



SYLLABUS

Contemporary Russian Language – Phonetics (PC1, PC2)

Academic year 2025 - 2026

1. Information about the study program

1.1 University	Babeș-Bolyai University
1.2 Faculty	The Faculty of Letters
1.3 Department	Department of Slavic Languages and Literatures
1.4 Field of study	Language and Literature
1.5 Study cycle (BA/MA)	BA
1.6 Study program/Qualification	Russian Language and Literature/Bachelor of Philology
1.7. Enrolment frequency	Full time

2. Information about the subject

2. Information about the subject									
2.1 Course title		Contemporary Russian Language – Phonetics (PC1, PC2) (in Russian and Romanian)				Course code		LLS1221	
2.2 Course tutor			Vacant/ Lecturer Sanda Misirianțu, PhD						
2.3 Practical courses tutor			Lecturer Sanda Misirianțu, PhD						
2.4 Year of study		I	2.5 Semester	1	2.6 Type of assessment	E	2.7 Course status	Contents	DS
								Mandatory	Compulsory

3. Total estimated time (teaching hours per semester)

3.1 Number of hours per week	6	of which: 3.2 course	2	3.3 practical course	4
3.4 Total number of hours in the curriculum	84	of which: 3.5 course	28	3.6 practical course	56
Allotted time for individual study (ID) and self-study activities (SA)					hours
Study based on textbook/course manual/recommended bibliography/personal notes (SA)					25
Additional research (in the library, online scientific databases/platforms, or field documentation)					12
Preparation for seminars/practical courses/ essays/projects/homework/ portfolios and reports					15
Tutoring					–
Assessment (examinations)					4
Other activities					14
3.7 Total hours for individual study(ID) and self-study activities (SA)					70
3.8 Total hours per semester					154
3.9 Number of credits					6

4. Prerequisites (if necessary)

4.1 curriculum	<ul style="list-style-type: none"> Passing the exam for this discipline is conditioned by passing the exams for all the segments of <i>Contemporary Russian Language. Phonetics</i>, with the code LLS1221 in the curriculum (theoretical course + practical course 1 (Grammar) + practical course 2 (Conversations))
4.2 skills	<ul style="list-style-type: none"> Elementary notions of phonetics. Notions of grammar.

5. Conditions (if necessary)

5.1 for delivering lectures	<ul style="list-style-type: none"> CD player, laptop
5.2 for teaching practical course	<ul style="list-style-type: none"> Classroom equipped with blackboard, laptop. Attendance at the practical courses is mandatory in proportion of 75%.

Date of approval
Name and signature of Dean



6. Acquired specific skills

Professional/ essential skills	<p>C1 Appropriate use of fundamental concepts in the study of general linguistics, theory of literature and universal and comparative literature.</p> <p>C2 Efficient written and oral communication in the Romanian and Russian languages.</p> <p>C3 Describing the phonetic, lexical and grammatical system of the Russian language and using it in the production and translation of texts, and in verbal interaction.</p> <p>C4 Describing the phonetic, lexical and grammatical system of modern language B and using it in the production and translation of texts, and in verbal interaction.</p>
Transversal skills	<p>CT1 Using the instruments of linguistics and literary studies in accordance to professional ethics.</p> <p>CT2 Teamwork; interpersonal communication, taking on specific roles.</p> <p>CT3 Setting up an individual project for lifelong training; achieving training by accumulating information, participating in team projects and in institutional personal and professional development programs.</p>

7. Course objectives (derived from the acquired specific skills)

7.1 General objective of course	<p>Theoretical course:</p> <ul style="list-style-type: none"> Establishing the fundamental notions of phonetics and phonology. Familiarization with the peculiarities of the phonetics of Russian. <p>Practical courses:</p> <ul style="list-style-type: none"> Consolidating the Cyrillic alphabet. Understanding the written message: reading short and simple texts (<i>getting to know each other, personal data, my family, our home, my room, my job, at the restaurant etc.</i>) Understanding the oral message: listening to simple auditory messages on familiar themes (<i>getting to know each other, personal data, my family, our home, my room, my job, at the restaurant etc.</i>) Creating the oral message: making short sentences within communicatory situations that are well-defined, with a clearly specified interlocutor, on familiar subjects. Creating written message: writing short texts, on familiar subjects and within the range of interests of the student. Consolidating the main grammatical and lexical elements, that would allow for students to make correct and coherent sentences in Russian, being situated at the level of A1/A1+.
7.2 Specific objectives	<p>Theoretical course:</p> <ul style="list-style-type: none"> Developing an eloquent way of communicating in Russian <p>Practical course:</p> <ol style="list-style-type: none"> 1.1. Familiarization with the handwritten letters and capital letters of the Cyrillic alphabet. 1.2. Correct pronunciation of the sounds expressed by the Cyrillic alphabet. 1.3. Ability to read words written with Cyrillic letters. 1.4. Writing words with Cyrillic letters. 2.1. Understanding the global meaning of the written text (from simple phrases widely used for communicating, for example, forms of greetings, to short narrative and descriptive texts). 2.2. Understanding the details of descriptive and narrative texts that have a length and difficulty level that is appropriate to the linguistic level of the user, that can be placed at an elementary level. 2.3. Identifying specific information from simple texts (announcements, messages, menus, the forecast). 3.1. Understanding the global message of an auditory message (common



	<p>conversation, that is simple and has an appropriate lexis).</p> <p>4.1. Ability to create oral messages: dialogue (<i>forms of greetings, getting acquainted with each other, personal data</i>).</p> <p>5.1. Writing from dictation.</p> <p>5.2. Ability to create written messages: short descriptive texts, on familiar subjects (<i>my family, our home, my room, etc.</i>)</p> <p>5.3. Ability to create written messages: narrative texts on familiar subjects</p> <p>6.1. Understanding the grammatical structure of the Russian language and developing the vocabulary. Gaining linguistic competence.</p>
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8. Contents

8.1 Course - Phonetics	Teaching methods	Remarks
1. Introduction. Segmental and suprasegmental features. The two ways of analysing the speech flow.	Course presentation, conversation, analysis, synthesis	
2. Speech sounds. Phonetics and Phonology. The basic notions of the acoustic speech.	Course presentation, conversation, analysis, synthesis	
3. The physiology of sound production. The phonetic apparatus. Place of articulation.	Course presentation, conversation, analysis, synthesis	
4. Phonetic transcription and transliteration. Dividing the sounds into vowels and consonants.	Course presentation, conversation, analysis, synthesis, exercises of transcription	
5. Phonetic transcription and transliteration. Dividing the sounds into vowels and consonants.	Course presentation, conversation, analysis, synthesis, exercises of transcription	
6. Acoustic and articulatory features of vowels.	Course presentation, conversation, analysis, synthesis, transcription, exercising pronunciation of vowels	
7. Acoustic and physiological description of consonants. Classifying consonants by place and type of articulation.	Course presentation, conversation, analysis, synthesis, transcription, listening, reading	
8. Classifying the consonants of the Russian language by presence or absence of tone and articulation.	Course presentation, conversation, analysis, synthesis, transcription, listening, reading	
9. Phonetic rules of contemporary Russian.	Course presentation, conversation, analysis, synthesis, transcription, reading	
10. Positional changes. Combination and alternation of vowels.	Course presentation, conversation, analysis, synthesis, transcription, listening, reading	
11. Positional changes. Combination and alternation of consonants.	Course presentation, conversation, analysis, synthesis, transcription, listening, reading	
12. The phonology of segmental units. Methods of phonological identification.	Course presentation, conversation, analysis, synthesis, transcription, listening, reading	
13. Primary phonological notions.	Course presentation, conversation, analysis, synthesis, transcription, listening, reading	
14. Suprasegmental units. The syllabic accent. Intonation.	Course presentation, conversation, analysis, synthesis, transcription, listening, reading	



<p>Bibliography:</p> <ul style="list-style-type: none"> BĂN, ALEXE, <i>Фонетика и фонология</i>, În: EVSEEV, IVAN (coordonator), <i>Limba rusă contemporană</i>, București: Ed. didactică și științifică, 1982, p. 29-30; ROSETTI, AL., <i>Introducere în fonetică</i>, București, 1967, p. 10-15; STAN, IOAN TEODOR, <i>Фонетика русского языка</i>, Cluj-Napoca, 1995, p. 19-25. 		
8.2 Practical courses (PC1, PC2)	Teaching methods	Remarks
1. Introductory course: the relevance of studying the Russian language, the reasoning behind choosing this specialization, presenting resources and ways of studying Russian effectively.	Presentation, dialogue, debate	1/1' is correlated to PC1/PC2
1'. Introductory notions. The Cyrillic alphabet. Writing/pronunciation (I).	Presentation, explanation	
2. Introductory notions. The Cyrillic alphabet. Writing/pronunciation (II).	Presentation, explanation	
2'. 1. Writing/pronunciation. The accent. Intonation for affirmative and interrogative sentences. 2. The pronoun это (<i>this, that, these, those</i>) within the interrogative structure of the „ Кто это? ” (<i>Who is this/ that?; Who are these/those?</i>) type. 3. The double negation: „ нет ” (<i>no...</i>) and „ не ... ” (<i>no...</i>). 4. Basic vocabulary: common objects, family relations .	Explanation, exercise, conscientious reading for recognising the grammatical phenomena, analysis, dialogue	
3. 1. Noun gender. The specific endings of the feminine, masculine and neuter genders (for the nominative case). 2. Nouns of common gender. 3. Invariable nouns. 4. Peculiarities of nouns of masculine and feminine gender ending in the soft sign. 5. Basic vocabulary: the calendar – seasons, months .	Explanation, exercise, conscientious reading for recognising the grammatical phenomena, analysis, dialogue	
3'. 1. Personal pronouns (in the nominative case). 2. Peculiarities in usage of the pronouns ЭТО and КТО in Russian and ways of translating them to Romanian. 3. <i>Getting acquainted with each other</i> (using the personal pronoun and responding with „ очень приятно! ” (<i>Nice to meet you!</i>)). 4. <i>Forms of greetings</i> : Здравствуй! // Доброе утро! / Добрый день! / Добрый вечер! (Good morning! / Good afternoon! / Good evening!); Здравствуй! (Hello!); Привет! (Hi!); До свидания! (Good bye!); Пока! (Bye!). 5. Basic vocabulary: professions, nationalities. 6. The text „ Кто что хорошо делает ” (<i>The one who does good</i>).	Explanation, exercise, conscientious reading for recognising the grammatical phenomena, analysis, dialogue	A1, p. 146-147.
4. The plural number of nouns: formation, endings, special forms.	Explanation, exercise, conscientious reading for recognising the grammatical phenomena, analysis, dialogue	
4'. The infinitive. The present tense of verbs of first declension: Что он делает? (<i>What is he doing?</i>) – Он читает / работает / играет /. (<i>He is reading/working/playing.</i>). 2. Adverbs of place: где (where), здесь (here), там (there), дома (at home). 3. Adverbs of time: когда (when), утром (in the morning), днём (during the day), вечером (during the evening), ночью (at night).	Explanation, exercise, conscientious reading for recognising the grammatical phenomena, analysis, dialogue	
5. 1. The expression у меня есть – expressing possession. 2. The possessive pronoun чей, чья, чьё, чьи (of); мой, моя, моё, мои (my)/ наш, наша, наше, наши (ours). <i>Наш дом / Our home</i> .	Explanation, exercise, conscientious reading for recognising the grammatical phenomena, analysis, dialogue	



5'. The possessive pronouns его (his), её (her), их (their). The adverb как (how). 3. <i>Let's get to know each other!</i> (using the question „как тебя зовут?"/ „как вас (Вас) зовут?" – „what's your name?" and the answer „меня зовут"/ „нас зовут" – „my name is..."/ „our name is..."). 3. <i>Давайте познакомимся./Getting to know each other.</i>	Explanation, exercise, conscientious reading for recognising the grammatical phenomena, analysis, dialogue	
6. The accusative case without prepositions: Он читает роман. (<i>He is reading a novel.</i>); Он пишет письмо. (<i>He is writing a letter.</i>); Она слушает музыку. (<i>She is listening to music.</i>); Она поёт песню. (<i>She is singing a song.</i>); Она читает повесть. (<i>She is reading a story.</i>).	Explanation, exercise, conscientious reading for recognising the grammatical phenomena, analysis, dialogue	
6'. 1. The present tense of verbs of second declension. 2. Что он делает? (What is he doing?) – Он говорит/молчит. (<i>He is talking/He is silent.</i>). 3. Adverbs like: по-румынски (Romanian), по-русски (Russian), по-английски (English). 4. The past time of the verb. 5. The text „Я не трудоголик" („I'm not obsessed with work"). 6. The text „Странный мужчина" (A strange man).	Explanation, exercise, conscientious reading for recognising the grammatical phenomena, analysis, dialogue	A1, p. 132. A1, p. 187.
7. Examination	Formative assessment	
7'. Feedback: presenting ways of solving the exercises. Acknowledging the strong points and the situations that present difficulty and need improvement.	Explanation, exercise, conscientious reading for recognising the grammatical phenomena, analysis, dialogue	
8. The adjective (hard and soft endings; long form): новый (new), большой (big) / синий (blue). 2. Pronumele какой (which?, what?, what kind of?). 3. The days of the week. 4. Past tense of the verb быть . 5. <i>Какой сегодня день? /What kind of day is/was today?</i> . 6. The text „Семейное счастье" (Happiness in the family).	Explanation, exercise, conscientious reading for recognising the grammatical phenomena, analysis, dialogue	A1, p. 164.
8'. Cardinal and ordinal numerals. <i>Какое сегодня число? /What day is today?</i> .	Explanation, exercise, conscientious reading for recognising the grammatical phenomena, analysis, dialogue	
9. The prepositional case with the prepositions в and на – expressing the place. The accusative case with the prepositions в and на – expressing direction. Adverbs like: где (where), здесь (here) – place / куда (where; in which direction), сюда (here) – direction.	Explanation, exercise, conscientious reading for recognising the grammatical phenomena, analysis, dialogue	
9'. 1. The genitive case: noun endings for the singular form. 2. Expressing belonging. 3. Expressing measure and quantity. 4. Expressing possession: the expression <i>у меня нет</i> . 4. <i>Здоровье/ Health.</i>	Explanation, exercise, conscientious reading for recognising the grammatical phenomena, analysis, dialogue	
10. The genitive case: noun endings for the plural form. The quantitative words <i>сколько, несколько, много, мало</i> + the genitive. 3. <i>Какого числа ты родился? Когда ты родился?/ When were you born?</i>	Explanation, exercise, conscientious reading for recognising the grammatical phenomena, analysis, dialogue	
10'. 1. The future tense. 2. <i>Где мы будем обедать? Where are we going to eat?</i> 3. <i>В ресторане / At the restaurant.</i>	Explanation, exercise, conscientious reading for recognising the grammatical phenomena, analysis, dialogue	



11. 1. The dative case: noun endings for the singular and plural forms. 2. Personal pronouns in dative. 3. Expressing age.: <i>Сколько тебе лет? / How old are you?</i>	Explanation, exercise, conscientious reading for recognising the grammatical phenomena, analysis, dialogue	
11'. 1. The instrumental case: noun endings for the singular and plural forms. 2. The short form of the adjective: ways of forming, usage.	Explanation, exercise, conscientious reading for recognising the grammatical phenomena, analysis, dialogue	
12. 1. The verbs хотеть (to want, to wish) and мочь (to be able to). 2. Structures of the type: <i>я хочу//я могу//я должен/должна работать</i> (I want/can/have to work).	Explanation, exercise, conscientious reading for recognising the grammatical phenomena, analysis, dialogue	
12'. Recapitulation	Analysis, synthesis, dialogue	
13. Assessment	Evaluation	
13'. Assessment	Evaluation	
14. Feedback: presenting ways of solving the exercises. Acknowledging the strong points and the situations that present difficulty and need improvement.	Presentation, analysis	
14'. Feedback: presenting ways of solving the exercises. Acknowledging the strong points and the situations that present difficulty and need improvement.	Presentation, analysis	
Bibliography: 1. Эсмантова, Татьяна, <i>Русский язык: 5 элементов. Уровень А1 (элементарный)</i> , 3-е издание, исправленное. Санкт-Петербург, «Златоуст», 2013, 320 стр. 2. Курлова, И. В., <i>Начинаем читать по-русски. Пособие по чтению для иностранцев, начинающих изучать русский язык</i> , Москва, Р.Я., 2008, 110 стр. 3. Vascenco, V., Pedestrasu, A., <i>Limba rusă azi</i> , București, EDP, 1985, 507 p.		

9. Validating course contents based on the expectations of epistemic communities, professional associations and of potential employers related to the field of study.

- The content of the discipline is in accordance with the subject taught in other university centers in the country and abroad, such as: University of Bucharest, „A.I. Cuza” University of Iași, Jagiellonian University (Poland), University of Warsaw (Poland), University of Szeged (Hungary).
- In accordance with ARACIS standards, the department / specialization has a continuous collaboration with the representatives of the socio-economic and professional environment, especially with: 1. TRADEURO SRL 2. Wolters Kluwer Financial Services 3. S.C. SIMEX S.A. 4. S.C. Universal CO SA.

10. Assessment (examination)

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weight in the final grade
10.4 Course	<ul style="list-style-type: none"> • Correctness and completeness of knowledge • Understanding and presenting phonetic phenomena typical for the Russian language • Capacity to compare the phonetic system of the Russian language to the one of the native language/ another foreign language. 	Written exam; eloquent reading of a text in Russian	50 % of grade



10.5 Practical courses	<ul style="list-style-type: none"> • Formulating sentences that are grammatically correct and reaching the Pre-Intermediate level of communicative competence • Formulating simple questions and answers regarding familiar subjects or immediate necessity • Formulating a simple sentence in order to describe familiar people or places. • Participation to a simple conversation, while the interlocutor repeats or formulates his sentences in a slower rhythm. 	Written formative assessment	50% of grade
10.6 Basic performance standard Theoretical course: understanding and being able to reproduce the basic phonetic notions of the Russian language; formulating simple sentences in Russian that are grammatically and lexically correct, with the vocabulary gained in the theoretical and practical courses. Practical courses: knowing the Cyrillic alphabet (handwriting and capital letters); correct usage of cases for nouns and adjectives; formulating simple sentences that are grammatically correct and contain the appropriate lexis.			

11. Labels ODD (Sustainable Development Goals)

	General label for Sustainable Development

Date:
23.01.2025

Course tutor's name and signature,
Lecturer Sanda Misirianțu, PhD

Practical courses tutor's name and signature,
Lecturer Sanda Misirianțu, PhD

Date of approval:
29.01.2025

Head of Department's name and signature,
Associate Professor Ioan Herbil, PhD

Date of approval
Name and signature of Dean