

Journal Entry #1: Your journal should include a description of your practicum site with details about its location, students, and level of proficiency, curriculum, course materials, and other basic data

The practicum is divided between three classes RUSS(Russian) 201: Intermediate I, RUSS 481: Fourth Year Russian, and RUSS 311: Contemporary Soviet Short Fiction. Each of the classes are an hour to 1.5 hours every day of the week, totaling 3 hours each, every week. Each of the classes range from 15 to 20 students varying in language ability from B1 to C1. All of the locations are in various, yet common George Mason classroom locations on the Fairfax campus. Hours each week should meet between 4 and 7.5. Students are between the ages of 18 and 22 on average. Some older students(1-3) ranging from 60-80 are present in classes, but it is unknown if they are present for credits—they nonetheless participate and do the work.

The curricula for each of the settings is designed by the ACTR(American Council of Teachers of Russian) series under the direction of James Levine, the author of the translated literature for RUSS 311. The material for RUSS 481 uses a textbook “Panorama” used continued chapters from 480. The materials from ACTR and Panorama have digital media from native Russian speech from the Moscovite and western dialects. Note that this is considered a standardized pronunciation from which Yakutsk or Vladivostok dialects are a continuum from.

These are a summary of the notes I handwrote. If it’s necessary to make copies, then I can also provide them. Note that they are codeswitched Russian-English.

1: explanations: literature introductions of history to read to better understand Master&Marg.

2 what went well: context of speech, repetitions help to give students an idea of what to expect and then hear the repeated word. This allows for the student to have a base of knowledge and what to expect in the class lexically and gives potential cultural reference for how a word may be used. Most lexical items carry some polysemy and rarely perfectly align to the glossed lexical item even within the same language genus.

3. what did not go well: interpretation and reasoning of some phraseologies and some grammar in text that is often pragmatically contrastive to what is expected in English— however if the student understands that this is a cultural contrast rather than a lack of L2 comprehension then the student has a better grasp on the representation of language in the culture.

4. feeling: the atmosphere was blended from something academic into some cultural exposure.

5: benefits: Good transitions from Russian to English code-phrase switching. A question to consider—that when one code switches in a language where one language does not have a marked case system. What is the case form used? The simple answer is Nominative. However, if this occurs in the cased language and the case morpheme is preserved, it may just be considered a borrowing whereas the inverse without the marker is likely a code switch. In

Russian teaching, the grammatical case is important for the sake of education and ensuring the case system.

6 surprises- contextual transitions of some word glossing. There are some 'unknown glosses'
7 changed opinions: Some of the internal stories with words – better to define some words given situations of the word use rather than dictionary examples. – it's best to answer with the same Russian answer-question in the given context. For example, traits of words in Russian carry some form of meaning whether that's a kind of specific animacy. There are words that are used based on register and otherwise unheard of.