
</tr>
<tr>
<td>Grammar Project</td>
<td>20%</td>
</tr>
<tr>
<td>Effort (includes preparedness)</td>
<td>5%</td>
</tr>
</tbody>
</table>

If at any time the student falls below a C, one SI a week is mandatory. If the student is failing, both SI sessions are mandatory. Missing a mandatory SI is the same as missing class, with the same cumulative penalties!

No work given before the midterm will be able to be made up even for partial credit after the midterm; No work given after the midterm will be able to be made up even for partial credit after the last class day - even with administrative intercession.

SUBMITTING HOMEWORK

- Homework should be placed on the front desk on the next class day at the beginning of class or it is late.
- Your name should appear in Russian (first and last), followed by the date the assignment was made.
- Your homework is to be completed in blue/black pen or #2 pencil only or typed.
- If you do not use the workbook, you must label each exercise and number carefully and skip lines.
- Complete sentences should be used whenever possible, all numbers in word form.
- Illegible homework (handwriting, smudging, cross-outs) will not be graded.
- Late homework will not be accepted.
- If you are absent from class, homework is still due by class time by e mail. If you are so ill that you cannot do your homework, you have until the day after you return to class to turn in homework with a homework excuse attached (syllabus, p. 9).
- Earning less than an 8 on an assignment requires you to do corrections and hand them in after each chapter as noted.

All work that is handed in must be on 8 ½ x 11 loose-leaf paper with no ragged/torn edges. Individual assignments of more than one page should be stapled together. Do not staple together more than one homework assignment.

Homework that does not follow these rules is on time, but will not be graded until it does.

More than two assignments will not be accepted at any time without prior permission from the professor.

TESTING

- Weekly short quizzes (green highlight - Fridays, 5-15 minutes-oral and written)
- Unit quests (blue highlight - oral (4))
- Unit tests (red highlight-oral (4) and written (4)) – Test Corrections due before the next test as noted.
- Midterm (magenta highlight-no make-ups, written only)
- Final (magenta highlight-no make-ups, oral and written)
Tests will consist of an aural, oral, short answer, fill-in-the-blank, short answer, translation, and/or an essay. Exams will consist of a mixture of material akin to the tests, and will be of broader scope and focus on the latter chapters, but they are comprehensive. Make-up tests are rarely given (only administered with written documentation that provides a valid excuse, as judged by me) and will be more difficult. Quizzes may contain vocabulary and/or grammar that will take 5-10 minutes to complete. They will be given at the start of class, so if you are not there on time, you will miss it (it will not be handed to you late even if others are still writing). All tests taken in ACE must be taken the same testing day, or fall under unexcused absence - no make-ups.

Procedure/Attendance:

Judgment of legitimate absence is made at the instructor’s discretion. Punctual attendance at all scheduled classes is required. Russian is the official language of the classroom, so please attempt to phrase questions and remarks in Russian, using English as a last resort – we will help you. You may bring a drink to class, but food and gum are strictly forbidden (standing in line to purchase items is not an excuse for lateness). Cell phones must be turned to vibrate during class (do not answer/text unless granted permission). Contact by e-mail before the day ends is requested when absent. In the event class is cancelled, assignments will appear in MyGoucher.

- Late arrival: Up to 15 min = ½ absence; More than 15 min = 1 absence
- Two unexcused absences are allowed per semester; After 8 total absences, grades are capped at a C.
- Each additional (after the 2) unexcused absence will lower your final grade by two points.
- Excused absences that are anticipated (athletic/religious) must be communicated to the instructor in writing at the beginning of the semester, or they are unexcused.
- All assignments that have been excused fall under the excused policy for grading, but should be submitted in advance if possible.
- Exams/tests/quests/quizzes missed due to an excused absence are your responsibility and must be made up within a week. You must e-mail me with proposed times within a day of the absence. A written excuse (death in the family, doctor’s noted extreme illness) must be presented for tests/exams.
- Unexcused absence exams/tests/quests/quizzes/homework earn a zero and cannot typically be made up.
- A total of 10 absences (excused or unexcused) will result in an automatic grade of F.
- Legitimate absence excuses: sickness with a doctor’s note, sporting events/religious observances based on a presented schedule, death in the family, academic events with moderator’s note. If you have a legitimate severe issue, get help immediately by contacting me.
- Unexcused absence exs.: transportation, oversleeping, most personal problems, minor sickness.

Missing Class - You are expected in class every day on time- do not schedule break transport early.

Make-up tests/exams will be allowed only in extraordinary circumstances (death in the family, serious illness). You will be provided with a roster (phone and e-mails as each student permits). If you are absent, I suggest that you contact a reliable student for details about the class, as the plan for the day might have changed based on student needs. You may certainly contact me for clarification, but depending on the time that you initiate contact, I may not be able to respond in time for the required assignments to be completed. You are responsible for all assignments that were due that day, as well as for the following day (including homework, quizzes, and tests), so it is important to find out what you missed in class.

Honor Code:

The MLL department and the Academic Honor Board take plagiarism and other forms of cheating very seriously; ignorance is no excuse. All students are bound by the standards of their institution’s Academic Honor Code: www.goucher.edu/documents/General/AcademicHonorCode.pdf or http://www.jhu.edu/~ethics/

Online Translation Warning:

The use of on-line translators is not only counter-productive and deceptive, but is prohibited and considered a form of cheating which will be reported to the Honor Board. You may use online dictionaries for a single word (as you would a hard-copy dictionary), but translation should be gleaned from your text and lectures for the most part.

Student Assignments:

Learning a foreign language requires daily practice. You should be prepared to spend 1 ½ -2 hours outside of class for every hour in class. This four-hour class represents a total commitment of 12 hours per week.
Compositions - Note the dates of the compositions: these are not negotiable and represent 10% of your grade. When you write a composition, you have time to verify grammar. You are allowed to rewrite the first draft of a composition for a higher grade, but the two grades will be averaged. All drafts must be typed, double-spaced on 8 ½ x 11” printer paper and handed in to GoucherLearn. If anything goes wrong, you may e mail me the copy, but it will not be graded until it is on GoucherLearn. Handwritten compositions will not be accepted. Final drafts MUST show corrections AND add material. The minimum is 20 sentences (two paragraphs) on the draft, and 30 (3 paragraphs) on the final. Label these as Sochinenie_ChapterD_Last Name (ie, Sochinenie_10D_Czeczulin (F for final)). The sochinenie inside should be headed with the same information and the date (ie, Sochinenie 10D/Czeczulin/9/8/14).

Dialogues - For each test, you will need to present a dialogue constructed and memorized with a partner as an oral test grade. For the midterm and final, a group interaction will be presented. For all orals, a written script must be handed in as well. If your partner does not appear on test day, you must be able to complete your lines as I read your partner’s. No unexcused orals will be accepted.

Grammar Project: The instructions and rubric for the grammar project follow the syllabus plan. STAY ON TOP OF THE DATES. You may always hand a project in early, but not late. All projects will be graded on the day due, for return the next class day. All submissions are electronic.

Oral Quests/Tests - You will be quizzed through question/response on the oral quests. You will select a theme to prepare for the test, and must write a script with 1-2 partners. You must have a script the day of the test, and if your partner does not come, I will read his/her lines-no make-ups. The concepts of pronunciation, intonation, grammatical correctness, vocabulary, and speed and fluency will be reinforced. Scripts should have 10 lines each, memorized.

Final Oral Exam – The oral test will be a round-robin of questions and answers begun by the professor and continued by students. Themes will tend to focus on grammar and the written сочинения, so write them with this in mind.

Additional Help: If you find you need additional help completing the assigned work for this course, do take advantage of my office hours or make an appointment at a mutually-convenient time. When you come in, be sure to bring your text, workbook, notes, class notes, recent tests or quizzes, and/or any other material about which you might have questions. Office hours are NOT for completing your homework in my presence – you must have attempted it first. In addition, please take advantage of ACE and its tutors, as well as the Supplemental Instructor sessions and Russian Table. This is the only extra credit available.

Classroom Etiquette:

1) I may be addressed as “Professor Czeczulina”, “Professor”, or “Annalisa Josefovna”. Russian etiquette demands respect, so this strict etiquette and use of «вы» will be enforced in and out of class, and especially on orals/tests.

2) If you wish to contact me, please e mail me at both e mail addresses. You should address the e mail respectfully to “Professor” or “Annalisa Josefovna”. It is also nice to open any requests with “I was wondering if you could” as opposed to “I need” or “Hey”. Response time is 24-48 hours – leave enough time!

3) If you need a recommendation, drop off all necessary forms or e mail links to the forms that you have already filled out (fill in your information and waive/do not waive the right to see the recommendation), an addressed and stamped envelope, and the deadlines two weeks prior. A short summary of your activities, academics, GPA, and interests, as well as a statement about the scholarship or opportunity you are applying for gives you the best chance for a thorough recommendation. I will try to do emergency requests.

4) I do not accept phone calls at home/by cell. You may contact the faculty secretary (410-337-6230/6250 or VanMeterFacultySecretaries@goucher.edu or 410-516-4520 or cledu@jhu.edu and ask for your number to be left for me, but please do not call me yourself unless it is an extreme emergency. E MAIL is BEST CONTACT.

Syllabus: The syllabus plan follows, but is subject to change. I will make any corrections and post the new syllabus by date in place of the old should changes be made.
РАСПИСАНИЕ

К (класс) refers to textbook work; Д (домашние задания) refers to workbook exercises (assigned on that day, due next class – includes CD and DVD work). GL refers to work on Goucher Learn.
You must complete odds on numbered exercises; if an exercise is not numbered, complete all of it. Only these parts will be graded. All listening exercises must be completed.

Август
8/28 Пятница - повторение
К: Глаголы движения (163-177).
Д: Упражнения 4 (164), 12 (165-166), 19 (167), 30 (170), 36 (172), 41 (173-174), 44 (174), 47 (175-176), 53 (177).

Глава 10
8/31 Понедельник - первый день
Д: Ex. 1-4 (113-116). Grammar Project I Due 9/11!

Сентябрь
9/1 Вторник - второй день
Д: Ex. 1-3 (117-120).

9/2 Среда - третий день
Д: Ex. 1-5 (121-124).

9/4 Пятница - четвертый день
Д: Ex 1-3 (125-128). Grammar Project I Due 9/11!

9/7 Понедельник - Выходной день! Grammar Project I Due 9/11!

9/8 Вторник - пятый день
К: Упражнения 1-5 (129-132). Устный квест 10! Grammar Project I Due 9/11!

9/9 Среда - шестой день

9/11 Пятница - седьмой день
К: Grammar Project I Due! Video III, Упражнения 1-10 (247-251).

9/14 Понедельник - восьмой день
К: Чтение (252-255).
Д: Упражнения 1-3 (141-146).

9/15 Вторник
К: Review for Контрольная X.
Д: Review for Контрольная X (oral and written).
9/16 Среда
К: Контрольная Х

Глава 11
9/18 Пятница - первый день

9/21 Понедельник - второй день

9/22 Вторник - третий день

9/23 Среда - четвёртый день - Friday Vocabulary/Quizzes begin this Friday!
К: Video II, Упражнения 1-8 (290-293).

9/25 Пятница - пятый день
Д: Сочинение - <<Если я..., то я...>> (draft). Упражнения 1-5 (171-174). Grammar Project III Due 10/30.

9/28 Понедельник - шестой день
К: Что с вами (299-300). Permission and Denial of Permission (300-301). Time When (301-303).
Д: Упражнения 1-4 (175-179).

9/29 Вторник - седьмой день
К: Video III, Упражнения 1-7 (304-308).
Д: Упражнение 1 (181-184).

9/30 Среда - восьмой день
К: Чтение (309-314).
Д: Упражнения 1-3 (185-186). Test 10 corrections due!

Октябрь
10/2 Пятница
К: Review for Контрольная 11.
Д: Review for Контрольная 11 (oral and written).

10/5 Понедельник
К: Контрольная 11
Д: Сочинение – <<Если я..., то я...>> (final).

Глава 12
10/6 Вторник - первый день
10/7 Среда - второй день
К: Prefixed Verbs of Motion (334-340).

10/9 Пятница - третий день
К: Vocab quiz (382). Directions (341-343). Тоже (343-345).
Д: Упражнения 1-5 (199-204).

10/12 Понедельник - четвёртый день
К: Video II, Упражнения 1-10 (346-350).

10/13 Вторник
Д: Review for Мидтерм.

10/14 Среда
К: Мидтерм.

10/16 Пятница – Выходной день!

10/19 Понедельник - пятый день

10/20 Вторник - шестой день

10/21 Среда - седьмой день

10/23 Пятница - восьмой день
К: Чтение (367-370). Review for Контрольная XII.
Д: Упражнения 1-3 (221-224). Test 11 Corrections! Review for Контрольная XII, Grammar Project III Due 10/30.

10/26 Понедельник
К: Контрольная XII.

Глава 13
10/27 Вторник - первый день
К: Словарь (437-438), Video <<С днём рождения>>, Упражнения 1-16 (384-390).

10/30 Пятница - третий день

Ноябрь – **DAYLIGHT SAVINGS – FALL BACK 1 HOUR**
11/2 Понедельник - четвёртый день
К: Video II, Упражнения 1-4 (233-235). **Grammar Project IV Due 11/13.**

11/3 Вторник - пятый день

11/4 Среда - шестой день

11/6 Пятница - седьмой день
К: Video. III, Упражнения 1-9 (419-422) Д: Упражнение 1 (253-255). **Grammar Project IV Due 11/13.**

11/9 Понедельник - восьмой день
К: Чтение (423-427). Review for **Контрольная XIII.** Д: Упражнения 1-2 (257-258). Prepare for **Контрольная XIII (oral and written).** Test 12 Corrections! **Grammar Project IV Due 11/13.**

11/10 Вторник
К: **Контрольная XIII.** Д: Сочинение - <<Я хочу, чтобы...>> (final). HW corrections chapter 13 due. **Grammar Project IV Due 11/13.**

Глава 14
11/11 Среда - первый день

11/13 Пятница - второй день

11/16 Понедельник - третий день

11/17 Вторник – четвертый день
11/18 Среда  
К: Повторение (464-465).  

11/20 Пятница  
К: Final Grammar Project Due. Подготовьтесь к финальному устному экзамену.  
Д: Подготовьтесь к финальному устному экзамену.

11/23-11/27 – Выходные дни - День Благодарения!

12/1 – Понедельник  
К: Подготовление к финальному экзамену.  
Д: Подготовьтесь к финальному устному экзамену.

12/2 Вторник  
К: Финальный устный экзамен.  
Д: Подготовьтесь к финальному экзамену.

12/3 Среда  
К: Подготовление к финальному экзамену.  
Д: Подготовьтесь к финальному экзамену. Homework 14 corrections due!

12/5 Пятница  
К: Финальный экзамен I (Тест 14).  
Д: Финальный экзамен II (сочинения) DUE 12/12 by 11:00.
Grammar Project:
You may NOT “cut and paste” ANYTHING.

A full list of properly-cited citations must be the last part of each project draft, combined for the final project, or it will earn a zero. NO GRAMMAR PROJECT CAN BE DONE WITHOUT DOCUMENTATION OF WHERE YOU OBTAINED THE INFORMATION – you may NOT cite yourself.

PLAGIARISM POLICIES WILL BE STRICTLY ENFORCED.

NO HELP FROM ANYONE BUT SI AND PROFESSOR.

YOU MUST USE AT LEAST 1 REAL GRAMMAR (Pulkina, Wade). You may use Cruise as a guide, but should not cite her at any time. TEXTBOOKS ARE NOT GRAMMARS and should not be used to gather information!

All files must be digital and handed in to the Digital Drop Box on GoucherLearn. All files should be labeled:

YOUR LAST NAME_GRAMMAR_PROJECT_PART in the file name, and the same information should be repeated in the header of the file as well.

All projects due by 9 am. Late policy is a drop of grade for each day it is late.

Part I (Due 9/11):
Define gender and show examples of 3 genders.
Define number and show examples of 3 numbers (sg, pl, dual).
Define case and show examples of 6 cases.
Show how gender, number, and case interact in a sample paragraph by labeling the g, n, c of and translating each underlined form.

Part II (Due 9/25): 
Define declension, give all declension tables for adjs/nouns, all genders all numbers and give examples. Must include:
  Case name
  Interrogative forms for who/what
  Functions of case
  Adjs/nouns all g, n, c w/ examples
Define a noun and give examples.
Define the 3 declensions available and give examples.
Show how declension works using a series of the same phrase in all cases: label and translate.
Define an adjective and give examples.
Define descriptive, interrogative, demonstrative, possessive, reflexive adjectives and give an example of each.
Define a pronoun and give examples.
Define personal, possessive, demonstrative, interrogative pronouns, give all declension tables for all, all genders all numbers and give examples. Must include: 
  Case name (con’t next page)
  Interrogative forms for who/what
  Functions of case
  Personal, possessive, demonstrative, interrogative, reflexive, relative pronouns- all g, n, c w/exs
Write a sentence with at least 3 different pronouns: label and translate.
Give the spelling rules (3) with examples.
Define preposition.
Give a list of prepositions sorted by the cases they are used with.
Define a conjunction and give examples of them.
Part III (Due 10/30):

Define a verb and give examples.
Define person and give examples.
Define tenses (3) and give examples.
Define both conjugations and give examples of a full declension of 1 verb of each type.
Define aspect – perfective/imperfective – with examples.
Explain how tense interacts with g and n with examples. (con’t next page)

Explain how tense interacts with aspect- pick the imperfective and perfective of 1 verb and show all conjugated forms by tense and aspect.
Place the verbs you know into categories (use back of book list).
Define and give examples of reflexive verbs.
Explain how reflexives form middle and passive voice with examples and translations.
What is default gender, and what is the exception?
Define uni- vs multidirectional verbs.
Give the full conjugation of all tenses, genders, numbers of ходить/идти/пойти and ездить/ехать/поехать.
Make a chart showing the four ways to form second-person imperatives step by step with an example of each.
Show how to form 1st person sg and pl imperatives using давай/те.
Show how to form 3rd person imperatives.
Define adverbs and give examples.

Part IV (Due 11/13):

Describe comparative adverb and adjective formation with examples of regular, mutating, and irregular forms.
Describe superlative adjectives using самый with examples.
Give differences between adjectives and adverbs, including a sentence illustrating the difference in usage.

Final Grammar Project (Due 11/20):

Make all corrections and hand in a clean copy. This is worth 125 points.
### Grammar Project I Rubric – 9/11

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Completion Dates</th>
<th>Points</th>
<th>Earned</th>
<th>Final (1/2)</th>
<th>Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition of Gender</td>
<td>9/2</td>
<td>2 points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All possible endings mentioned</td>
<td>9/2</td>
<td>1 points</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Example of m, f, n</td>
<td>9/2</td>
<td>2 points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Definition of Number (sg, pl, du)</td>
<td>9/3</td>
<td>2 points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All possible endings mentioned</td>
<td>9/3</td>
<td>1 points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example of sg, pl, du</td>
<td>9/3</td>
<td>2 points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Definition of Case</td>
<td>9/7</td>
<td>2 points</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All possible cases mentioned</td>
<td>9/7</td>
<td>1 points</td>
<td></td>
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<tr>
<td>Sample paragraph with g, n, c noted</td>
<td>9/7</td>
<td>2 points</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td>15 points</td>
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### Grammar Project II Rubric – 9/25

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Completion Dates</th>
<th>Points</th>
<th>Earned</th>
<th>Final (1/2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define Declension</td>
<td>9/9</td>
<td>2 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example of Declension</td>
<td>9/9</td>
<td>2 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Definition of Noun</td>
<td>9/9</td>
<td>2 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples of 3 Declensions</td>
<td>9/9</td>
<td>3 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chart of Case, Interrogatives, Functions, and sg (m, f, n) and pl Noun Endings (with exceptions), Example of one word for each gendered declension in all cases</td>
<td>9/9</td>
<td>15 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Same adj/noun phrase, all cases w/translations</td>
<td>9/9</td>
<td>6 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Define Adjective – Sub-define Descriptive, Possessive, Demonstrative, Interrogative Adj.s.</td>
<td>9/11</td>
<td>5 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chart of Case, Interrogatives, Functions, and sg (m, f, n) and pl Adjective Endings (with exceptions), Example of</td>
<td>9/11</td>
<td>15 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requirements</td>
<td>Completion Dates</td>
<td>Points</td>
<td>Earned</td>
<td>Final (1/2)</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Define Pronoun – Sub-Define Personal, Possessive, Demonstrative, Reflexive, Interrogative, and Relative</td>
<td>9/11</td>
<td>5 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chart of Case, Interrogatives, Functions, and sg (m, f, n) and pl Pronoun Endings (with exceptions), Example of one word for each gendered declension in all cases</td>
<td>9/18</td>
<td>15 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentence with at Least 3 Different Pronoun Cases</td>
<td>9/18</td>
<td>3 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling Rules (5, 7, 8) and effects</td>
<td>9/18</td>
<td>6 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Define Preposition</td>
<td>9/25</td>
<td>2 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>List prepositions by case usage</td>
<td>9/25</td>
<td>10 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Define a conjunction</td>
<td>9/25</td>
<td>2 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples of conjunctions</td>
<td>9/25</td>
<td>7 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100 points</td>
<td></td>
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</tr>
</tbody>
</table>

Please follow the project sheet rules explicitly. This section may take 8-10 pages easily. Please remember to list exceptions to the rules, as well as spelling rule effects. YOU MUST HAVE AND CITE A NON-ELECTRONIC SOURCE AND USE IT. I suggest Wade, Timberlake, Leed, or Schaum. Schaum is one of the best, but is grad level.

In the grammar tables, I want you to show each case, show me the form of its interrogatives (who, what), tell me how the case functions (why would you use it?). Functions include the main category for the case (subject, direct object, etc), verbs that require it, prepositions that require it. Please note the m, f, n sg and pl (include gender if appropriate) hard and soft endings, as well as conditions that would result in an alternative ending (nouns in –ie, -ija, -ij, for example).

Do not state that certain adjectives and pronouns are the same; they may have the same FORMS, but be sure to indicate how to tell what they are based on function. A sentence each showing noun, adjectival, and pronoun declension is desirable.

Do not forget svoj and sebja as you explain possessive adjectives, and reflexive pronouns, respectively.

**Grammar Project III Rubric - 10/30**
<table>
<thead>
<tr>
<th>Task</th>
<th>Completion Dates</th>
<th>Points</th>
<th>Earned</th>
<th>Final (1/2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define Aspect – Imperfective, Perfective and show the four ways aspect can change (prefix, stem vowel, infix, new word)</td>
<td>10/9</td>
<td>10</td>
<td></td>
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<tr>
<td>Explain how tense interacts with gender and number with examples</td>
<td>10/9</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain how tense interacts with aspect with examples</td>
<td>10/9</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Place the verbs you know into categories (-ай stem, -ова/-ева stems, -и stem, -ой stem, -и/м stem, etc) and a list of irregular verbs</td>
<td>10/9</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Define and give examples of reflexives (reflexives, mutual action)</td>
<td>10/16</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain how reflexives end in middle and passive voice</td>
<td>10/16</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is “default gender” in Russian and give an example of a sentence that would use it. Are there exceptions?</td>
<td>10/16</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Define uni- vs multi-directional verbs</td>
<td>10/23</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give the full conjugation of all tenses, genders, numbers of ходить/идти/пойти and ездить/ехать/поехать</td>
<td>10/23</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make a chart showing the four ways to form second-person imperatives step by step with an example of each</td>
<td>10/30</td>
<td>14</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show how to form 1st person sg and pl imperatives using давай/те</td>
<td>10/30</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Show how to form 3rd person imperatives</td>
<td>10/30</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Define Adverbs</td>
<td>10/30</td>
<td>2</td>
<td></td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>123 points</strong></td>
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</tr>
</tbody>
</table>

**Grammar Project IV Rubric – 11/13**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Completion Dates</th>
<th>Points</th>
<th>Earned</th>
<th>Final (1/2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Comparative Adverb and Adjective Formation with examples of regular, mutating, and irregular forms</td>
<td>11/6</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of Superlative Adjectives using самый with examples</td>
<td>11/6</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difference between adjectives and adverbs, including</td>
<td>11/13</td>
<td>3</td>
<td></td>
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</tbody>
</table>
a sentence illustrating the difference in usage.

<p>| | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>12 points</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Homework Explanations**
You must attach a homework explanation any time the homework is not submitted on the date due. Fill in your name, the assignment, the date due and date submitted, then give a reason that will explain why the homework is late. Attach the form to the front of the homework. Failure to do so or provide an excuse will result in a zero.

Name: _____________________________________________________
Assignment: ______________________________________________
Date Due: _______________ Date Submitted: _______________
Reason: ___________________________________________________

Name: _____________________________________________________
Assignment: ______________________________________________
Date Due: _______________ Date Submitted: _______________
Reason: ___________________________________________________

Name: _____________________________________________________
Assignment: ______________________________________________
Date Due: _______________ Date Submitted: _______________
Reason: ___________________________________________________

Name: _____________________________________________________
Assignment: ______________________________________________
Date Due: _______________ Date Submitted: _______________
Reason: ___________________________________________________