



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. Identify information provided in Russian texts, speech and audio files and address comprehension questions related to these.
2. Discuss ideas and express viewpoints fluently using intermediate level vocabulary and grammatical structures, such the present, past and future complex tense.
3. Write short essays using intermediate level grammar and vocabulary to organize main and supporting ideas effectively.
4. Apply Russian grammatical concepts (verb tenses, noun cases, prepositions etc.) to more complex Russian phrases.
5. Create and act out impromptu and pre-rehearsed role plays.

Course Content

This 48-hour course aims to build on language skills and cultural knowledge acquired either through the beginners' courses (LR9001 and LR9002) or equivalent skills attained in Russia during student exchange programmes. In this course, you will be introduced to more facets of Russian culture, tradition and mentality of its people. You will learn to use more complex grammatical structures to express present, past and future actions. Upon the completion of this course, you will have improved your 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, you 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: Oral 1	ILO 1, 2, 4, 5	PLO 1 PLO3	10%	Individual	Please refer to appendix 2 for assessment rubrics.

2. CA2: Written Quiz (Grammar and Vocabulary)	ILO 1, 2, 3, 4	PLO3	10%	Individual	N.A.
3. CA3: Written Test	ILO 1, 2, 3, 4	PLO3	30%	Individual	Please refer to appendix 1 for assessment rubrics.
4. CA4: Oral Presentation and Role Play	ILO 1, 2, 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 3 for assessment rubrics.
Total			100%		

All CML classes follow an Outcomes Based Teaching and Learning (OBT) curriculum, which are based on the following learning outcomes:

- Develop interactive, interpretive, and presentational communication skills in the target language. – PLO1
- Demonstrate understanding of the concepts of the target language and its respective culture. – PLO2
- Integrate target language proficiencies and intercultural competencies to effectively perform in today's globalised world. – PLO3

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.

Learning and Teaching approach

Approach	How does this approach supports you in achieving the learning outcomes?
Tutorial	Prior to the class, you 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	You will be encouraged to participate in weekly discussions during the tutorial to understand the topics taught. You will be using documents / videos posted on NTULearn 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

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	Course LO	Readings/ Activities
1	OUR OCCUPATIONS 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 acquired in Russian Level 2 course	Listening, reading, speaking, discussing, web based micro lesson in realia (video dialogue)
2	OUR PLANS FOR THE FUTURE Vocabulary: plans for the future Grammar: complex future tense <i>What will you do tomorrow?</i>	Consolidating grammar, vocabulary and realia skills to make sentences about future plans	Listening, reading, speaking, discussing
3	OUR PLANS FOR THE FUTURE Vocabulary: holiday plans Grammar: future tense of verbs of movement (<i>пойму, поеду</i>) Students prepare their group presentation <i>Holiday Plans</i>	Consolidating grammar, vocabulary and realia skills to prepare for a short group presentation Develop team-work skills	Listening, speaking, reading, team work
4	OUR PLANS FOR THE FUTURE Vocabulary – talking about the places you have visited and plan to visit in the future Grammar: complex sentence with conjunction <i>когда</i> <i>Students are going to Yaroslavl</i>	Integrate target language proficiencies (grammar and vocabulary revision before the CA1 Written Quiz 1)	Listening, speaking, discussing, clips from the film ' <i>Как я стал русским</i> '
5	BIOGRAPHY CA1 Oral 1 Vocabulary – talking about famous people Grammar – Genitive case of nouns: talking about a person who has or does not have something) <i>Fedor Volkov and the first Russian theater</i>	Making sentences about famous people using Genitive case Pronunciation, intonation, sentence stress	Listening, speaking, discussing, reading, group role play (<i>Pushkin has it</i>)
6	BIOGRAPHY Vocabulary – talking about possessions Grammar – the Genitive case of nouns: whose object is this? Group writing	Making sentences about one's possessions Developing vocabulary skills Integrate writing skills	Listening, speaking, writing, discussing, team work

7	BIOGRAPHY Vocabulary – origin of famous people Grammar – the Genitive case of nouns: where is the person from <i>Interview with Evgeniy Mironov</i>	Developing vocabulary skills on the topic of famous people Consolidating grammar, vocabulary and realia skills to ask and answer questions about one's origin	Listening, speaking, discussing, reading, web based micro lesson on Russian actors
8	BIOGRAPHY Grammar – the Genitive case of nouns: specifying on the precise quantity and exact timing Vocabulary - biography (overview) <i>Rosa is buying a cake</i>	Integrate socio-cultural competency (Famous people in Russia) Making sentences about purchases Asking and answering questions about quantity and timing	Reading, listening, speaking, discussing, mini presentations on selected celebrity
9	CA2 WRITTEN QUIZ Grammar - the Genitive case of nouns (overview), complex sentences with conjunction <i>когда</i> , complex future tense of the verb, verbs of movement Introduce topics for oral presentation (<i>CA 4 Final Presentation</i>): collect information in groups	Consolidating grammar, vocabulary, reading and listening skills to prepare for CA2 Written Quiz 2	Listening, speaking, reading, discussing, web based micro lesson in realia, web clips and documentaries
10	MY DAY Vocabulary - talking about a typical weekday Grammar – perfective aspect of the verb <i>Bad day</i>	Making sentences about daily 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	MY DAY CA3 WRITTEN TEST Vocabulary - talking about a typical weekend Grammar – imperfective aspect of the verb Students prepare their group presentation <i>Typical day of Leo Tolstoy</i>	Making sentences about weekend activities 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	CA 4 ORAL PRESENTATION		

Appendix 1

Assessment Rubrics for CA3 Written Test - Essay

Marks (40)	Grades	Vocabulary	Structure	Grammar	Content & Creativity
32 – 40	A+, A	The text includes correct and accurate vocabulary of a certain variety and richness.	The text is coherent and well structured. Good use of punctuation signs is demonstrated. The text demonstrates an excellent control of the necessary elements to organize and connect ideas.	The text shows a very good grammatical control. Displays confidence in employing correct tenses, prepositions, adverbs and conjunctions to produce quality piece of writing.	Explores ideas with fluency, organizing ideas logically and developing them creatively. The text fulfils all the requisites.
30 -31	A-	A variety of vocabulary words is used effectively to describe ideas.	Employs a variety of sentence structures effectively. The text demonstrates an appropriate control of the necessary elements to organize and connect ideas.	Employs correct tenses, prepositions, adverbs and conjunctions. The writing is essentially error free in terms of grammar.	Explores ideas with fluency and organizing it logically. The text fulfills all the requisites. The text answers the proposed communicative situation efficiently.
28 – 29	B+	Employs the necessary vocabulary and uses basic vocabulary correctly.	The text demonstrates a limited, but appropriate control of the necessary elements to organize and connect ideas. Good use of punctuation signs.	The text shows a good grammatical control. Employs the necessary grammar and function words correctly.	Essay has central idea and concrete details to support the idea. The text answers the proposed communicative situation.
26 – 27	B	The text includes some inaccuracies in the use of vocabulary, although they do not affect comprehension.	Generally able to structure the text appropriately and construct sentences grammatically with some minor errors.	The text shows simple grammatical structures. Contains a few minor errors in grammar and function words, although they are not serious and do not affect comprehension profoundly.	Essay is logically organized and well structured. The text is clear and accurate, but occasionally it does not follow the proposed communicative situation.
24 – 25	B-	Limited use of words. Some words are occasionally replicated.	The text presents some structural problems. Contains a number of errors in sentence construction.	The text shows basic grammatical structures with some errors in grammar, although they do not affect comprehension.	The text is simple, but fulfills the requisites. As a whole it answers the proposed communicative situation.
22 – 23	C+	Limited use of words with a number of errors in the choice of words. There are some literal translations.	Contains a number of errors in sentence construction and text structure. There is a bad use of pronouns, and some ideas are not well connected.	The text shows basic grammatical structures with frequent errors in grammar.	The text is basic, and it does not fulfill some of the requisites. The text lacks focus. Ideas are not well organized.
20 – 21	C	Limited use of words and incorrect use of words along with inaccuracies, which can affect	Contains a number of errors in basic sentence construction. Exposition and order of the ideas are confusing. The use of	Writing contains numerous errors in grammar which interferes with comprehension and	The text is basic, and it does not fulfill the requisites introducing irrelevant information. Limited development of

		comprehension or require a re-reading of some parts of the text.	punctuation signs is not appropriate.	requires a re-reading of some sentences.	content and flow is presented.
18 – 19	D+	There are inaccuracies in the use of vocabulary, which affect comprehension and require a continuous re-reading of the text.	Unable to construct basic sentences grammatically. Unable to structure the text.	The text shows numerous grammatical errors happening in a systematic manner, which interferes with comprehension.	Unable to develop the content. Essay contains replication of ideas and does not fulfill the requisites.
16 – 17	D	Unable to develop the writing due to very limited use of the words and incorrect usage.	Unable to construct basic sentences grammatically. The text structure is confusing and requires re-reading of some paragraphs.	The text shows numerous grammatical errors happening in a systematic manner, which interferes with comprehension throughout the text.	Unable to develop the content. Essay contains replication of ideas and does not respond to the objective.
0 - 15	F	Unable to develop the writing due to inability to employ the appropriate basic words.	Unable to structure the text appropriately.	The text shows numerous grammatical errors happening in a systematic manner, which interferes with comprehension throughout the text.	Unable to develop the content. The text does not fulfill any of the requisites.

Appendix 2

Assessment Rubrics for CA1 and 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 and express viewpoints.	Shows very good grammatical control. Displays confidence in employing correct tenses, prepositions, adverbs and conjunctions. The expression is essentially error free in terms of grammar.	Displays confidence and accuracy in asking and responding to questions.	Expression is clear and accurate, and fulfills all the requisites. Able to articulate responses fluently and with confidence.
36 - 44	B+, B, B-	Shows sufficient vocabulary to express himself well during the conversation.	Shows a reasonable grammatical control. Makes some mistakes that do not affect comprehension, and sometimes corrects them.	Able to ask questions and respond to questions with little hesitation.	Answers the proposed communicative situation. Able to express ideas fluently with little hesitation. Shows confidence in most parts of the expression.
30 - 35	C+, C	Shows a poor level of vocabulary, which does not allow him to put his message across.	Uses simple grammatical structures. Basic errors happen frequently.	Able to ask appropriate questions but shows some hesitation in responding to questions.	Expression is simple but fulfills all the requisites. 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. Mistakes affect comprehension	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 serious errors in grammar, which interferes with comprehension and happen in a systematic manner.	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. Expression does not fulfill the requisites

Appendix 3

Assessment Criteria for CA5 Class Participation

Students ought to participate actively in all classroom activities:

- 30 points for extremely active participation (group discussion, activities, asking and answering questions). Always comes prepared to class.
- 20 points for regular participation, active in group discussion and activities, yet offers answers mostly after being called upon. Usually comes prepared to class. Attends most of the classes.
- 10 points for adequate participation, moderately active in group discussions, yet only offers answers on being called upon. Is sometimes unprepared.
- 0 points for students who show no active participation, who do not participate in group discussions, are not prepared, and regularly miss classes.