Russian 100

**Course code:** RUS 100

**Semester and year:** Spring 2021

**Day and time:** Tuesday and Thursday, 9:45-11:15

**Instructor:** Tatiana Styrkas, M.A., M.Litt.

**Instructor contact:** tatiana.styrkas@aauni.edu

**Consultation hours:** Tuesdays and Thursdays, 11:15-11:45

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| --- | --- | --- | --- |
| **Credits US/ECTS** | 3/6 | **Level** | Introductory |
| **Length** | 15 weeks | **Pre-requisite** | None |
| **Contact hours** | 42 hours | **Course type** | Bachelor Required/Elective |

1. **Course Description**

Russian 100 is a beginning language course introducing students to language and culture. The goal is for the student to gain basic comfort in speaking and writing Russian on topics of personal interest. The focus is on learning words and phrases related to the topics of self-description, one’s interests, family, living spaces, city and university, introducing and getting acquainted, getting around the city and country, asking for directions, eating in restaurants, shopping, traveling and visiting the doctor. An essential element of RUS 100 is writing (daily homework), acquiring basic conversational rituals, reading simple but interesting texts and becoming familiar with the basics of Russian culture.

1. **Student Learning Outcomes**

Upon successful completion of RUS 100 the student will have

* mastered basic lexicon of the above specified cultural domains;
* analysed and tested out new grammar strategies in listening, writing and speaking; used new conversational routines;
* opened and managed basic conversations;
* wrote brief and basic texts about him or herself, one’s surroundings, family, studies, interests et al.

1. **Reading Materials**

***Kudyma, Anna S., Frank J. Miller, and Olga E. Kagan.*Beginner's Russian with Interactive Online Workbook.*New York, NY: Hippocrene Books, 2010*** (Available for the students to buy at the Bursar´s Office, 1 reference copy in the Library)

Additional Russian learning recourses will be provided on NEO Classes.

1. **Teaching methodology**

*Russian 100* is taught twice per week for 90 minutes in a lively atmosphere conducive to the student’s active engagement that requires class preparation. Each class provides opportunities for practicing listening, grammar rules and conversation routines in a friendly environment. Homework is assigned every class and includes reading, writing exercises and learning dialogues.

# Course Schedule

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| --- | --- |
| **Date** | **Class Agenda** |
| February 09  Session1  Week 1 | **Unit 1. The Russian Alphabet, Part 1**  **Work in class**  *Themes and topics*: Introduction of the textbook and the course; Russian Alphabet, Russian Letters, Groups 1 and 2.  *Listening*: New letters and sounds, pages 4-12.    **Homework assignment**  *Student Workbook:* 1-1 to 1-9. |
| February 11  Session 2  Week 1 | **Unit 1. The Russian Alphabet, Part 2**  **Work in class**  *Themes and topics*: Russian Letters, Group 3. Greetings and taking leave. Grammatical gender, pages 12-16.  *Listening*: New letters and sounds, page 12.    **Homework assignment**  *Student Workbook:* 1-10 to 1-14. |
| February 16  Session 3  Week 2 | **Unit 2. The Russian Alphabet, Part 1**  **Work in class**  *Themes and topics*: Russian Letters, Group 4 and Group 5. Greetings. Small talk: How are you? pages 21-23.  *Listening*: Conversations, page 23.  *Grammar Topics*: Plural endings for masculine and feminine nouns. The possessives, page 25. How to answer the question *Where?* pages 28-29.  **Homework assignment**  *Textbook:* To practice Russian cursive script, page 26.  *Student Workbook:*  2-1 to 2-6. |
| February 18  Session 4  Week 2 | **Unit 2. The Russian Alphabet, Part 2**  **Work in class**  *Themes and topics*: Russian letters, Group 6. Numbers 1-10. Russian names and nicknames, names of some Russian cities, pages 34-38.  *Listening*: New Russian sounds. The Conversation, pages 34-35.  *Grammar Topics*: Conjugating verbs, pages 30 and 36.  *Revision*: PowerPoint Presentation.  **Homework assignment**  *Student Workbook:* 2-6 till 2-21. |
| February 23  Session 5  Week 3 | **Unit 3. I want to study in Moscow!**  **Work in class**  *Themes and topics:* Talking about your school, the subjects, pages 40-45.  *Listening*: Pronunciation of unstressed O and A, pages 40-41.  *Grammar Topics*: Russian Cases. Noun and Adjective Endings for the Prepositional Case singular. Spelling rules, pages 41-43.  **Homework assignment**  *Student Workbook:*  3-1 to 3-5. |
| February 25  Session 6  Week 3 | **Unit 3**  **Work in class**    *Themes and topics*: Numbers 11-20, page 50. Getting acquainted. Small talk: What classes do you take?  *Listening*: The dialogues and the narrations: 3-12, 3-14.  *Grammar Topics*: The present tense of the verbs, pages 44-45.  **Homework assignment**  *Textbook:* Translations 3-20, 3-21.  *Student Workbook:* 3-6 to 3-13. |
| March 02  Session 7  Week 4 | **Unit 4. My schedule**  **Work in class**  *Themes and topics*: School and the names of some academic subjects and majors, days of the week, pages 52-57.  *Listening*: How to pronounce unstresses E, 4-2. The dialogues, 4-11.  *Grammar Topics*: Noun and Adjective Endings for the Accusative Case Singular. Spelling rules, pages 54-55.  **Homework assignment**  *Student Workbook:*  4-1 to 4-5. |
| March 04  Session 8  Week 4 | **Unit 4**  **Work in class**  *Themes and topics*: Numbers from 20 to 50, pages 61-62. Getting information about schedules.  *Listening*: Leonid talking about himself, 4-14, page 59.  *Revision*: PowerPoint presentation.  **Homework assignment**  *Student Workbook:* 4-6 to 4-9. |
| March 09  Session 9  Week 5 | **Unit 5. Weekends**  **Work in class**  *Themes and topics*: Your typical weekend, likes and dislikes, pages 66-69.  *Listening*: Voiced and voiceless consonants, 5-2, pages 64-65.  *Grammar Topics*: Conjugating the verbs, pages 65-66. Going Places: answering the question КУДА? Pages 67-69.  **Homework assignment**  *Student Workbook:*  5-1 to 5-4. |
| March 11  Session 10  Week 5 | **Unit 5**  **Work in class**  *Themes and topics*: How do you spend your free time? Numbers from 60 to 90, page 75.  *Listening*: The dialogues, 5-12, pages 70-71, also 5-15, page 72.  *Grammar Topics*: Nominative Plural forms for Nouns and Modifiers, pages 69-70.  **Homework assignment**  *Student Workbook:* 5-5 to 5-11. |
| March 16  Session 11  Week 6 | **Unit 6. Where do you live?**  **Work in class**  *Themes and topics*: Describing a house or an apartment.  *Listening*: Pronunciation: The Hushers, pages 78-79.  *Grammar Topics*: Possessives, pages 79-80. Constructions „to have “: Genitive forms for personal pronouns, page 82.  **Homework assignment**  *Student Workbook:*  6-1 to 6-4. |
| March 18  Session 12  Week 6 | **Unit 6**  **Work in class**  *Themes and topics*: Counting from 100 to 900, page 88. Small talk: Where do you live?  *Listening*: The dialogues, page 84. Let’s listen and read 6-14, 6-16, pages 85-86.  *Grammar Topics*: The past tense of verbs, page 83.  **Homework assignment**  *Student Workbook:* 6-5 to 6-11. |
| March 23  Session 13  Week 7 | **Unit 7. At home**  **Work in class**  *Themes and topics*: Your room and apartment, the names of articles of furniture.  *Listening*: The pronunciation: hard and soft P, pages 90-91.  *Grammar Topics*: The Genitive Case Singular: negation, page 94. Counting Things: 1-4, pages 95-96.  **Homework assignment**  *Student Workbook:* 7-1 to 7-5. |
| March 25  Session 14  Week 7 | **Unit 7**  **Work in class**  *Themes and topics*: Counting from 1,000 to 100,000. Translation of Russian classifieds about accommodation, page 100.  *Listening*: The dialogues, pages 96-97.  *Reading*: Russian blogs, pages 98-99.  *Power Point Presentation:* The Genitive Case.  **Homework assignment**  *Student Workbook:* 7-6 to 7-10. |
| March 30  Session 15  Week 8 | **Revision for the Midterm Exam** |
| April 1  Session 16  Week 8 | **Midterm Exam** |
| Week 9 | **Spring Break** |
| April 13  Session 17  Week 10 | **Unit 8. This is a great neighbourhood…**  **Work in class**  *Themes and topics*: Your neighbourhood, pages 103-105.  *Listening*: The pronunciation of hard and soft Л, pages 102-103.  *Grammar Topics:* Prepositional Singular Endings for Adjectives and Possessives, pages 106-107.  **Homework assignment**  *Student Workbook:* 8-1 to 8-7. |
| April 15  Session 18  Week 10 | **Unit 8**    **Work in class**  *Themes and topics*: Patronymic names, page 109. Ordinal numbers, page 106. Giving your home address, renting an apartment, pages 110-113.  *Listening*: The dialogues, pages 108- 109.  *Grammar Topics*: Indicating Proximity, page 105.  *Power Point Presentation:* Prepositional Case.  **Homework assignment**  *Student Workbook:*  8-8 to 8-12. |
| April 20  Session 19  Week 11 | **Unit 9. What do you like to eat?**  **Work in class**  *Themes and topics*: Names of food and where people shop for food, pages 192-193.  *Listening*: Devoicing of voiced consonants at the end of words, page 116*.*  *Grammar Topics*: Verbs of eating and drinking, pages 117, 119. Verbal aspect, pages 120-121.  **Homework assignment**  *Student workbook:* 9-1 to 9-3. |
| April 22  Session 20  Week 11 | **Unit 9**  **Work in class**  *PowerPoint Presentation*: Verbal aspect.  *Themes and topics*: Ordinal numbers, page 127. Discussion what food  to buy, asking how much something costs.  *Listening:* Thedialogues, pages 122-123.  *Grammar Topics*: Time expressions, page 122.  **Homework assignment**  *Student Workbook:* 9-4 to 9-10. |
| April 27  Session 21  Week 12 | **Unit 10. Let´s go to a restaurant…**  **Work in class**  *Themes and topics*: Dining out and Russian food, pages 131-132.  *Listening*: The pronunciation of the letter Ц, page 130.  *Grammar Topics*: The Future Tense of Imperfective and Perfective Verbs, page 133. Going places: walking vs. riding, pages 134-136.  **Homework assignment**  *Student Workbook:* 10-8 to 10-12. |
| April 29  Session 22  Week 12 | **Unit 10**    **Work in class**  *Themes and topics*: inviting people to dinner, ordering food in a restaurant.  *Listening:* The dialogues, pages 137-138 and the audio, pages 139-140.  *Grammar Topics*: Ordinal numbers, pages 141-142.  *PowerPoint Presentation:* Verbs of motion.  **Homework assignment**  *Student Workbook:* 10-8 to 10-12. |
| May 4  Session 23  Week 13 | **Unit 11. A Family**  **Work in class**  *Themes and topics*: Family and family members, Professions, Months.  *Listening*: The unstressed vowel Я, page 144.  *Grammar Topics*: Genitive singular endings for adjectives and possessives, pages 146.  *Power Point Presentation*: The Genitive Case for adjectives and possessives.  **Homework assignment**  *Student Workbook:* 11-1 to 11-3 |
| May 6  Session 24  Week 13 | **Unit 11**  **Work in class**  *Power Point Presentation*: The Accusative singular endings.  *Themes and topics*: Small talk: chatting about your family.  *Listening:* The dialogues, page 150.  *Grammar Topics*: Accusative singular endings for personal pronouns,  animate nouns and their modifiers, pages 147-149.  **Homework assignment**  *Student Workbook:* 1-4 to 11-11 |
| May 11  Session 25  Week 14 | **Unit 12. A Family Album**  **Work in class**  *Themes and topics*: Family history.  *Listening*: The pronunciationofnumerals, pages 158-159.  *Grammar Topics*: The Prepositional Case with the Preposition **O,** page 161. The Dative case, expressing age, pages 162-163.  **Homework assignment**  *Student Workbook:* 12-1 to 12-4. |
| May 13  Session 26  Week 14 | **Unit 12**  ***Students´ Presentations***  **Work in class**  *PowerPoint Presentation*: The Dative Case for expressing age.  *Themes and topics:* Russian last names. Asking and giving information about one’s family.  *Listening:* The dialogues, pages 163-164. A story about three generations, pages 165-166.  *Grammar Topics*: Saying what year it is, and indicating the year in which something happens, page 160.  **Homework assignment**  *Student Workbook:* 12-5 to 12-8. |
| May 18  Session 27  Week 15 | **Revision of the grammar for the Final Exam.**  ***Students´ Presentations***  **Work in class**  Grammar Revision**.**  PowerPoint Presentation.  Video *Советы молодым* and the discussion. |
| May 20  Session 28  Week 15 | **FINAL EXAM**  **Written part**: Vocabulary and Grammar Test. |

1. **Course Requirements and Assessment (with estimated workloads)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assignment** | **Workload (average)** | **Weight in Final Grade** | **Evaluated Course Specific Learning Outcomes** | **Evaluated Institutional Learning Outcomes\*** |
| **Class Participation and Homework** | 130 hours,  including  homework and class preparation | 25% | By coming to class and doing homework the student will have gradually mastered and applied in practice the rudiments of grammar rules and lexicon of the selected domains | 3,2 |
| **Presentation** | 4 hours of preparation | 10% | Satisfaction of learning and reviewing that enhances material retention | 2, 3 |
| **3 Tests** | 3 hours  (1 hour per Test) | 15% | Satisfaction of learning and reviewing that enhances material retention | 1, 3 |
| **Midterm Exam**  written and oral | 4 hours  of revision | 20% | Satisfaction of learning and reviewing that enhances material retention | 1,2,3 |
| **Final Exam**  written and oral | 8 hours of revision and preparation | 30% | Balanced review to solidify mastery of materials in the selected areas | 1,2,3 |
| **TOTAL** | **150** | **100%** |  |  |

\*1 = Critical Thinking; 2 = Effective Communication; 3 = Effective and Responsible Action

**7. Detailed description of the assignments**

***CLASS PARTICIPATION***

***Assessment breakdown***

|  |  |
| --- | --- |
| **Assessed area** | **Percentage** |
| Participation in the class | **50%** |
| Preparation for the class, homework | **50%** |

***PRESENTATION***

It is possible for the students who take the class asynchronously to record their presentation in advance.

***Assessment breakdown***

|  |  |
| --- | --- |
| **Assessed area** | **Percentage** |
| Visual presentation | **30%** |
| Content | **70%** |

***TESTS***

There are four take-home tests.

***Assessment breakdown***

|  |  |
| --- | --- |
| **Assessed area** | **Percentage** |
| Grammar | **80%** |
| Accurate spelling | **20%** |

***MIDTERM EXAM***

Oral part consists of questions which would be provided in advance.

***Assessment breakdown***

|  |  |
| --- | --- |
| **Assessed area** | **Percentage** |
| Grammar Quiz | **60%** |
| Oral Part | **40%** |

***FINAL EXAM***

Oral part consists of questions which would be provided in advance.

***Assessment breakdown***

|  |  |
| --- | --- |
| **Assessed area** | **Percentage** |
| Grammar Quiz | **80%** |
| Correct spelling | **20%** |

**8. General Requirements and School Policies**

***General requirements***

All coursework is governed by AAU’s academic rules. Students are expected to be familiar with the academic rules available in the Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

***Electronic communication and submission***

The university and instructors shall only use students’ university email address for communication, with additional communication via NEO LMS or Microsoft Teams.

Students sending e-mail to an instructor shall clearly state the course code and the topic in the subject heading, for example, “COM101-1 Mid-term Exam. Question”.

All electronic submissions are through NEO LMS. No substantial pieces of writing (especially take-home exams and essays) can be submitted outside of NEO LMS.

***Attendance***

Attendance, i.e., presence in class in real-time, is expected and encouraged. However, the requirement that students miss not more than 35% of real-time classes is temporarily suspended due to the COVID-19 pandemic.

***Absence excuse and make-up options***

Should a student be absent from classes for relevant reasons (illness, serious family matters), s/he can submit to the Dean of Students an Absence Excuse Request Form supplemented with documents providing reasons for the absence. These must be submitted within one week of the absence. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows. Assignments missed due to unexcused absences which cannot be made up, may result in a decreased or failing grade as specified in the syllabus.

***Late work:*** No late submissions will be accepted – please follow the deadlines.

***Electronic devices***

Electronic devices (e.g. phones, tablets, laptops) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams unless required by the exam format and the instructor.

***Eating*** is not allowed during classes.

***Cheating and disruptive behaviour***

If a student engages in disruptive conduct unsuitable for a classroom environment, the instructor may require the student to withdraw from the room for the duration of the class and shall report the behavior to the Dean.

Students engaging in behavior which is suggestive of cheating will, at a minimum, be warned. In the case of continued misconduct, the exam or assignment will be failed and the student will be expelled from the exam or class.

***Plagiarism and Academic Tutoring Centre***

Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.” (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin’s White Paper ‘The Plagiarism Spectrum’ (available at http://go.turnitin.com/paper/plagiarism-spectrum) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another’s work, word-for-word, as one’s own.

2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.

3. FIND–REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.

4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.

5. RECYCLE: The act of borrowing generously from one’s own previous work without citation; To self-plagiarize.

6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.

7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.

8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources

9. AGGREGATOR: The “Aggregator” includes proper citation, but the paper contains almost no original work.

10. RE-TWEET: This paper includes proper citation, but relies too closely on the text’s original wording and/or structure.

As the minimum policy the types of plagiarism from 1 through 8 results in the failing grade from the assignment and must be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, students are encouraged to consult their papers with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: http://atc.simplybook.me/sheduler/manage/event/1/.

## Course accessibility and inclusion

Students with disabilities are asked to contact the Dean of Students as soon as possible to discuss reasonable accommodations. Academic accommodations are not retroactive.

Students who will be absent from course activities due to religious holidays may seek reasonable accommodations by contacting the Dean of Students in writing within the first two weeks of the term. All requests must include specific dates for which the student requests accommodations.

**9. Grading Scale**

|  |  |  |
| --- | --- | --- |
| **Letter Grade** | **Percentage\*** | **Description** |
| A | 95 – 100 | **Excellent performance**. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject. |
| A– | 90 – 94 |
| B+ | 87 – 89 | **Good performance**. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort. |
| B | 83 – 86 |
| B– | 80 – 82 |
| C+ | 77 – 79 | **Fair performance**. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work. |
| C | 73 – 76 |
| C– | 70 – 72 |
| D+ | 65 – 69 | **Poor**. The student has shown some understanding of the material and subject matter covered during the course. The student’s work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives. |
| D | 60 – 64 |
| F | 0 – 59 | **Fail**. The student has not succeeded in mastering the subject matter covered in the course. |

\* Decimals should be rounded to the nearest whole number.

**Prepared by:**  Tatiana Styrkas

**Date**: 24 January 2021

**Approved by**

**Date:**