



Course Aims

This course is an unrestricted elective (UE) for any undergraduate student with an interest in the Russian language, culture, study and work life, but with no previous knowledge of the language. In this course you will be introduced to various aspects of the Russian language and learn to communicate in simple everyday situations and personal interactions. You will be trained in all four language skills (listening, speaking, reading & writing) and learn elementary grammatical structures, with a special emphasis on active language production, especially the oral aspect.

Audio-visual materials are used in the classroom and Russian is used extensively as the language of instruction (alongside English at the initial stage of the course). The course is a gateway towards studying Russian with the future possibility to sit for the official external examination TORFL/TRKI (The Test of Russian as a Foreign Language); a standardised test supervised by the Russian Ministry of Education and Science, conforming to Common European Framework of Reference for Languages.

Intended Learning Outcomes (ILO)

After completing LR9001 you will be able to:

1. Read and identify information provided in simplified Russian texts.
2. Ask and answer basic questions about yourself, your family, food, living, and hobbies.
3. Listen to and identify information provided in audio files.
4. Write short essays using learned grammar and vocabulary about a familiar topic.
5. Create and act out a short role-play.

Course Content

Topic covered:

- Cyrillic Alphabet
- Greetings
- Formal/informal address
- Polite phrases
- Personal and possessive pronouns
- Noun gender
- Plural of nouns
- Asking for and giving directions
- Days of the week
- Verbs in present tense (Conjugation I & Conjugation II)
- Numbers, time, price
- Occupation & hobbies
- Likes and dislikes
- Composite sentences
- Prepositional case of nouns

Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/Individual	Assessment Rubrics
1. Continuous Assessment 1 (CA 1): Quiz 1	1, 2, 3	Competence Communication Character	15%	Individual	N/A
2. Continuous Assessment 2 (CA 2): Quiz 2	1, 2, 3	Competence Communication Character Creativity	15%	Individual	N/A
3. Continuous Assessment 3 (CA 3): Test	1, 2, 3, 4	Competence Civic-mindedness Communication Character	30%	Individual	Appendix 1
4. Continuous Assessment 4 (CA 4): Oral	2, 3, 5	Civic-mindedness Creativity Communication Character	20%	Pair/Group	Appendix 2
5. Continuous Assessment 5 (CA 5): eWorksheets	1, 2, 3	Competence Communication	10%	Individual	Appendix 3
6. Continuous Assessment 6 (CA 6): Participation	1, 2, 3, 4, 5	Civic-mindedness Communication Character	10%	Individual	Appendix 4
Total			100%		

Formative feedback

Formative assessment is integrated into the classroom practice to provide feedback on the learning progress to both students and teachers. All assessments in the course will receive feedback in a prompt and informative manner with specific reference to the Intended Learning Outcomes during or after the learning activity.

Tools used for formative assessment and learning activity implemented in this course are:

- **Classroom Tasks:** you will receive oral or written feedback for the tasks performed by group or individually during each class session.
- **Oral Interviews:** you will receive individual/group oral feedback on the fluency, pronunciation, contents, structure and communication skills after the summative oral assessment.
- **Presentation/Debate:** you will receive oral or written feedback for the tasks performed by group or individually during each class session
- **Written Assignment:** you will receive individual written feedback/comments regarding vocabulary, grammar, structure and content for each non-summative writing assessment.
- **eWorksheets:** you can check the results and correct answers of online learning after you completed the online learning and eWorksheets.

Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
Action-Oriented Approach (CEFR methodology) & Blended Learning	<p>Through a wide range of learning material, such as textbooks, videos, paired and group work, you are encouraged to participate in resembling-like or real life tasks, role-plays and meaningful engaging in-class activities to develop the necessary receptive and productive skills in Russian.</p> <p>Prior to the class, <i>Interactivities</i> (online materials posted on NTULearn) will get you ready for the class activities. This allows class time to be devoted to expanding on and mastering the material through collaborative learning exercises, projects and discussions.</p> <p>After each lesson, grammatical concepts, vocabulary acquisition, listening, reading and writing skills are also further enforced through post-class <i>eWorksheets</i>. Online learning before and after class will support you in achieving the learning outcomes.</p>

Reading and References

Nakhabina, M.M., Antonova, V.E., Zhaboklitskaya, I.I., Kurlova, I.V., Smirnova, O.V., Tolstykh, A.A. *Time for Russian*: Russian language text-book. – Moscow: Lomonosov Moscow State University, Institute of Russian Language and Culture; St Petersburg: Zlatoust, 2015.

Olia Dalmatova Buller, Ekaterina Novacac. *Tochka Ru*. – 2017.

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions you have missed. You are expected to participate in all seminar discussions and activities.

(2) Absenteeism

In-class activities make up a significant portion of your course grade. Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

If you miss a seminar session, you must inform your team members and me via email (Russian@ntu.edu.sg) prior to the start of the class.

(3) Compulsory Assignments

You are required to submit online compulsory assignments on due dates. You have unlimited attempts. The latest score will be considered in the course assessment.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining

academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
Week 1	<ul style="list-style-type: none"> Greetings Cyrillic Alphabet Syllables Reading Cyrillic Formal / Informal address 	1, 3	<ul style="list-style-type: none"> TEL: Interactivity LEC1 TEL: Interactivity LEC2 Main Textbook (pp.5-16)
Week 2	<ul style="list-style-type: none"> Pronunciation: stress & devoicing [г] – [к]; [б] - [п]; [з] - [с]; [в] - [ф]; [д] - [т] Conjunctions <u>и, а</u> Here is ... There is ... (<u>тут</u> vs. <u>там</u>) Pronunciation: Rules of Reading [чт] - [чн] Intonation: sentence stress <u>Кто это? Что это?</u> Vocabulary: <u>Как его зовут? Как её зовут?</u> Vocabulary: <u>Части тела</u> 	1, 2, 3	<ul style="list-style-type: none"> TEL: Interactivity LEC3 TEL: Interactivity LEC4 Main Textbook (pp.16- 24)
Week 3	<ul style="list-style-type: none"> Pronunciation: consonants/consonant clusters Vocabulary: Professions Grammar: pronouns я, ты, он, она, мы, вы, они Pronunciation: Soft / Hard consonants Functional Language: Polite phrases 	All	<ul style="list-style-type: none"> TEL: Interactivity LEC5 TEL: Interactivity LEC6 Main Textbook (pp.18-37) CA1: Quiz 1
Week 4	<ul style="list-style-type: none"> Numbers: 1-10 Gender: Masculine, Feminine, Neutral Pronunciation: Stressed/Unstressed Vowels Vocabulary: describing a room Particle <u>не</u> 	All	<ul style="list-style-type: none"> eWorksheet: Unit 1 Main Textbook (pp.38-50)
Week 5	<ul style="list-style-type: none"> Vocabulary: Как дела? Functional Language: Asking for directions Possessive Pronouns – <u>чей? – мой / твой / наш / ваш</u> Conjunction <u>тоже</u> Vocabulary: at the restaurant 	All	<ul style="list-style-type: none"> TEL: Interactivity LEC7 eWorksheet: Unit 2 CA 2: Quiz 2 Main Textbook (page 50-62)
Week 6	<ul style="list-style-type: none"> Verbs: Present Tense, Conjugation 1 (<u>знать, думать, делать, читать, работать, отдыхать, гулять, играть</u>) Numbers 11-20 What time is it? Days of the week 	All	<ul style="list-style-type: none"> TEL: Interactivity LEC8 eWorksheet: Unit 3 Main Textbook (pp. 63-72)
Week 7	<ul style="list-style-type: none"> Plural of Nouns Composite Sentence: <u>Я знаю, что ... / Я узнал, что ...</u> Plural of Possessive Pronouns Group Writing Practice 	All	<ul style="list-style-type: none"> eWorksheet: Unit 4 (part 1) Main Textbook (pp.73-83)

Week 8	<ul style="list-style-type: none"> Verbs: Present Tense, Conjugation 2 (<u>говорить, учить звонить, любить</u>) Vocabulary: <u>Сколько стоит? / Сколько стоят?</u> Grammar: <u>любить</u>+infinitive 	All	<ul style="list-style-type: none"> eWorksheet: Unit 4 (part 2) Main Textbook (pp.84-90)
Week 9	<ul style="list-style-type: none"> Grammar: Prepositional case Composite sentence with <u>потому что</u> 	All	<ul style="list-style-type: none"> CA 3: Test TEL: Interactivity LEC9
Week 10	<ul style="list-style-type: none"> Verbs <u>жить, учиться</u> Vocabulary: prepositions <u>в</u> VS. <u>на</u> Prepositional case: process VS. locations 	All	<ul style="list-style-type: none"> eWorksheet: Unit 5 (part 1) Main Textbook (pp. 90-105)
Week 11	<ul style="list-style-type: none"> Prepositional case: object of thought and speech Review: Unit 1-5 Group Writing 	All	<ul style="list-style-type: none"> eWorksheet: Unit 5 (part 2) Main Textbook (pp.106-120)
Week 12	CA 4 ORAL PRESENTATION	All	

Appendix 1
Assessment Rubrics for CA 3 Written Test - Essay

Marks (40 marks)	Grades	Vocabulary	Sentence Structure	Grammar	Spelling	Content & Creativity
32 – 40	A+, A	Employs a wide variety of vocabulary words used effectively to describe ideas.	Employs a variety of sentence structures effectively.	Displays confidence in employing correct verb conjugation, prepositions, and conjunctions to produce quality piece of writing. The writing is essentially error free in terms of grammar.	The writing is error free in terms of spelling.	Explores ideas with fluency, organizing ideas logically and developing them creatively.
30 – 31	A-	Employs a wide variety of vocabulary words.	Employs a variety of sentence structures effectively.	Employs correct verb conjugation, prepositions, and conjunctions. The writing is essentially error free in terms of grammar.	The writing is essentially error free in terms of spelling.	Explores ideas with fluency and organizing them logically.
28 – 29	B+	Employs the necessary vocabulary correctly.	Able to construct sentences grammatically with a few minor errors.	Employs the necessary grammar and function words correctly.	Contains four or less spelling errors.	Essay has a central idea and concrete details to support the ideas.
26 – 27	B	Uses basic words with a few errors in the choice of words.	Generally able to construct sentences grammatically with some errors.	Contains a few errors in grammar and function words.	Contains a few spelling errors for basic words.	Essay is logically organized and well structured.
24 – 25	B-	Limited use of words and words are replicated.	Contains a number of errors in sentence construction.	Frequent errors in grammar.	A number of spelling errors mars the writing.	Essay lacks focus and central idea is vague.
22 – 23	C+	Limited use of words with a number of errors in the choice of words.	Contains a number of errors in basic sentence construction.	Frequent errors in basic grammar.	A number of spelling errors mars the writing.	Ideas are not well organized.

20 – 21	C	Limited use of words and incorrect use of words.	Contains a number of errors in basic sentence construction.	Writing contains numerous errors in grammar which interferes with comprehension.	Writing contains numerous errors in spelling which interferes with comprehension.	Limited development of content and flow.
18 – 19	D+	Very limited use of words.	Unable to construct basic sentences grammatically.	Writing contains numerous errors in grammar which interferes with comprehension.	Writing contains numerous errors in spelling which interferes with comprehension.	Unable to develop the content. Essay contains replication of ideas.
16 – 17	D	Unable to develop the writing due to very limited use of the words.	Unable to construct basic sentences grammatically.	Writing contains numerous errors in grammar which interferes with comprehension.	Writing contains numerous errors in spelling which interferes with comprehension.	Unable to develop the content. Essay contains replication of ideas.
0 – 15	F	Unable to develop the writing due to inability to employ the appropriate basic words.	Unable to construct basic sentences grammatically.	Writing contains numerous errors in grammar which interferes with comprehension.	Writing contains numerous errors in spelling which interferes with comprehension.	Unable to develop the content. Essay contains replication of ideas.

Appendix 2

Sample Instructions and Assessment Rubrics for CA 4 Oral Presentation and Role Play

LR9001 Устный Экзамен (Group Oral Presentation)

Тема (Topic):

You are two NTU students, who have just arrived at Domodedovo International Airport in Moscow. You intend to take an overnight train from Moscow to Saint Petersburg. First of all, you need to make your way to Leningradsky Station (take a bus followed by metro). Ask for directions. Once at the station, you need to find a cashier and buy your train tickets. Finally, you make your way to the train and find yourself in the company of a Russian travelling companion who turns out to be really friendly (and chatty!). Your companion would like to know where you are from and what brings you to Russia. You end up talking about your studies, work, hobbies, friends and family.

Two of you will act as **NTU students** and one of you will act as a **stranger giving directions/ticket seller/local travelling companion**. In a group of two one is acting as **the student** and the other is **the local passer-by/ticket seller/travelling companion**. The presentation has to be acted out.

Basic Rules:

- Your tutor will separate you in groups of 3 (or 2) students (your current mini groups).
 - Your tutor will assign you a time slot for your presentation. Please make sure that you are on time!
 - The use of props is encouraged!
 - **Part 1:** You will act out the prepared performance. You will have 8-10 min to act out your scene. (5-7 min for a group of 2)
 - **Part 2:** Your tutor will ask you questions on any of the topics covered this semester, i.e. family, friends, professions, hobbies, daily schedule and locations.
- ! Notes are strictly prohibited during the presentation!**

Assessment Rubrics:

The aim of the Oral Presentation is to demonstrate your proficiency in speaking and understanding Russian in a casual and conversational style and setting. Therefore, your tutor will evaluate you in five categories:

- Creativity and content (group mark, 20 points maximum)
- Learnt grammar and vocabulary (individual mark, 20 points maximum)
- Pronunciation (individual mark, 20 points maximum)
- Question and Respond (individual mark, 20 points maximum)
- Fluency and Confidence (individual mark, 20 points maximum)

Your aim is to ask and answer **logical** and **grammatically correct** questions and to answer them appropriately. It is important **to use the vocabulary** and **grammar** learnt in class and to **speak clearly**. All oral exams will be held **during our last class in the last week of the semester (Week 13)**.

More information on the location/trains:

https://www.inyourpocket.com/moscow/Leningradsky-Station_39969v

<http://www.russiantrains.com/en/page/red-arrow>

Appendix 3

Assessment Rubrics for CA 5 eWorksheets (50 points)

You need to complete all eWorksheets and submit them punctually at designated time (published on NTULearn)

- 45-50 marks: if all eWorksheets were attempted and submitted with 80% or higher scores.
- 6-44 marks: deduct 1 point for every 3 mistakes in 1 worksheet.
- 0-5 marks: total submitted eWorksheets scored less than 80%.

Appendix 4

Assessment Rubrics for CA 6 Class Participation

Marks (20)	Grades	Engagement	Contribution	Preparation	Attention
15 – 20	A+, A, A-	Actively participates in class discussion and activities, with fluency and accuracy in speech and the appropriate use of vocabulary related to the themes studied.	Proactively contributes to class by offering appropriate and relevant ideas and answers multiple times each class. Able to contribute quality feedback to other students, while showing sensitivity to Russian culture. Overall demonstrating speaking, listening, and socio-cultural competence.	Comes to class fully prepared by reading up the pre-assigned topics, completing eWorksheets, bringing course materials and completing assignments.	Always pays attention to tutor and respectfully listens to peers and tutor.
12 – 14	B+, B, B-	Participates in class discussion and activities with some accuracy in speech and the appropriate use of vocabulary related to the themes studied.	Able to contribute feedback and relevant responses to other students and showing some sensitivity to Russian culture. Uses appropriate vocabulary with fluency and accuracy in speech most of the time. Overall demonstrating good speaking, listening and socio-cultural competency.	Comes to class fully prepared most of the time. A few instances of coming to class unprepared.	Pays attention to tutor and respectfully listens to peers and tutor on most occasion.
10 – 11	C+, C	Shows some hesitation to participate in class discussion and activities. Some errors in the use of appropriate vocabulary and some hesitation in extending a discussion.	Occasionally contributes to class by offering appropriate ideas and answers. Occasionally contributing feedback and relevant responses to other students and showing a little sensitivity to Russian culture. Some errors in the use of appropriate vocabulary and accuracy in speech. Overall demonstrating average speaking, listening and socio-cultural competency.	Occasionally comes to class fully prepared by reading up the pre-assigned topics, bringing course materials and completing assignments.	Occasionally pays attention to tutor and respectfully listens to peers and tutor on most occasion.
8 – 9	D+, D	Frequently showing hesitation to participate in class discussion and activities. Limited use of vocabulary and speech is marked with some inaccuracies in grammar and pronunciation.	Infrequent contributions to class discussions and relevant responses to other students, with little sensitivity to Russian culture. Weak use of vocabulary with some inaccuracies in grammar and pronunciation. Overall, below-average speaking, listening and socio-cultural competency.	Frequently coming to class unprepared.	Inattentive in class on most occasion.
0 – 7	F	Not participating in class discussion and activities. Limited use of appropriate vocabulary related to the themes studied and speech is marked with inaccuracies in pronunciation and grammar.	Not contributing to class by offering ideas and answers. Unable to extend or provide relevant responses in discussions, unable to provide relevant feedback to other students and shows a lack of sensitivity to Russian culture. Limited use of appropriate vocabulary related to the themes studied, speech is marked with inaccuracies in pronunciation and grammar and lack of fluency. Shows lack of sensitivity to Russian culture; overall low level of speaking, listening and socio-cultural competence.	Always coming to class unprepared	Displays disruptive or inappropriate behavior in class.