

**RUS430 #23603**  
**General Studies HU and L**  
**TTh 10:30-11:45, LL68 Collaboratory**

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## **Russian Short Story**

### **Spring 2016**

Although Russian literature is best known for its novels, Anton Pavlovich Chekhov (1860-1904) has a worldwide reputation for his consummate artistry as both a playwright and a short story writer, who wrote 606 humorous sketches, short stories and tales. However, Russia's greatest writers all wrote short stories and we will be reading and listening to selections from classic cycles of stories as Alexander Pushkin's *Belkin Tales*, Nikolai Gogol's St. Petersburg tales, Mikhail Lermontov's *Hero of Our Time*, Ivan Turgenev's *Huntsman's Sketches*, and Leo Tolstoy's *Sebastopol Tales*. Other readings include tales by Fyodor Dostoevsky, Evgeniia Tur, and Chekhov. This course is completely in Russian and will help students work on their reading, listening, writing, and speaking through such online resources as old radio recordings of actors reading tales, regular speaking and writing assignments, and translation exercises.

### **Goals**

Students should learn the following information and skills:

1. Read, discuss, and present biographies and short stories by nineteenth-century Russian writers.
2. Identify important issues in Russian nineteenth-century literature.
3. Write about key moments and ideas in short stories by Chekhov and others.
4. Correctly use verbs, verbal phrases and conjunctions to explain an argument and develop it.
5. Develop proficiency in the four competencies—**reading, writing, listening and speaking**—with **correct pronunciation, intonation, and grammar**

### **Assignments: late assignments will not be accepted**

1. Class plus 1 hour of Russian every day
2. prepare the reading (10-15 pages, on average) for class by reading, listening, reading aloud (pay attention to pronunciation and intonation)
3. **Homework:** Type up your answers to the questions for each section and send them to me before class, as an attachment by email. They will be graded  $\sqrt{-}$ ,  $\sqrt{}$ ,  $\sqrt{+}$  (C, B, A) and I'll drop the lowest grade. **(20%)**
4. We will be using GoogleDrive to collaborate on the questions for the reading. Each student will be responsible for 1-2 questions per section, for discussion in class.
5. 7 short typed **essays** (250-350 words), due every other week on Mondays (by midnight) as an email attachment to me, which you revise and send to me by the next Monday. These mini-essays combine expository writing (thesis and evidence) and detailed textual analysis (your evidence), in which you use literary terminology, verbs with the correct prepositions and cases, verbal phrases and conjunctions. See handouts on writing papers on BB. Your grade is the average of the draft and final versions, and I'll drop the lowest grade. **(30%)**

6. 7 in-class or online **quizzes** every other week (when you are handing in your revised essays) that test your listening. These include several recordings of yourself reading. I'll drop the lowest grade. **(20%)**
7. A **midterm** and **final** oral class **presentation** of 5 minutes with notes, but not reading, on the biography and works of a writer in the course. You will have a rubric sheet for tasks and grading on BB. **(20%)**
8. Class **participation** (5%) includes **attendance** (5%), sharing your ideas, and listening carefully to your classmates.

### **Attendance**

Attendance is mandatory. I will take formal attendance. Let me know ahead of time if you cannot come to class. After 4 unexcused absences, your grade for the course will drop half a grade for each absence.

### Reading

1. Stories, novellas, and selections from 19<sup>th</sup>-century novels
2. Biographies of writers
3. Timed in-class reading and questions

### Listening

1. [www.Staroeradio.ru](http://www.Staroeradio.ru)
2. Put in stress marks for new words
3. Listen for the sentences that contain major insights into the story, learn to pronounce them accurately, and prepare to explain your choice
4. Bi-weekly recording or dictation **quiz**

### Speaking

1. Reading aloud at the start of each class (10 min), with a focus on those paragraphs that contains key ideas
2. Retell the story, perhaps through the eyes of a character
3. Retell the biographies of writers
4. Midterm and final in-class **presentations**

### Writing

1. Bi-weekly short **essays** (250-350 words) that you revise

### Grammar and lexicon

1. Participles and gerunds
2. Expressions and words in 19<sup>th</sup>-c. Russian literature

### **Required text**

Sandra F. Rosengrant and Elena D. Lifschitz, *The Golden Age: Readings in Russian Literature of the Nineteenth Century* (New York: John Wiley, 1996). 0471309400, \$64.30 (used copies available).

### **Recommended texts**

1. Frank J. Miller, *A Handbook of Russian Verbs* (Focus Publishing, 2005). 978-1585102136, \$34.95 (used copies available).
2. Petr Nikitich Denisov and Valeriĭ Veniaminovich Morkovkin. *Slovar' sochetaemosti slov russkogo iazyka: okolo 2500 slovarnykh statei* (AST, Astral, 2002).

### Online Resources

<http://vidahl.agava.ru/> Толковый словарь В. Даля ON-LINE  
<http://www.staroeradio.ru/> for radio recordings of texts  
<http://www.sil.org/lingualinks/languagelearning/otherresources/actflproficiencyguidelines/contents.htm> assessment of Russian skills in four proficiencies  
<http://www.russianflagship.wisc.edu/content/online-russian-resources>  
<http://az.lib.ru/> for Russian texts  
<http://chehov.niv.ru/review/chehov/> for Chekhov texts  
<http://www.aatseel.org/resources/fonts/> Russifying your computer  
<http://www.multitran.ru/c/m.exe?a=1&SHL=2> specialized dictionaries  
<http://www.multitran.ru/c/m.exe?a=1&SHL=2> specialized dictionaries  
[http://en.wikipedia.org/wiki/Russian\\_grammar](http://en.wikipedia.org/wiki/Russian_grammar) for grammar  
<http://www.du.edu/ahss/schools/langlit/programs/russian/resources/grammarx.htm>  
 interactive grammar drills with instant corrections/answers, from the University of Denver  
<http://russianmentor.net/> interactive grammar drills with immediate feedback  
<http://www.vocab.co.uk/index.htm> vocabulary building and self-testing  
<http://echo.msk.ru/> radio programs  
<http://www.svoboda.org/> Radio Liberty Russian service with intelligent commentary on current events and Russian and world culture  
<http://101.ru/> a great post-Soviet radio site

### On reserve

1. Sandra F. Rosengrant and Elena D. Lifschitz, *The Golden Age: Readings in Russian Literature of the Nineteenth Century* (New York: John Wiley, 1996). PG2117 .G59 1996
2. Frank J. Miller, *A Handbook of Russian Verbs* (Ann Arbor: Ardis, 1989). PG2271 .M44 1989
3. Petr Nikitich Denisov and Valeriĭ Veniaminovich Morkovkin. *Uchebnyĭ slovar' sochetaemosti slov russkogo iazyka : okolo 2500 slovarnykh statei* (Moscow: Russkiĭ iazyk, 1978). PG2640 .U23x
4. Vladimir Dal' (1801-72), *Tolkovyĭ slovar' zhivogo velikoruskogo iazyka*. St. Petersburg: Izd-vo Litera, 1994). GR203.17 .D35x 1994

1Вторник 12-ого января

1. Представьте себя друг другу и расскажите про друг друга.
2. Расскажите о вашем чтении русской литературы (что, кого, когда, где, что/кого вы любите/не любите, почему)
3. In a paragraph, due Thursday as an email to me before class, in English, tell me about your background in Russian (when you began to study Russian, time spent in Russia, courses taken, especially Grammar and Lexicology), evaluate your level of Russian

according to ACTFL guidelines for the four competencies (speaking, reading, listening, and writing), and outline your language goals this semester

4. *Golden Age*, Reading Russian Literature, 1-6

Четверг 14-ого января

Александр Сергеевич **Пушкин** (1799-1837), его **биография**, Выстрел (1830), 7-17,

**HW1:** due today 1.1-1.8 (14) and 2.1-2.5 (17)

<http://www.staroradio.ru/audio/23415> (35:11)

<http://www.staroradio.ru/audio/29863> (46:45)

2Вторник 19-ого января

Выстрел, 17-27, **HW2:** 3.1-3.7 (19-20), 4.1-4.9 (24), 5.1-5.6 (26)

Четверг 21-ого января

А. С. Пушкин, Метель (1830), 28-37, **HW3:** 1.1-1.8 (33-34), 2.1-1.6 (36-37)

<http://www.staroradio.ru/audio/12494> (1:02:29)

<http://www.staroradio.ru/audio/14375> (48:20)

<http://www.staroradio.ru/audio/10256> (24:14)

<http://www.staroradio.ru/audio/17492> (29:39)

<http://www.staroradio.ru/audio/20517> (33:20)

**Quiz 1:** Memorize the first stanza of *Евгений Онегин* (you have 5 minutes)

**Понедельник 25-ого января 1-ое сочинение (Пушкин, Выстрел)**

3Вторник 26-ого января

Метель, 37-46, **HW4:** 3.1-3.4 (38), 4.1-4.7 (42), 5.1-5.7 (45)

Четверг 28-ого января

Николай Васильевич **Гоголь** (1809-52), его **биография**, Нос (1836), 47-60, **HW5:**

1.1-1.7 (54), 2.1-2.7 (59-60)

<http://www.staroradio.ru/audio/8042> (1:11:32)

**Понедельник 1-ого февраля 1-ое сочинение, исправленное**

4Вторник 2-ого февраля

Нос, 60-73, **HW6:** 3.1-3.6 (64), 4.1-4.6 (68), 5.1-5.9 (73)

Четверг 4-ого февраля

Нос, 73-84, **HW7:** 6.1-6.4 (76), 7.1-7.4 (80), 8.1-8.7 (83)

**Quiz 2:** Speaking, paragraph beginning Когда все было готово (81-82), online, using Voice Board prompt in Listening/Speaking folder on BB (you have 10 minutes)

**Понедельник 8-ого февраля 2-ое сочинение (Гоголь, Нос)**

5Вторник 9-ого февраля

Михаил Юрьевич **Лермонтов** (1814-41), его **биография**, Фаталист (1840), 85-94,  
**HW8:** 1.1-1.7 (90), 2.1-2.7 (94)

<http://www.staroeradio.ru/audio/12176> (25:21)

Четверг 11-ого февраля

Фаталист, 94-101, **HW9:** 3.1-3.6 (97), 4.1-4.9 (100-101)

**Понедельник 15-ого февраля 2-ое сочинение, исправленное**

6Вторник 16-ого февраля

Иван Сергеевич **Тургенев** (1818-83), его **биография**, Бурмистр (1847), 102-14,  
**HW10:** 1.1-1.7 (107-8), 2.1-2.7 (110), 3.1-3.5 (114)

<http://www.staroeradio.ru/audio/22328> (3:02-33:19) сокращенный

Четверг 18-ого февраля

Бурмистр, 114-25, **HW11:** 4.1-4.9 (118), 5.1-5.13 (123-24)

**Quiz 3:** Speaking, paragraph beginning На другой день утром (116-18), online, using Voice Board prompt in Listening/Speaking folder on ВВ (you have 10 minutes)

**Понедельник 22-ого февраля 3-е сочинение (Лермонтов, Фаталист)**

7Вторник 23-ого февраля

Тургенев, Отцы и дети (1863): <http://www.youtube.com/watch?v=K3BZeOWs7Hk>  
(2008, 1'25")

As you watch the film, together come up with a list of ways in which Bazarov behaves and speaks inappropriately. Use the document on GoogleDrive. Remember, he behaves as a **raznochinets** (someone from a lower status, without rank), but is the son of a noble -- his father was a military doctor, which conferred hereditary nobility.

Четверг 25-ого февраля

Midterm presentations

**Понедельник 29-ого февраля 3-е сочинение, исправленное**

8Вторник 1-ого марта

Фёдор Михайлович **Достоевский (1821-81)**, его **биография**, Ёлка и свадьба (1848), 126-37, **HW12:** 1.1-1.11 (133), 2.1-2.8 (137)

Четверг 3-его марта

Фёдор Михайлович **Достоевский (1821-81)**, его **биография**, Ёлка и свадьба (1848), 137-41, **HW13:** 3.1-3.9 (140)

**Quiz 4:** In-class dictation, paragraph beginning Недавно я проходил мимо (139-40)

Весенние каникулы 6-13-ого марта

**Понедельник 14-ого марта**                      4-ое сочинение (**Достоевский**, Ёлка и свадьба)

9 Вторник    15-ого марта

Евгения Тур (1815-92), её **биография**, Антонина (1851),

[https://ru.wikipedia.org/wiki/%D0%95%D0%B2%D0%B3%D0%B5%D0%BD%D0%B8%D1%8F\\_%D0%A2%D1%83%D1%80](https://ru.wikipedia.org/wiki/%D0%95%D0%B2%D0%B3%D0%B5%D0%BD%D0%B8%D1%8F_%D0%A2%D1%83%D1%80)

Четверг        17-ого марта

Антонина,

**Понедельник 21-ого марта**                      4-ое сочинение, исправленное

10Вторник    22-ого марта

Лев Николаевич **Толстой** (1828-1910), его **биография**, Севастополь в мае (1855), 142-52, **HW14**: 1.1-1.5 (148), 2.1-2.7 (152)

<http://www.staroeradio.ru/audio/7848> (46:00-2:32:18)

Четверг        24-ого марта

Севастополь в мае, 152-62, **HW15**: 3.1-3.6 (155), 4.1-4.6 (158), 5.1-5.6 (162)

**Quiz 5:** Speaking, paragraph beginning Для капитана Обжогова (154-55), online, using Voice Board prompt in Listening/Speaking folder on ВВ (you have 10 minutes)

**Понедельник 28-ого марта**                      5-ое сочинение (Тур, Антонина)

11Вторник    29-ого марта

Лев Николаевич **Толстой** (1828-1910), его **биография**, Севастополь в мае, 162-72, **HW16**: 6.1-6.5 (165), 7.1-7.5 (168), 8.1-8.6 (172)

Четверг        31-ого марта

Севастополь в мае, 172-82, **HW17**: 9.1-9.7 (175), 10.1-10.7 (178-79), 11.1-11.7 (182)

**Понедельник 4-ого апреля**                      5-ое сочинение, исправленное

12Вторник    5-ого апреля

Лев Николаевич **Толстой** (1828-1910), его **биография**, Севастополь в мае, 182-93, **HW18**: 12.1-12.5 (185), 13.1-13.6 (188-89), 14.1-14.7 (192-93)

Четверг        7-ого апреля

Севастополь в мае, 193-202, **HW19**: 15.1-15.6 (197), 16.1-16.6 (202)

**Quiz 6:** In-class dictation, paragraph beginning Где выражение зла to the end (201-2)

**Понедельник 11-ого апреля**                      6-ое сочинение (Толстой, Севастополь в мае)

13 Вторник 12-ого апреля

Антон Павлович **Чехов** (1860-1904), его **биография**, Анна на шее (1895), 260-71, **HW20:** 1.1-1.6 (266), 2.1-2.8 (270-71)

<http://www.staroradio.ru/audio/11044> (26:34)

<http://www.staroradio.ru/audio/17997> (36:01)

<http://www.staroradio.ru/audio/21470> (36:00)

Четверг 14-ого апреля

Антон Павлович **Чехов** (1860-1904), его **биография**, Анна на шее (1895), 271-78, **HW21:** 3.1-3.7 (274), 4.1-4.9 (278)

**Понедельник 18-ого апреля 6-ое сочинение, исправленное**

14 Вторник 19-ого апреля

Антон Павлович **Чехов** (1860-1904), Дама с собачкой (1899), 279-89, **HW22:** 1.1-1.7 (285), 2.1-2.6 (288-89)

<http://www.staroradio.ru/audio/18064> (48:28)

<http://www.staroradio.ru/audio/17824> (47:32)

<http://www.staroradio.ru/audio/9217> (56:58)

Четверг 21-ого апреля

Антон Павлович **Чехов** (1860-1904), Дама с собачкой, 289-96, **HW23:** 3.1-3.6 (292), 4.1-4.6 (296)

**Quiz 7:** Speaking, paragraph beginning Пройдет какой-нибудь месяц (293), online, using Voice Board prompt in Listening/Speaking folder on BB (you have 10 minutes)

**Понедельник 27-ого апреля 7-ое сочинение (биография)**

15 Вторник 28-ого апреля

Антон Павлович **Чехов** (1860-1904), Дама с собачкой, 296-303, **HW24:** 5.1-5.4 (299), 6.1-6.6 (303)

Четверг 30-ого апреля

**Презентации биографии**

### **Plagiarism**

Plagiarism is bad scholarship with serious consequences. Do not do it. It is the equivalent of being caught doping in athletics: an attempt to gain a competitive advantage by illegal means. Here are some ASU guidelines that you will have covered or will cover in ASU101:

[https://provost.asu.edu/index.php?q=academicintegrity/students#avoid\\_plagiarism](https://provost.asu.edu/index.php?q=academicintegrity/students#avoid_plagiarism)

<http://library.acadiau.ca/tutorials/plagiarism/>

<http://owl.english.purdue.edu/owl/resource/589/01/>

We will review proper ways to acknowledge ideas and quotations by others before you write your first paper. Papers for this course do NOT require research, just that you read the texts carefully, think about how they work and what that means, and articulate YOUR ideas clearly. The biography does require documentation and should be in your own words.

### **Guidelines for Papers**

Papers must be double-spaced and responsive to all aspects of the assignment, including length (provide a word count on the first page), and prepared according to the Modern Language Association or *Chicago Manual of Style*. *Make sure you document every reference--in quotation or paraphrase--including page numbers.* A paper is a professional piece of work that should look professional. You must proofread your papers for spelling and grammar. Feel free to write in the first person. Most important, a paper is an argument: no argument, no paper. Support your thesis with evidence. **Please read the handouts on writing.**

### **Paper grades**

An “A” paper demonstrates that the writer has not only mastered the concepts of the course, but also has applied them in an imaginative and incisive way. The paper shows a command of language that allows the writer to express worthwhile ideas or perceptions clearly, effectively, in detail and with virtually no mechanical errors. There is grace to the sentence structure, which is clear and varied throughout. The paper consistently includes adequate argumentation and documentation. The “A” grade is reserved for exceptional papers; “A-” papers tend to be exceptional in part but marred by one or two problems.

A “B” paper demonstrates that the writer has understood the concepts of the course, and has applied them with some originality. The paper shows the writer can organize a coherent essay with few mechanical errors. The thesis statement is clear and is responsive to the assigned topic. It is supported with strong, logical argumentation and use of evidence. The paper for the most part includes adequate documentation.

A “C” paper demonstrates that the writer has understood most of the concepts of the course, but needs to pay more attention to details in reading or writing. Thesis statement and topic sentences are weak, and documentation is erratic. Descriptive paper without a thesis.

A “D” paper demonstrates that the writer has only a minimal understanding of the concepts of the course. Significant gaps in the writer's comprehension indicate the need for more study. Moreover, the writer's basic compositional skills are below satisfactory for university work. Documentation is unsatisfactory.

An “E” paper demonstrates that the writer has little, if any, understanding of the concepts of the course. Because of the writer's lack of skill or concern, the work includes gross errors as well as a conspicuous lack of content. Documentation is negligible. The paper may also fail to address parts of the assignment.

A paper may combine different levels of work. In that case, the grade will depend on the paper's overall demonstration of knowledge of the material and of writing skills.

### **Emails**



You should regard all writing for this class as professional writing **in Russian**, including your emails to me. You can address me as “Уважаемая Хильде Львовна,” and you should put your name at the end. My emails to you will have this format too.