



RSN 150

Introductory Russian I

S1 Day 2016

Dept of International Studies

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General Information

Unit convenor and teaching staff

Unit Convenor

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W6a 203a

TBA

Tutor

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Credit points

3

Prerequisites

Corequisites

Co-badged status

Unit description

This is an introductory Russian unit specifically designed for speakers of English who have no prior knowledge of Russian, or Russian background speakers who do not have literacy skills. The unit covers the main concepts of Russian grammar and vocabulary. It develops different functional skills of language usage: speaking, reading, writing and translating from and into Russian. There is one on-campus session during the semester for external students living in the Sydney metropolitan area.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Reading: understand very short, simple texts a single phrase at the time, picking up familiar names, words and basic phrases and rereading as required.

Listening: follow speech that is very slow and carefully articulated, with long pauses for the learner to assimilate meaning.

Writing: ask for or pass on personal details in written form; write simple isolated phrases and sentences.

Spoken Interaction: interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair; ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.

Spoken Production: produce simple mainly isolated phrases about people and places.

Assessment Tasks

Name	Weighting	Due
<u>Class participation</u>	10%	ongoing
<u>6 assignments</u>	20%	TBA
<u>Oral test</u>	10%	TBA
<u>Final written test</u>	60%	TBA

Class participation

Due: **ongoing**

Weighting: **10%**

Active participation in class for Internal students. External students will have an online quiz.

On successful completion you will be able to:

- Listening: follow speech that is very slow and carefully articulated, with long pauses for the learner to assimilate meaning.
- Writing: ask for or pass on personal details in written form; write simple isolated phrases and sentences.
- Spoken Interaction: interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair; ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
- Spoken Production: produce simple mainly isolated phrases about people and places.

6 assignments

Due: **TBA**

Weighting: **20%**

There will be six written assignments.

Internal students have to hand in their assignments to their lecturer, while external students should send all assignments to the Centre for Open Education.

On successful completion you will be able to:

- Reading: understand very short, simple texts a single phrase at the time, picking up familiar names, words and basic phrases and rereading as required.
- Writing: ask for or pass on personal details in written form; write simple isolated phrases and sentences.

Oral test

Due: **TBA**

Weighting: **10%**

For the oral test, students have to prepare a three-minute talk on a topic of their choice. Internal students will have their oral test during their last class on week 13. External students can use the Voice Board Tool (see <http://ilearn.mq.edu.au/> RSN155, Oral test) or can send their voice recording to their tutor by week 13.

On successful completion you will be able to:

- Listening: follow speech that is very slow and carefully articulated, with long pauses for the learner to assimilate meaning.
- Spoken Interaction: interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair; ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
- Spoken Production: produce simple mainly isolated phrases about people and places.

Final written test

Due: **TBA**

Weighting: **60%**

The purpose of the written test is to check students' knowledge of all aspects of grammar and vocabulary that they learn throughout the semester.

On successful completion you will be able to:

- Reading: understand very short, simple texts a single phrase at the time, picking up familiar names, words and basic phrases and rereading as required.

- Writing: ask for or pass on personal details in written form; write simple isolated phrases and sentences.

Delivery and Resources

Required and recommended texts

There are no required textbooks for this course but ALL STUDY MATERIALS FOR LECTURES, TUTORIALS AND ASSIGNMENTS ARE AVAILABLE via your online unit.

Recommended book: Levine J. S. Schaum's Outline of Russian Grammar, McGraw-Hill, 1999.
Thomas, R. Beyer. 501 Russian Verbs, Barron's Educational Series, 2001

University Co-operative Bookshop Macquarie University Sydney NSW 2109 Tel: +61 2 9850 7618

Online Unit

Login is via: <https://ilearn.mq.edu.au/>

Is my unit in iLearn?: <http://help.ilearn.mq.edu.au/unitsonline/> Use this link to check when your online unit will become available.

Technology

Students are required to have regular access to a computer and the internet. Mobile devices alone are not sufficient.

- For technical support go to: http://mq.edu.au/about_us/offices_and_units/informatics/help
- For student quick guides on the use of iLearn go to: http://mq.edu.au/iLearn/student_info/guides.htm

Unit Schedule

Week One The Russian Alphabet.

Week Two The Russian Alphabet. Pronouns. Gender in Russian.

Week Three The Russian Alphabet. Gender of nouns.

Week Four Pronouns.

Week Five Adjectives.

Week Six Plural of Nouns.

Week Seven The Past tense of verbs.

Week Eight The Prepositional Case.

Week Nine Numerals. The Prepositional Case of Adjectives and Ordinal Numerals.

Week Ten Numerals.

Week Eleven The Present Tense.

Week Twelve The Future Tense.

Week Thirteen Revision.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

New Assessment Policy in effect from Session 2 2016 http://mq.edu.au/policy/docs/assessment/policy_2016.html. For more information visit http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Reading: understand very short, simple texts a single phrase at the time, picking up familiar names, words and basic phrases and rereading as required.
- Listening: follow speech that is very slow and carefully articulated, with long pauses for the learner to assimilate meaning.
- Writing: ask for or pass on personal details in written form; write simple isolated phrases and sentences.
- Spoken Interaction: interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair; ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on

very familiar topics.

- Spoken Production: produce simple mainly isolated phrases about people and places.

Assessment tasks

- Class participation
- 6 assignments
- Oral test
- Final written test

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Reading: understand very short, simple texts a single phrase at the time, picking up familiar names, words and basic phrases and rereading as required.
- Listening: follow speech that is very slow and carefully articulated, with long pauses for the learner to assimilate meaning.
- Writing: ask for or pass on personal details in written form; write simple isolated phrases and sentences.
- Spoken Interaction: interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair; ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
- Spoken Production: produce simple mainly isolated phrases about people and places.

Assessment tasks

- Class participation
- 6 assignments
- Oral test
- Final written test

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to

read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Reading: understand very short, simple texts a single phrase at the time, picking up familiar names, words and basic phrases and rereading as required.
- Listening: follow speech that is very slow and carefully articulated, with long pauses for the learner to assimilate meaning.
- Writing: ask for or pass on personal details in written form; write simple isolated phrases and sentences.
- Spoken Interaction: interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair; ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
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