



### Course Aims

The course aims to enable you to improve your communication and linguistic competence in Russian. A balance of receptive (reading, listening) and productive (speaking, writing) skills are developed through communicative classes and self-study. All courses will give further insight into the country's culture and society in a global context. Strategies to learning a foreign language and various transferable skills are also part of the course.

### Intended Learning Outcomes (ILO)

By the end of this course, you (as a student) would be able to:

1. **speak** coherently with sufficient fluency and accuracy on a range of topics relating to the themes studied, such as geography, describing a city, plans for the future, hobbies and occupations.
2. **write** short essays discussing familiar topics (see 1) using the present, past simple and the future tense.;
3. deploy an active **vocabulary** on topics concerning everyday life in Russia, such as shopping, socializing and running errands;
4. **discuss** fundamental elements in the cultural identity of Russians now and before and its role through history.
5. identify, explain and discuss main ideas and details in **reading** and **listening** texts.

### Course Content

This 48-hour course aims to build on language skills and cultural knowledge acquired either through the beginners' courses (LR9001) or equivalent skills attained in Russia during their student exchange programmes. In addition, they will be introduced to more facets of Russian culture, tradition and mentality of its people. Upon its completion, students will have improved their reading, listening, writing and speaking skills. Through a wide range of teaching materials, such as books, videos, web tutorials, articles, group and paired work and class debates, they will gain further insight into Russian life and culture. The language of instruction will be Russian.

### Assessment (includes both continuous and summative assessment)

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/Individual	Assessment Rubrics
1. CA1: Written Quiz 1	ILO 2, 3, 5	PLO3	10%	Individual	N.A.
2. CA2: Written Quiz 2	ILO 2, 3, 5	PLO3	10%	Individual	N.A.
3. CA3: Written Test	ILO 2, 3, 5	PLO3	30%	Individual	Please refer to appendix 1 for

					assessment rubrics
4. CA4: Oral Presentation and Role Play	IOL 1, 2, 3, 4, 5	PLO1 PLO3	40%	Group	Please refer to appendix 2 for assessment rubrics
5. CA5: Class Participation	ILO 1, 2, 3, 4, 5	PLO1 PLO2 PLO3	10%	Individual	Please refer to appendix 1 for assessment rubrics
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, even formal testing like CAs, must be formative. The feedback will be given in a prompt and informative manner with specific reference to the Intended Learning Outcomes as soon as possible during or after the learning activity.

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

- **Classroom Tasks:** Oral or written feedback for the tasks performed by group or individually is given to student/group during each class session.
- **Review Exercises:** Review exercises comprising vocabulary, grammar and comprehension exercises are given at the end of each unit. Written feedback and corrections are given individually for each exercise.
- **Oral Interviews:** Individual/group oral feedback on the fluency, pronunciation, contents, structure and communication skills will be given to each student after the summative oral assessment.
- **Presentation/Debate:** Oral or written feedback for the tasks performed by group or individually during each class session is given to student/group.
- **Written Assignment:** Individual written feedback/comments regarding vocabulary, grammar, structure and content are to be given to each student for each non-summative writing assessment.

### Learning and Teaching approach

Approach	How does this approach support students in achieving the learning outcomes?
Tutorial	Prior to the class, students will have to prepare the activity of the day using the course book and web links posted on NTULearn. The lecturer will conduct tutorials to provide more information on the topics and will facilitate the in-class discussions.
Discussions	Students will be encouraged to participate in weekly discussions during the lecture to understand the topics taught. Students will be using documents / videos posted on NTULearn for the flipped classroom to get prepared for the discussion.

## Reading and References

### Course books

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. Level A1. – 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

Students 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. Students are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions they have missed. Students 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 three 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	Course LO	Readings/ Activities
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1	<b>OUR GEOGRAPHY</b> Vocabulary – where and when we like to go for vacation, Grammar – prepositional case (inflections) Pronunciation – devoicing of preposition <i>в</i> in different positions <i>Places where we like spending our vacations</i>	Revision of basic skills in spelling, grammar, and pronunciation Draw on experience from students who have already been to Russia on student exchange programmes.	Listening, reading, speaking, discussing, web based micro lesson in realia (video dialogue)
2	<b>OUR GEOGRAPHY</b> Vocabulary – vacation destinations, places on the map, places in a country, weather Grammar – complex sentence with conjunction <i>поэтому</i> (result) and <i>потому что</i> (reason)	Learn words connected with locations, destinations and weather in Russia. Draw on experience from students who have already been to Russia on vacation. Reflect over the expression of cause-and-effect relations in a complex sentence to be able to discuss result and reason of certain choices (vacation destinations, life choices etc.).	Listening, speaking, discussing, web based micro lesson on major regions within Russia (video)
3	<b>MY CITY</b> Vocabulary – places in the city, getting around Grammar – prepositional case with <i>о / об / обо</i> Pronunciation – articulation of <i>л</i> and <i>р</i> in different positions (tongue-twisters, group competition) <i>This is me on Facebook</i>	Consolidating grammar, vocabulary, pronunciation and realia skills to make sentences about locations/time	Listening, speaking, reading, discussing, clips from the film ' <i>Как я стал русским</i> '
4	<b>MY CITY</b> Vocabulary – describing objects, places Grammar – adjective conjugation (masculine, feminine, neuter, plural)	Integrate target language proficiencies (grammar and vocabulary revision before the CA1 Written Quiz 1)	Listening, speaking, discussing, group role play
5	<b>MY CITY</b> <b>CA1 Written Quiz 1</b> Vocabulary – asking about the chosen item, location, expressing an opinion Grammar – demonstrative pronouns (masculine, feminine, neuter, plural) <i>In the sports goods store</i>	Making sentences using adjectives and demonstrative pronouns Pronunciation, intonation, sentence stress The use of and the attainment of everyday phrases in social interaction.	Listening, speaking, discussing, reading, group assignment (planning a trip to Siberia)
6	<b>OUR HOBBIES</b> Vocabulary – hobbies	Developing vocabulary skills on sports/hobbies/leisure activities	Listening, speaking, writing, discussing

	Grammar – the accusative case of nouns (overview) Group writing	Integrate writing skills (group writing about common hobbies in Russia and Singapore)	
7	<b>OUR FAVOURITE BOOKS</b> Vocabulary – literature, favourite books Grammar – the accusative case of nouns: action object meaning <i>I love fantasy novels!</i>	Developing vocabulary skills on the topic of literature Consolidating grammar, vocabulary and realia skills to prepare for a short group presentation	Listening, speaking, discussing, reading, web based micro lesson on Russian literature (terminology)
8	<b>OUR FAVOURITE BOOKS</b> Grammar – the accusative case of nouns: direction of movement, time of the action Vocabulary: transport we use <i>Reading on the train</i>	Develop presentation skills Integrate socio-cultural competency (Russian literature, Russian writers) Making sentences about the preferred modes of transport	Reading, listening, speaking, discussing, mini presentations on selected books/authors
9	<b>CA2 WRITTEN QUIZ 2</b> Grammar: ordinal numbers, complex sentences with conjunction <i>который</i> Introduce topics for oral presentation ( <i>CA 4 Final Presentation</i> ): collect information in groups <i>What do people read in Russia?</i>	Consolidating grammar, vocabulary, reading and listening skills to prepare for CA2 Written Quiz 2 Integrate socio-cultural competency (intensive reading about trends in Russian literature)	Listening, speaking, reading, discussing, web based micro lesson in realia, web clips and documentaries
10	<b>OUR OCCUPATIONS</b> <b>CA3 WRITTEN TEST 3</b> Vocabulary: past occupations Grammar – past tense of the verb <i>Letters from St. Petersburg</i>	Making sentences about past activities Consolidating grammar, vocabulary, listening, reading and realia skills to prepare for CA3 Written Test 3 and oral presentation	Listening, reading, speaking, discussing, web based micro lesson in realia
11	<b>OUR PLANS FOR THE FUTURE</b> Vocabulary: plans for the future Grammar: future tense Students prepare their group Presentation <i>New Year Eve Plans</i>	Making sentences about future plans Consolidating grammar, vocabulary, and realia skills to prepare for CA4 Oral presentation and role play Develop team-work skills	Listening, reading, speaking, discussing, team work
12	<b>CA 4 ORAL PRESENTATION</b>		

**Appendix 1**  
**Assessment Rubrics for CA3 Written Test - Essay**

<b>Marks (40)</b>	<b>Grades</b>	<b>Vocabulary</b>	<b>Sentence Structure</b>	<b>Grammar</b>	<b>Spelling</b>	<b>Content &amp; Creativity</b>
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 tenses, prepositions, adverbs and conjunctions to produce quality piece of writing. The writing is essentially error free in terms of grammar.	The writing is essentially error free in terms of spelling.	Explores ideas with fluency, organizing ideas logically and developing it creatively.
30 -31	A-	Employs a wide variety of vocabulary words.	Employs a variety of sentence structures effectively.	Employs correct tenses, prepositions, adverbs 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 it logically.
28 – 29	B+	Employs the necessary vocabulary and uses basic vocabulary correctly.	Able to construct sentences grammatically with a few minor errors.	Employs the necessary grammar and function words correctly.	Contains three or less spelling errors.	Essay has 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	Unable to construct basic	Writing contains numerous errors in grammar which	Writing contains numerous	Unable to develop the content. Essay

		very limited use of the words.	sentences grammatically.	interferes with comprehension	errors in spelling which interferes with comprehension	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

### Assessment Rubrics for CA4 Oral Presentation and Role Play

Role Play					
Marks (60)	Grades	Vocabulary	Grammar	Question & Respond	Fluency & Confidence
45 - 60	A+, A, A-	Employs a wide variety of vocabulary words used effectively to describe ideas.	Displays confidence in employing correct tenses, prepositions, adverbs and conjunctions to produce quality expression. The expression is essentially error free in terms of grammar.	Displays confidence and accuracy in asking and responding to questions.	Able to articulate responses fluently and with confidence. Shows good understanding of the speaking task.
36 - 44	B+, B, B-	Employs a variety of words used,	Employs correct tenses, prefixes, prepositions, adverbs and conjunctions.	Able to ask questions and respond to questions with little hesitation.	Able to express ideas fluently with little hesitation. Shows confidence in some parts of the expression.
30 - 35	C+, C	Uses simple and basic words.	Generally employs correct grammar with a few minor errors.	Able to ask appropriate questions but shows some hesitation in responding to questions.	Able to express ideas but with some hesitation.
24 - 29	D+, D	Limited use of vocabulary with basic words being replicated.	Frequent errors in basic grammar.	Frequent hesitation and stumbling in asking and responding to questions.	Frequent hesitation and stumbling in expressing ideas.
0 - 23	F	Unable to construct expressions effectively due to very limited use of vocabulary.	Contains numerous errors in grammar, which interferes with comprehension.	Unable to ask and respond to questions.	Unable to perform the speaking task, with many pauses, hesitations and poor grammar that made it difficult to follow.

### Appendix 3

#### Assessment Rubrics for CA5 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. Appropriate use of vocabulary related to medical and healthcare terms with fluency and accuracy in speech. Overall demonstrating speaking, listening, and socio-cultural competence.	Comes to class fully prepared by reading up the pre-assigned topics, 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 listen 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 listen 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 or absent from class without valid reasons.	Display disruptive or inappropriate behaviour in class.