

## Russian I (A005033)

**Course size** *(nominal values; actual values may depend on programme)*

**Credits** 10.0

**Study time** 300 h

**Course offerings and teaching methods in academic year 2024-2025**

A (semester 1)	Dutch	Gent	seminar independent work practical
B (semester 1)	Dutch	Gent	

**Lecturers in academic year 2024-2025**

Geerardyn, Tilde	LW21	staff member
Namestnikov, Anna	LW22	staff member
Dhooge, Ben	LW21	lecturer-in-charge
Hautekiet, Johanna	LW22	co-lecturer
Hendrickx, Bart	LW22	co-lecturer

**Offered in the following programmes in 2024-2025**

**crdts** **offering**

**Teaching languages**

Dutch

**Keywords**

Russian, language acquisition, methodology

**Position of the course**

This basic course focuses on teaching the basics of Russian: writing, pronunciation, spelling, basic grammar and active basic vocabulary. Moreover, students are introduced into the practice(s) of academic research and learn to apply various scholarly skills required in the field of East European Studies.

**Contents**

The course "Russian I" consists of 3 parts: grammar, language practice and methodology.

**Grammar** covers the following items: Morphology (the various declensions of the noun, adjective and pronoun in the singular; the various conjugations of the verb; aspects, tenses and grammatical modes), and the basic use of case, aspect and tenses.

**Language Practice** consists of the sub-units Phonetics, Speaking skills and Writing skills:

During the **Phonetics** lessons students are introduced to the most important aspects of Russian pronunciation, such as the difference between hard and soft consonants, the assimilation of consonants, the reduction of vowels in unstressed syllables and typical intonation patterns. Special attention is paid to mistakes attributable to mother-tongue interference. Students are required to have a theoretical basis in Russian phonetics, but the main focus is on putting phonetic rules into practice.

In "**Speaking skills**" students are trained in both listening and speaking skills. Their vocabulary is expanded on the basis of various lexical themes, such as "introducing yourself", "daily routine", "leisure time" etc. The required verbs and grammatical constructions are practised orally.

In "**Writing skills**" students practise cases and verbs mainly through written exercises. Emphasis is placed on expressing spatial relationships. Their vocabulary is expanded on the basis of various lexical themes such as "the house", "life in town" etc.

The **Methodology** classes familiarize the students with the necessary aspects of scientific research (formulating a problem, status quaestionis and research question) and learn them basic research skills (looking up scientific literature, reading, summarizing and processing it, use of a style sheet, scientific use of language in Dutch, transliteration,...).

### **Initial competences**

Average general knowledge that can be expected from someone who has completed secondary education; no specific starting competences required.

### **Final competences**

- 1 Having a command of Russian at A1 level of the Common European Framework of Reference for Languages for grammar, reading, listening, speaking and writing.
- 2 Having a basic knowledge of the general vocabulary of Russian
- 3 Having a command of the basic grammar of Russian in the areas of morphology of verbs, adjectives (singular form), nouns (singular form) and pronouns and of the basic use of cases
- 4 Having an understanding of the phonetics (and phonetic transcription) of Russian
- 5 Having a correct Russian pronunciation
- 6 Having a command of the basic terminology of Russian grammar (with regard to the formation and use of cases, conjugations and verb aspect)
- 7 Having an understanding of grammatical structures in Russian (with specific emphasis on analysis of word classes and cases and with attention to contrastive aspects compared to Dutch).
- 8 Using the knowledge acquired in the areas of morphology of verbs, adjectives, nouns and pronouns and case use in the production and understanding of oral and written texts
- 9 To detect, select, process and list sources in a bibliography using a stylesheet
- 10 To distinguish and formulate a (simple) research problem, research question and state of the art
- 11 To make use of bibliographies and digital databases
- 12 To report on and summarise academic research in academic Dutch (including transliteration)

### **Conditions for credit contract**

Access to this course unit via a credit contract is unrestricted: the student takes into consideration the conditions mentioned in 'Starting Competences'

### **Conditions for exam contract**

This course unit cannot be taken via an exam contract

### **Teaching methods**

Seminar, Practical, Independent work

### **Extra information on the teaching methods**

Seminars for grammar, phonetics, writing skills and methodology

Practicum for speaking skills

Independent work: preparation of the exercises to be submitted, practice sessions and test sessions

### **Study material**

Type: Slides

Name: PPTs Internship

Indicative price: Free or paid by faculty

Optional: no

Language : Dutch

Available on Ufora : Yes

Online Available : Yes

Available in the Library : No

Available through Student Association : No

## References

Houtzagers, Peter (red.) (2003) Russische grammatica. Bussum: Coutinho.  
Isačenko, A.V. (1982) Die Russische Sprache der Gegenwart – Formenlehre. München: Max Hueber Verlag.  
Pul'kina, I.M. & Sachava–Nekrasova, J.B. (1991) Russisch – Praktische Grammatik mit Übungen. Moskau: Verlag Russkij jazyk.  
Wade, Terence. (1993) A Comprehensive Russian Grammar. Oxford: Blackwell.  
Антонова, Д.Н. (1988) Фонетика и интонация : корректировочный курс для зарубежных преподавателей. Москва : Русский язык.  
Караванова, Н.Б. (2009) Слушаем живую русскую речь. Москва: Русский язык курсы.  
Мухалов, И.Л. (1987) Интонация в русской диалогической речи. Москва: Русский язык.  
Шлегель, Ханс. (1992) Компендиум лингвистических знаний. Berlin: Volk und Wissen Verlag.

Lernout, Geert & Beyen, Marnix. (2009) Schrijf het zelf: academisch schrijven voor cultuurwetenschappers. Leuven: Acco  
Grit, R., & Julsing, M. (2021) Zo doe je... een onderzoek (4<sup>de</sup> dr.). Amsterdam: Noordhoff.  
Meysman, H. & Vanderhoeven, J. (2017) Paper, project of scriptie. Van muisklik tot tekst (8<sup>ste</sup>, herz. dr.) Leuven: Acco.

## Course content-related study coaching

**Grammar & Language Practice:** submit exercises to the lecturer with joint and individual error analysis. Optional joint practice sessions and/or test sessions with individual feedback.  
Thorough feedback is provided for all **methodological** assignments.  
Individual guidance after appointment with the lecturer.

## Assessment moments

end-of-term and continuous assessment

## Examination methods in case of periodic assessment during the first examination period

Oral assessment, Written assessment

## Examination methods in case of periodic assessment during the second examination period

Oral assessment, Written assessment

## Examination methods in case of permanent assessment

Assignment

## Possibilities of retake in case of permanent assessment

examination during the second examination period is possible in modified form

## Extra information on the examination methods

Written exam on the components Grammar and Writing skills  
Oral exam on the components Speaking and Phonetics  
Continuous assessment for Methodology consists of a series of shorter scientific assignments that are carried out throughout the course

## Calculation of the examination mark

The student must obtain at least 10/20 for each of the three components (Grammar, Language Practice, Methodology) in order to pass the course as a whole. If the average final score nonetheless is a mark of ten or more out of twenty, then this is reduced to the highest non-pass mark (9/20). The successful scores for permanent evaluation will be transferred to a possible second examination period.

The final score calculation is done as follows:

Grammar: 40%

Language practice (Phonetics + Writing skills + Speaking skills): 40%

Methodology: 20%

## Facilities for Working Students

Possibility of exemption from attendance. No additional supporting teaching material is provided. A compensating assignment is imposed for the classroom assignments in the context of Methodology

Possibility to take an exam on an official catch-up day; possibility of permanent evaluation at another time within the academic year  
Possibility of feedback after appointment