

RUSS100

Course Summary

Course : RUSS100 **Title :** Russian I
Length of Course : 8 **Faculty :**
Prerequisites : N/A **Credit Hours :** 3

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Description

Course Description:

This course will introduce the student to the fundamentals of the Russian language using an online immersion technique developed by Rosetta Stone. The student will learn basic vocabulary, verb conjugations, and grammatical usage through online listening, speaking, reading and writing exercises. The student will also learn about Russian culture. Please note the technical specifications below. These are required to interface with the online version of Rosetta Stone. If you cannot meet these requirements we strongly recommend you do not take this course. Please contact classroomsupport@apus.edu if you are unsure or have any questions. * The ability to download and install the speech component. * A working microphone installed on the computer for speech recognition. * Access to streaming media is also required and should be confirmed before registering for the class.

Course Scope:

This online language course is designed to establish an elementary understanding of the Russian language. Students will learn all the necessary skills to continue to expand their knowledge in the target language. Students will be able to successfully write Russian script and will be able to grasp fundamental grammar objectives. Upon successful completion of this course, students will be able to read, write, and speak the Russian language at a fundamental level.

Objectives

- Understand and demonstrate the use of core Russian grammar and gradually build up a working vocabulary of its most common words and expressions.
 - Develop ability to communicate well (speaking and writing) in a variety of daily contexts.
 - Read and comprehend simple descriptions, narratives, and authentic materials.
 - Simultaneously incorporate and apply four basic language skills (listening, speaking, reading, and writing) for effective communication.
 - Learn about the Russian culture through dynamic, functional, and practical activities.
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Outline

Week 1: Gender, Singular, Plural, Verb conjugation, Pronouns, Accusative, Prepositional Cases, Direct Objects, People, Animals and food items.

Learning Outcomes

Identify, formulate and employ phrases with basic the Russian structures: greetings, singular, plural, verb conjugation and pronouns; as well Accusative case, direct objects and describe people, animals and food.

Required Readings

Rosetta Stone

Additional Week 1 Readings, Resources, and Lessons

Assignments

Week 1 Discssions (1A and 1B)

Week 1 Assignment

Week 2: Colors, Sizes, Pronouns, Professions, Questions and Answers Numbers 1–6, Clothing and Quantities, Greetings

Learning Outcomes

Identify, formulate and employ colors, sizes, pronouns, professions, questions and answers.

Continue using and expanding greeting dialogues, identify, formulate and employ Russian singular and plural forms, Numbers 1–6, Clothing and Quantities. Use of Prepositional case.

Required Readings

Rosetta Stone

Additional Week 2 Readings, Resources, and Lessons

Assignments

Week 2 Discussions (2A and 2B)

Week 2 Assignment

Week 2 Quiz

Week 3: Conjunction and, Family Relationship, Numbers 7–12, Ages, adjectives, in, on, and under, at Rooms and Items in the house, Location, Ownership, and question formulation.

Learning Outcomes

Develop an understanding of the Russian adjectives, recognize and utilize structures and vocabulary relating to Family Relationship, Numbers 7–12, and Ages.

Recognize and implement Russian structures and vocabulary: In, On, and Under, House items and rooms, Location and Ownership

Required Readings

Rosetta Stone

Additional Week 3 Readings, Resources, and Lessons

Assignments

Week 3 Discussions (3A and 3B)

Wek 3 Quiz

Week 4: Greetings, Introductions, and Getting acquainted, Question formation, Locations Clothing, Colors, and Conversational Dialogue

Learning Outcomes

Recognize and utilize Russian structures and vocabulary: Greetings, Introductions, and Getting acquainted, question formation and locations.

Clothing, Colors, and Conversational Dialogue

Required Readings

Rosetta Stone

Additional Week 4 Readings, Resources, and Lessons

Assignments

Week 4 Discussions (4A and 4B)

Week 4 Assignment

Wek 4 Quiz

Week 5: Locations, Questions about work and occupation, Times of Day, Greetings and Numbers 13-20 Days of the Week, Seasons, Calendar Terms, Polite Conversation, Seasons

Learning Outcomes

Interpret and construct Russian structures and phrases concerning: Locations, Times of Day, Greetings and Numbers 13-20. Formulate questions about work and professional occupation.

Days of the Week, Calendar Terms, Polite Conversation, Seasons

Required Readings

Rosetta Stone

Additional Week 5 Readings, Resources, and Lessons

Assignments

Week 5 Discussions (5A and 5B)

Week 5 Oral Activity

Week 6: Times of the day, Expanded introduction. Speaking languages, Numbers 10+, teaching and Studying Languages Why and Because.

Learning Outcomes

Interpret and construct Russian phrases concerning times of day, expand on polite introduction.

Speaking Languages, Numbers 10+, Teaching and Studying Languages, Why and Because.

Required Readings

Rosetta Stone

Additional Week 6 Readings, Resources, and Lessons

Assignments

Week 6 Discussions (6A and 6B)

Week 6 Oral Activity

Week 6 Quiz

Week 7: Possession, Genitive case, Have and Need, Buying, Selling, and Shopping, Using Landmarks to Provide Directions. Leisure and Preferred Activities, Quantity Comparisons and Differentiation.: Currency and Cost.

Learning Outcomes

Assimilate, use and pronounce Russian structures and vocabulary that express possession Have and Need, Buying, Selling, and Shopping, Using Landmarks to Provide Directions.

Assimilate, use and pronounce Russian structures and vocabulary that express Leisure and Preferred Activities, Quantity Comparisons and Differentiation.: Currency and Cost.

Required Readings

Rosetta Stone

Additional Week 7 Readings, Resources, and Lessons

Assignments

Week 7 Discussions (7A and 7B)

Week 7 Oral Activity

Week 8: Materials and Merchandise, Weight and Speed, Young and Old. Comparing and Contrasting, Size, Preference

Learning Outcomes

Assimilate, use and pronounce Russian structures and vocabulary that express Materials and Merchandise, Weight and Speed, Young and Old.

Assimilate, use and pronounce Russian structures and vocabulary that express Comparing and Contrasting, Size, Preference.

Required Readings

Rosetta Stone

Additional Week 8 Readings, Resources, and Lessons

Assignments

Week 8 Discussions

Week 8 Assignment

Week 8 Cultural Essay

Wek 8 Quiz

Week 1-8 Classroom Participation

Evaluation

Grading:

Name	Grade %
Discussion Questions	24.00 %
Week 1A - Introduction	1.60 %
Week 1B - Useful Languge Learning Websites	1.60 %
Week 2A - Interesting facts about Russia	1.60 %
Week 2B - Greetings in Russian	1.60 %
Week 3A - Researching Russian Holidays	1.60 %
Week 3B - Introduction in Russian	1.60 %
Week 4A - Russian Songs and Videos	1.60 %
Week 4B - Describe Yourself in Russian	1.60 %
Week 5A - Russian History	1.60 %
Week 5B - Questions and Answers	1.60 %
Week 6A - Russian Culture	1.60 %
Week 6B - Describing Professions	1.60 %
Week 7A - Describing Your Family in Russian	1.60 %
Week 7B - Describing Shopping Trip	1.60 %
Week 8 - Comparing and Contrasting	1.60 %
Assignments	12.00 %
Week 1 - Assignment #1	3.00 %
Week 2 - Assignment #2	3.00 %
Week 4 - Assignment #3	3.00 %
Week 5 - Assignment #4	3.00 %
Unit Quizzes	28.00 %
Week 2 - Quiz Unit 1	7.00 %
Week 4 - Quiz Unit 2	7.00 %
Week 6 - Quiz Unit 3	7.00 %
Week 8 - Quiz Unit 4	7.00 %
Oral Assignments	18.00 %
Week 5 - Oral Activity #1	6.00 %
Week 6 - Oral Activity #2	6.00 %
Week 7 - Oral Activity #3	6.00 %

Final Project	6.00 %
Week 8 - Final Project	6.00 %
Class Participation	12.00 %
Week 1-8 Classroom Participation	12.00 %

Materials

Book Title: The RosettaStone materials will be provided via the classroom.

Author:

Publication Info: RosettaStone

ISBN: NTR

Course Guidelines

Citation and Reference Style

- Students will follow MLA format as the sole citation and reference style used in written assignments submitted as part of coursework to the Humanities Department.
- Please note that no formal citation style is graded on Discussion assignments in the School of Arts & Humanities—only attribution of sources (please see details regarding Discussion communication below).

Tutoring

- [Tutor.com](https://www.tutor.com) offers online homework help and learning resources by connecting students to certified tutors for one-on-one help. AMU and APU students are eligible for 10 free hours of tutoring provided by APUS. Tutors are available 24/7 unless otherwise noted. Tutor.com also has a SkillCenter Resource Library offering educational resources, worksheets, videos, websites and career help. Accessing these resources does not count against tutoring hours and is also available 24/7. Please visit the APUS Library and search for 'Tutor' to create an account.

Turnitin

Assignments are automatically submitted to Turnitin.com within the course. Turnitin.com will analyze an assignment submission and report a similarity score. Your assignment submission is automatically processed through the assignments area of the course when you submit your work.

Academic Dishonesty

- Academic Dishonesty incorporates more than plagiarism, which is using the work of others without citation. Academic dishonesty includes any use of content purchased or retrieved from web services such as CourseHero.com or Scribd. Additionally, allowing your work to be placed on such web services is academic dishonesty, as it is enabling the dishonesty of others. The copy and pasting of content from any web page, without citation as a direct quote, is academic dishonesty. When in doubt, do not copy/paste, and always cite.

Submission Guidelines

- Some assignments may have very specific requirements for formatting (such as font, margins, etc) and submission file type (such as .docx, .pdf, etc). See the assignment instructions for details. In general, standard file types such as those associated with Microsoft Office are preferred, unless otherwise specified.
- It is the student's responsibility to ensure the all submitted work can be accessed and opened by the instructor.

Disclaimer Statement

- Course content may vary from the outline to meet the needs of a particular group or class.

Communicating on the Discussion

- Discussion are the heart of the interaction in this course. The more engaged and lively the exchanges, the more interesting and fun the course will be. Only substantive comments will receive credit. Although there is a final posting day/time after which the instructor will grade and provide feedback, it is not sufficient to wait until the last day to contribute your comments/questions on the Discussion. The purpose of the Discussion is to actively participate in an on-going discussion about the assigned content.
- "Substantive" means comments that contribute something new and important to the discussion. Thus a message that simply says "I agree" is not substantive. A substantive comment contributes a new idea or perspective, a good follow-up question to a point made, offers a response to a question, provides an example or illustration of a key point, points out an inconsistency in an argument, etc.
- As a class, if we run into conflicting view points, we must respect each individual's own opinion. Hateful and hurtful comments towards other individuals, students, groups, peoples, and/or societies will not be tolerated.
- Students must post a response to the weekly Discussion prompt and post the required number of replies to other students – refer to the grading rubric and/or Discussion instructions for specific expectations on number of replies and word count requirements.
- The main response to the Discussion is due mid-week – refer to the grading rubric and/or Discussion instructions for specific expectations. Late main response posts to a Discussion may not be accepted without prior instructor approval.
- Replies must be posted in the week due and replies after the end of the each week may not be graded.

Quizzes and Exams

- Quizzes and exams may consist of true/false, multiple choice, and short essay questions. Each quiz/exam is accessible only once. Once a quiz/exam is accessed, you will not be able to access it again if you disconnect. Therefore, allocate time to complete your quiz. Weekly quizzes must be submitted by midnight Eastern Time, Day 7 of the assigned week. Late quizzes or exams will not be accepted without prior instructor approval.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.

- [Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
 - Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
 - The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
 - Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.
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University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.

- Course content may vary from the syllabus' schedule to meet the needs of a particular group.