

SAMPLE SYLLABUS

NYU Prague

RUSSN-UA 9001-001

Russian Elementary I

Spring 22

Course Format: In person

Time Zone: CET

Spring 22

You may be taking courses at multiple locations this semester. If you are enrolled in this course 100% **remotely** please make sure that you have completed the online academic orientation via Brightspace so you are aware of site specific support structure, policies and procedures. **Please contact the site Academic Director (vanda.thorne@nyu.edu) if you need more assistance.**

If you are attending **in person**, you will be assigned a seat on the first day and are expected to use that seat for the entire semester due to NYU COVID-19 safety protocol. Please note that you are expected to attend every class meeting in-person; however, this may change at any point during the semester if local COVID-19 regulations require additional physical distancing.

Instructor Information

- **Tatiana Styrkas, M.Litt.**

Course Information

- RUSSN-UA 9001-001
- Russian Elementary I
- **Meeting times: (CET)**
- [NYU Prague Academic Calendar](#)

Course Overview and Goals

The course combines the traditional grammatical approach with a communicational, interactive method. Since the size of the classes is usually small, we can put a great emphasis on oral drills and getting the pronunciation right from the beginning. This course is tailored for students who have never taken Russian but some linguistic awareness about Slavic languages is welcome. Students will be introduced to the grammatical complexity of the Russian language and will have the opportunity to master enough Russian to cope with everyday situations in Russian. The students will do a considerable amount of grammar and vocabulary exercises in the Workbook as part of the home assignments.

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Russian Prague as a living classroom. This class takes advantage of the multitude of Russian cultural events that Prague offers. Various field trips are undertaken to allow students to get to know Russian culture more intimately.

Language lessons, listening to audio materials, video sources and film viewing; field trips including some concerts of Russian classical music.

Upon Completion of this Course, students will be able to:

- Students will know the Russian Alphabet and will be able to write in Russian cursive.
- Students will have some basic knowledge of Russian grammar in respect to the nouns, the adjectives, the verbs and the adverbs.
- Students will be able to communicate in basic real-life situations.
- Students will be exposed to several aspects of Russian culture.

Course Requirements

Class Participation

Class attendance, participation and preparation: Students should actively participate in the class and should be aware that the minimum time required for personal study and homework should at least equal the number of class hours per week.

Compositions

Compositions: There will be two compositions (about 150 words) to write as a part of the midterm and final exams.

Tests & Quizzes

Vocabulary and Grammar Quizzes: There will be regular quizzes, both on grammar and on vocabulary. The dates of the quizzes and the topics will be announced in advance.

Midterm and Final Exams

Midterm and Final Exam: Each exam will consist of two parts. Oral part: presentation of an essay written at home (5 minutes). Written part: vocabulary and grammar tests in class (60 minutes) and submission of an essay written at home (150 words). The topics of the essay will be given in advance.

Failure to submit or fulfill any required course component results in failure of the class.

Grading of Assignments

The grade for this course will be determined according to the following formula:

Assignments/Activities	% of Final Grade
Class attendance, participation and preparation	15
Homework	25
Vocabulary and Grammar Quizzes	20
Midterm Exam	15

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Assignments/Activities	% of Final Grade
Final Exam	25

Letter Grades

Letter grades for the entire course will be assigned as follows:

Letter Grade	Percent
A	92.5% and higher
A-	90.0 – 92.49%
B+	87.5% - 89.99%
B	82.5% - 87.49%
B-	80% - 82.49%
C+	77.5% - 79.99%
C	72.5% - 77.49%
C-	70% - 72.49%
D+	67.5% - 69.99%
D	62.5% - 67.49
D-	60% - 62.49%
F	59.99% and lower

Assessment Expectations

Grade A: Excellent work. Demonstrates an exceptional understanding of the topic and an active and critical approach to the subject. Written work shows original thought and research and an ability to express ideas clearly and persuasively.

Grade B: Very good work. Frequently participates in class discussions and shows some insight. Written work is well structured and researched but falls short of the highest level.

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Grade C: Satisfactory work. Has done necessary class work but lacks individual insight and active class involvement. Written work is accurate but not original or critical.

Grade D: Passable work. Meets minimum requirements.

Grade F: Fails to meet the requirements

Course Schedule

Topics and Assignments

Week/Date	Topic	Reading	Assignment Due, Quizzes
Session 1 Wednesday, January 26	Unit 1. The Russian Alphabet, Part 1 <u>Work in class</u> <i>Themes and topics:</i> Introduction of the textbook and the course; Russian Alphabet, Russian Letters, Groups 1 and 2. <i>Listening:</i> New letters and sounds, pages 4-12.	<u>Homework assignment</u> <i>Student Workbook:</i> 1-1,1-2, 1-3,1-4, 1-5,1-6.1-7,1-8, 1-9 Additional material will be provided for learning the Russian Alphabet.	
Session 2 Monday, January 31	Unit 1. The Russian Alphabet, Part 2 <u>Work in class</u> <i>Themes and topics:</i> Russian Letters, Group 3, Greetings and taking leave, Grammatical gender, pages 12-16. <i>Listening:</i> New letters and sounds, page 12.	<u>Homework assignment</u> <i>Student Workbook:</i> 1-10 till 1-14. Additional material will be provided for learning the Russian Alphabet	
Session 3 Wednesday, February 2	Unit 2. The Russian Alphabet, Part 1 <u>Work in class</u> <i>Themes and topics:</i> Russian Letters, Group 4 and Group 5. Greetings, Small talk: How are you? pages 21-23. <i>Listening:</i> Conversations, page 23. <i>Grammar Topics:</i> Plural endings for masculine and feminine nouns, The	<u>Homework assignment</u> <i>Text book:</i> To practice Russian cursive script, page 26. <i>Student Workbook:</i> From 2-1 to 2-6.	

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	possessives, page 25. How to answer the question Where? pages 28-29.		
Session 4 MAKE UP DAY Friday, February 4 MONDAY SCHEDULE	FIELD TRIP		
Session 5 Monday, February 7	Unit 2. The Russian Alphabet, Part 2 <u>Work in class</u> <i>Themes and topics:</i> Russian letters, Group 6, Numbers 1-10, Russian names and nicknames, names of some Russian cities, pages 34-38. <i>Listening:</i> New Russian sounds, The Conversation, pages 34-35. <i>Grammar Topics:</i> Conjugating verbs, page 30, page 36. <i>Revision:</i> PowerPoint Presentation.	<u>Homework assignment</u> <i>Student Workbook:</i> From 2-6 till 2-21. To prepare for the Quiz (Units 1-2).	
Session 6 Wednesday, February 9	Unit 3. I want to study in Moscow! <u>Work in class</u> <i>Themes and topics:</i> Talking about your school, the names of some subjects, pages 40-45. <i>Listening:</i> Pronunciation of unstressed O and A, pages 40-41. <i>Grammar Topics:</i> Russian Cases. Noun and Adjective Endings for the Prepositional Case singular, Spelling rules, pages 41-43.	<u>Homework assignment</u> <i>Student Workbook:</i> From 3-1 to 3-5.	Alphabet and Vocabulary Quiz (Units 1-2)
Session 7 Monday, February 14	Unit 3. <u>Work in class</u>	<u>Homework assignment</u> <i>Text book:</i> Translations 3-20. 3-21.	

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	<p><i>Themes and topics:</i> Numbers 11-20, page 50, Getting acquainted, Small talk: What classes do you take?</p> <p><i>Listening:</i> The dialogues and the narrations: 3-12, 3-14.</p> <p><i>Grammar Topics:</i> The present tense of the verbs, pages 44-45.</p>	<p><i>Student Workbook:</i> A From 3-6 to 3-13.</p> <p>To prepare for the Quiz (Unit 3)</p>	
<p>Session 8 Wednesday, February 16</p>	<p>Unit 4. My schedule</p> <p><u>Work in class</u> <i>Themes and topics:</i> School and the names of some academic subjects and majors, days of the week, pages 52-57. <i>Listening:</i> How to pronounce unstressed E, 4-2. The dialogues, 4-11. <i>Grammar Topics:</i> Noun and Adjective Endings for the Accusative Case Singular, Spelling rules, pages 54-55.</p>	<p><u>Homework assignment</u></p> <p><i>Student Workbook:</i> From 4-1 to 4-5</p>	<p>Vocabulary and Grammar Quiz (Unit 3)</p>
<p>Session 9 Monday, February 21</p>	<p>Unit 4.</p> <p><u>Work in class</u> <i>Themes and topics:</i> Numbers from 20 to 50, pages 61-62. Getting information about schedules. <i>Listening:</i> Leonid talking about himself, 4-14, page 59. <i>Revision:</i> PowerPoint presentation.</p>	<p><u>Homework assignment</u></p> <p><i>Student Workbook:</i> From 4-6 to 4-9. To prepare for the Vocabulary and Grammar Quiz (Unit 4).</p>	
<p>Session 10, Wednesday, February 23</p>	<p>Unit 5. Weekends</p> <p><u>Work in class</u> <i>Themes and topics:</i> Your typical weekend, likes and dislikes, pages 66-69. <i>Listening:</i> Voiced and voiceless consonants, 5-2, pages 64-65.</p>	<p><u>Homework assignment</u></p> <p><i>Student Workbook:</i> From 5-1 to 5-4.</p>	<p>Vocabulary and Grammar Quiz (Unit 4)</p>

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	<p><i>Grammar Topics:</i> The verbs, pages 65-66, Going Places: answering the question КУДА? Pages 67-69.</p>		
<p>Session 11, Monday, February 28</p>	<p>Unit 5.</p> <p><u>Work in class</u> <i>Themes and topics:</i> How do you spend your free time? Numbers from 60 to 90, page 75. <i>Listening:</i> The dialogues, 5-12, pages 70-71, also 5-15, page 72. <i>Grammar Topics:</i> Nominative Plural forms for Nouns and Modifiers, pages 69-70.</p>	<p><u>Homework assignment</u></p> <p><i>Student Workbook:</i> From 5-5 to 5-11.</p> <p>To prepare for the Vocabulary and Grammar Quiz (Unit 5).</p>	
<p>Session 12 Wednesday, March 2</p>	<p>Unit 6. Where do you live?</p> <p><u>Work in class</u> <i>Themes and topics:</i> Describing a house or an apartment. <i>Listening:</i> Pronunciation: The Hushers, pages 78-79. <i>Grammar Topics:</i> Possessives, pages 79-80, Costructions „to have“: Genitive forms for personal pronouns, page 82.</p>	<p><u>Homework assignment</u></p> <p><i>Student Workbook:</i> From 6-1 to 6-4.</p>	<p>Vocabulary and Grammar Quiz (Unit 5)</p>
<p>Session 13 Monday, March 7</p>	<p>Unit 6.</p> <p><u>Work in class</u> <i>Themes and topics:</i> Counting from 100 to 900, page 88. Small talk: Where do you live? <i>Listening:</i> The dialogues, page 84. Let's listen and read 6-14, 6-16, pages 85-86. <i>Grammar Topics:</i> The past tense of verbs, page 83.</p>	<p><u>Homework assignment</u></p> <p><i>Student Workbook:</i> From 6-5 to 6-11.</p>	

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Session 14 Wednesday, March 9	Revision and preparation for the Midterm, Units 1-6 PowerPoint Presentations		
Monday, March 14	MIDTERM EXAM Oral part: Presentation of your Midterm Essay. Written part: Vocabulary and Grammar Test on Units 1-6. Midterm Essay to submit		
Wednesday, March 16	SPRING BREAK - NO CLASSES		
Session 15 Monday, March 21	Unit 7. At home. Work in class <i>Themes and topics:</i> Your room and apartment, the names of articles of furniture. <i>Listening:</i> The pronunciation: hard and soft P, pages 90-91. <i>Grammar Topics:</i> The Genitive Case Singular: negation, page 94. Counting Things: 1-4, pages 95-96.	Homework assignment <i>Student Workbook:</i> from 7-1 to 7-5	
Session 16 Wednesday, March 23	Unit 7. Work in class <i>Themes and topics:</i> Counting from 1,000 to 100,000. Translation of Russian classifieds about accommodation, page 100. <i>Listening:</i> The dialogues, pages 96-97. <i>Reading:</i> Russian blogs, pages 98-99. <i>Powerpoint Presentation:</i> The Genitive Case.	Homework assignment <i>Student Workbook:</i> from 7-6 to 7-10. To prepare for the Vocabulary and Grammar Quiz (Unit 7).	

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<p>Session 17 Monday, March 28</p>	<p>Unit 8. This is a great neighborhood...</p> <p><u>Work in class</u> <i>Themes and topics:</i> Your neighborhood, pages 103-105. <i>Listening:</i> The pronunciation of hard and soft Л, pages 102-103. <i>Grammar Topics:</i> Prepositional Singular Endings for Adjectives and Possessives, pages 106-107.</p>	<p><u>Homework assignment</u></p> <p><i>Student Workbook:</i> From 8-1 to 8-7.</p>	<p>Vocabulary and Grammar Quiz (Unit 7)</p>
<p>Session 18 Wednesday, March 30</p>	<p>Unit 8.</p> <p><u>Work in class</u> <i>Themes and topics:</i> Patronymic names, page 109, Ordinal numbers, page 106, Giving your home address, renting an apartment, pages 110-113. <i>Listening:</i> The dialogues, pages 108-109. <i>Grammar Topics:</i> Indicating Proximity, page 105. <i>Powerpoint Presentation:</i> Prepositional Case.</p>	<p><u>Homework assignment</u></p> <p><i>Student Workbook:</i> From 8-8 to 8-12.</p> <p>To prepare for the Vocabulary and Grammar Quiz (Unit 8).</p>	
<p>Session 19 Monday, April 4</p>	<p>Unit 9. What do you like to eat?</p> <p><u>Work in class</u> <i>Themes and topics:</i> Names of food and where people shop for food, pages 192-193. <i>Listening:</i> Devoicing of voiced consonants at the end of words, page 116. <i>Grammar Topics:</i> Verbs of eating and drinking, pages 117, 119. Verbal aspect, pages 120-121.</p>	<p><u>Homework assignment</u></p> <p><i>Student workbook:</i> From 9-1 to 9-3.</p>	<p>Vocabulary and Grammar Quiz (Unit 8)</p>
<p>Session 20 Wednesday, April 6</p>	<p>Unit 9.</p> <p><u>Work in class</u></p>	<p><u>Homework assignment</u></p> <p><i>Student Workbook:</i> From 9-4 to 9-10.</p>	

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	<p><i>PowerPoint Presentation:</i> Verbal aspect.</p> <p><i>Themes and topics:</i> Ordinal numbers, page 127. Discussion about what food to buy, asking how much something costs.</p> <p><i>Listening:</i> The dialogues, pages 122-123.</p> <p><i>Grammar Topics:</i> Time expressions, page 122.</p>	To prepare for the Vocabulary and Grammar Quiz (Unit 9).	
<p>Session 21 Monday, April 11</p>	<p>Unit 10. Let's go to a restaurant...</p> <p><u>Work in class</u> <i>Themes and topics:</i> Dining out and Russian food, pages 131-132 <i>Listening:</i> The pronunciation of the letter Ъ, page 130. <i>Grammar Topics:</i> The Future Tense of Imperfective and Perfective Verbs, page 133. Going places: walking vs. Riding, pages 134-136.</p>	<p><u>Homework assignment</u></p> <p><i>Student Workbook:</i> From 10-1 to 10-7. To learn the vocabulary for Unit 10, see Textbook, pages 142-143</p>	<p>Vocabulary and Grammar Quiz (Unit 9)</p>
<p>Session 22 Wednesday, April 13</p>	<p>Unit 10.</p> <p><u>Work in class</u> <i>Themes and topics:</i> inviting people to dinner, ordering food in a restaurant. <i>Listening:</i> The dialogues, pages 137-138 and the audio, pages 139-140. <i>Grammar Topics:</i> Ordinal numbers, pages 141-142. <i>PowerPoint Presentation:</i> Verbs of motion.</p>	<p><u>Homework assignment</u></p> <p><i>Student Workbook:</i> From 10-8 to 10-12.</p> <p>To prepare for the Vocabulary and Grammar Quiz (Unit 10).</p>	
<p>Monday, April 18</p>	<p>EASTER HOLIDAY - NO CLASSES</p>		
<p>Session 23 Wednesday April 20</p>	<p>Unit 11. A Family.</p> <p><u>Work in class</u></p>	<p><u>Homework assignment</u></p> <p><i>Student Workbook:</i> From 11-1 to 11-3</p>	

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	<p><i>Themes and topics:</i> Family and family members, Professions, Months.</p> <p><i>Listening:</i> The unstressed vowel Я ,page 144.</p> <p><i>Grammar Topics:</i> Genitive singular endings for adjectives and possessives, pages 146.</p> <p><i>PowerPoint Presentation:</i> The Genitive Case for adjectives and possessives.</p>		
<p>Session 24 Monday, April 25</p>	<p>Unit 11.</p> <p><u>Work in class</u> <i>PowerPoint Presentation:</i> The Accusative singular endings. <i>Themes and topics:</i> Small talk: chatting about your family. <i>Listening:</i> The dialogues, page 150. <i>Grammar Topics:</i> Accusative singular endings for personal pronouns, animate nouns and their modifiers, pages 147-149.</p>	<p><u>Homework assignment</u></p> <p><i>Student Workbook:</i> From 11-4 to 11-11.</p>	
<p>Session 25 Wednesday, April 27</p>	<p>Unit 12. A Family Album.</p> <p><u>Work in class</u> <i>Themes and topics:</i> Family history. <i>Listening:</i> The pronunciation of numerals, pages 158-159. <i>Grammar Topics:</i> The Prepositional Case with the Preposition О, page 161. The Dative case, expressing age, pages 162-163.</p>	<p><u>Homework assignment</u></p> <p><i>Student Workbook:</i> From 11-1 to 11-4.</p>	
<p>Session 26 Monday, May 2</p>	<p>Unit 12.</p> <p><u>Work in class</u> <i>PowerPoint Presentation:</i> The Dative Case for expressing age. <i>Themes and topics:</i> Russian last names. Asking and giving information about one's family.</p>	<p><u>Homework assignment</u></p> <p><i>Student Workbook:</i> From 11-5 to 11-10.</p>	

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	<p><i>Listening:</i> The dialogues, pages 163-164. A story about three generations, pages 165-166.</p> <p><i>Grammar Topics:</i> Saying what year it is, and indicating the year in which something happens, page 160.</p>		
<p>Session 27 Wednesday, May 4</p>	<p>FIELD TRIP</p>		
<p>Session 28 Monday, May 9</p>	<p>Revision of the grammar for the Final Exam and the Russian Tea.</p> <p><u>Work in class</u> Grammar Revision. PowerPoint Presentation. Video <i>Советы молодым</i> and the discussion. The Russian Tea.</p>		
<p>Reading Day Tuesday, May 10</p>			
<p>Session 29 Wednesday, May 11</p>	<p>FINAL EXAM</p> <p><u>Oral part:</u> Presentation of the Final Essay (5 min). <u>Written part:</u> Vocabulary and Grammar Test.</p>		

Course Materials

Required Textbooks & Materials:

- **The course pack will be provided at the beginning of the semester.**
- **Beginner’s Russian with interactive online workbook**, Anna Kudyma, Frank Miller, Olga Kagan, New York: Hippocrene Books, 2011 ISBN 0-7818-1251-8.
- **WEBSITE**
<http://www.russian.ucla.edu/beginnersrussian/student/home.htm>

Resources:

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- **Access your course materials:** [Brightspace](#)
- **Databases, journal articles, and more:** [Bobst Library](#) (library.nyu.edu)
- **Assistance with strengthening your writing:** [NYU Writing Center](#) (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** [IT Help Desk](#) (nyu.edu/it/servicedesk)
- **NYU Prague library:** [Tritius Catalog](#) (https://nyu.tritius.cz/?lang=EN)

Course Policies

Attendance and Tardiness

Studying at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers, or online through NYU Brightspaces if the course is remote synchronous/blended, is expected promptly when class begins. Attendance will be checked at each class meeting. If you have scheduled a remote course immediately preceding/following an in-person class, you may want to write to Academic Director Vanda Thorne (vt21@nyu.edu) to see if you can take your remote class at the Academic Center.

As soon as it becomes clear that you cannot attend a class, you must inform your professor and/or the Academic Director Vanda Thorne (vt21@nyu.edu) by email immediately (i.e. before the start of your class). **Absences are only excused if they are due to illness, Moses Center accommodations, religious observance or emergencies.** Your professor or site staff may ask you to present a doctor's note or an exceptional permission from an NYU Staff member as proof. Emergencies or other exceptional circumstances that you wish to be treated confidentially must be presented to staff. Doctor's notes must be submitted in person or by e-mail to the Academic Director, who will inform your professors.

Unexcused absences may be penalized with a two percent deduction from the student's final course grade for every week's worth of classes missed, and may negatively affect your class participation grade. Four unexcused absences in one course may lead to a Fail in that course. Being more than 15 minutes late counts as an unexcused absence. Furthermore, your professor is entitled to deduct points for frequently joining the class late.

Exams, tests and quizzes, deadlines, and oral presentations that are missed due to illness always require a doctor's note as documentation. It is the student's responsibility to produce this doctor's note and submit it to site staff; until this doctor's note is produced the missed assessment is graded with an F and no make-up assessment is scheduled. In content classes, an F in one assignment may lead to failure of the entire class.

Regardless of whether an absence is excused or not, it is the student's responsibility to catch up with the work that was missed.

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Late Submission of Work

1. Work submitted late receives a penalty of 2 points on the 100 point scale for each day it is late (including weekends and public holidays), unless an extension has been approved (with a doctor's note or by approval of NYU SITE Staff), in which case the 2 points per day deductions start counting from the day the extended deadline has passed.
2. Without an approved extension, written work submitted more than 5 days (including weekends and public holidays) following the submission date receives an F.
3. Assignments due during finals week that are submitted more than 3 days late (including weekends and public holidays) without previously arranged extensions will not be accepted and will receive a zero. Any exceptions or extensions for work during finals week must be discussed with the Site Director.
4. Students who are late for a written exam have no automatic right to take extra time or to write the exam on another day.
5. Please remember that university computers do not keep your essays - you must save them elsewhere. Having lost parts of your essay on the university computer is no excuse for a late submission.

Final Exams

Final exams must be taken at their designated times. Should there be a conflict between final exams, please bring it to the attention of the site Academic Director as soon as this is known to facilitate alternate arrangements. Final exams may not be taken early, and students should not plan to leave the site before the end of the finals period.

Academic Honesty/Plagiarism

According to the Liberal Studies Program Student Handbook, plagiarism is defined as follows:

Plagiarism is presenting someone else's work as though it were one's own. More specifically plagiarism is to present as one's own a sequence of words quoted without quotation marks from another writer, a paraphrased passage from another writer's work; facts or ideas gathered, organized and reported by someone else, orally and/or in writing. Since plagiarism is a matter of fact, not of the student's intention, it is crucial that acknowledgment of the sources be accurate and complete. Even where there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism.

The College of Arts and Science's Academic Handbook defines plagiarism similarly and also specifies the following:

“presenting an oral report drawn without attribution from other sources (oral or written), writing a paragraph which, despite being in different words, expresses someone else's idea without a reference to the source of the idea, or submitting essentially the same paper in two different courses (unless both teachers have given their permission in advance).

Receiving help on a take-home examination or quiz is also cheating – and so is giving that help – unless expressly permitted by the teacher (as in collaborative projects).

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While all this looks like a lot to remember, all you need to do is give credit where it is due, take credit only for original ideas, and ask your teacher or advisor when in doubt.”

“Penalties for plagiarism range from failure for a paper, failure for the course or dismissal from the university.” (**Liberal Studies Program Student Handbook**)

Classroom Etiquette

- Please be mindful of your microphone and video display during synchronous class meetings. Ambient noise and some visual images may disrupt class time for you and your peers.
- If you are not using your cell phone to follow the lesson, cell phones should be turned off or in silent mode during class time.
- Make sure to let your classmates finish speaking before you do.
- Please do not eat during class and minimize any other distracting noises (e.g. rustling of papers and leaving the classroom before the break, unless absolutely necessary)
- If deemed necessary by the study away site (ie COVID related need), synchronous class sessions may be recorded and archived for other students to view. This will be announced at the beginning of class time.
- Students should be respectful and courteous at all times to all participants in class. In online classes, consider using the chat function or “raise hand” function in order to add your voice to class discussions.

Inclusivity Policies and Priorities

NYU’s Office of Global Programs and NYU’s global sites are committed to equity, diversity, and inclusion. In order to nurture a more inclusive global university, NYU affirms the value of sharing differing perspectives and encourages open dialogue through a variety of pedagogical approaches. Our goal is to make all students feel included and welcome in all aspects of academic life, including our syllabi, classrooms, and educational activities/spaces.

Attendance Rules on Religious Holidays

Members of any religious group may, without penalty, excuse themselves from classes when required in compliance with their religious obligations. Students who anticipate being absent due to religious observance should notify their lecturer AND NYU SITE’s Academics Office in writing via email one week in advance. If examinations or assignment deadlines are scheduled on the day the student will be absent, the Academics Office will schedule a make-up examination or extend the deadline for assignments. Please note that an absence is only excused for the holiday but not for any days of travel that may come before and/or after the holiday. See also [University Calendar Policy on Religious Holidays](#)

Pronouns and Name Pronunciation (Albert and Zoom)

Students, staff, and faculty have the opportunity to add their pronouns, as well as the pronunciation of their names, into Albert. Students can have this information displayed to faculty, advisors, and administrators in Albert, Brightspace, the NYU Home internal directory, as well as other NYU systems. Students can also opt out of having their pronouns viewed by their instructors, in case they feel more comfortable sharing their pronouns outside of the

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classroom. For more information on how to change this information for your Albert account, please see the [Pronouns and Name Pronunciation website](#).

Students, staff, and faculty are also encouraged, though not required, to list their pronouns, and update their names in the name display for Zoom. For more information on how to make this change, please see the [Personalizing Zoom Display Names website](#).

Moses Accommodations Statement

Academic accommodations are available for students with documented and registered disabilities. Please contact the Moses Center for Student Accessibility (+1 212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance. Accommodations for this course are managed through NYU Prague.

Bias Response

The New York University Bias Response Line provides a mechanism through which members of our community can share or report experiences and concerns of bias, discrimination, or harassing behavior that may occur within our community.

Experienced administrators in the Office of Equal Opportunity (OEO) receive and assess reports, and then help facilitate responses, which may include referral to another University school or unit, or investigation if warranted according to the University's existing Non-Discrimination and Anti-Harassment Policy.

The Bias Response Line is designed to enable the University to provide an open forum that helps to ensure that our community is equitable and inclusive.

To report an incident, you may do so in one of three ways:

- Online using the [Web Form \(link\)](#)
- Email: bias.response@nyu.edu
- Phone: 212-998-2277