

*Last name, first name* \_\_\_\_\_

## **Homework for Lesson 2, Day 2**

### **I. Your Final Presentation**

Visit the Website for this unit and click on the link to “Your Final Presentation.” Read the description of the project. On the next page, you will find the rubric on which your presentation will be evaluated. If you have any questions, there will be time to ask them during the next day.

### *Rubric for the Final Presentation*

**Note:** Minimal information about the websites (see Website for this unit) has to be included in the presentation in order for the presentation to receive a passing grade. The rubric is intended for evaluating the presentation beyond the minimal information requirement.

	1	2	3	4	Score
<b>Focus and Organization of the Presentation</b>	Analysis is underdeveloped and demonstrates a lack of understanding of the femininity/ masculinity analyzed. Presentation is unorganized. Very difficult to follow and draw meaning from the presentation.	Some logical links in the development of the presentation are not clear, but the general idea of the presentation is understandable. Somewhat organized presentation, with loss of focus on the question/theme analyzed. Somewhat difficult to follow ideas.	Logically developed and organized presentation of analysis, with few instances of the loss of focus on the question/theme analyzed. Listeners can follow the presentation most of the time.	Focused, logically developed and clearly organized analysis of a question or theme. Listeners are able to follow the presentation easily.	
<b>Effectiveness of the Comparative Analysis</b>	Comparisons/contrasts are vaguely presented. In most of the comparisons/ contrasts, the relationship to the points made is not clear or not specified.	Some concrete comparisons and contrasts, drawing on the texts. In many of the comparisons/ contrasts, the relationship to the points made is not clear or not specified.	Mostly concrete comparisons and contrasts, drawing on the texts. Meaningful comparisons and contrasts. In some of the comparisons/ contrasts, the relationship to the points made is not clear or not specified.	Concrete comparisons and contrasts, drawing on the texts. Meaningful comparisons/ contrasts to support your points about the main question or theme analyzed. Explanation of the importance to your question or theme of concentration is clearly stated.	

<b>Word Choice and Language Control</b>	Word choice seems inappropriate for topic. Very basic, limited vocabulary impedes communication; inaccurate use of verb tenses and word order impede understanding; embedded clauses non-existent. No usage or incorrect usage of the comparison/contrast clue words “тогда как” and “а.”	Lacking some critical topic-specific vocabulary; somewhat limited vocabulary range; several instances of errors in verb tenses and word order. The comparison/ contrast clue expression «тогда как» is used only once, <b>or</b> the connector «а» is not used.	Good range of topic specific vocabulary; ideas are communicated; good control of verb tenses, embedded clauses and word order. The comparison/ contrast clue expression «тогда как» is used at least twice, and the connector «а» is used at least once, so that these two structures alternate.	Includes a wide range of topic-specific vocabulary; clearly communicates ideas; mostly accurate use of verb tenses and word order. The comparison/ contrast clue expression «тогда как» is used at least twice, and the connector «а» is used at least once, so that these two structures alternate.	
<b>Pronunciation, Fluency and Eye Control</b>	Very difficult to understand because of pronunciation problems; speech is slow with many pauses; many words/ideas incomprehensible; poor eye contact.	Pronunciation problems partially impede comprehensibility; speech is hesitant, some sentences are left incomplete, some words/ideas incomprehensible; eyes focus more on notes and visuals.	Always intelligible, though one is aware of definite accent and lapses in intonation; speech mostly smooth; some hesitation and unevenness; some groping for words; eyes mostly focused on public.	Pronunciation and intonation are level appropriate. Smooth and fluent speech. Few to no hesitations or groping for words. Excellent eye contact.	
<b>Participation among Partners</b>	Very uneven participation among partners; one of the partners does not participate or contributes to the presentation to a negligible extent.	Significantly uneven participation among partners. One of the partners contributes little to the presentation.	Each partner assumes an active role, but there is a slight imbalance in participation between partners.	Each group member assumes an equal and active role in the preparation and presentation.	
<b>Use of Visual Supports</b>	No use of visuals or visuals have little to no supporting function; poorly represented and poorly integrated.	Visuals seem peripheral to the presentation and are not well integrated; difficult to make sense of or read.	Makes use of previously prepared visuals; visuals serve to mostly support the reports; visuals are legible and mostly understandable.	Makes excellent use of previously prepared visuals that help to orient the listener and enhance the report visuals are easy to see, read, and understand.	

Reference: This rubric was modeled on Liz Perona, “Evaluation,” Website for the CoBaLTT project ¡Arriba España! o ¡Viva La República! La Guerra Civil Española. Online at <http://db.carla.umn.edu/cobaltt/lessonplans/attachments/95/webquest/webquest.html>.

## II. Are Gender Stereotypes Forever?

Congratulations, by now you have had a chance to think over and discuss gender stereotypes with your colleagues. You have also thought about the question of how widespread gender stereotypes are in the American society. Now you are asked to think over and write down an essay-form response, two paragraphs long, to the following questions:

- What must happen so that gender stereotypes would stop to exist? Is it **changes\*** to society? In people themselves? Why?
- Do you think that gender stereotypes will ever cease to exist in the world?

---

**\*Changes [Russian word translated into English]**

### III. How Openly Does the Russian Culture Link Men and Women to Gender Stereotypes?

By now, you have an idea of how widespread the gender stereotypes are in the U.S. are and how widespread they are in Russia. Another important question to consider is how openly gender stereotypes are discussed in a culture.

#### Before Reading

To get a better understanding of how gender stereotypes are handled in the Russian culture in a hands-on way, we will look at a text from the culture. The text is a personality quiz, of the kind that you have seen in popular media in the U.S.

Name two kinds of media where you could see such a quiz:

1. \_\_\_\_\_

2. \_\_\_\_\_

This quiz is part of the section called “Your Leisure,” of a Russian information website, [www.internetelite.ru](http://www.internetelite.ru). The quiz tests to what extent the respondent is a “real man” or a “real woman.”

Some words that occur in the quiz will be familiar to you from the list of qualities that you have read for Day 1 of this Lesson. A few others will be new; some of the crucial words are defined below; if other unfamiliar words occur, try to deduce their meaning from context. Before embarking on the assignment, please read the list of words below and then write a Предложение using each word:

Grammatical gender: F = feminine, M = masculine, N = neuter

мужественность (F): masculinity

Sentence: \_\_\_\_\_

\_\_\_\_\_

женственность (F): femininity

Sentence: \_\_\_\_\_

\_\_\_\_\_

существо (N): creature, cf. the verb существовать (to exist)

Sentence: \_\_\_\_\_

\_\_\_\_\_

наличие (N): presence

Sentence: \_\_\_\_\_

\_\_\_\_\_

подсознательный: subconscious

Sentence: \_\_\_\_\_

\_\_\_\_\_

Now go to the Website for this unit and click on the link to “Quiz: Masculinity and Femininity.” Please take the quiz and get it scored by clicking on the button that says "Протестироваться".

NB: We are engaging in this assignment for the purposes of studying a culture and identifying differences in the American culture and the Russian culture. We are taking the quiz in order to evaluate cultural ideas of the differences between men and women, not ourselves. Your results will not be made known to the instructor or anybody in the class.

### **After Reading**

Are there any differences between this quiz and what you would expect to find in an American quiz of this kind? What are some of the differences?

---

---

---

---

---

---

---

---