

NVCC COLLEGE-WIDE COURSE CONTENT SUMMARY

RUS 102 - BEGINNING RUSSIAN II (4 CR.)

COURSE DESCRIPTION

Develops the understanding, speaking, reading, and writing of Russian, and emphasizes the structure of the language. This is a UCGS transfer course.

Lecture 4 hours per week.

GENERAL COURSE PURPOSE

Beginning Russian, a basic introductory course, places emphasis on the development of proficiency in the following skills: Listening, Speaking, Reading and Writing. Students learn to function in the language within a limited context of vocabulary and structures. The course includes a general introduction to culture.

ENTRY LEVEL COMPETENCY

RUS 101 – “Beginning Russian I” or equivalent

COURSE OBJECTIVES

A. Listening

Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.

B. Speaking

Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation, although in a highly restricted manner and with some linguistic inaccuracy. Within these limitations, can perform such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express the most elementary needs. Strong interference from native language may occur. With repetition, speakers at this level can generally be understood by sympathetic interlocutors.

C. Reading

Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex

and have a clear underlying internal structure, for example chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge.

D. Writing

Able to meet practical writing needs. Can write short messages, postcards, and take down simple notes. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary and structures into simple sentences on very familiar topics. Language is adequate to express elementary needs in writing. Frequent errors in grammar, vocabulary, punctuation and spelling, but writing can be understood by natives used to the writing of non-natives.

MAJOR TOPICS TO BE COVERED

The student will learn the structure of the Russian language in a prescribed sequence beginning with the simplest structures and working toward the more complex. Students learn correct Russian pronunciation.

- A. Personal Identification
- B. Education
- C. House and Home
- D. Earning a Living
- E. Services
- F. Leisure
- G. Family Life
- H. Public and Private Services
- I. Community/Neighborhood
- J. Shopping
- K. Physical Environment
- L. Travel
- M. Meal taking/Food/Drink
- N. Current Events
- O. Health and Welfare

OPTIONAL TOPICS

The development of the awareness of culture patterns, including social patterns of behavior, historical developments, and contributions to the arts and sciences.