**OSTIM TECHNICAL UNIVERSITY FACULTY OF FOREIGNH LANGUAGES**

**COURSE SYLLABUS FORM**

# 2022-2023 SPRING

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| **RUS101**  **RUSSIAN** | | | | | | | |
| **Course Name** | **Course code** | **Period** | **Hours** | **Application** | **Laboratory** | **Credit** | **ECTS** |
| RUSÇA 1 | RUS 101 | 1 | 3 | 0 | 0 | 3 | 4 |

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| **Language of the Course** | RUSSIAN |
| **Course Status** | ELECTIVE (optional lesson) |
| **Rate of the Course** | A1 grade |
| **Course Level** | Bachelor and Online course |
| **Instructor of the Lesson** | Gülsiren Erbilek |
| **Methods and technics of the teaching and learning** | Oriental, Questionaries Answers, Practicing, Assignment |

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| **Purpose of the Lesson** |
| Russian A1 course aims to teach basic communication and conversation skills, as well form a basic understanding of writing in Russian. Students who complete this course will be able to read, write and communicate with others on an introductory level. |

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| **Extract of the teaching and learning** |
| The students who successfully complete this course will be able to,   * Understand and communicate in Russian on an introductory level. * Have the ability to read text in Russian. * Have knowledge and ability to read numbers in Russian. * Have the ability to talk and ask question on an introductory level. * Have a grammatical understanding of syllables and plurals. * Have a grammatical understanding of verbs. * Have a grammatical understanding of tenses. * Have an understanding of colors in Russian language. |

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| **Course Outline** |
| Russian language course consists of the following; reading, writing methods and technics, application of the acquired information, understanding of punctuations and rules regarding writing. |

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| **Weekly Topics and Related Preparation Studies** | | |
| **Week** | **Topics** | **Preparation Studies** |
| 1 | Sounds and letters.  Introduction and learning of Russian Language (Cyrillic) alphabet.  Vowels (voiced) Letters: А, О, У, Э, Ы, И.  Silent Letters: Л, М, Н, П, Б, Ф, В, Т, Д. | Antonova, V. E., Nakhabina M. M., & Safronova M. V. (2003). The way to Russia. Zlatoust.  Page 3-11. |
| 2 | Rhythm divisions of the syllables, emphasis issues.  Understanding the concept of intonation and its constructions. | Antonova, V. E., Nakhabina M. M., & Safronova M. V. (2003). The way to Russia. Zlatoust.  Page 11-19. |
| 3 | Understanding grammatical pronouns and genders.  Introduction to use of belonging pronouns – He (OH)  and – She (OHA).  Understanding the use of pronoun IT. | Antonova, V. E., Nakhabina M. M., & Safronova M. V. (2003). The way to Russia. Zlatoust.  Page 20-24. |
| 4 | Types of nouns (generic nouns, proper nouns, abstract  Nouns, community nouns).  Understanding inanimate and animate objects and describing their genders (masculine, feminine, and neutral nouns).  Usage of question such as Who? And What? to determine genders of objects. | Antonova, V. E., Nakhabina M. M., & Safronova M. V. (2003). The way to Russia. Zlatoust.  Page 29-33, 47. |
| 5 | Grammar possessive pronouns (mine, yours, ours etc.)  Understanding concepts of complex sentences.  Usage of conjunctions in forming sentences. | Antonova, V. E., Nakhabina M. M., & Safronova M. V. (2003). The way to Russia. Zlatoust.  Page 66-73. |
| 6 | Plural nouns and their singular forms.  Plural possessive pronouns. | Pekhlivanova, K. I., Lebedeva, M. N. (1990). Russian grammar in illustrations. Russky Yazyk Publishing.  Page 26-29. |
| 7 | Grammar adjectives, and conjugations of adjectives.  Compatibility of adjectives with nouns in terms of their gender and plurality. | Antonova, V. E., Nakhabina M. M., & Safronova M. V. (2003). The way to Russia. Zlatoust.  Page 100-110, 114. |
| **8** | **MIDTERM EXAM** | |
| 9 | The use of numbers in Russian.    Reading and pronunciation practice of numbers in Russian from one to one hundred. | Antonova, V. E., Nakhabina M. M., & Safronova M. V. (2003). The way to Russia. Zlatoust.  Page 145 |
| 10 | Grammar verbs nominative.  Concepts of verb tenses.  Verbs of first conjugation in the present tense. | Antonova, V. E., Nakhabina M. M., & Safronova M. V. (2003). The way to Russia. Zlatoust.  Page 150 |
| 11 | Grammatical verbs in present tense with two conjugations (СЯ)  Introduction to conjugation suggestions (11 group pre-positions). | Antonova, V. E., Nakhabina M. M., & Safronova M. V. (2003). The way to Russia. Zlatoust.  Page 150 |
| 12 | Grammar verb past tenses. | Antonova, V. E., Nakhabina M. M., & Safronova M. V. (2003). The way to Russia. Zlatoust.  Page 174-181  Text “John why didn’t you come to university yesterday?” |
| 13 | Motion verbs | Antonova, V. E., Nakhabina M. M., & Safronova M. V. (2003). The way to Russia. Zlatoust.  Page 183 |
| 14 | Verbs to repeat the subject | Pekhlivanova, K. I., Lebedeva, M. N. (1990). Russian grammar in illustrations. Russky Yazyk Publishing.  Page 194-291 |
| 15 | Practical studies in preparation for the exam. | |
| **16** | **Final Exam** | |

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| **Textbook and Reference Materials** |
| Antonova, V. E., Nakhabina M. M., & Safronova M. V. (2003). The way to Russia. Zlatoust. |
| Çernışov,S. (2009). Payehali 1. Multilingual. |
| Magaryan, S. (2003). Russian Grammar. |
| Pekhlivanova, K. I., Lebedeva, M. N. (1990). Russian grammar in illustrations. Russky Yazyk Publishing. |

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| **Assessment** | | |
| **Studies** | **Number** | **Contribution margin (%)** |
| Attendance |  |  |
| Lab |  |  |
| Classroom and application performance grade |  |  |
| Field Study |  |  |
| Course internships |  |  |
| Mini quizzes and Studio |  |  |
| Assignment | 10 | 10% |
| Presentation |  |  |
| Projects |  |  |
| Report |  |  |
| Seminar |  |  |
| Midterm Exam/ Midterm Jury | 1 | 40% |
| General Exam/ Final Jury | 1 | 50% |
| **Total** | **100%** | |
| **Success Grade Contribution of Semester Studies** | 50% | |
| **Success Grade Contribution of End of Term** | 50% | |
| **Total** | **100%** | |

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| **ECTS/ Workload Table** | |
| Course hours (Including the exam week: 16 x total course hours) | 48 |
| Homework | 13 |
| Preparation Time for Final Exam | 1 |

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| **No** | **Relation of course learning outcomes and programme qualifications** | **Contribution Level** | | | | |
| **1** | **2** | **3** | **4** | **5** |
| **1** | Have the ability to reflect the multidimensional knowledge acquired in the course to the environment. |  |  |  | X |  |
| **2** | Have knowledge and understanding of the cultural aspects as well as necessary infrastructures; in the intellectual, discursive, scientific and technological areas. |  |  |  | X |  |
| **3** | Have the knowledge and understanding of the institutional and economical environmental sustainability principles in the course. |  |  |  | X |  |
| **4** | Possess knowledge about the legal frameworks and norms related to this field. |  |  |  | X |  |
| **5** | Understand the institutional and ethical values in relations to this field. |  |  |  |  | X |
| **6** | Possess the ability to develop concepts and apply theorical knowledge of the field. |  |  |  |  | X |
| **7** | Identify the necessary research in the field, using the right research methods and techniques and interpret the results. |  |  |  | X |  |
| **8** | Have the ability to use written and visual presentation techniques and tools which acquired in the studies. |  |  |  | X |  |
| **9** | Have self-confidence and ability to take individual and joint responsibility during the studies. |  |  |  | X |  |
| **10** | Develop an approach that can produce a critical, counter-thesis and synthesis of knowledge and skills in the field by evaluating system. |  |  |  | X |  |
| **11** | Act with the awareness of lifelong learning. The necessary motivation and acquire learning skills. |  |  |  |  | X |
| **12** | By using foreign language at least at the European Language Portfolio A1 General levels that follows the field and communicate effectively with colleagues. |  |  |  | X |  |
| **13** | At least with European Computer License Elementary Levels computer software interactively uses the information Technologies required by the field. |  | X |  |  |  |
| **14** | Using the knowledge and skills with a professional approach in the light of ethical principles and legal frameworks also social environmental, take into account the ethical results. |  |  |  |  | X |
| **15** | Knowledge of human rights and human values additionally cultural rights on the basis that shows respect of peers and awareness of social responsibility and social justice. |  |  |  |  | X |